

Expository/Persuasive Paragraph Rubric Grades 1 & (2 beginning of year)

FEATURES	1	2	3	4	5	6
1. Focus – clear main idea, details, wrap-up sentence	No focus Few details No closing	Focus is unclear. Details are few or unrelated. No closing	Focus is unclear. Details are related but <u>not facts</u> . <u>No</u> closing.	Focus statement is unclear. Details are related or repetitious. <u>Weak</u> closing.	Clear focus. <u>Sufficient details</u> supporting focus. <u>Adequate</u> closing	Clear focus <u>Details are written with specific details</u> . <u>Effective</u> closing
2. Support - details	No details	Few details that may be unclear or repetitious. No evidence of suitable voice.	<u>Sufficient details</u> , but are <u>unclear</u> or <u>repetitious</u> or <u>do not support main idea</u> . <u>Voice shifts</u> or disappears.	Details are <u>clear</u> and <u>supportive</u> . Voice is present but not consistent.	<u>Clear details</u> with <u>some</u> specificity. <u>Voice is appropriate</u> for topic, purpose, and audience.	<u>Clear details with specificity</u> . <u>Voice is appropriate</u> for topic, purpose, and audience.
3. Organization – Focus sentence, details, wrap-up sentences are cohesive	Little or no attempt	Some attempt but little success	Attempt at organization may not be in correct order. <u>May have inappropriate details</u>	Organization is noticeable <u>some details are appropriate</u>	Organization is evident <u>Most details are appropriate</u>	Organization is evident <u>Details are appropriate with specificity</u>
Conventions – five star sentences	1 <ul style="list-style-type: none"> ▪ Little or no discernable knowledge of conventions ▪ Severity and density of errors is such that meaning is impaired ▪ Sentence structure is simplistic or in error 		2 <ul style="list-style-type: none"> ▪ Partial knowledge of conventions is evident ▪ Severity and density of errors constitute a noticeable pattern ▪ Little attempt at varying sentence structures 		3 <ul style="list-style-type: none"> ▪ Strong knowledge of conventions is demonstrated ▪ Standards of punctuation, capitalization, and spelling are consistently followed – may have minor lapses ▪ May have minor errors in usage and sentence formation ▪ A variety of sentence structures is evident 	
Integration – paper as a whole	Does not fulfill assignment	Attempt to fulfill assignment Insufficient amount of writing	All features are present, but <u>may not be fully developed</u> . <u>Lacks expository structure</u>	All features are present and clear <u>No</u> specific details	All features are present and clear <u>Some</u> specific details	All features are present and clear <u>Many</u> specific details

STUDENT SCORE SHEET
(See Guidelines to Scoring)

Student _____

Focus (1-6) _____

Support (1-6) _____

Organization (1-6) _____

Conventions (1 - 3) _____

Integration (1-6 x 2) _____

Total Score _____ = _____

(Below Standards, Meets, or Exceeds)
see chart

	Below Standards	Meets Standards	Exceeds Standards
Grades 1-2	6-20	21-27	28-33

Narrative Paragraph Rubric Grades 1 & (2 beginning of year)

FEATURES	1	2	3	4	5	6
1. Focus – clear main idea, focus details, wrap-up	Little or no attempt	Vague subject No reactions No closing	Subject clear Unifying events unclear Details do not support subject <u>No reactions</u> <u>No closing</u>	Subject clear Details support subject <u>Some reactions</u> <u>Weak closing</u>	Subject clear Details support subject Reactions present <u>Adequate closing</u>	Subject clear Details support subject with good reactions <u>Effective closing</u>
2. Elaboration – quality of details	No details	Attempt at details. No evidence of suitable <u>voice</u> .	<u>Details have no extensions</u> Reactions are limited. <u>Voice shifts</u> or disappears.	<u>Details have some extensions</u> and reactions. Voice is <u>present</u> but not consistent.	<u>Most details have extensions and reactions</u> . Voice is appropriate for topic, purpose, and audience.	<u>All details have extensions and reactions</u> . Voice is appropriate for topic, purpose, and audience.
3. Organization – Focus sentence, details, wrap-up sentences are cohesive Chronological order	Little or no attempt	Some attempt but little success	Attempt at organization may <u>May have inappropriate details</u> <u>May not be in chronological order</u>	Organization is <u>noticeable</u> <u>Chronological order</u>	Organization is <u>evident</u> <u>Chronological order</u>	Organization is evident Chronological order <u>Details and reactions are elaborate</u>
Conventions – five star sentences	1 <ul style="list-style-type: none"> ▪ Little or no discernable knowledge of conventions ▪ Severity and density of errors is such that meaning is impaired ▪ Sentence structure is simplistic or in error 		2 <ul style="list-style-type: none"> ▪ Partial knowledge of conventions is evident ▪ Severity and density of errors constitute a noticeable pattern ▪ Little attempt at varying sentence structures 		3 <ul style="list-style-type: none"> ▪ Strong knowledge of conventions is demonstrated ▪ Standards of punctuation, capitalization, and spelling are consistently followed – may have minor lapses ▪ May have minor errors in usage and sentence formation ▪ A variety of sentence structures is evident 	
Integration – paper as a whole	Does not fulfill assignment	Attempt to fulfill assignment Insufficient amount of writing	All features are present, but may not be fully developed. <u>Lacks narrative structure</u>	<u>All features are present</u> and clear <u>No elaboration</u>	<u>All features are present</u> and clear <u>Some elaboration</u>	<u>All features are present</u> and clear <u>Many elaborations</u>

STUDENT SCORE SHEET
(See Guidelines to Scoring)

Student _____

Focus (1-6) _____
Support (1-6) _____
Organization (1-6) _____
Conventions (1 - 3) _____
Integration (1-6 x 2) _____
Total Score _____ =

_____ = _____
(Below Standards, Meets, or Exceeds)
see chart

	Below Standards	Meets Standards	Exceeds Standards
Grades 1-2	6-20	21-27	28-33