**NCUJHS Paragraph Writing Rubric**

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| **Points** | **Exceeding** | **Meeting** | **Progressing** | **Beginning** |
| **Topic / Focus** | **Interesting**, original topic sentence, reflecting thought and insight; clearly focused on one main idea. | Clearly stated topic sentence presents one main idea. | Topic sentence  Includes topic but is  too broad;  main idea is missing  or unclear. | Missing, invalid, or unclear topic sentence;  main idea /focus is missing. |
| **Organization** | Thoughtful, logical progression of supporting sentences; mature transitions between ideas. | Sentences are arranged in a logical progression; appropriate transitions  used throughout. | Order of sentences needs to be revised  to make sense; transitions may be missing or weak. | No orderly pattern of organization; unrelated details; no transitions. |
| **Supporting Evidence/**  **Explanation** | Main idea/ focus is fully explained, supported & developed with strong, relevant details/evidence. Each piece of evidence is thoughtfully analyzed and explained. | Main idea/ focus is well supported with specific details/evidence; each detail or piece of evidence is  fully explained. | Main idea needs more support with added details/ evidence;  details may take the form of a list. | Main idea/ focus is  unclear and unsupported  by details/ evidence. |
| **Concluding**  **“So What?” Sentence** | Offers clear synthesis of evidence to arrive at  deep understanding/ sophisticated insight(s) about topic & main idea. | Offers synthesis of evidence and shows understanding about topic/MI; avoids merely restating topic sentence. | Merely restates topic sentence with no understanding or insights. | No concluding sentence. |