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|  | **Exemplary**  **MEL-Con Paragraph Grading Rubric**  Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Proficient** | **Emerging** | **Not Yet** |
| Main Idea/ Topic Sentence  Score:  \_\_\_\_\_ | Topic sentence clearly and accurately states the topic along with a direct and concise argument or claim. | Topic sentence states the main idea and makes a claim **BUT** may be wordy or somewhat unclear. | Topic sentence does not make a clear and concise claim, **but** may summarize the topic and provide a general frame for discussion.  Statements that begin with “yes” or “no” do not demonstrate sophisticated or proficient main idea statements. | Topic sentence does not respond to the question or prompt and does not make a direct claim or argument.  **OR**  No topic sentence is present  Topic sentences should not include evidence. |
| Evidence/ Examples  Score:  \_\_\_\_\_ | Evidence includes source of information observed or measured (quotes, examples, statistics, etc.) and is explained/ paraphrased and cited according to MLA guidelines.  Evidence strongly proves the main claim; does not support opposing views.  All three pieces of evidence are present. | Evidence includes examples that support the main claim **BUT** may be somewhat general or vague.  All three pieces of evidence are present. | Evidence is unclear, too general, or may lack focus in supporting the claim.  At least two out of three pieces of evidence are present. | No evidence is included  **OR**  Evidence provided is inaccurate, plagiarized, or unrelated to the main idea or claim.  Fewer than two pieces of evidence are present. |
| Link  Score:  \_\_\_\_\_ | Includes sentences that explain thoroughly HOW the evidence supports the topic/claim.  All three links are present. | Explanation offers a clear connection between evidence and topic **BUT** may lack depth or unique analysis.  All three links are present | Explanation does not make a clear connection and may offer only a general reference back to the main idea.  At least two out of three links are present. | No explanations that link the main idea and evidence are included.  **OR**  Links repeat or restate evidence.  Fewer than two links are present. |
| Transitions  Score:  \_\_\_\_ | Appropriate transitions are present before all examples and before the conclusion.  Transitions are varied and help the paragraph flow smoothly. | All four transitions are present, BUT may be simple or unvaried (ex. First, Second, Third).  Transitions help the paragraph flow smoothly. | Most transitions are present.  Some transitions are not suitable or disrupt flow. | The transitions between ideas are unclear or nonexistent.  The paragraph seems choppy. |

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| Conclusion  Score : \_\_\_\_\_ | Final statement(s) give the paragraph closure by summarizing claim and evidence.  Closing statements creatively paraphrase main argument and explanation without simple repetition. | Final statement(s) give closure by summarizing claim and evidence, **BUT** may do so in a somewhat repetitive or simplistic way. | Final statements do not fully summarize your claim and evidence, and may simply restate your general claim. | Concluding summary statements are not included  **OR**  Statement does not maintain focus on the original claim. |
| Conventions/ Language  Score: \_\_\_\_ | Writer makes no errors in grammar or spelling that distract the reader from the content.  Word choice, terms, and point of view are accurate for assignment. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.  Word choice, terms, and point of view are mostly accurate for assignment. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.  There are several errors in word choice, terms, and point of view | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.  There are too many errors in word choice, terms, and point of view for the paragraph to be understood |
| Presentation/ Format  Score: \_\_\_\_ | MLA Heading is accurate; Title is appropriate and telling; Paragraph is double spaced with indented first line.  Author took great care to make the paragraph visually appealing. | Two of the three components are present:  MLA Heading is accurate; Title is appropriate and telling; Paragraph is double spaced with indented first line. | One of the three components is present:  MLA Heading is accurate; Title is appropriate and telling; Paragraph is double spaced with indented first line. | None of the following components is present:  MLA Heading is accurate; Title is appropriate and telling; Paragraph is double spaced with indented first line.  Author did not follow directions in regard to formatting the document |

Total: \_\_\_\_\_\_\_\_\_\_\_\_\_/ \_\_\_\_\_\_\_\_