Paragraph Assessment Out of 24 Marks Total

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  | | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | | RUBRIC | DESCRIPTIVE PARAGRAPH CRITERIA | POINTS | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **4** | **3** | **2** | **1** | Self / Teacher | | **Topic Sentence** | Topic sentence is well written, correctly placed, and introduces the topic. | Topic sentence is complete and introduces the topic. | Attempt was made to write a topic sentence but it is not effective at introducing the topic. | Topic sentence is unclear and incomplete, and is not introducing the topic. |  | | **Supporting Detail Sentence(s)** | Paragraph(s) have 6 or more supporting detail sentences that relate back to the main idea. | Paragraph(s) have 4-5 supporting detail sentences that relate back to the main idea. | Paragraph(s) have 3-4 supporting detail sentences that relate back to the main idea. | Paragraph(s) have 0-2 supporting detail sentences that relate back to the main idea. |  | | **Concluding Sentence** | Conclusion is clear, complete, sums up the paragraph and relates back to the topic sentence. | Conclusion is complete, relates to the topic, but is simple. | An attempt was made to conclude, but is incomplete or does not relate to the topic. | No clear conclusion. |  | | **Word Choice** | Writer uses adjective words and phrases that linger or draw pictures in the reader's mind, and the choice of the words seems accurate, natural and not forced. | Writer uses adjective words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone. | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair. | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. |  | | **Mechanics and Grammar** | Paragraph has no errors in punctuation, capitalization, and spelling. | Paragraph has one or two punctuation, capitalization, and spelling errors. | Paragraph has three to five punctuation, capitalization, and spelling errors. | Paragraph has six or more punctuation, capitalization, and spelling errors. |  | | **Sensory Details** | Paragraph includes details that appeal to three or more of the five senses (taste,touch, sound, sight, smell). | Includes details that appeal to three of the five senses. | Includes details that appeal to only two of the five senses. | Includes no details that appeal to one of the five senses. |  |   **Total Points:**  *Note:* Reprinted from Greater Saskatoon Catholic Schools (2014). Reprinted with permission. | |