**English/ESL/ACE 49 Body Paragraph Rubric**

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|  | **Strong** | **Competent** | **Developing** | **Needs Work** |
| **Controlling Idea/Thesis** | Writer has an insightful, clear controlling idea for the paragraph. | Writer has a clear controlling idea for the paragraph. | Writer needs to clarify and strengthen the controlling idea of the paragraph. | Writer needs to compose a clear controlling idea for the paragraph. |
| **Organization** | Writer composes a paragraph with a logical flow of ideas clearly connected to the controlling idea. | Writer composes a unified body paragraph, which overall is connected to the controlling idea. | Writer needs to revise so that the paragraph has a logical flow of ideas with clearer connections to the controlling idea. | Writer needs to compose or substantially revise the paragraph so it contains one main idea and flows logically. |
| **Development** | Writer fully supports the paragraph with relevant, specific examples and explains/analyzes their significance. | Writer supports the paragraph with mostly relevant, specific examples and explanation/analysis. | Writer needs to reinforce the paragraph with more relevant, specific examples and explanation/analysis. | Writer needs to provide relevant, specific examples and explanation/analysis in the paragraph. |
| **Language, Mechanics, and Style** | Writer uses precise language appropriate to audience and purpose, has a command of a variety of sentence structures, and edits sentence boundary issues and errors that interfere with communication. | Writer uses language appropriate to audience and purpose, uses a variety of sentence structures, and edits most sentence boundary issues and/or errors that interfere with communication. | Writer needs to revise to make language more appropriate to audience and purpose, to add more variety to sentence structures, and to edit sentence boundary issues and/or errors that interfere with communication. | Writer needs to substantially revise to make language more appropriate to audience and purpose, to add variety to sentence structures, and to edit sentence boundary issues and errors that interfere with communication. |

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| **Assignment Fulfillment** | Yes **€** |  | No **€** |  |
| **Process**  **Writing** | Writer thoughtfully applies multiple stages of the writing process, including pre-writing, organizing, drafting, revising and editing.  **€** | Writer applies multiple stages of the writing process, including pre-writing, organizing, drafting, revising and editing.  **€** | Writer needs to apply more stages of the writing process, including pre-writing, organizing, drafting, revising and editing.  **€** | Writer needs to practice all stages of the writing process, including pre-writing, organizing, drafting, revising and editing.  **€** |
| **Reflection/ Growth Feedback and Other Comments** |  |  |  |  |