Paragraph Rubric w/ Docs

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|  | Exceeds Standard | Meets Standard | Below Standard |
| Thesis | Reflects the complexities of questions and/or issues generated from the prompt  Strong, Sophisticated language  Clear & arguable | Easily identified thesis that is on-topic  Strong language  Clear & arguable | Unclear or developing thesis  Simple, weak language—includes “I think..,” “I believe…”  Not clear and/or arguable |
| Topic Sentences | Per claim, specific topic sentences that guide reader to next key concept & reinforce thesis  Strong, Sophisticated language | Per claim, most topic sentences specifically reference a key concept that matches the thesis  Strong language | Missing or too general topic sentences that may not relate to the thesis  Simple, weak language |
| Evidence | Abundant, credible, relevant and compelling evidence from textbook, docs, notebook etc. (4 or more) | Reliable and mostly relevant evidence  (3 or more) | Little to no evidence that is questionable or irrelevant  (less than 3) |
| Analysis | Complex, thoughtful analysis of the evidence is used to prove the topic sentence/thesis | Evidence is connected to the questions and/or issues raised by the prompt | General discussion of topic |
| Point of View (POV) | Point of view statement ***clearly*** explains how information in docs is shaped by ***two or more*** of the following: who said them, when they were written, and/or why they were written. | Point of view statement ***generally*** explains how information in docs is shaped by ***one*** of the following: who said them, when they were written, or why they were written. | Point of view statement ***lacks focus,*** merely introduces docs or is missing |

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