

Name: _____

Date: _____ Period: _____

Due date: _____

Assessment Title: _____

FORMATIVE SUMMATIVE (circle one)

Informative-Explanatory Rubric: Evidence Based Paragraph (PEEL)				
	Purpose/Focus	Organization	Evidence	Elaboration of Evidence
5 (M)	States theme or central idea of text. Focus is strongly maintained and clear. Student can analyze a theme or central idea, evaluate its quality and re-write to make it effective.	Effective topic sentence and conclusion. Details are presented in logical order. Strong connection among ideas. Can analyze structure of PEEL Paragraph, evaluate, and re-write for effectiveness.	Evidence from sources are smoothly integrated and cited. Student can analyze evidence, evaluate the quality and re-write for accuracy.	Effective explanation of how evidence relates to topic sentence. Student can analyze an explanation, evaluate it, and re-write the explanation to make it more effective.
4 (AM)	States theme or central idea of text. Focus is strongly maintained and clear. Student can analyze a theme or central idea, and evaluate its quality.	Effective topic sentence and conclusion. Details are presented in logical order. Strong connection among ideas. Can analyze structure of PEEL Paragraph and evaluate for effectiveness.	Evidence from sources are smoothly integrated and cited. Student can analyze evidence, and evaluate its quality.	Effective explanation of how evidence relates to topic sentence. Student can analyze an explanation and evaluate its effectiveness.
3 (P)	States theme or central of text. Maintains focus throughout.	Adequate topic sentence and conclusion. Details are presented in logical order. Adequate connection among ideas.	Some evidence from sources is integrated. Citations may be general or imprecise.	Adequate explanation of how evidence relates to topic sentence.
2 (AP)	Theme or central idea may be too vague or general. OR Focus may drift.	Inconsistent topic sentence and conclusion. Details may not be presented logically. Weak connection among ideas.	Evidence is weakly integrated. Citations, if present, are uneven.	Weak explanation of how evidence relates to topic.
1 (NP)	Little or no focus or statement of main idea.	Frequent random ideas. No identifiable topic sentence or conclusion. No connection among ideas.	Evidence is minimal, absent, in error, or irrelevant.	Little or no explanation of how evidence relates to topic.
0 (NE)	No evidence	No evidence	No evidence	No evidence.
RESULTS: Mastery Approaching Mastery Proficient Approaching Proficient Not Proficient No Evidence				