

Name: _____

How Are the Units Related? Paragraph

| CATEGORY | 100% – 80% | 80% – 60% | 60% – 40% | 40% – 0% | Score |
|------------------------------------|--|---|---|--|-------|
| Evidence and Examples (/25) | All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position. | Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position. | At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position. | Evidence and examples are NOT relevant AND/OR are not explained. | |
| Sequencing (/25) | Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought. They clearly show how the units are connected. | Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought. They somewhat show how the units are connected. | A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing. It is difficult to see how the units are connected. | Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing. Students do not show how the units are connected. | |
| Terminology (/25) | Demonstrates a clear understanding of the material and uses appropriate terminology and arguments. | Demonstrates a general understanding of the material uses some of the proper terminology. | Demonstrates some understanding of the material and uses little appropriate terminology. | Improper terminology is used. | |
| Organization (/25) | Paragraph is written neatly or typed. | Paragraph is written somewhat neatly. | Paragraph is not written neatly. | Paragraph is not written | |