

Expository Paragraph Rubric

(Teacher Generated Criteria*)

	Exemplary	Proficient	Developing (Not Yet)	Novice (Not Yet)
Main Idea: Topic sentence	Topic sentence is engaging, clear, focused, and consistent with the task.	Topic sentence is clear, focused, and consistent with the task.	Topic sentence is evident but is confusing and/or inconsistent with the task.	Topic sentence is missing.
Main Idea: Supporting Details	Supporting details are convincing, thorough, accurate, and relevant.	Supporting details are thorough, accurate, and relevant.	Supporting details are accurate and relevant but lack thoroughness.	Supporting details totally lacking, inaccurate, or irrelevant.
Organization: Transitions	Purposeful, effective transitions make links between details very clear and smooth.	Obvious, adequate transitions make links between details clear and smooth.	Some lack of or misuse of transitions is confusing.	No guiding transitions – jumps from point to point.
Organization: Concluding Sentence	Concluding sentence brings a natural sense of closure to paragraph. It reinforces and supports main idea.	Concluding sentence adequately ends paragraph. It reinforces and supports the main idea.	Concluding sentence abruptly ends the paragraph – it simply restates the main idea or is contrived.	Concluding sentence is missing.

*Note:

- This coaching rubric is used early in the school year. Additional criteria are added as the year progresses. (Examples: purpose, voice, and sentence fluency.)
- Students do not see this rubric until the coaching rubric on the previous page is developed *by the students* as a class activity. However, teacher understanding of these assessment objectives is crucial during the development of the coaching rubric to facilitate student thinking.