T/MEAL Paragraph Rubric

	4 Exceeds Expectations	3 Meets Expectations	2 Approaching Expectations	1 Partially Meets Expectations
C L A I M	Responds to the prompt clearly, directly, and fully with effective and comprehensive development of the claim or topic that is consistently appropriate to the task by using clear and convincing reasoning.	Responds to the prompt and provides effective development of the claim or topic that is appropriate to the task by using clear and convincing reasoning.	Responds to the prompt and provides some development of the claim or topic that is somewhat appropriate to the task by using some reasoning.	• Responds to the prompt and provides minimal development of the claim or topic that is limited in its appropriateness to the task by using limited reasoning. • Does not address part of the assignment.
Use of evi den ce	• Supports a coherent thesis with evidence from the text. • Employs subtlety in its use of the text and the writer's style is fluent and flexible	• Supports its thesis with appropriate textual evidence • Uses the text to illustrate and support in ways that are competent but not subtle.	• Uses the text to frame an intelligent response to the prompt. • Employs textual evidence sparingly or offers evidence without attaching it to the thesis.	Provides no real textual support for its thesis.
A N A L Y S I S	Response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective and convincing textual evidence.	Response demonstrates comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis of adequate textual evidence.	Response demonstrates basic comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis of basic textual evidence.	Response demonstrates limited comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with limited textual evidence.
S Y N T A X	Effectively writes sentences that express complete thoughts, using a variety of simple, compound, and complex sentences. Sentences begin in a variety of ways.	Sentences express complete thoughts, using some compound and complex sentences. Some variation in the beginning of sentences is apparent.	Sentences express complete thoughts. Most sentences are simple sentences with similar beginnings. Written clearly and organized but may be somewhat mechanical.	Sentences express complete thoughts. Nearly all sentences are simple sentences with similar beginnings. Written in a way that is uneven in development with lapses in organization and clarity.
Gr am ma r & Me cha nic s	Has no mechanical and grammatical errors	There may be a few minor errors in mechanics, grammar, and usage, but the meaning is clear.	There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.	There may be errors in mechanics, grammar, and usage that often impede understanding.

Comments

All work that is assigned by your teacher will be graded on the scale shown below.

✔+	✔	✔− /Revise/Resubmit
4	**3**	**2 or 1**

Mistakes are learning opportunities; therefore, you will *always* have the option to rewrite, revise, and resubmit an assignment for a better grade! Any paper with a √-/RR means: revise and resubmit for a better grade the **next period class**!

M/TEAL Template – Version 1

Main Idea/ Topic Sentence(s): What is your idea? What are you trying to prove?		*Remember to:* ❑ Use present tense ❑ Use Strong Verbs ❑ Use transitional Words
Evidence: citations, facts quotes embedded with **Analysis:** what does this evidence prove? Make direct and specific connections to your claim.		*Remember to use transition words:* ❑ For instance, ❑ For example, ❑ The author's claim that "__" *& strong verbs:* ❑ This supports… ❑ , which illustrates… ❑ …, thus proving…
Link: connect your argument back to your topic sentence. How does this evidence support your claim?		*Remember:* ❑ Avoid quotes in the conclusion ❑ Avoid repetition ❑ Avoid new ideas in the conclusion

M/TEAL Template – Version 2

Main Idea/ Topic Sentence(s): What is your idea? What are you trying to prove?	_____ _____ _____ _____ _____ _____	*Remember to:* ❑ Use present tense ❑ Use Strong Verbs ❑ Use transitional Words
Evidence: citations, facts quotes embedded with	_____ _____ _____ _____ _____ _____	*Remember to use transition words:* ❑ For instance, ❑ For example, ❑ The author's claim that "__"
Analysis: what does this evidence prove? Make direct and specific connections to your claim.	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	*Remember to use strong verbs:* ❑ This supports… ❑ , which illustrates… ❑ …, thus proving…
Link: connect your argument back to your topic sentence. How does this evidence support your claim?	_____ _____ _____ _____ _____ _____ _____	*Remember:* ❑ Avoid quotes in the conclusion ❑ Avoid repetition ❑ Avoid new ideas in the conclusion