

## TCECC Final Draft Template

**Step One:** Save this document WITH YOUR NAME IN THE FILE TITLE.

**Step Two:** Copy the prompt in the space below. Make sure you adapt the prompt to your specific demographic group AND the time period assigned for this paragraph.

**Step Three:** Cut and Paste your paragraph in the space below. Color code it by either changing the font colors OR highlighting the text in the appropriate colors. Please leave me room in the margins to write. I have inserted a blank page after this one so you have extra space if you need it.

**Step Four:** Type your properly formatted MLA Citation for your evidence. Include this whether your evidence is a direct quote or not. Use the space below.

**Step Five Reflection:** Self-assess your paragraph on the rubric below AND complete the checklist below it.

Learning Target	Exceptional (A)	Meets Standard (B)	Needs Attention (C)	Absence of Evidence (D/F)
<b>Topic Sentence</b> (What will your paragraph be about/prove?)	- Clearly outlines the claim or argument of the paragraph - Responds directly to the prompt - Uses varied word choice and sentence structure; avoids direct repetition of prompt	- Clearly outlines the main idea of the paragraph - Responds directly to the prompt - Fact based, rather than claim or academic argument	- May respond to the prompt but does not appropriately outline the main idea of the prompt (e.g. too narrow or too broad)	- Topic sentence is missing, does not respond to the prompt, or does not state the main idea of the paragraph
<b>Context</b> (Time period? People involved? Preceding events?)	- Gives <b>thorough</b> (breadth and depth) background to set up the evidence provided - Demonstrates a strong grasp of the broad historical setting of the evidence that follows	- Gives <b>adequate</b> background to set up the evidence provided in the paragraph - Demonstrates adequate grasp of historical setting, but information is somewhat basic (no depth)	- Important background missing; resulting in a choppy or unclear transition from T to E - More depth or breadth is needed to evaluate and/or understand the evidence	- Context is missing; does not set up the evidence effectively - Context contains inaccuracies - Does not relate to the prompt
<b>Evidence</b> (ex. Names, dates, places, relevant quotes from key figures)	- Evidence is accurate - Evidence directly proves or demonstrates the claim in the topic sentence - Evidence is the most specific/narrow proof possible for the claim	- Evidence is accurate - Evidence directly proves or demonstrates the claim in TS - Evidence supports the topic or claim, but is not the most specific or appropriate for the prompt/task	- Connection to topic sentence/prompt may not be evident - Evidence is a direct quote when not needed	- Evidence is inaccurate, missing or irrelevant to the claim in the paragraph/prompt
<b>Commentary Part I</b> (Connect E to T, so what? Explain, elaborate, clarify evidence)	- Clearly connects the evidence to the claim - Explains, elaborates on, clarifies evidence to highlight connection to the claim - Critical thinking is evident	- Connects the evidence to the topic sentence and proves that the evidence supports the claim	- Needs to more explicitly link the evidence to the claim in the paragraph; lets the evidence "speak for itself"	- Commentary Part I is missing or does not at all address how the evidence proves the claim in the topic sentence - C1 does not relate to prompt
<b>Commentary Part II</b> (Why matters? Legacies? Impacts?)	- Makes it clear how and why the specific evidence is representative of a larger idea/theme of history - Analysis goes beyond class discussions to deeper connections that are thorough and on-topic	- Makes it clear how and why the specific evidence is representative of a larger idea/theme of history - Analysis stays on topic with rest of paragraph	- Attempts to articulate how/why the evidence is representative of larger ideas and themes, but analysis is too tangential (off-topic) and disrupts flow - Analysis needs to be more closely connected to the main idea	- Commentary Part II is missing or completely off-topic

- Does your Topic Sentence state a CLAIM to be proven? (as opposed to simply a fact you discuss)
  - Yes
  - No
- Does your Evidence match what your Topic Sentence is about?
  - Yes
  - No
- Is your evidence a specific historical example that proves the claim from your topic sentence?
  - Yes
  - No
- Which part of your paragraph are you most proud of? Why?
- Which part did you struggle the most with writing?