

TCECC Rubric – Un(der)heard Voices Paragraphs

Learning Target	Exceptional (A)	Meets Standard (B)	Needs Attention (C)	Absence of Evidence (D/F)
Topic Sentence (What will your paragraph be about/prove?)	- Clearly outlines the main idea 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	- 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
Context (Time period? People involved? Preceding events?)	- Gives thorough (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 adequate 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
Evidence (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 may not be evident - Evidence is a direct quote when not needed	- Evidence is inaccurate, missing or irrelevant to the claim in the paragraph
Commentary Part I (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
Commentary Part II (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

Keep in mind.....

T What un(der)heard group will your paragraph be about?
Or subgroup?
What was that group doing during the time period?
(Diction note: choose a strong and evocative verb!)

C What major themes or events were going on during this time period?
What's your groups' general status? How did they get there?
Might address less significant things group was doing.
Set up background info for your specific evidence.

E How do we KNOW that your group or subgroup was doing what you claimed in T?
ONE specific, clear, best example/proof.
(Intro and cite properly!)

C What about your evidence PROVES that your group was doing what you said in your T?

C Why does it matter that your group was doing what you proved?
What were the impacts or legacies of your groups' actions?
If unheard, what were the consequences of them NOT being listened to?
How did this paragraph's info cause events that came later?