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|  | **Excellent****4-3.5 pts** Advanced  | **Good****3.5-2.5 pts** Proficient  | **Fair****2.5-1.5 pts** Basic  | **Needs Improvement****1.5> pts** Below Basic  |
| Organization  | Steps are in a clear and logical order which are easy for the reader to understand.  | The paragraph leaves out one important step that may confuse or distract the reader.  |  Many details are left out and/or there is no logical progression of the steps.  | The paragraph does not have a clearly defined objective. Steps are confusing or hard to follow. Details are left out and reader is left to figure things out on his or her own.  |
| Ideas  | The overall purpose is clear; transitional words and phrases that show order are used effectively; The paragraph stays in 2nd person.  | The purpose is generally clear; transitional words and phrases that show order are used; the writing is generally focused on the audience.  | The purpose is unclear; the writing lacks transitional words and phrases that show order; the writing does not address the intended audience.  | No purpose is apparent. The writing does not address the intended audience.  |
| Using Trasitions  | The writer consistently uses transitions, including time transitions that clarify the order of events.  | The writer generally uses transitions effectively, but the order of events is slightly confusing.  | The paragraph is not logically organized, and some vital information has been left out.  | The paragraph shows no signs of organization and lacks vital information.  |
| Word Choice  | The writer has excellent word choice  | The writer has nice word choice. He or she could have written with more precision.  | The writer uses unclear or irrelevant words. Language is hard to follow.  | The writer does not use appropriate or relevant word choice.  |
| Conventions Grammar, Usage, Mechanics, and Spelling  | There are few or no errors in mechanics, usage, grammar, or spelling. No errors that detract from the purpose of the paragraph.  | There are some errors in mechanics, usage, grammar, or spelling.  | Errors in mechanics, usage, grammar, or spelling interfere with the audience's understanding of the process.  | Serious and numerous errors in mechanics, usage, grammar, or spelling block the audience's understanding of the process.  |

**Process Paragraph Rubric**