PEEL Paragraph

Rubric

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|  | [https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcQSWhnERuqvT2LKW6LNc8Vs3xgPae99tB0ZPZvqmTYSyCmxsPwd](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&docid=At99fN3MagnJZM&tbnid=rltCYpUJHLxkjM:&ved=0CAUQjRw&url=http://sydneygen.wordpress.com/tag/we-can-do-it/&ei=ls8KUd-DBaPQ2AX4woCoDw&bvm=bv.41642243,d.b2I&psig=AFQjCNG-5zZX9Hl5D8O6HIExaLpuA-Z-Lw&ust=1359749382169916)4 | [http://img1.etsystatic.com/004/0/5131427/il_fullxfull.359029717_6bow.jpg](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&docid=tqQdRWxzy00N3M&tbnid=C3AdVyog5tfb0M:&ved=0CAUQjRw&url=http://www.etsy.com/listing/59011039/smiley-face-vinyl-decal-sticker-adhesive&ei=W9AKUbapB6Go2wXJyIGYCg&bvm=bv.41642243,d.b2I&psig=AFQjCNGt1Ws4dU-Y20Hbjwz2Cea3Ag8evA&ust=1359749593286870)3 | [http://majormedia.osu.edu/majormedia2004/peru/costa/images/face_neutral2.jpg](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&docid=6mzVOd7sWM64dM&tbnid=tgnHFX9oYsBttM:&ved=0CAUQjRw&url=http://majormedia.osu.edu/majormedia2004/peru/costa/elemental/preparacion.html&ei=xdAKUezCMObq2gWLsoHgCQ&bvm=bv.41642243,d.b2I&psig=AFQjCNFR6i-qxNh5cfOMy-GdAlojIPv7QA&ust=1359749697466792)2 | [http://cdn2.sbnation.com/imported_assets/382485/sm-face_medium.jpg](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&docid=zXDP4L4ISSD0uM&tbnid=HK2ad3ZUKdLYXM:&ved=0CAUQjRw&url=http://www.brightsideofthesun.com/2010/2/18/1316556/snap-poll-amare-staying-put-happy&ei=jNAKUdinLoag2QWVlIDoDQ&bvm=bv.41642243,d.b2I&psig=AFQjCNHa3FJ8w8t33qW3NlaMhiAJE3jEtQ&ust=1359749633110609)1 |
| Point | Point/Claim is logical and thought-provoking. Shows complex thinking. | Point/Claim is reasonable and accurate. | Point/Claim is unclear or overly simplistic. | Point/Claim is missing or inaccurate. |
| Evidence | Includes ample specific evidence that keenly supports ideas. Smoothly integrates quoted info from text. Uses signal phrases/citations cite sources. | Includes accurate info from text to support idea. Acknowledges sources. | Evidence is confusing or weak—better evidence needed to support idea. Does not consistently cite sources. | Evidence is missing or is inaccurate. |
| Explanation | Builds a strong, logical argument/train of thought, fully explaining idea and how evidence supports point. | Includes reasonable explanation to show how evidence supports point. | Explanation is weak or confusing or not developed. May fail to connect evidence to point. | Explanation is missing, inaccurate, or makes no sense. |
| Link | Presents a logically connected series of points linked with transitional phrases and sentences so that ideas flow smoothly from one to another. | Presents a logically connected series of points linked with transitional words/phrases that aren’t as sophisticated as the level “4.” | Presents a series of points but ideas may abruptly change from one to another with little linking among them or be connected with simplistic transitional words (*first, next, finally*). | Ideas are choppy or unrelated with little to no connection among them. Transitional words/phrases are used sparingly, if at all. |