

How to Write an ACE Paragraph

- Sentence 1: *Topic Sentence* In one sentence, state your main idea, or central argument.
- Sentence 2: *Cite Evidence* If you are writing an informative or argumentative piece, write a fact. If you are writing a literary analysis piece, write a quote from the text.
- Sentence 3: *Explain* Write a comment about the fact or quote. You might paraphrase what it means and/or why it is important.
- Sentence 4: *Explain* Now that you have explained what your fact or quote means, explain how it supports or proves your main idea or central argument.
- Sentence 5: *Cite Evidence* Write another fact or quote.
- Sentence 6: *Explain* Write a comment about the fact or quote. You might explain what it means or why it is important.
- Sentence 7: *Explain* Now that you have explained what your fact or quote means, explain how it supports or proves your main idea or central argument.
- Sentence 8: *Concluding Sentence* Using different word order, restate your main idea or central argument and connect it to the evidence that you've presented.

ACE Writing Rubric

Score	A: Answer	C: Cite	E: Explain
4	<p>Advanced: The response includes a precise central claim.</p> <p>The response demonstrates thorough comprehension of the source text.</p> <p>The response is free of errors of fact or interpretation with regard to the text.</p>	<p>Advanced: The response makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text.</p> <p>The response contains relevant, sufficient, and strategically chosen support for claim(s) or point(s) made.</p>	<p>Advanced: The response offers a thorough, well-considered evaluation of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing.</p> <p>The response has a wide variety in sentence structures. The response demonstrates a consistent use of precise word choice. The response maintains a formal style and objective tone.</p> <p>The response shows a strong command of the conventions of standard written English and is free or virtually free of errors.</p>
3	<p>Proficient: The response includes a central claim or implicit controlling idea.</p> <p>The response demonstrates effective comprehension of the source text.</p> <p>The response is free of substantive errors of fact and interpretation with regard to the text.</p>	<p>Proficient: The response makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text.</p> <p>The response contains relevant and sufficient support for claim(s) or point(s) made.</p>	<p>Proficient: The response competently evaluates the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing.</p> <p>The response has variety in sentence structures. The response demonstrates some precise word choice. The response maintains a formal style and objective tone.</p> <p>The response shows a good control of the conventions of standard written English and is free of significant errors that detract from the quality of writing.</p>
2	<p>Partial: The response may lack a clear central claim or controlling idea or may deviate from the claim or idea over the course of the response.</p> <p>The response demonstrates some comprehension of the source text.</p> <p>The response may contain errors of fact and/or interpretation with regard to the text.</p>	<p>Partial: The response makes limited and/or haphazard use of textual evidence (quotations, paraphrases, or both), demonstrating some understanding of the source text.</p> <p>The response contains little or no support for claim(s) or point(s) made.</p>	<p>Partial: The response identifies and attempts to describe the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing, but merely asserts rather than explains their importance, or one or more aspects of the response's analysis are unwarranted based on the text.</p> <p>The response has limited variety in sentence structures; sentence structures may be repetitive. The response demonstrates general or vague word choice; word choice may be repetitive. The response may deviate noticeably from a formal style and objective tone.</p>
1	<p>Inadequate: The response may lack a clear central claim or controlling idea.</p> <p>The response demonstrates little or no comprehension of the source text.</p> <p>The response may contain numerous errors of fact and/or interpretation.</p>	<p>Inadequate: The response makes little or no use of textual evidence (quotations, paraphrases, or both), demonstrating little or no understanding of the source text.</p> <p>The response contains little or no support for claim(s) or point(s) made, or support is largely irrelevant.</p>	<p>Inadequate: The response identifies without explanation some aspects of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's choosing, Or numerous aspects of the response's analysis are unwarranted based on the text, Or the response offers no discernible analysis (e.g., is largely or exclusively summary).</p> <p>The response lacks variety in sentence structures; sentence structures may be repetitive. The response demonstrates general and vague word choice; word choice may be poor or inaccurate. The response may lack a formal style and objective tone.</p>