<table>
<thead>
<tr>
<th>Score of 4 – Above Grade Level</th>
<th>Score of 3 – On Grade Level</th>
<th>Score of 2 – Approaching Grade Level</th>
<th>Score of 1 – Below Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writing –</td>
<td>The writing –</td>
<td>The writing –</td>
<td>The writing –</td>
</tr>
<tr>
<td>• skillfully introduces the topic clearly, previewing what is to follow (8W2a)</td>
<td>• introduces the topic(s) clearly, previewing what is to follow (7W2a)</td>
<td>• attempts to introduce the topic(s) clearly, previewing what is to follow</td>
<td>• makes little or no attempt to introduce the topic(s) clearly, previewing what is to follow</td>
</tr>
<tr>
<td>• organizes ideas, concepts, and information into broader categories (8W2a)</td>
<td>• organizes ideas, concepts and information using strategies such as definition, classification, comparison/contrast and cause/effect (7W2a)</td>
<td>• attempts to organize ideas, concepts and information using strategies such as definition, classification, comparison/contrast and cause/effect</td>
<td>• makes little or no attempt to organize ideas, concepts and information using strategies such as definition, classification, comparison/contrast and cause/effect</td>
</tr>
<tr>
<td>• uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts (8W2c)</td>
<td>• uses appropriate transitions to create cohesion and clarify relationships among ideas and concepts (7W2c)</td>
<td>• attempts to use appropriate transitions to create cohesion and clarify relationships among ideas and concepts</td>
<td>• makes little or no attempt to use appropriate transitions to create cohesion and clarify relationships among ideas and concepts</td>
</tr>
<tr>
<td>• skillfully provides a concluding statement or section that follows from and supports the information or explanation presented (8W2f)</td>
<td>• provides a concluding statement or section that follows from and supports the information or explanation presented (7W2f)</td>
<td>• attempts to provide a concluding statement or section that follows from and supports the information or explanation presented</td>
<td>• makes little or no attempt to provide a concluding statement or section that follows from and supports the information or explanation presented</td>
</tr>
<tr>
<td>• skillfully produces clear and coherent writing appropriate to task, purpose, and audience (8W4)</td>
<td>• produces clear and coherent writing appropriate to task, purpose, and audience (7W4)</td>
<td>• attempts to produce clear and coherent writing appropriate to task, purpose, and audience</td>
<td>• makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience</td>
</tr>
</tbody>
</table>

The writing –

• develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples (8W2b)
• skillfully includes formatting, graphics, and multimedia when useful to aiding comprehension (8W2a)
• skillfully uses precise language and domain-specific vocabulary to inform about or explain the topic (8W2d)
• skillfully uses relevant information from multiple print and digital sources (8W8)
• skillfully quotes or paraphrases data and conclusion of others while avoiding plagiarism (8W8)
• skillfully follows a standard format for citation, when appropriate (8W8)

The writing –

• develops the topic with relevant facts, definitions and concrete details, quotations, or other information and examples (7W2b)
• includes formatting, graphics, and multimedia when useful to aiding comprehension (7W2a)
• uses precise language and domain-specific vocabulary to inform about or explain the topic (7W2d)
• uses relevant information from multiple print and digital sources (7W8)
• quotes or paraphrases the data and conclusions of others while avoiding plagiarism (7W8)
• follows a standard format for citation, when appropriate (7W8)

The writing –

• attempts to develop the topic with relevant facts, definitions and concrete details, quotations, or other information and examples (7W2b)
• attempts to include formatting, graphics, and multimedia when useful to aiding comprehension (7W2a)
• attempts to use precise language and domain-specific vocabulary to inform about or explain the topic (7W2d)
• attempts to use relevant information from multiple print and digital sources (7W8)
• attempts to quote or paraphrase the data and conclusions of others while avoiding plagiarism (7W8)
• attempts to follow a standard format for citation, when appropriate (7W8)

The writing –

• makes little or no attempt to develop the topic with relevant facts, definitions and concrete details, quotations, or other information and examples (7W2b)
• makes little or no attempt to include formatting, graphics, and multimedia when useful to aiding comprehension (7W2a)
• makes little or no attempt to use precise language and domain-specific vocabulary to inform about or explain the topic (7W2d)
• makes little or no attempt to use relevant information from multiple print and digital sources (7W8)
• makes little or no attempt to quote or paraphrase the data and conclusions of others while avoiding plagiarism (7W8)
• makes little or no attempt to follow a standard format for citation, when appropriate (7W8)

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

*Conventions Chart p. 2

11/26/15
CONVENTIONS CHART  
Grade 7

<table>
<thead>
<tr>
<th>Spelling</th>
<th>Capitalization</th>
<th>Punctuation</th>
<th>Grammar Usage</th>
<th>Sentence Completion</th>
</tr>
</thead>
</table>
| • Spells words at grade level and below correctly. (7W2b) | • Uses capitalization rules from the previous grades (L2a) | Commas:  
• Uses a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not, He wore an old, green shirt.) (7L2a)  
Comma, parenthesis or dash to set off nonrestrictive/parenthetical information* (e.g., appositives, explanatory phrases/clauses such as Batman, the famous caped crusader, battled the Joker, Our teacher, who loves cake, enjoyed the birthday party we threw her) | Phrases:  
• AVOIDS misplaced or dangling modifiers (7L1c)  
Pronouns:  
• AVOIDS inappropriate shifts in pronoun number and person* (previous grade L1c)  
• AVOIDS vague or ambiguous or unclear pronoun references* (previous grade L1d)  
Verbs:  
• AVOIDS inappropriate shifts in verb tense.* (previous grade L1d)  
Agreement:  
• Pronouns and antecedents agree (Everybody wants his or her own book bag VS They all want their own book bags) (previous grade 1e)  
• Subjects and verbs agree (People who forget the words just hum the tune) (previous grade L1)  
Frequently Confused Words:  
• Uses frequently confused words* correctly (previous grade L1g) | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas (7L1b) |

* as appropriate for grade level (see progression chart on page 56, of the CCSS, for progressive skills)

Adapted from the Smarter Balanced – Conventions Chart – April, 2014

* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.