

Informative/Explanatory Writing Rubric Grade 7

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> skillfully introduces the topic clearly, previewing what is to follow (8W2a) organizes ideas, concepts, and information into broader categories (8W2a) uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts (8W2c) skillfully provides a concluding statement or section that follows from and supports the information or explanation presented (8W2f) skillfully produces clear and coherent writing appropriate to task, purpose, and audience (8W4) 	<p>The writing –</p> <ul style="list-style-type: none"> introduces the topic(s) clearly, previewing what is to follow (7W2a) organizes ideas, concepts and information using strategies such as definition, classification, comparison/contrast and cause/effect (7W2a) uses appropriate transitions to create cohesion and clarify relationships among ideas and concepts (7W2c) provides a concluding statement or section that follows from and supports the information or explanation presented (7W2f) produces clear and coherent writing appropriate to task, purpose, and audience (7W4) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to introduce the topic(s) clearly, previewing what is to follow attempts to organize ideas, concepts and information using strategies such as definition, classification, comparison/contrast and cause/effect attempts to use appropriate transitions to create cohesion and clarify relationships among ideas and concepts attempts to provide a concluding statement or section that follows from and supports the information or explanation presented attempts to produce clear and coherent writing appropriate to task, purpose, and audience 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to introduce the topic(s) clearly, previewing what is to follow makes little or no attempt to organize ideas, concepts and information using strategies such as definition, classification, comparison/contrast and cause/effect makes little or no attempt to use appropriate transitions to create cohesion and clarify relationships among ideas and concepts makes little or no attempt to provide a concluding statement or section that follows from and supports the information or explanation presented makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience 	<p>Organization/Purpose 2 X ____ = ____</p>
<p>The writing –</p> <ul style="list-style-type: none"> 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) 	<p>The writing –</p> <ul style="list-style-type: none"> 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) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to develop the topic with relevant facts, definitions and concrete details, quotations, or other information and examples attempts to include formatting, graphics, and multimedia when useful to aiding comprehension attempts to use precise language and domain-specific vocabulary to inform about or explain the topic attempts to use relevant information from multiple print and digital sources attempts to quote or paraphrase the data and conclusions of others while avoiding plagiarism attempts to follow a standard format for citation, when appropriate 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to develop the topic with relevant facts, definitions and concrete details, quotations, or other information and examples makes little or no attempt to include formatting, graphics, and multimedia when useful to aiding comprehension makes little or no attempt to use precise language and domain-specific vocabulary to inform about or explain the topic makes little or no attempt to use relevant information from multiple print and digital sources makes little or no attempt to quote or paraphrase the data and conclusions of others while avoiding plagiarism makes little or no attempt to follow a standard format for citation, when appropriate 	<p>Evidence/Elaboration 2 X ____ = ____</p>
<p>The writing –</p> <ul style="list-style-type: none"> skillfully establishes and maintains a formal style (8W2e) skillfully employs language and tone appropriate to purpose and audience (L3)* demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (8WL1-2)* has errors that do not interfere with understanding (8WL1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> establishes and maintains a formal style (7W2e) employs language and tone appropriate to purpose and audience (L3)* demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (7WL1-2)* has errors that do not interfere with understanding (7WL1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to establish and maintain a formal style attempts to employ language and tone appropriate to purpose and audience attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to establish and maintain a formal style makes little or no attempt to employ language and tone appropriate to purpose and audience makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that interfere with 	<p>Language/Conventions 1 X ____ = ____</p>

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

*Conventions Chart p. 2

CONVENTIONS CHART
Grade 7

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Spells words at grade level and below correctly. (7W2b) 	<ul style="list-style-type: none"> Uses capitalization rules from the previous grades (L2a) 	<p>Commas:</p> <ul style="list-style-type: none"> Uses a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not, <i>He wore an old, green shirt.</i>) (7L2a) <p>Comma, parenthesis or dash to set off nonrestrictive/ parenthetical information* (e.g., appositives, explanatory phrases/ clauses such as <i>Batman, the famous caped crusader, battled the Joker, Our teacher, who loves cake, enjoyed the birthday party we threw her</i>)</p>	<p>Phrases:</p> <ul style="list-style-type: none"> Avoids misplaced or dangling modifiers (7L1c) <p>Pronouns:</p> <ul style="list-style-type: none"> Avoids inappropriate shifts in pronoun number and person* (previous grade L1c) Avoids vague or ambiguous or unclear pronoun references* (previous grade L1d) <p>Verbs:</p> <ul style="list-style-type: none"> Avoids inappropriate shifts in verb tense.* (previous grade L1d) <p>Agreement:</p> <ul style="list-style-type: none"> Pronouns and antecedents agree (<i>Everybody wants his or her own book bag VS They all want their own book bags</i>) (previous grade 1e) Subjects and verbs agree (<i>People who forget the words just hum the tune</i>) (previous grade L1) <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> Uses frequently confused words* correctly (previous grade L1g) 	<p>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas (7L1b)</p>

* 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.