KPBSD September 2016 – Narritive Standard Referenced Rubric
Grade 7

	4 Exceeds Standard	3 Meets Standard	2 Partially Meets Standard	1 Below Standard
Ideas and Organization Establishes context and purpose **W.7.3a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.	• The introduction establishes setting, context, conflict, and/or characters that fit the prompt through the author's point of view. • Purpose is clearly stated.	• The introduction establishes setting, context, conflict, and/or characters that fit the prompt. • Purpose is clearly stated.	• The introduction includes a setting and states the purpose.	• Purpose is not stated.
Content and Development Demonstrates logic and sequencing to develop main ideas **W 7.3b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **W.7.3a2** Organize an event sequence that unfolds naturally and logically.	• Each topic is developed with at least three pieces of evidence (dialogue, descriptions, experiences, and/or events) with at least one reflection per topic. • Events are sequenced logically and naturally with the use of foreshadowing and flashbacks.	• Each topic is developed with at least three pieces of evidence (dialogue, descriptions, experiences, and/or events). • Events are sequenced logically and naturally.	• Topics are developed with less than three pieces of evidence (dialogue, descriptions, experiences, and/or events). • Some events are not logically sequenced.	• Topics are not supported with enough evidence (dialogue, descriptions, experiences, and/or events). • Some events are irrelevant to the purpose.
Transitions and Conclusions **W 7.3c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **W7.3e** Provide a conclusion that follows from and reflects on the narrated experiences or events.	• Four or more varied transition words are found throughout the narrative between settings or events. • The narrative's resolution restates the purpose and has an in depth reflection on the experiences or events in a skillful way.	• Three varied transition words are found throughout the narrative between settings or events. • The narrative's resolution restates the purpose and reflects on the experiences or events.	• Repetitive transitions words are used. • The narrative's resolution restates the purpose only.	• No transition words are used. • The narrative has no resolution.
Style and Sentence Structure **W 7.3d** Uses precise words and phrases, relevant descriptive details, and sensory language to advance the	• Specific, relevant, and figurative 7th grade language is used to describe the experiences appealing to all five senses.	• Specific, relevant, and figurative 7th grade language is used that describes the experiences with at least three senses.	• Specific, relevant, and figurative 7th grade language is used most of the time to describe the experiences with at least two senses.	• Specific, relevant 7th grade language is rarely used. No figurative language is used.

action and convey experiences and events. **L. 7.1.b** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas	• Uses multiple sentence types throughout the essay for creativity and reader's interest.	• Uses 2-3 sentence types per paragraph.	• Uses 2-3 sentence types in the whole essay and not per paragraph.	• No variety between simple, compound, complex, and compound-complex sentences exists.
Conventions **L 7.1.c** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. **L.7.2** Demonstrate command of the conventions of standard English capitalization and punctuation. 　● Use commas to separate coordinate adjectives 　● Spell correctly	• There are no run-ons or fragments. • There are 1-2 mistakes that do not hinder meaning.	• There are 1-2 run-ons or fragments. • There are 3-4 mistakes that do not hinder meaning.	• There are 3 or more run-ons or fragments and/or any that hinder meaning. • There are more than 4 mistakes or there are any mistakes that hinder meaning.	• There are run-ons and fragments throughout that hinder meaning. • Mistakes are found throughout and greatly hinder meaning.

Alaska State Standards Alignment

NOTES: In the left criterion boxes of the rubric, the AK-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (7th[h]) as well as the preceding and subsequent grade. Since the rubric score of "4" represents "above grade level" work, the 7th grade standards were referenced.

The letter abbreviations are as follows: W = Writing   RIT= Reading – Informational Text   L=Language

Strand	6th	7th	8th
Writing	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic (**or thesis statement**); organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. 4. Produce clear and coherent writing in which the development and organization and style are appropriate to task, purpose, and audience. 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic (**or thesis statement**) clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic (**or thesis statement**) clearly, previewing what is to follow; organize ideas, concepts, and information, into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Reading-Informational Text	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.