

**Informative/Explanatory Standard Referenced Rubric
Grade 7**

	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
<p style="text-align: center;">Ideas and Organization Establishes context and purpose</p> <p>W.7.2a Introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information into purposeful, coherent paragraphs</p>	<p>A clear thesis sentence is apparent that answers the prompt directly and effectively which also previews the topics for the following 3 paragraphs.</p> <p>Paragraphs have the clear focused topics that were previewed in the thesis sentence.</p>	<p>A clear thesis sentence is apparent that answers the prompt directly and previews the topics for the following 2 paragraphs.</p> <p>Paragraphs have the topics that were previewed in the thesis sentence.</p>	<p>A thesis sentence is apparent but is off topic.</p> <p>Paragraphs have vague or nonexistent topics or the topics were not previewed.</p>	<p>No thesis sentence is apparent or thesis is off topic.</p> <p>Paragraphs lack any topic.</p>
<p style="text-align: center;">Content and Development Demonstrates critical thinking in order to develop the topic</p> <p>W 7.2b Develop the topic with relevant facts definitions, concrete details, quotations, or other information and examples.</p>	<p>Each claim is supported with 3 or more well chosen pieces of on topic evidence with some explanation to prove claim.</p>	<p>Each claim is supported with 3 pieces of relevant on topic evidence.</p>	<p>Each claim is supported with less than 3 relevant on topic pieces of evidence.</p>	<p>The claims are not supported with relevant evidence.</p>
<p style="text-align: center;">Transitions and Conclusions</p> <p>W 7.2c Uses appropriate transitions to create cohesion, and clarify relationships among ideas and concepts</p> <p>W7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented</p>	<p>3-4 varied transition words are found throughout the essay.</p> <p>The essay is ended by a statement that summarizes the thesis sentence and finishes the essay in a skillful way.</p>	<p>Fewer than 3 varied transition words are found throughout the essay.</p> <p>The essay is ended by a restatement of the thesis sentence and finishes the essay in a logical way but abruptly way.</p>	<p>Repetitive transitions words are used.</p> <p>The essay is ended with a restatement of the thesis sentence but ends abruptly.</p>	<p>No transition words are used.</p> <p>The essay has no summary of the thesis sentence at the end.</p>

<p>Style and Sentence Structure</p> <p>W 7.2d Uses precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W 7.2e Establish and maintain a formal style.</p> <p>L. 7.1.b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>	<p>Uses sensory rich, precise, and authoritative 7th grade language.</p> <p>Formal and some figurative language is found throughout the essay</p> <p>Uses multiple sentence types throughout the essay for creativity and reader's interest.</p>	<p>Uses precise and authoritative (i.e. no "I think") 7th grade language.</p> <p>Formal language is found throughout the essay but includes no figurative language.</p> <p>Uses 2-3 sentence types per paragraph.</p>	<p>Uses precise or authoritative (i.e. no "I think") 7th grade language but not both.</p> <p>1-2 pieces of informal language (i.e. slang) are used in the essay.</p> <p>Uses 2-3 sentence types in the whole essay and not per paragraph</p>	<p>Does not use authoritative or precise 7th grade language.</p> <p>More than 2 pieces of informal language (slang) are used throughout the essay.</p> <p>No variety between simple, compound, complex, and compound-complex sentences</p>
<p>Conventions</p> <p>L 7.1.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation.</p> <ul style="list-style-type: none"> • Use commas to separate coordinate adjectives • Spell correctly 	<p>There are no run-ons or fragments.</p> <p>There are 1-2 mistakes with commas or spelling that do not hinder meaning.</p>	<p>There are 1-2 run-ons or fragments.</p> <p>There are 3-4 mistakes in commas and spelling and do not hinder meaning.</p>	<p>There are 3 or more run-ons or fragments and/or hinder meaning.</p> <p>There are more than 4 mistakes in commas and spelling and/or slightly hinder meaning.</p>	<p>There are run-ons and fragments throughout that hinder meaning.</p> <p>Mistakes with commas and spelling are found throughout and greatly hinder meaning.</p>

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) 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	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development and organization and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
Reading- Informational Text	<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

Language	<ol style="list-style-type: none">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.	<ol style="list-style-type: none">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.	<ol style="list-style-type: none">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.
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