

Informational or Explanatory Text-Based Writing Rubric Grade 7

| | Score of 4 | Score of 3 | Score of 2 | Score of 1 |
|---|--|--|---|---|
| Reading/ Research 2 x _____ = _____ | <p>The writing –</p> <ul style="list-style-type: none"> ▪ makes effective use of available resources ▪ effectively uses relevant and sufficient text support from the resources with accuracy ▪ effectively integrates credible sources* | <p>The writing –</p> <ul style="list-style-type: none"> ▪ makes adequate use of available resources ▪ uses relevant and sufficient text support from the resources with accuracy ▪ uses credible sources* | <p>The writing –</p> <ul style="list-style-type: none"> ▪ makes limited use of available resources ▪ inconsistently uses relevant and sufficient text support from the resources with accuracy ▪ inconsistently uses credible sources* | <p>The writing –</p> <ul style="list-style-type: none"> ▪ makes inadequate use of available resources ▪ fails to use relevant and sufficient text support from the resources with accuracy ▪ attempts to use credible sources* |
| Development 3 x _____ = _____ | <p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses all aspects of the writing task with a tightly focused and detailed response ▪ skillfully develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient | <p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses the writing task with a focused response ▪ develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient | <p>The writing –</p> <ul style="list-style-type: none"> ▪ addresses the writing task with an inconsistent focus ▪ inconsistently develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are relevant and sufficient | <p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to address the writing task but lacks focus ▪ develops the topic using facts, definitions, concrete details, quotations, or other information and examples that are irrelevant and/or insufficient |
| Organization 2 x _____ = _____ | <p>The writing –</p> <ul style="list-style-type: none"> ▪ effectively introduces the topic ▪ effectively organizes complex ideas, concepts, and information and supports the writing task ▪ uses effective transitions to create cohesion and clarify the relationships among ideas and concepts ▪ provides an effective concluding statement or a section that follows from and supports the information or explanation presented | <p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the topic clearly ▪ organizes ideas, concepts, and information ▪ uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts ▪ provides a concluding statement or section that follows from and supports the information or explanation presented | <p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the topic ▪ organizes ideas, concepts, and information in a manner that may lack cohesion (ideas may be rambling and/or repetitive) ▪ inconsistently uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts ▪ provides a sense of closure | <p>The writing –</p> <ul style="list-style-type: none"> ▪ identifies the topic ▪ has little or no evidence of purposeful organization |
| Language/Conventions 1 x _____ = _____ | <p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates an exemplary command of standard English conventions ▪ skillfully employs language and tone appropriate to audience and purpose ▪ has sentences that are skillfully constructed with appropriate variety in length and structure ▪ follows standard format for citation with few errors* | <p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a command of standard English conventions; errors do not interfere with understanding ▪ employs language and tone appropriate to audience and purpose ▪ has sentences that are generally complete with sufficient variety in length and structure ▪ follows standard format for citation with few errors* | <p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding ▪ inconsistently employs language and tone appropriate to audience and purpose ▪ has some sentence formation errors and/or a lack of sentence variety ▪ follows standard format for citation with several errors* | <p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a weak command of standard English conventions; errors interfere with understanding ▪ employs language and tone that are inappropriate to audience and purpose ▪ has frequent and severe sentence formation errors and/or a lack of sentence variety ▪ follows standard format for citation with significant errors* |

* If applicable