

7th/8th Grade EGUSD Writing Rubric – Informative/Explanatory (CCSS Writing #2)

(Created 4.8.13)

Criterion	5 – Advanced (above grade level)	4 – Proficient (at grade level)	3 - Basic	2 - Below Basic	1 - Far Below Basic
Focus CCSS -W: • 2a • 4	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces topic(s) in a sophisticated thesis statement 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces topic(s) in a clear thesis statement 	<ul style="list-style-type: none"> Superficially addresses all aspects of the prompt Introduces topic(s) in a thesis statement 	<ul style="list-style-type: none"> Partially addresses all aspects of the prompt Introduces superficial or flawed topic(s) in a weak thesis statement 	<ul style="list-style-type: none"> Minimally addresses all aspects of the prompt Fails to introduce a relevant topic(s) and/or lacks a thesis statement
Organi- zation/ Structure CCSS – W: • 2a • 2c • 2f • 4	<ul style="list-style-type: none"> Skillfully orients reader to topic(s) in introduction and previews what is to follow Thoroughly develops topic(s) with relevant body paragraphs Provides a meaningful and reflective conclusion that follows from and supports information or explanation presented Creates cohesion and clarifies relationships through skillful use of transition/linking words, phrases, and clauses within or between paragraphs Purposefully and logically uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Orients reader to topic(s) in introduction and previews what is to follow Develops topic(s) with relevant body paragraphs Provides a conclusion that follows from and supports information or explanation presented Creates cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs Uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Partially orients reader to topic(s) in introduction and previews what is to follow Superficially develops topic(s) with relevant body paragraphs Provides a conclusion which repetitively or partially follows from and supports information or explanation presented Creates some cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs Uses some techniques (e.g., headings, charts) to adequately organize ideas, concepts and information to aid comprehension 	<ul style="list-style-type: none"> Inadequately orients reader to topic(s) in introduction and/or fails to preview what is to follow Inadequately develops topic(s) with minimal body paragraphs Provides a sense of closure, but may weakly articulate significance of the topic Uses limited or inappropriate transition/linking words, phrases, and clauses Uses few techniques (e.g., headings, charts) to inadequately organize ideas, concepts, and information to aid comprehension 	<ul style="list-style-type: none"> Fails to orient reader to topic(s) in introduction or introduction is missing Fails to develop topic(s) with body paragraphs Provides an inadequate conclusion or omits conclusion Uses few to no transition/linking words, phrases, or clauses Includes little or no discernible organization of ideas
Develop- ment CCSS -W: • 2 • 2b • 9	<ul style="list-style-type: none"> Skillfully develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are pertinent and substantial Effectively integrates and cites credible sources* Shows insightful understanding of topic or text 	<ul style="list-style-type: none"> Develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are relevant and sufficient Competently integrates and cites credible sources Shows competent understanding of topic or text 	<ul style="list-style-type: none"> Develops the topic using facts, definitions, concrete details, quotes, and other information and examples that are limited or superficial Ineffectively integrates and cites sources Shows superficial understanding of topic or text 	<ul style="list-style-type: none"> Provides minimal and/or irrelevant evidence to develop the topic Incorrectly integrates/cites sources Shows limited or flawed understanding of topic or text 	<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to support topic Does not use or cite sources Shows no and/or inaccurate understanding of topic or text
Language CCSS – L:** • 1 • 2 • 3 • 4 CCSS -W: • 4	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions(grammar, punctuation, spelling, capitalization) Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Usually uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/run-ons) Contains serious and pervasive errors in conventions Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose

*if applicable

**please refer to CCSS Language Progressive Skills, by grade

ELA 7th/8th Rubric Alignment to CCSS

Strand	7 th Grade Standards	8 th Grade Standards
Writing	<p>1. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, b. 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. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). 	<p>1. Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> 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, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied 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. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3).</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
Language	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (1a-1c are more specific to grammar instruction and are, therefore, not written on this document.)</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a and 2b are not written on this document.)</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (1a-1c are more specific to grammar instruction and are, therefore, not written on this document.)</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a-2c are not written on this document.)</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.