

### 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"> <li>skillfully introduces the topic clearly, previewing what is to follow (8W2a)</li> <li>organizes ideas, concepts, and information into broader categories (8W2a)</li> <li>uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts (8W2c)</li> <li>skillfully provides a concluding statement or section that follows from and supports the information or explanation presented (8W2f)</li> <li>skillfully produces clear and coherent writing appropriate to task, purpose, and audience (8W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>introduces the topic(s) clearly, previewing what is to follow (7W2a)</li> <li>organizes ideas, concepts and information using strategies such as definition, classification, comparison/contrast and cause/effect (7W2a)</li> <li>uses appropriate transitions to create cohesion and clarify relationships among ideas and concepts (7W2c)</li> <li>provides a concluding statement or section that follows from and supports the information or explanation presented (7W2f)</li> <li>produces clear and coherent writing appropriate to task, purpose, and audience (7W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to introduce the topic(s) clearly, previewing what is to follow</li> <li>attempts to organize ideas, concepts and information using strategies such as definition, classification, comparison/contrast and cause/effect</li> <li>attempts to use appropriate transitions to create cohesion and clarify relationships among ideas and concepts</li> <li>attempts to provide a concluding statement or section that follows from and supports the information or explanation presented</li> <li>attempts to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to introduce the topic(s) clearly, previewing what is to follow</li> <li>makes little or no attempt to organize ideas, concepts and information using strategies such as definition, classification, comparison/contrast and cause/effect</li> <li>makes little or no attempt to use appropriate transitions to create cohesion and clarify relationships among ideas and concepts</li> <li>makes little or no attempt to provide a concluding statement or section that follows from and supports the information or explanation presented</li> <li>makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience</li> </ul>	<p><b>Organization/Purpose</b> 2 X ____ = ____</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples (8W2b)</li> <li>skillfully includes formatting, graphics, and multimedia when useful to aiding comprehension (8W2a)</li> <li>skillfully uses precise language and domain-specific vocabulary to inform about or explain the topic (8W2d)</li> <li>skillfully uses relevant information from multiple print and digital sources (8W8)</li> <li>skillfully quotes or paraphrases data and conclusion of others while avoiding plagiarism (8W8)</li> <li>skillfully follows a standard format for citation, when appropriate (8W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>develops the topic with relevant facts, definitions and concrete details, quotations, or other information and examples (7W2b)</li> <li>includes formatting, graphics, and multimedia when useful to aiding comprehension (7W2a)</li> <li>uses precise language and domain-specific vocabulary to inform about or explain the topic (7W2d)</li> <li>uses relevant information from multiple print and digital sources (7W8)</li> <li>quotes or paraphrases the data and conclusions of others while avoiding plagiarism (7W8)</li> <li>follows a standard format for citation, when appropriate (7W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to develop the topic with relevant facts, definitions and concrete details, quotations, or other information and examples</li> <li>attempts to include formatting, graphics, and multimedia when useful to aiding comprehension</li> <li>attempts to use precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>attempts to use relevant information from multiple print and digital sources</li> <li>attempts to quote or paraphrase the data and conclusions of others while avoiding plagiarism</li> <li>attempts to follow a standard format for citation, when appropriate</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to develop the topic with relevant facts, definitions and concrete details, quotations, or other information and examples</li> <li>makes little or no attempt to include formatting, graphics, and multimedia when useful to aiding comprehension</li> <li>makes little or no attempt to use precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>makes little or no attempt to use relevant information from multiple print and digital sources</li> <li>makes little or no attempt to quote or paraphrase the data and conclusions of others while avoiding plagiarism</li> <li>makes little or no attempt to follow a standard format for citation, when appropriate</li> </ul>	<p><b>Evidence/Elaboration</b> 2 X ____ = ____</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>skillfully establishes and maintains a formal style (8W2e)</li> <li>skillfully employs language and tone appropriate to purpose and audience (L3)*</li> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (8WL1-2)*</li> <li>has errors that do not interfere with understanding (8WL1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>establishes and maintains a formal style (7W2e)</li> <li>employs language and tone appropriate to purpose and audience (L3)*</li> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (7WL1-2)*</li> <li>has errors that do not interfere with understanding (7WL1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to establish and maintain a formal style</li> <li>attempts to employ language and tone appropriate to purpose and audience</li> <li>attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to establish and maintain a formal style</li> <li>makes little or no attempt to employ language and tone appropriate to purpose and audience</li> <li>makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that interfere with</li> </ul>	<p><b>Language/Conventions</b> 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"> <li>Spells words at grade level and below correctly. (7W2b)</li> </ul>	<ul style="list-style-type: none"> <li>Uses capitalization rules from the previous grades (L2a)</li> </ul>	<p>Commas:</p> <ul style="list-style-type: none"> <li>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)</li> </ul> <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"> <li>Avoids misplaced or dangling modifiers (7L1c)</li> </ul> <p>Pronouns:</p> <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in pronoun number and person* (previous grade L1c)</li> <li>Avoids vague or ambiguous or unclear pronoun references* (previous grade L1d)</li> </ul> <p>Verbs:</p> <ul style="list-style-type: none"> <li>Avoids inappropriate shifts in verb tense.* (previous grade L1d)</li> </ul> <p>Agreement:</p> <ul style="list-style-type: none"> <li>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)</li> <li>Subjects and verbs agree (<i>People who forget the words just hum the tune</i>) (previous grade L1)</li> </ul> <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> <li>Uses frequently confused words* correctly (previous grade L1g)</li> </ul>	<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.