

7th Grade English/Language Arts Narrative Story Writing Rubric – Unit 1
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Writing Structure & Organization	W.7.3a	<p>The writing effectively engages and orients the reader by:</p> <input type="checkbox"/> establishing a context. <input type="checkbox"/> establishing a point of view. <input type="checkbox"/> introducing a narrator and/or characters.	<p>The writing somewhat engages and orients the reader by partially:</p> <input type="checkbox"/> establishing a context. <input type="checkbox"/> establishing a point of view. <input type="checkbox"/> introducing a narrator and/or characters.	<p>The writing does not engage and orient the reader by failing to:</p> <input type="checkbox"/> establish a context. <input type="checkbox"/> establish a point of view. <input type="checkbox"/> introduce a narrator and/or characters.	<p>12-15 = Meets</p> <p>9-11= Approaching</p> <p>< 9 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>
		<p>The writing:</p> <input type="checkbox"/> effectively organizes an event sequence that unfolds naturally and logically.	<p>The writing:</p> <input type="checkbox"/> partially organizes an event sequence that unfolds naturally and logically.	<p>The writing:</p> <input type="checkbox"/> fails to organize an event sequence that unfolds naturally and logically.	
	W.7.3e	<p>The writing:</p> <input type="checkbox"/> provides an effective conclusion that follows from and reflects on the narrated experiences or events.	<p>The writing:</p> <input type="checkbox"/> provides a conclusion that only partially follows from and reflects on the narrated experiences or events.	<p>The writing:</p> <input type="checkbox"/> fails to provide a conclusion that follows from and reflects on the narrated experiences or events.	
Writing Development & Elaboration		<p>The writing:</p> <input type="checkbox"/> effectively addresses the prompt/task with a focused response.	<p>The writing:</p> <input type="checkbox"/> addresses the prompt/task with some drift in focus.	<p>The writing:</p> <input type="checkbox"/> does not address the prompt/task and may lack focus.	<p>10-12 = Meets</p> <p>7-9 = Approaching</p> <p>< 7 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>
	W.7.3b	<input type="checkbox"/> effectively uses narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<input type="checkbox"/> only partially uses narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<input type="checkbox"/> fails to and/or inadequately uses narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	
	W.7.3c	<input type="checkbox"/> skillfully uses transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another.	<input type="checkbox"/> partially uses transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another.	<input type="checkbox"/> fails to use transition words, phrases and clauses to convey sequence, or to signal shifts from one time frame or setting to another.	
	W.7.3d	<input type="checkbox"/> effectively uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<input type="checkbox"/> uses words and phrases, descriptive details, and sensory language to capture the action and convey experiences and events.	<input type="checkbox"/> fails to use words and phrases, descriptive details or sensory language to capture the action and convey experiences and events.	

7th Grade English/Language Arts Narrative Writing Rubric – Unit 1 *(continued)*

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Language Conventions & Vocabulary	L.7.1	<p>The writing:</p> <input type="checkbox"/> may have a few minor errors in grammar and usage, however, meaning is clear throughout the response.	<p>The writing:</p> <input type="checkbox"/> contains some errors in grammar and usage that occasionally impedes understanding.	<p>The writing:</p> <input type="checkbox"/> contains multiple distracting errors in grammar and usage that impedes understanding.	7-9 = Meets 5-6 = Approaching <5 = Below <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
	L.7.2	<input type="checkbox"/> demonstrates command of the conventions of standard English consistent with effectively edited writing.	<input type="checkbox"/> demonstrates an inconsistent command of the conventions of standard English consistent with edited writing.	<input type="checkbox"/> demonstrates a weak command of the conventions of standard English with minimal editing.	
	(L.7.6)	<input type="checkbox"/> accurately and skillfully uses general academic and domain-specific words and phrases important for comprehension.	<input type="checkbox"/> uses general academic and domain-specific words and phrases important for comprehension.	<input type="checkbox"/> uses simplistic vocabulary.	
() = partially meets requirements of the standard.			Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.		
29 – 36 = Meets Grade Level Expectations 22 – 28 = Approaching Grade Level Expectations < 22 = Below Grade Level Expectations					Overall Score: <div style="border: 1px solid black; width: 60px; height: 40px; display: inline-block; vertical-align: middle;"></div>

7th Grade English/Language Arts Informative/Explanatory Text-Based Writing Rubric - Unit 2

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension* Key Ideas & Details	RI.7.1 or RL.7.1	<p>The writing:</p> <input type="checkbox"/> accurately cites several pieces textual evidence to support analysis of what the text says explicitly.	<p>The writing:</p> <input type="checkbox"/> contains citations of textual evidence to support analysis of what the text says explicitly.	<p>The writing:</p> <input type="checkbox"/> either fails to use or inaccurately cites textual evidence and/or provides an insufficient explanation of what the text says explicitly.	<p>10-12 = Meets</p> <p>7-9 = Approaching</p> <p>< 7 = Below</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">Subtotal:</div>
		<input type="checkbox"/> accurately cites several pieces of textual evidence to support inferences drawn from the text.	<input type="checkbox"/> contains citations of textual evidence to support inferences drawn from the text.	<input type="checkbox"/> either fails to use or inaccurately cites textual evidence and/or provides inaccurate inferences drawn from the text.	
Writing Structure & Organization	W.7.2a	<p>The writing:</p> <input type="checkbox"/> effectively and clearly introduces the topic, previewing what is to follow.	<p>The writing:</p> <input type="checkbox"/> partially introduces the topic and/or provides a limited preview of what is to follow.	<p>The writing:</p> <input type="checkbox"/> fails to introduce or minimally references the topic and/or fails to preview what is to follow.	<p>10-12 = Meets</p> <p>7-9 = Approaching</p> <p>< 7 = Below</p>
	W.7.2f	<input type="checkbox"/> skillfully organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.	<input type="checkbox"/> partially organizes ideas, concepts, and information making limited use of strategies such as definition, classification, comparison/contrast, and cause/effect.	<input type="checkbox"/> has a progression of ideas, concepts and information that lacks cohesion and/or poorly uses strategies such as definition, classification, comparison/contrast, and cause/effect.	
		<input type="checkbox"/> effectively includes formatting (e.g., headings), graphics (e.g., charts, tables) and illustrations, and multimedia when useful to aiding comprehension.**	<input type="checkbox"/> includes limited formatting (e.g., headings), graphics, (e.g., charts and tables) and illustrations, and multimedia that would be useful to aiding comprehension.**	<input type="checkbox"/> does not include formatting (e.g., headings), graphics (e.g., charts and tables) and illustrations, and multimedia that would be useful to aiding comprehension.**	<div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">Subtotal:</div>
		<input type="checkbox"/> provides an effective concluding statement or section that follows from and supports the information or explanation presented.	<input type="checkbox"/> provides a concluding statement or section that somewhat follows from and supports the information or explanation presented.	<input type="checkbox"/> fails to provide a concluding statement or section that follows from and supports the information or explanation provided.	

7th Grade English/Language Arts Informative/Explanatory Text-Based Writing Rubric - Unit 2 *(continued)*

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Writing Development & Elaboration	W.7.2e	<p>The writing:</p> <input type="checkbox"/> effectively addresses the prompt/task with a focused response and establishes and maintains a formal style throughout.	<p>The writing:</p> <input type="checkbox"/> addresses the prompt/task with some drift in focus and/or does not always establish and maintain a formal style.	<p>The writing:</p> <input type="checkbox"/> does not address the prompt/task and may lack focus and/or does not establish and maintain a formal style.	7-9 = Meets 5-6 = Approaching < 5 = Below
	W.7.2b	<input type="checkbox"/> effectively develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<input type="checkbox"/> develops the topic with partial or uneven use of relevant facts, definitions, concrete details, quotations, or other information and examples.	<input type="checkbox"/> may attempt to develop the topic using facts, definitions, concrete details, quotations, or other information and examples which are irrelevant and/or insufficient.	
	W.7.2c	<input type="checkbox"/> uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	<input type="checkbox"/> uses limited transitions that only partially creates cohesion and clarifies the relationship among ideas and concepts.	<input type="checkbox"/> does not use, or uses repetitive transitions that fail to create cohesion or clarifies the relationship among ideas and concepts.	Subtotal:
Language Conventions & Vocabulary	L.7.1	<p>The writing:</p> <input type="checkbox"/> may have a few minor errors in grammar and usage, however, meaning is clear throughout the response.	<p>The writing:</p> <input type="checkbox"/> contains some errors in grammar and usage that occasionally impedes understanding.	<p>The writing:</p> <input type="checkbox"/> contains multiple distracting errors in grammar and usage that impedes understanding.	7-9 = Meets 5-6 = Approaching <5 = Below
	L.7.2	<input type="checkbox"/> demonstrates command of the conventions of standard English consistent with effectively edited writing.	<input type="checkbox"/> demonstrates an inconsistent command of the conventions of standard English consistent with edited writing.	<input type="checkbox"/> demonstrates a weak command of the conventions of standard English with minimal editing.	
	W.7.2d (L.7.6)	<input type="checkbox"/> accurately incorporates precise language, general academic and domain-specific vocabulary to inform about or explain the topic.	<input type="checkbox"/> uses some precise language, general academic and/or domain-specific vocabulary to inform about or explain the topic.	<input type="checkbox"/> uses simplistic vocabulary.	Subtotal:
**When applicable to the task.		*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.		Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.	
34 – 42 = Meets Grade Level Expectations 25 – 33 = Approaching Grade Level Expectations < 25 = Below Grade Level Expectations			() = partially meets requirement of the standard.		Overall Score:

7th Grade English/Language Arts Argumentative Text-Based Writing with Research Rubric – Unit 3
W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension* Key Ideas & Details	RI.7.1	<p>The writing:</p> <input type="checkbox"/> accurately cites strong and thorough textual evidence to support analysis of what the text says explicitly.	<p>The writing:</p> <input type="checkbox"/> cites some textual evidence to support analysis of what the text says explicitly.	<p>The writing:</p> <input type="checkbox"/> either fails to, or inaccurately, cites textual evidence, and/or provides an insufficient explanation of what the text says explicitly.	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p>< 4 = Below</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin: 5px auto; text-align: center;">Subtotal:</div>
		<input type="checkbox"/> accurately cites strong and thorough textual evidence to support inferences drawn from the text.	<input type="checkbox"/> cites some textual evidence to support inferences drawn from the text.	<input type="checkbox"/> either fails to, or inaccurately, cites textual evidence and/or provides inaccurate inferences drawn from the text.	
Writing Structure & Organization	W.7.1a	<p>The writing:</p> <input type="checkbox"/> effectively introduces claim(s).	<p>The writing:</p> <input type="checkbox"/> partially introduces claim(s).	<p>The writing:</p> <input type="checkbox"/> fails to introduce or minimally references the claim(s).	<p>10-12 = Meets</p> <p>7-9 = Approaching</p> <p>< 7 = Below</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin: 5px auto; text-align: center;">Subtotal:</div>
	W.7.1e	<input type="checkbox"/> skillfully acknowledges alternative or opposing claims.	<input type="checkbox"/> succeeds in only partially acknowledging alternative or opposing claims.	<input type="checkbox"/> does not acknowledge alternative or opposing claims.	
		<input type="checkbox"/> skillfully organizes the reasons and evidence logically.	<input type="checkbox"/> partially organizes the reasons and evidence logically.	<input type="checkbox"/> fails to organize the reasons and evidence logically.	
		<input type="checkbox"/> provides an effective concluding statement or section that follows from and supports the argument presented.	<input type="checkbox"/> provides a concluding statement or section that somewhat follows from and supports the argument presented.	<input type="checkbox"/> fails to provide a concluding statement or section that follows from and supports the argument presented.	

7th Grade English/Language Arts Argumentative Text-Based Writing Rubric with Research – Unit 3 (continued)

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

Construct Measured	3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Writing Development & Elaboration	The writing: <input type="checkbox"/> effectively addresses the prompt/task with a focused response.	The writing: <input type="checkbox"/> addresses the prompt/task with some drift in focus.	The writing: <input type="checkbox"/> does not address the prompt/task and may lack focus.	12-15 = Meets 9-11 = Approaching < 9 = Below
	W.7.1b <input type="checkbox"/> effectively supports the claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and effectively demonstrates understanding of the topic or text.	<input type="checkbox"/> supports the claim(s) with reasoning and evidence, using accurate, credible sources and demonstrates partial understanding of the topic or text.	<input type="checkbox"/> may support the claim(s) with insufficient or irrelevant reasoning and evidence, and may not use accurate sources and fails to demonstrate understanding of the topic or text.	
	W.7.1c <input type="checkbox"/> skillfully uses words, phrases, and clauses to create cohesion and clarify the relationships among the claim(s), reasons, and evidence.	<input type="checkbox"/> uses words, phrases, and clauses that only partially create cohesion and only somewhat clarify the relationships among the claim(s), reasons, and evidence.	<input type="checkbox"/> fails to words, phrases and clauses that create cohesion and does not clarify the relationships among the claim(s), reasons, and evidence.	
	W.7.1d <input type="checkbox"/> effectively establishes and maintains a formal style.	<input type="checkbox"/> does not always establish and consistently maintain a formal style.	<input type="checkbox"/> does not establish and/or does not maintain a formal style.	
	(W.7.7) (W.7.8) <input type="checkbox"/> accurately integrates knowledge gained and relevant information gathered from multiple print and digital sources; assessing the credibility and accuracy of each source.	<input type="checkbox"/> partially references knowledge gained and information gathered from multiple print and digital sources; partially assesses the credibility and accuracy of each source.	<input type="checkbox"/> does not make reference to knowledge gained or information gathered from multiple print and digital sources; does not assess the credibility or accuracy of each source.	Subtotal:
Language Conventions & Vocabulary	L.7.1 <input type="checkbox"/> may have a few minor errors in grammar and usage, however, meaning is clear throughout the response.	The writing: <input type="checkbox"/> contains some errors in grammar and usage that occasionally impedes understanding.	The writing: <input type="checkbox"/> contains multiple distracting errors in grammar and usage that impedes understanding.	7-9 = Meets 5-6 = Approaching <5 = Below
	L.7.2 <input type="checkbox"/> demonstrates command of the conventions of standard English consistent with effectively edited writing.	<input type="checkbox"/> demonstrates an inconsistent command of the conventions of standard English consistent with edited writing.	<input type="checkbox"/> demonstrates a weak command of the conventions of standard English with minimal editing.	
	(L.7.6) <input type="checkbox"/> accurately and skillfully uses general academic and domain-specific words and phrases important for comprehension.	<input type="checkbox"/> uses general academic and domain-specific words and phrases important for comprehension.	<input type="checkbox"/> uses simplistic vocabulary.	Subtotal:
*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. () = partially meets requirements of the standard.		Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.		
34 – 42 = Meets Grade Level Expectations 25 – 33 = Approaching Grade Level Expectations < 25 = Below Grade Level Expectations				Overall Score:

7th Grade English/Language Arts Narrative Descriptive Text-Based Writing Rubric – Unit 4

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension* Key Ideas & Details	RL.7.1	<p>The writing:</p> <input type="checkbox"/> accurately cites strong and thorough textual evidence to support analysis of what the text says explicitly.	<p>The writing:</p> <input type="checkbox"/> cites some textual evidence to support analysis of what the text says explicitly.	<p>The writing:</p> <input type="checkbox"/> either fails to, or inaccurately, cites textual evidence, and/or provides an insufficient explanation of what the text says explicitly.	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p>< 4 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>
		<input type="checkbox"/> accurately cites strong and thorough textual evidence to support inferences drawn from the text.	<input type="checkbox"/> cites some textual evidence to support inferences drawn from the text.	<input type="checkbox"/> either fails to, or inaccurately, cites textual evidence and/or provides inaccurate inferences drawn from the text.	
Writing Structure & Organization	W.7.3a	<p>The writing effectively engages and orients the reader by:</p> <input type="checkbox"/> establishing a context.	<p>The writing somewhat engages and orients the reader by partially:</p> <input type="checkbox"/> establishing a context.	<p>The writing does not engage and orient the reader by failing to:</p> <input type="checkbox"/> establish a context.	<p>12-15 = Meets</p> <p>9-11 = Approaching</p> <p>< 9 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>
		<input type="checkbox"/> establishing a point of view.	<input type="checkbox"/> establishing a point of view.	<input type="checkbox"/> establish a point of view.	
	<input type="checkbox"/> introducing a narrator and/or characters.	<input type="checkbox"/> introducing a narrator and/or characters.	<input type="checkbox"/> introduce a narrator and/or characters.		
		<p>The writing:</p> <input type="checkbox"/> effectively organizes an event sequence that unfolds naturally and logically.	<p>The writing:</p> <input type="checkbox"/> partially organizes an event sequence that unfolds naturally and logically.	<p>The writing:</p> <input type="checkbox"/> fails to organize an event sequence that unfolds naturally and logically.	
	W.7.3e	<p>The writing:</p> <input type="checkbox"/> provides an effective conclusion that follows from and reflects on the narrated experiences or events.	<p>The writing:</p> <input type="checkbox"/> provides a conclusion that only partially follows from and reflects on the narrated experiences or events.	<p>The writing:</p> <input type="checkbox"/> fails to provide a conclusion that follows from and reflects on the narrated experiences or events.	

7th Grade English/Language Arts Narrative Text-Based Writing Rubric – Unit 4 *(continued)*

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant details, and well-structured event sequences.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Writing Development & Elaboration		The writing: <input type="checkbox"/> effectively addresses the prompt/task with a focused response.	The writing: <input type="checkbox"/> addresses the prompt/task with some drift in focus.	The writing: <input type="checkbox"/> does not address the prompt/task and may lack focus.	10-12 = Meets 7-9 = Approaching < 7 = Below
	W.7.3b	<input type="checkbox"/> effectively uses narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<input type="checkbox"/> only partially uses narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<input type="checkbox"/> fails to and/or inadequately uses narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	
	W.7.3c	<input type="checkbox"/> skillfully uses transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another.	<input type="checkbox"/> partially uses transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another.	<input type="checkbox"/> fails to use transition words, phrases and clauses to convey sequence, or to signal shifts from one time frame or setting to another.	
	W.7.3d	<input type="checkbox"/> effectively uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<input type="checkbox"/> uses words and phrases, descriptive details, and sensory language to capture the action and convey experiences and events.	<input type="checkbox"/> fails to use words and phrases, descriptive details or sensory language to capture the action and convey experiences and events.	Subtotal:
Language Conventions & Vocabulary	L.7.1	The writing: <input type="checkbox"/> may have a few minor errors in grammar and usage, however, meaning is clear throughout the response.	The writing: <input type="checkbox"/> contains some errors in grammar and usage that occasionally impedes understanding.	The writing: <input type="checkbox"/> contains multiple distracting errors in grammar and usage that impedes understanding.	7-9 = Meets 5-6 = Approaching <5 = Below
	L.7.2	<input type="checkbox"/> demonstrates command of the conventions of standard English consistent with effectively edited writing.	<input type="checkbox"/> demonstrates an inconsistent command of the conventions of standard English consistent with edited writing.	<input type="checkbox"/> demonstrates a weak command of the conventions of standard English with minimal editing.	
	(L.7.6)	<input type="checkbox"/> accurately and skillfully uses general academic and domain-specific words and phrases important for comprehension.	<input type="checkbox"/> uses general academic and domain-specific words and phrases important for comprehension.	<input type="checkbox"/> uses simplistic vocabulary.	Subtotal:
*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. () = partially meets requirements of the standard.			Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.		
34 – 42 = Meets Grade Level Expectations 25 – 33 = Approaching Grade Level Expectations < 25 = Below Grade Level Expectations					Overall Score:

7th Grade English/Language Arts Informative/Explanatory Text-Based Writing Rubric with Research – Unit 5

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension* Key Ideas & Details	RI.7.1 or RL.7.1	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> accurately cites several pieces textual evidence to support analysis of what the text says explicitly. <input type="checkbox"/> accurately cites several pieces of textual evidence to support inferences drawn from the text. 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> contains citations of textual evidence to support analysis of what the text says explicitly. <input type="checkbox"/> contains citations of textual evidence to support inferences drawn from the text. 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> either fails to use or inaccurately cites textual evidence and/or provides an insufficient explanation of what the text says explicitly. <input type="checkbox"/> either fails to use or inaccurately cites textual evidence and/or provides inaccurate inferences drawn from the text. 	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p>< 4 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
	Writing Structure & Organization	W.7.2a	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> effectively and clearly introduces the topic, previewing what is to follow. <input type="checkbox"/> skillfully organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect. <input type="checkbox"/> effectively includes formatting (e.g., headings), graphics (e.g., charts, tables) and illustrations, and multimedia when useful to aiding comprehension.** 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> partially introduces the topic and/or provides a limited preview of what is to follow. <input type="checkbox"/> partially organizes ideas, concepts, and information making limited use of strategies such as definition, classification, comparison/contrast, and cause/effect. <input type="checkbox"/> includes limited formatting (e.g., headings), graphics, (e.g., charts and tables) and illustrations, and multimedia that would be useful to aiding comprehension.** 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> fails to introduce or minimally references the topic and/or fails to preview what is to follow. <input type="checkbox"/> has a progression of ideas, concepts and information that lacks cohesion and/or poorly uses strategies such as definition, classification, comparison/contrast, and cause/effect. <input type="checkbox"/> does not include formatting (e.g., headings), graphics (e.g., charts and tables) and illustrations, and multimedia that would be useful to aiding comprehension.**
W.7.2f		<ul style="list-style-type: none"> <input type="checkbox"/> provides an effective concluding statement or section that follows from and supports the information or explanation presented. 	<ul style="list-style-type: none"> <input type="checkbox"/> provides a concluding statement or section that somewhat follows from and supports the information or explanation presented. 	<ul style="list-style-type: none"> <input type="checkbox"/> fails to provide a concluding statement or section that follows from and supports the information or explanation provided. 	

7th Grade English/Language Arts Informative/Explanatory Text-Based Writing Rubric with Research – Unit 5 (continued)

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Writing Development & Elaboration	W.7.2e	<p>The writing:</p> <input type="checkbox"/> effectively addresses the prompt/task with a focused response and establishes and maintains a formal style throughout.	<p>The writing:</p> <input type="checkbox"/> addresses the prompt/task with some drift in focus and/or does not always establish and maintain a formal style.	<p>The writing:</p> <input type="checkbox"/> does not address the prompt/task and may lack focus and/or does not establish and maintain a formal style.	10-12 = Meets 7-9 = Approaching < 7 = Below
	W.7.2b	<input type="checkbox"/> effectively develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<input type="checkbox"/> develops the topic with partial or uneven use of relevant facts, definitions, concrete details, quotations, or other information and examples.	<input type="checkbox"/> may attempt to develop the topic using facts, definitions, concrete details, quotations, or other information and examples which are irrelevant and/or insufficient.	
	W.7.2c	<input type="checkbox"/> uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	<input type="checkbox"/> uses limited transitions that only partially creates cohesion and clarifies the relationship among ideas and concepts.	<input type="checkbox"/> does not use, or uses repetitive transitions that fail to create cohesion or clarifies the relationship among ideas and concepts.	
	(W.7.7) (W.7.8)	<input type="checkbox"/> accurately integrates knowledge gained and relevant information gathered from multiple print and digital sources; assessing the credibility and accuracy of each source.	<input type="checkbox"/> partially references knowledge gained and information gathered from multiple print and digital sources; partially assesses the credibility and accuracy of each source.	<input type="checkbox"/> does not make reference to knowledge gained or information gathered from multiple print and digital sources; does not assess the credibility or accuracy of each source.	Subtotal:
Language Conventions & Vocabulary	L.7.1	<p>The writing:</p> <input type="checkbox"/> may have a few minor errors in grammar and usage, however, meaning is clear throughout the response.	<p>The writing:</p> <input type="checkbox"/> contains some errors in grammar and usage that occasionally impedes understanding.	<p>The writing:</p> <input type="checkbox"/> contains multiple distracting errors in grammar and usage that impedes understanding.	7-9 = Meets 5-6 = Approaching <5 = Below
	L.7.2	<input type="checkbox"/> demonstrates command of the conventions of standard English consistent with effectively edited writing.	<input type="checkbox"/> demonstrates an inconsistent command of the conventions of standard English consistent with edited writing.	<input type="checkbox"/> demonstrates a weak command of the conventions of standard English with minimal editing.	
	W.7.2d (L.7.6)	<input type="checkbox"/> accurately incorporates precise language, general academic and domain-specific vocabulary to inform about or explain the topic.	<input type="checkbox"/> uses some precise language, general academic and/or domain-specific vocabulary to inform about or explain the topic.	<input type="checkbox"/> uses simplistic vocabulary.	Subtotal:

**When applicable to the task.

*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.

Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

31 – 39 = Meets Grade Level Expectations

23 – 30 = Approaching Grade Level Expectations

< 23 = Below Grade Level Expectations

() = partially meets requirement of the standard.

Overall Score:

7th Grade English/Language Arts Argumentative Text-Based Writing Rubric

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension* Key Ideas & Details	RI.7.1 or RL.7.1	<p>The writing:</p> <input type="checkbox"/> accurately cites strong and thorough textual evidence to support analysis of what the text says explicitly. <input type="checkbox"/> accurately cites strong and thorough textual evidence to support inferences drawn from the text.	<p>The writing:</p> <input type="checkbox"/> cites some textual evidence to support analysis of what the text says explicitly. <input type="checkbox"/> cites some textual evidence to support inferences drawn from the text.	<p>The writing:</p> <input type="checkbox"/> either fails to, or inaccurately, cites textual evidence, and/or provides an insufficient explanation of what the text says explicitly. <input type="checkbox"/> either fails to, or inaccurately, cites textual evidence and/or provides inaccurate inferences drawn from the text.	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p>< 4 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;">Subtotal:</div>
	W.7.1a	<p>The writing:</p> <input type="checkbox"/> effectively introduces claim(s). <input type="checkbox"/> skillfully acknowledges alternative or opposing claims. <input type="checkbox"/> skillfully organizes the reasons and evidence logically.	<p>The writing:</p> <input type="checkbox"/> partially introduces claim(s). <input type="checkbox"/> succeeds in only partially acknowledging alternative or opposing claims. <input type="checkbox"/> partially organizes the reasons and evidence logically.	<p>The writing:</p> <input type="checkbox"/> fails to introduce or minimally references the claim(s). <input type="checkbox"/> does not acknowledge alternative or opposing claims. <input type="checkbox"/> fails to organize the reasons and evidence logically.	<p>10-12 = Meets</p> <p>7-9 = Approaching</p> <p>< 7 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;">Subtotal:</div>
W.7.1e	<p><input type="checkbox"/> provides an effective concluding statement or section that follows from and supports the argument presented.</p>	<p><input type="checkbox"/> provides a concluding statement or section that somewhat follows from and supports the argument presented.</p>	<p><input type="checkbox"/> fails to provide a concluding statement or section that follows from and supports the argument presented.</p>		

7th Grade English/Language Arts Argumentative Text-Based Writing Rubric *(continued)*

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Writing Development & Elaboration	W.7.1b	The writing: <input type="checkbox"/> effectively addresses the prompt/task with a focused response.	The writing: <input type="checkbox"/> addresses the prompt/task with some drift in focus.	The writing: <input type="checkbox"/> does not address the prompt/task and may lack focus.	10-12 = Meets 7-9 = Approaching <7 = Below <div style="border: 1px solid black; width: 50px; height: 20px; margin: 0 auto; text-align: center;">Subtotal:</div>
		<input type="checkbox"/> effectively supports the claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and effectively demonstrates understanding of the topic or text.	<input type="checkbox"/> supports the claim(s) with reasoning and evidence, using accurate, credible sources and demonstrates partial understanding of the topic or text.	<input type="checkbox"/> may support the claim(s) with insufficient or irrelevant reasoning and evidence, and may not use accurate sources and fails to demonstrate understanding of the topic or text.	
		W.7.1c <input type="checkbox"/> skillfully uses words, phrases, and clauses to create cohesion and clarify the relationships among the claim(s), reasons, and evidence.	<input type="checkbox"/> uses words, phrases, and clauses that only partially create cohesion and only somewhat clarify the relationships among the claim(s), reasons, and evidence.	<input type="checkbox"/> fails to words, phrases and clauses that create cohesion and does not clarify the relationships among the claim(s), reasons, and evidence.	
		W.7.1d <input type="checkbox"/> effectively establishes and maintains a formal style.	<input type="checkbox"/> does not always establish and consistently maintain a formal style.	<input type="checkbox"/> does not establish and/or does not maintain a formal style.	
Language Conventions & Vocabulary	L.7.1 <input type="checkbox"/> may have a few minor errors in grammar and usage, however, meaning is clear throughout the response.	The writing: <input type="checkbox"/> contains some errors in grammar and usage that occasionally impedes understanding.	The writing: <input type="checkbox"/> contains multiple distracting errors in grammar and usage that impedes understanding.	7-9 = Meets 5-6 = Approaching <5 = Below <div style="border: 1px solid black; width: 50px; height: 20px; margin: 0 auto; text-align: center;">Subtotal:</div>	
	L.7.2 <input type="checkbox"/> demonstrates command of the conventions of standard English consistent with effectively edited writing.	<input type="checkbox"/> demonstrates an inconsistent command of the conventions of standard English consistent with edited writing.	<input type="checkbox"/> demonstrates a weak command of the conventions of standard English with minimal editing.		
	(L.7.6) <input type="checkbox"/> accurately and skillfully uses general academic and domain-specific words and phrases important for comprehension.	<input type="checkbox"/> uses general academic and domain-specific words and phrases important for comprehension.	<input type="checkbox"/> uses simplistic vocabulary.		
*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. () = partially meets requirements of the standard.			Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.		
31 – 39 = Meets Grade Level Expectations 23 – 30 = Approaching Grade Level Expectations < 23 = Below Grade Level Expectations				Overall Score:	<div style="border: 1px solid black; width: 50px; height: 40px; margin: 0 auto;"></div>

7th Grade English/Language Arts Argumentative Text-Based Writing with Research Rubric

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension* Key Ideas & Details	RI.7.1 or RL.7.1	<p>The writing:</p> <input type="checkbox"/> accurately cites strong and thorough textual evidence to support analysis of what the text says explicitly.	<p>The writing:</p> <input type="checkbox"/> cites some textual evidence to support analysis of what the text says explicitly.	<p>The writing:</p> <input type="checkbox"/> either fails to, or inaccurately, cites textual evidence, and/or provides an insufficient explanation of what the text says explicitly.	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p>< 4 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
		<input type="checkbox"/> accurately cites strong and thorough textual evidence to support inferences drawn from the text.	<input type="checkbox"/> cites some textual evidence to support inferences drawn from the text.	<input type="checkbox"/> either fails to, or inaccurately, cites textual evidence and/or provides inaccurate inferences drawn from the text.	
Writing Structure & Organization	W.7.1a	<p>The writing:</p> <input type="checkbox"/> effectively introduces claim(s).	<p>The writing:</p> <input type="checkbox"/> partially introduces claim(s).	<p>The writing:</p> <input type="checkbox"/> fails to introduce or minimally references the claim(s).	<p>10-12 = Meets</p> <p>7-9 = Approaching</p> <p>< 7 = Below</p>
	W.7.1e	<input type="checkbox"/> skillfully acknowledges alternative or opposing claims.	<input type="checkbox"/> succeeds in only partially acknowledging alternative or opposing claims.	<input type="checkbox"/> does not acknowledge alternative or opposing claims.	
		<input type="checkbox"/> skillfully organizes the reasons and evidence logically.	<input type="checkbox"/> partially organizes the reasons and evidence logically.	<input type="checkbox"/> fails to organize the reasons and evidence logically.	
		<input type="checkbox"/> provides an effective concluding statement or section that follows from and supports the argument presented.	<input type="checkbox"/> provides a concluding statement or section that somewhat follows from and supports the argument presented.	<input type="checkbox"/> fails to provide a concluding statement or section that follows from and supports the argument presented.	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>

7th Grade English/Language Arts Argumentative Text-Based Writing Rubric with Research *(continued)*

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

Construct Measured	3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Writing Development & Elaboration	W.7.1b <input type="checkbox"/> effectively addresses the prompt/task with a focused response.	<input type="checkbox"/> addresses the prompt/task with some drift in focus.	<input type="checkbox"/> does not address the prompt/task and may lack focus.	12-15 = Meets 9 -11 = Approaching < 9 = Below
	<input type="checkbox"/> effectively supports the claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and effectively demonstrates understanding of the topic or text.	<input type="checkbox"/> supports the claim(s) with reasoning and evidence, using accurate, credible sources and demonstrates partial understanding of the topic or text.	<input type="checkbox"/> may support the claim(s) with insufficient or irrelevant reasoning and evidence, and may not use accurate sources and fails to demonstrate understanding of the topic or text.	
	W.7.1c <input type="checkbox"/> skillfully uses words, phrases, and clauses to create cohesion and clarify the relationships among the claim(s), reasons, and evidence.	<input type="checkbox"/> uses words, phrases, and clauses that only partially create cohesion and only somewhat clarify the relationships among the claim(s), reasons, and evidence.	<input type="checkbox"/> fails to words, phrases and clauses that create cohesion and does not clarify the relationships among the claim(s), reasons, and evidence.	
	W.7.1d <input type="checkbox"/> effectively establishes and maintains a formal style.	<input type="checkbox"/> does not always establish and consistently maintain a formal style.	<input type="checkbox"/> does not establish and/or does not maintain a formal style.	
	(W.7.7) (W.7.8) <input type="checkbox"/> accurately integrates knowledge gained and relevant information gathered from multiple print and digital sources; assessing the credibility and accuracy of each source.	<input type="checkbox"/> partially references knowledge gained and information gathered from multiple print and digital sources; partially assesses the credibility and accuracy of each source.	<input type="checkbox"/> does not make reference to knowledge gained or information gathered from multiple print and digital sources; does not assess the credibility or accuracy of each source.	Subtotal:
Language Conventions & Vocabulary	L.7.1 <input type="checkbox"/> may have a few minor errors in grammar and usage, however, meaning is clear throughout the response.	<input type="checkbox"/> contains some errors in grammar and usage that occasionally impedes understanding.	<input type="checkbox"/> contains multiple distracting errors in grammar and usage that impedes understanding.	7-9 = Meets 5-6 = Approaching <5 = Below
	L.7.2 <input type="checkbox"/> demonstrates command of the conventions of standard English consistent with effectively edited writing.	<input type="checkbox"/> demonstrates an inconsistent command of the conventions of standard English consistent with edited writing.	<input type="checkbox"/> demonstrates a weak command of the conventions of standard English with minimal editing.	
	(L.7.6) <input type="checkbox"/> accurately and skillfully uses general academic and domain-specific words and phrases important for comprehension.	<input type="checkbox"/> uses general academic and domain-specific words and phrases important for comprehension.	<input type="checkbox"/> uses simplistic vocabulary.	Subtotal:
*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. () = partially meets requirements of the standard.		Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.		
34 – 42 = Meets Grade Level Expectations 25 – 33 = Approaching Grade Level Expectations < 25 = Below Grade Level Expectations				Overall Score:

7th Grade English/Language Arts Narrative Story Writing Rubric

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Writing Structure & Organization	W.7.3a	<p>The writing effectively engages and orients the reader by:</p> <input type="checkbox"/> establishing a context. <input type="checkbox"/> establishing a point of view. <input type="checkbox"/> introducing a narrator and/or characters.	<p>The writing somewhat engages and orients the reader by partially:</p> <input type="checkbox"/> establishing a context. <input type="checkbox"/> establishing a point of view. <input type="checkbox"/> introducing a narrator and/or characters.	<p>The writing does not engage and orient the reader by failing to:</p> <input type="checkbox"/> establish a context. <input type="checkbox"/> establish a point of view. <input type="checkbox"/> introduce a narrator and/or characters.	<p>12-15 = Meets</p> <p>9-11= Approaching</p> <p>< 9 = Below</p>
		<p>The writing:</p> <input type="checkbox"/> effectively organizes an event sequence that unfolds naturally and logically.	<p>The writing:</p> <input type="checkbox"/> partially organizes an event sequence that unfolds naturally and logically.	<p>The writing:</p> <input type="checkbox"/> fails to organize an event sequence that unfolds naturally and logically.	
	W.7.3e	<p>The writing:</p> <input type="checkbox"/> provides an effective conclusion that follows from and reflects on the narrated experiences or events.	<p>The writing:</p> <input type="checkbox"/> provides a conclusion that only partially follows from and reflects on the narrated experiences or events.	<p>The writing:</p> <input type="checkbox"/> fails to provide a conclusion that follows from and reflects on the narrated experiences or events.	
Writing Development & Elaboration		<p>The writing:</p> <input type="checkbox"/> effectively addresses the prompt/task with a focused response.	<p>The writing:</p> <input type="checkbox"/> addresses the prompt/task with some drift in focus.	<p>The writing:</p> <input type="checkbox"/> does not address the prompt/task and may lack focus.	<p>10-12 = Meets</p> <p>7-9 = Approaching</p> <p>< 7 = Below</p>
	W.7.3b	<input type="checkbox"/> effectively uses narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<input type="checkbox"/> only partially uses narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<input type="checkbox"/> fails to and/or inadequately uses narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	
	W.7.3c	<input type="checkbox"/> skillfully uses transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another.	<input type="checkbox"/> partially uses transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another.	<input type="checkbox"/> fails to use transition words, phrases and clauses to convey sequence, or to signal shifts from one time frame or setting to another.	
	W.7.3d	<input type="checkbox"/> effectively uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<input type="checkbox"/> uses words and phrases, descriptive details, and sensory language to capture the action and convey experiences and events.	<input type="checkbox"/> fails to use words and phrases, descriptive details or sensory language to capture the action and convey experiences and events.	

7th Grade English/Language Arts Narrative Writing Rubric *(continued)*

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Language Conventions & Vocabulary	L.7.1	<p>The writing:</p> <input type="checkbox"/> may have a few minor errors in grammar and usage, however, meaning is clear throughout the response.	<p>The writing:</p> <input type="checkbox"/> contains some errors in grammar and usage that occasionally impedes understanding.	<p>The writing:</p> <input type="checkbox"/> contains multiple distracting errors in grammar and usage that impedes understanding.	7-9 = Meets 5-6 = Approaching <5 = Below <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
	L.7.2	<input type="checkbox"/> demonstrates command of the conventions of standard English consistent with effectively edited writing.	<input type="checkbox"/> demonstrates an inconsistent command of the conventions of standard English consistent with edited writing.	<input type="checkbox"/> demonstrates a weak command of the conventions of standard English with minimal editing.	
	(L.7.6)	<input type="checkbox"/> accurately and skillfully uses general academic and domain-specific words and phrases important for comprehension.	<input type="checkbox"/> uses general academic and domain-specific words and phrases important for comprehension.	<input type="checkbox"/> uses simplistic vocabulary.	
() = partially meets requirements of the standard.			Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.		
29 – 36 = Meets Grade Level Expectations 22 – 28 = Approaching Grade Level Expectations < 22 = Below Grade Level Expectations					Overall Score: <div style="border: 1px solid black; width: 60px; height: 40px; display: inline-block; margin-left: 10px;"></div>