

Kenai Peninsula Borough School District
Grade 7 Informative/Explanatory Standard Based Rubric

	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>The introduction includes an engaging introductory statement, a clear thesis sentence that answers the prompt directly and effectively, and previews the topics for the following 3 paragraphs.</p> <p>Topics are focused reasons that address the prompt and were previewed in the thesis sentence.</p>	<p>The introduction includes an introductory statement, a clear thesis sentence that answers the prompt directly, and previews the topics for the following paragraphs.</p> <p>Topics are reasons addressing the prompt and were previewed in the thesis sentence.</p>	<p>The introduction includes a thesis sentence that does not address the prompt entirely and/or does not preview the topics for the following paragraphs.</p> <p>Topics are vague or the topics were not previewed in the introduction.</p>	<p>No thesis sentence is stated or thesis is unrelated to prompt.</p> <p>Paragraphs lack any topic or/are unrelated to prompt.</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 topic is developed with well chosen evidence and explanation to prove thesis.</p>	<p>Each topic is developed with sufficient evidence to prove thesis.</p>	<p>Topics are developed with some evidence to prove thesis.</p>	<p>Topics are not supported with evidence to prove thesis.</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>Four or more varied transition words are found throughout the essay.</p> <p>The essay is ended with a conclusion that summarizes the thesis sentence, summarizes the main reasons and finishes the essay in a skillful way.</p>	<p>3 varied transition words are found throughout the essay.</p> <p>The essay is ended with a conclusion that restates the thesis and summarizes the main reasons.</p>	<p>Repetitive transitions words are used.</p> <p>The essay is ended with a conclusion that restates the thesis sentence only.</p>	<p>No transition words are used.</p> <p>The essay has no concluding paragraph.</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>Specific, relevant, and authoritative 7th grade language is used that enhances the thesis.</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>Specific, relevant, and authoritative (i.e. no "I think") 7th grade language is used that supports the claim.</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>Specific, relevant, and authoritative 7th grade language is used most of the time.</p> <p>1 piece of informal language (i.e. slang) is used.</p> <p>Uses 2-3 sentence types in the whole essay and not per paragraph.</p>	<p>Specific, relevant, and/or authoritative 7th grade language is rarely used.</p> <p>2 or more pieces of informal language (slang) are used..</p> <p>No variety between simple, compound, complex, and compound-complex sentences exists.</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 that do not hinder meaning.</p>	<p>There are 1-2 run-ons or fragments.</p> <p>There are 3-4 mistakes that do not hinder meaning.</p>	<p>There are 3 or more run-ons or fragments and/or any that hinder meaning.</p> <p>There are more than 4 mistakes or there are any mistakes that hinder meaning.</p>	<p>There are run-ons and fragments throughout that hinder meaning.</p> <p>Mistakes are found throughout and greatly hinder meaning.</p>

Alaska State Standards Alignment

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
<p align="center">Writing</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); 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>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>

	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Reading- Informational Text	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Language	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.	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.	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.