

Grade 7 Writing Prompt Rubric

Level 2

| Rubric Elements | Full Evidence 3 | Partial Evidence 2 | Limited Evidence 1 | Unrelated Evidence 0 |
|---|--|---|---|---|
| <u>Organization</u> – The essay addresses a specified topic and is organized with an effect related directly to a cause (e.g., cause/effect). | The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that states the topic/cause <input type="checkbox"/> a body that relates the effect to the provided cause <input type="checkbox"/> a conclusion that states the essay is about a cause and its effect | The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that states the topic/cause <input type="checkbox"/> a body that includes an effect that may not relate to the provided cause <input type="checkbox"/> a conclusion that states a cause or the effect | The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> some evidence related to the specified topic (i.e., introduction, cause/effect relationship, or conclusion) | <input type="checkbox"/> no evidence of organization |
| <u>Idea Development</u> – The essay develops a topic, includes details to promote meaning and create clarity. | The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one relevant detail to describe the effect | The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one effect with no relevant detail | The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one idea related to the topic | <input type="checkbox"/> no evidence of idea development |
| <u>Conventions</u> – Students use standard English conventions (e.g., end punctuation, subject-verb agreement). | The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for more than one thought unit <input type="checkbox"/> one complete sentence that expresses an idea with subject-verb agreement Ex: “The dog runs.” | The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one complete sentence with or without subject-verb agreement | The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one use of standard English conventions (end punctuation for one thought unit or one thought unit with or without subject-verb agreement) | <input type="checkbox"/> no evidence of standard English conventions |

Grade 7 Writing Prompt Rubric

Level 3

| Rubric Elements | Full Evidence 3 | Partial Evidence 2 | Limited Evidence 1 | Unrelated Evidence 0 |
|---|--|--|--|---|
| Organization – The essay addresses a specified topic and is organized with an effect related directly to a cause (cause/effect). | The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that presents the cause and its effects <input type="checkbox"/> a body that includes two effects and refers them to the cause <input type="checkbox"/> a conclusion that states the essay is about a cause and its effects | The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that presents a topic <input type="checkbox"/> a body that includes one effect and refers it to the cause <input type="checkbox"/> a conclusion that states the topic | The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> some evidence related to the specified topic (i.e., introduction, on-topic cause/effect relationship, or conclusion) | <input type="checkbox"/> no evidence of organization |
| Idea Development – The essay develops a topic, includes details and transitional words to promote meaning and create clarity. | The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> two effects, each with a relevant detail <input type="checkbox"/> transitional words to connect the cause to each of the two effects | The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one effect with a relevant detail <input type="checkbox"/> transitional word to connect one cause/effect relationship | The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one detail that describes the cause or effect OR <input type="checkbox"/> one transition word | <input type="checkbox"/> no evidence of idea development |
| Conventions – Students use standard English conventions (e.g., capitalization, end punctuation, subject-verb agreement). | The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> capitalization at the beginning of the majority of thought units <input type="checkbox"/> end punctuation for majority of thought units <input type="checkbox"/> one complete sentence that expresses an idea with subject-verb agreement Ex: “<u>T</u>he dog runs.” | The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> capitalization at the beginning of one thought unit <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one complete sentence with subject-verb agreement | The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one use of standard English conventions (capitalization at the beginning of one thought unit, end punctuation for one thought unit or one thought unit with or without subject-verb agreement) | <input type="checkbox"/> no evidence of standard English conventions |