

7th/8th Grade Writing Rubric – Informative/Explanatory
 CCSS Writing #2, Adapted from EGUSD

Criterion	5 – Advanced (above grade level)	4 – Proficient (at grade level)	3 - Basic	2 - Below Basic	1 - Far Below Basic
Content & Voice	A. Readers want more B. Confident/purposeful writing C. Distinct and unique voice/POV D. Skillfully adapted audience	A. Readers are interested B. Purposeful writing C. Strong voice/POV D. Engages the audience	A. Readers are happy B. Basic purpose C. Uses voice/POV D. Aware of an audience	A. Readers are pleased B. Limited in purpose C. Limited voice/POV D. Unsure of audience	A. Readers are confused B. Unsure of purpose C. Lacks voice/POV D. Lacks sense of audience.
Focus CCSS - W: 2a, 4	A. Insightfully addresses prompt B. Sophisticated thesis statement and claims	A. Competently addresses prompt B. Clear thesis statement and claims	A. Superficially addresses prompt B. Basic thesis statement and claims	A. Partially addresses prompt B. Weak thesis statement and claims	A. Minimally addresses prompt B. Lacks thesis statement and claims
Organization / Structure CCSS – W: 2a, 2c, 2f, 4	A. Skillfully orients reader to topic(s) in intro using SAT format B. Thoroughly develops topic(s) with relevant paragraphs C. Meaningful conclusion using TAS format D. Skillful use of transition words, phrases, and clauses	A. Thoughtfully orients reader to topic(s) in intro using SAT format B. Develops topic(s) with relevant paragraphs C. Thoughtful conclusion using TAS format D. Uses transition sentences, words, phrases, and clauses	A. Orients reader to topic(s) in intro using SAT format B. Superficially develops topic(s) with relevant paragraphs C. Conclusion using TAS format D. Uses some transition words, phrases, and clauses	A. Partially orients reader to topic(s) in intro and does not use SAT format B. Inadequately develops topic(s) with minimal paragraphs C. Provides conclusion D. Uses limited transition words, phrases, and clauses	A. Fails to orient reader to topic(s) in intro or intro is missing B. Fails to develop topic(s) with paragraphs C. Provides an inadequate conclusion D. Uses few to no transition words, phrases, or clauses
Development CCSS -W: 2, 2b, 9	A. Skillfully develops topic using well-chosen facts, definitions, concrete details, quotes, and other info. B. Effectively integrates and cites credible sources* C. Shows insightful understanding of topic or text	A. Develops topic using well-chosen facts, definitions, concrete details, quotes, and other info. B. Competently integrates and cites credible sources C. Shows competent understanding of topic or text	A. Limited development of topic using facts, definitions, concrete details, quotes, and other info. B. Effectively integrates and cites sources C. Shows understanding of topic or text	A. Minimal evidence to develop the topic B. Incorrectly integrates/cites sources C. Shows limited or flawed understanding of topic or text	A. Little to no evidence to support topic B. Does not use or cite sources C. Shows no and/or inaccurate understanding of topic or text
Language CCSS – L **: 1, 2, 3, 4, W: 4	A. Purposeful sentence structure B. Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) C. Strategic use of vocabulary	A. Correct sentence structure B. Contains few, minor errors in conventions C. Competent use of vocabulary	A. Mostly correct sentence structure B. Contains some errors in conventions C. Basic use of vocabulary	A. Limited sentence structure B. Contains numerous errors in conventions C. Inadequate use of vocabulary	A. Lacks sentence mastery (e.g., fragments/run-ons) B. Contains an abundance of errors in conventions C. Fails to use vocabulary properly

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

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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.