

7th/8th Grade Writing Rubric – Compare / Contrast

Adapted from EGUSD

| | 5 – Advance (above grade level) | 4 – Proficient (at grade level) | 3 - Basic | 2 - Below Basic | 1 - Far Below Basic |
|---|--|--|---|---|--|
| Subject & Voice | A. Readers want more B. Confident/purposeful writing C. Skillfully adapted audience | A. Readers are interested B. Purposeful writing C. Engages the audience | A. Readers are happy B. Basic purpose C. Aware of an audience | A. Readers are pleased B. Limited in purpose C. Unsure of audience | A. Readers are confused B. Unsure of purpose C. No sense of audience |
| Focus / Exposition CCSS -W: 3a, 4 | A. Insightfully addresses prompt B. Purposefully engages/orients reader w/ setting, situation, & establishes multiple POVs C. Expertly introduces topics | A. Competently addresses prompt B. Engages/orients reader w/ setting, situation, & establishing POV C. Skillfully introduces topics | A. Casually addresses prompt B. Attempts to engage/orient reader by establishing a context and POV C. Introduces topics | A. Partially addresses prompt B. Might engage/orient the reader with basic POV C. Attempts to introduce topics | A. Minimally addresses prompt B. Does not engage/orient due to no or little POV C. Does not introduce a topics |
| Compare & Contrast CCSS-ELA: Literacy.RL.8-4, 8.5, 8.6, 8.7, 8.8, , 8.9 | A. Skillfully and clearly compares and contrasts items. B. Several specific examples to illustrate comparison. C. Includes rich and relevant info to the comparison. | A. Effectively compares and contrasts items clearly. B. Many competent examples to illustrate comparison. C. Includes strong info relevant to comparison. | A. Adequately compares and contrasts items clearly. B. Some general examples to illustrate comparison. C. Includes info relevant to the comparison. | A. Partially compares and contrasts items but unclear. B. Few specific examples to illustrate comparison. C. Includes info not relevant to the comparison. | A. Paper compares or contrasts, but does not do both. B. Does not point to specific examples to show comparison C. No supporting info or incomplete. |
| 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 D. Skillfully uses SAT format | A. Develops topic using well-chosen facts, definitions, concrete details, quotes, and other info. B. Competently integrates and cites credible sources C. Competently understands topic or text D. Thoughtfully uses SAT format | A. Limited development of topic using facts, definitions, concrete details, quotes, and other info. B. Ineffectively integrates and cites sources C. Shows understanding of topic or text D. Uses SAT format | A. Minimal evidence to develop the topic B. Incorrectly integrates/cites sources C. Shows limited or flawed understanding of topic or text D. Provides intro and summary | 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 D. Inadequate or MIA intro and summary |
| 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 |

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| Strand | 7 th Grade Standards | 8 th Grade Standards |
|-----------------------------------|--|--|
| Reading, Writing, Literacy | <p><u>CCSS.ELA-Literacy.RL.7.1</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-Literacy.RL.7.2</u> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p><u>CCSS.ELA-Literacy.RL.7.3</u> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><u>CCSS.ELA-Literacy.RL.7.7</u> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p><u>CCSS.ELA-Literacy.RL.7.9</u> 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.</p> | <p><u>CCSS.ELA-Literacy.RL.8.1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-Literacy.RL.8.2</u> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><u>CCSS.ELA-Literacy.RL.8.5</u> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> |
| Language | <ol style="list-style-type: none"> 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.) 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.) 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | <ol style="list-style-type: none"> 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.) 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.) 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <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. |