

## 7th Grade D65-ETHS Common Rubric

Key: **BOLD**= Introduced in grade level Underline= Mastered at grade level *Italics*=Differences between columns

Content & Form	Exceeds - 10	9.5	9	Meets - 8.5	8	7.5	Making Progress - 7	6.5	6	Not in Evidence - 5.5	↓
<b>Introduction</b>	Introduction sets the purpose with all: <ul style="list-style-type: none"> <li>▪ relevant, engaging lead</li> <li>▪ background information</li> <li>▪ transition to claim/thesis</li> </ul>			Introduction sets the purpose with all: <ul style="list-style-type: none"> <li>▪ <u>relevant lead</u></li> <li>▪ <u>background information</u></li> <li>▪ transition to claim/thesis</li> </ul>			Introduction <i>attempts</i> to set the purpose with <i>some</i> : <ul style="list-style-type: none"> <li>▪ relevant lead</li> <li>▪ background information</li> <li>▪ transition to claim/thesis</li> </ul>			Introduction <i>does not</i> set the purpose with <i>any</i> : <ul style="list-style-type: none"> <li>▪ lead</li> <li>▪ background information</li> <li>▪ transition to claim/thesis</li> </ul>	
<b>Thesis/ Claim</b>	Thesis statement/claim is <i>insightful</i> , specific and establishes direction and focus of essay  Focus of essay is <i>clearly</i> maintained throughout paper through connection to thesis/claim			Thesis statement/claim is specific and establishes direction and focus of essay  Focus of essay is maintained throughout paper through connection to thesis/claim			Thesis statement/claim <i>attempts</i> to establish direction and focus of essay  Focus of essay is <i>not consistently</i> maintained <i>throughout</i> paper through connection to thesis/claim			Thesis statement/claim is <i>missing</i> or <i>does not establish focus</i> of the essay  Essay lacks focus in relation to thesis/claim	
<b>Evidence</b>	Essay is supported with several pieces of credible, relevant evidence <i>that most strongly supports the claim/thesis</i>  Relevant <i>and concise</i> direct quotations are accurately used  Relevant paraphrasing is evident			Essay is supported with <b>several pieces</b> of credible, relevant evidence  Relevant direct quotations are <b>accurately</b> used  <b>Relevant paraphrasing is evident</b>			Essay <i>attempts</i> to support with <i>some</i> credible, relevant evidence  <i>Some</i> relevant direct quotations are accurately used  Relevant paraphrasing is <i>attempted</i>			Essay is <i>not supported</i> with credible, relevant evidence  Relevant direct quotations are <i>missing</i> or are <i>not accurately</i> used	
<b>Reasoning</b>	Essay is supported with <i>in-depth</i> , logical reasoning that directly connects evidence to claim/thesis  Uses <i>in-depth</i> , logical reasoning to analyze what the text says explicitly as well as inferences drawn from the text			Essay is supported with logical reasoning that connects evidence to claim/thesis  Uses logical reasoning to analyze what the text says explicitly as well as inferences drawn from the text			Essay <i>attempts</i> to support with <i>some</i> logical reasoning that connects evidence to claim/thesis  <i>Attempts</i> some logical reasoning to analyze what the text says either explicitly or as inferences drawn from the text			Essay <i>does not</i> support with logical reasoning that connects evidence to claim/thesis  <i>Does not</i> use logical reasoning to analyze what the text says	
<b>Organization</b>	Paragraphs have a logical order throughout the essay  <i>All</i> body paragraphs feature a topic sentence/subclaim			<u>Paper is organized into paragraphs</u>  Paragraphs have a logical order throughout the essay  Most body paragraphs feature a topic sentence/subclaim			<i>Most</i> of the paper is organized into paragraphs  <i>Some</i> logical order is present within the essay  <i>Some</i> body paragraphs feature a topic sentence/subclaim.			Paper is <i>not</i> organized into paragraphs  Paragraphs <i>do not</i> have a logical order  Body paragraphs <i>do not</i> contain sentence/subclaim.	

	<p>Topic sentences/subclaims guide the paragraphs and connect them to the claim/thesis</p> <p>Appropriate and varied transitions are <i>consistently and logically</i> used within and between paragraphs to create cohesion and clarify relationships among ideas and concepts</p>		<p>Topic sentences/subclaims guide the paragraphs and connect them to the claim/thesis</p> <p>Appropriate and <b>varied</b> transitions are used <b>within and between paragraphs to create cohesion and clarify relationships among ideas and concepts</b></p>		<p>Topic sentences/subclaims <i>attempt</i> to guide the paragraphs and connect them to the claim/thesis</p> <p><i>Attempts</i> transitions</p>		<p>Topic sentences/subclaims <i>do not</i> guide the paragraphs and connect them to the claim/thesis</p> <p>Transitions are missing</p>
<b>Style &amp; Tone</b>	<p>Writing reflects a consistent tone/voice appropriate for task, purpose and audience</p> <p>Writing includes a <i>variety of</i> appropriate techniques that develop tone/voice</p> <p>Establish and maintain a formal style and objective tone <i>while attending to the norms and conventions of the discipline in which they are writing</i></p>		<p>Writing reflects a consistent tone/voice appropriate for task, purpose and audience</p> <p>Writing includes appropriate use of techniques that develop tone/voice</p> <p>Establish and maintain a formal style</p>		<p>Writing <i>does not</i> reflect a consistent tone/voice appropriate for task, purpose and audience</p> <p>Writing <i>attempts</i> appropriate use of techniques that develop tone/voice</p> <p><i>Attempts</i> to establish and maintain a formal style</p>		<p>Writing <i>does not</i> reflect a tone/voice appropriate for task, purpose and audience</p> <p>Writing <i>does not</i> include appropriate use of techniques that develop tone/voice</p> <p><i>Does not</i> establish and maintain a formal style</p>
<b>Conclusion</b>	<p>Concluding statement/section:</p> <ul style="list-style-type: none"> <li>• <i>effectively draws essay to a conclusion without repeating introduction</i></li> <li>• emphasizes the importance of the claim/thesis</li> </ul>		<p>Concluding statement/section:</p> <ul style="list-style-type: none"> <li>• follows from and supports the essay</li> <li>• <b>emphasizes the importance of the claim/thesis</b></li> </ul>		<p>Concluding statement/section:</p> <ul style="list-style-type: none"> <li>• <i>attempts</i> to follow from and support the essay</li> <li>• <i>may be</i> a one-sentence restatement of the claim/thesis</li> </ul>		<p>Concluding statement/section:</p> <ul style="list-style-type: none"> <li>• <i>does not</i> follow from or support the essay</li> <li>• not evident /missing</li> </ul>
<b>MLA Format</b>	<p><i>Consistently</i> follows MLA format for <i>all</i>:</p> <ul style="list-style-type: none"> <li>• parenthetical citations – e.g., quotes and cites correctly</li> <li>• Works Cited page</li> </ul>		<p>Follows MLA format for:</p> <ul style="list-style-type: none"> <li>• parenthetical citations – e.g., quotes and cites correctly</li> <li>• Works Cited page</li> </ul>		<p><i>Attempts</i> to follow MLA for <i>some</i>:</p> <ul style="list-style-type: none"> <li>• parenthetical citations – e.g., quotes and cites</li> <li>• Works Cited page</li> </ul>		<p><i>Does not follow</i> MLA format for <i>any</i>:</p> <ul style="list-style-type: none"> <li>• parenthetical citations – e.g., quotes and cites</li> <li>• Works Cited page</li> </ul>
<b>Grammar/ Mechanics</b>	<p><i>Consistently</i> uses grade-level conventions to ensure understanding and clearly communicate meaning</p> <p>Errors are rare</p>		<p>Uses grade-level conventions to ensure understanding and clearly communicate meaning</p> <p>May contain a few errors</p>		<p><i>Attempts</i> grade-level conventions</p> <p>Basic grammar skills and conventions are evident</p>		<p><i>Does not use</i> grade-level conventions</p> <p><i>Lacks</i> basic grammar skills and conventions</p>