

## 7th Grade Informative Essay Rubric

	1 Below-level	2 Slightly below-level	3 At-level	4 Exceeds-level
Topic	<p>Student responds to <b>some</b> or <b>no</b> parts of the prompt, conveying <b>little</b> or <b>no</b> understanding of the topic.</p> <p>Student <b>does not</b> provide a preview of the essay's topic at the beginning.</p>	<p>Student responds to <b>most</b> of the prompt, conveying <b>some</b> understanding of the topic.</p> <p>Student <b>attempts</b> to provide a preview of the essay's topic at the beginning.</p>	<p>Student responds to the <b>entire</b> prompt, conveying an understanding of the topic.</p> <p>Student provides a preview of the essay's topic at the beginning.</p>	<p>Student <b>skillfully</b> responds to the entire prompt, conveying a <b>strong</b> understanding of the topic.</p> <p>Student provides a <b>useful, clear</b> preview of the essay's topic at the beginning.</p>
Organization	<p>Student <b>does not</b> organize the essay into logical paragraphs or sections, and <b>does not use</b> proper formatting, graphics, and/or multimedia.</p> <p>Student <b>does not</b> structure the essay with an introduction, body, and conclusion.</p> <p>Student <b>does not</b> use transitions to link the sections of the essay.</p>	<p>Student <b>attempts</b> to organize the essay into logical paragraphs or sections that may contain some unrelated information and occasionally uses proper formatting, graphics, and/or multimedia.</p> <p>Student <b>attempts</b> to structure the essay with an introduction, body, and conclusion.</p> <p>Student uses <b>simple</b> or <b>below grade-level</b> transitions to link the sections of the essay.</p>	<p>Student <b>organizes</b> the essay into paragraphs or sections that use proper formatting, graphics, and/or multimedia.</p> <p>Student structures the essay with an introduction, body, and concluding paragraph.</p> <p>Student uses <b>grade-level appropriate</b> transitions to link the sections of the essay and set up relationships between ideas.</p>	<p>Student organizes the essay into <b>logical</b> paragraphs or sections that contain <b>related</b> information and use <b>proper</b> formatting, graphics, and/or multimedia that aid reader comprehension.</p> <p>Student structures the essay with a <b>strong</b> thesis in the introduction, a body that includes <b>relevant</b> details and <b>analysis</b>, and an <b>analytical conclusion</b>.</p> <p>Student uses <b>grade-level appropriate</b> transitions to link the sections of the essay and <b>clarify</b> relationships between ideas.</p>
Support	<p>Student <b>does not</b> or <b>rarely</b> develops the topic by using relevant facts, definitions, details, quotations, and/or</p>	<p>Student <b>attempts</b> to develop the topic by using some relevant facts, definitions, details,</p>	<p>Student develops the topic by using <b>relevant</b> facts, definitions, details, quotations, and/or other</p>	<p>Student <b>skillfully</b> develops the topic by using significant relevant facts, definitions, concrete details, quotations</p>

	<p>other information.</p> <p>Student provides <b>little</b> or <b>no</b> analysis of relevant supporting content in an attempt to develop the topic.</p>	<p>quotations, and/or other information.</p> <p>Student provides <b>some</b> analysis of relevant supporting content in an attempt to develop the topic.</p>	<p>information.</p> <p>Student provides an analysis of relevant supporting content.</p>	<p>and/or other information.</p> <p>Student provides an <b>accurate</b> analysis of relevant supporting content <b>that helps to develop the topic.</b></p>
Style & Language	<p>Student <b>does not</b> use a formal style.</p> <p>Student demonstrates <b>little</b> to <b>no</b> understanding of writing conventions, making writing <b>difficult</b> to understand.</p> <p>Student <b>does not</b> or <b>inaccurately uses</b> grade-appropriate academic and domain-specific words or phrases. Such usage detracts from the overall efficacy of the essay.</p>	<p>Student <b>occasionally</b> uses a formal style.</p> <p>Student demonstrates <b>incomplete</b> mastery of writing conventions, that may <b>interfere</b> with meaning.</p> <p>Student <b>occasionally</b> uses grade-appropriate academic and domain-specific words or phrases. Such usage <b>may detract</b> from the efficacy of the argument.</p>	<p>Student <b>mostly</b> uses a formal style.</p> <p>Student demonstrates <b>good</b> command of writing conventions. Mistakes are <b>barely noticeable</b> and <b>do not interfere</b> with meaning.</p> <p>Student <b>mostly</b> uses grade-appropriate academic and domain-specific words or phrases. Student <b>occasionally misuses</b> words or phrases, but such usage <b>does not detract</b> from the overall efficacy of the argument.</p>	<p>Student <b>consistently</b> uses a formal style.</p> <p>Student demonstrates <b>excellent</b> command, using writing conventions to <b>enhance</b> the overall meaning of the essay.</p> <p>Student <b>consistently</b> and <b>appropriately</b> uses grade-appropriate academic and domain-specific words or phrases. Such usage <b>bolsters</b> the efficacy of the essay.</p>