

Criterion	5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<b>Focus/Claim</b> CCSS -W: > 1a > 4	<ul style="list-style-type: none"> <li>Insightfully addresses all aspects of the prompt</li> <li>Introduces precise claim(s) in a sophisticated thesis statement.</li> </ul>	<ul style="list-style-type: none"> <li>Competently addresses all aspects of the prompt</li> <li>Introduces reasonable claim(s) in a clear thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>Superficially addresses all aspects of the prompt</li> <li>Introduces claim(s) in a thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>Partially addresses aspects of the prompt</li> <li>Introduces superficial or flawed claim(s) in a weak thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>Minimally addresses some aspect of the prompt</li> <li>Fails to introduce a relevant claim and/or lacks a thesis statement</li> </ul>
<b>Organization/Structure</b> CCSS – W: > 1a > 1c > 1e > 4	<ul style="list-style-type: none"> <li>Skilfully orients reader to topic(s) in introduction</li> <li>Thoroughly develops claim(s) with relevant body paragraphs</li> <li>Provides a meaningful and reflective conclusion which draws from and supports claim(s)</li> <li>Creates cohesion through skillful use of transition/linking words, phrases, and clauses within and between paragraphs</li> <li>Includes purposeful and logical progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Orients reader to topic(s) in introduction</li> <li>Develops claim(s) with relevant body paragraphs</li> <li>Provides a conclusion that follows from and supports claim(s)</li> <li>Creates cohesion through transition/linking words, phrases, and clauses within and between paragraphs</li> <li>Includes logical progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Partially orients reader to topic(s) in introduction</li> <li>Superficially develops claim(s) with body paragraphs</li> <li>Provides a conclusion which repetitively or partially supports claim(s)</li> <li>Creates some cohesion through basic transition/linking words, phrases, and/or clauses within or between paragraphs</li> <li>Includes adequate progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Inadequately orients reader to topic(s) in introduction</li> <li>Inadequately develops claim(s) with minimal body paragraphs</li> <li>Provides an inadequate conclusion</li> <li>Uses limited and/or inappropriate transition/linking words, phrases, or clauses</li> <li>Includes uneven progression of ideas from beginning to end</li> </ul>	<ul style="list-style-type: none"> <li>Fails to orient reader to topic(s) in introduction or introduction is missing</li> <li>Fails to develop claim(s) with body paragraphs</li> <li>Omits conclusion</li> <li>Uses few to no transition/linking words, phrases, or clauses</li> <li>Includes little or no discernible organization of ideas</li> </ul>
<b>Evidence/Support</b> CCSS -W: > 1b > 9	<ul style="list-style-type: none"> <li>Provides substantial and pertinent evidence to support claim(s)</li> <li>Effectively integrates and cites credible sources and/or text evidence</li> <li>Convincingly refutes specific counter-claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Provides sufficient and relevant evidence to support claim(s)</li> <li>Competently integrates and cites credible sources and/or text evidence</li> <li>Competently refutes specific counter-claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Provides limited and/or superficial evidence to support claim(s)</li> <li>Ineffectively integrates or cites adequate sources and/or text evidence</li> <li>Minimally refutes specific counter-claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Provides minimal and/or irrelevant evidence to support claim(s)</li> <li>Incorrectly integrates or cites sources and/or text evidence that may not be credible</li> <li>Acknowledges alternate or opposing claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Provides inaccurate, little, or no evidence to support claim(s)</li> <li>Does not use or cite sources and/or text evidence</li> <li>Fails to acknowledge alternate or opposing claim(s)</li> </ul>
<b>Analysis</b> CCSS-W: > 1b > 9	<ul style="list-style-type: none"> <li>Shows insightful understanding of topic or text</li> <li>Uses persuasive and valid reasoning to connect evidence with claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Shows competent understanding of topic or text</li> <li>Uses valid reasoning to connect evidence with claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Shows superficial understanding of topic or text</li> <li>Uses some valid and accurate reasoning to connect evidence with claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Shows limited and/or flawed understanding of topic or text</li> <li>Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s)</li> </ul>	<ul style="list-style-type: none"> <li>Shows no and/or inaccurate understanding of topic or text</li> <li>Reasoning is missing or does not connect evidence with claim(s)</li> </ul>
<b>Language</b> CCSS – L: > 1 > 2 > 3	<ul style="list-style-type: none"> <li>Uses purposeful and varied sentence structure</li> <li>Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization)</li> <li>Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct and varied sentence structure</li> <li>Contains few, minor errors in conventions</li> <li>Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses mostly correct and some varied sentence structure</li> <li>Contains some errors in conventions which may cause confusion</li> <li>Superficially uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses limited and/or repetitive sentence structure</li> <li>Contains numerous errors in conventions which cause confusion</li> <li>Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>Lacks sentence mastery (e.g., fragments/ run-ons)</li> <li>Contains serious and pervasive errors in conventions</li> <li>Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> </ul>

**ELA 7<sup>th</sup>/8<sup>th</sup> Rubric Alignment to CCSS**

Strand	7 <sup>th</sup> Grade Standards	8 <sup>th</sup> Grade Standards
<b>Writing</b>	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge <b>and address</b> alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) <b>or counterarguments</b> with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>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”).</li> <li>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”).</li> </ul>	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>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”).</li> <li>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”).</li> </ul>
<b>Language</b>	<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> <ul style="list-style-type: none"> <li>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>	<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> <ul style="list-style-type: none"> <li>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.</li> </ul>