# Avon Public Schools Grade 6-8 Argumentative Writing Rubric

| iteria | 1 – Beginning | 2 – Developing | 3 – Proficient | 4 - Adva |
|---|---|---|---|---|
| **nd Content**<br>nvey a clear<br>and stay on<br>on/claim?<br><br>s introduced<br>in grades 6-9 | My claim is not clearly stated,<br>or<br>My reasons do not connect to a claim.<br><br>I use insufficient evidence and sources that weakens my argument (e.g., irrelevant, repetitive, inaccurate). | My claim is stated, but limited reasons are presented to support it.<br><br>I use evidence from selected sources that are relevant but not integrated into developing the claim. | My claim is stated with relevant reasons to support it.<br><br>I use evidence from selected sources that are relevant and integrated into developing the claim. | My claim and reasons a<br>clear, focused manner.<br><br>I use evidence from car<br>sources that are relevar<br>in developing the claim<br><br>*Alternate view(s) is/ar<br>acknowledged. |
| **nization**<br>iting easy to<br>llow? | The organization of my writing in the opening sentences is weak.<br><br>My writing lacks linking words/transitions between ideas, examples, and paragraphs.<br><br>My concluding sentences do not remind the reader of my claim. | The organization of my writing states a claim, but does not introduce my reasons in the opening sentences.<br><br>Parts of my writing have linking words/transitions between ideas, examples, and paragraphs.<br><br>My concluding sentences remind the reader of my claim. | The organization of my writing states a claim and reasons in the opening sentences.<br><br>My writing has linking words/transitions between ideas, examples, and paragraphs.<br><br>My concluding sentences remind the reader of my claim. | The organization of my<br>clear and compelling cl<br>in the opening sentenc<br><br>My writing has varied a<br>linking words/transitio<br>examples, and paragrap<br><br>My concluding sentenc<br>claim and inspire conve |
| **d Choice**<br>words and<br>s carefully<br>o express my<br>ssage? | I often use incorrect and/or inappropriate words which make my meaning unclear. | I sometimes choose inaccurate words that make my meaning unclear. | I choose accurate words to convey my meaning. | I choose words that ar<br>precise and intentional |
| **e Structure**<br>writing flow<br>it is read? | My sentences are fragmented or incomplete. | My sentences are simple which limits the flow and variety in my writing (e.g., repetitive, run-ons). | My sentences are varied and begin to create a flow in my writing. | My sentences are varie<br>crafted which creates a<br>in my writing. |
| **oice**<br>ny writing<br>e reader and<br>priate for my<br>ssage? | My writing does not demonstrate how I feel about my claim OR<br><br>My voice is present but inappropriate for my message and audience. | My writing is beginning to show how I feel about my claim.<br><br>My voice may be inconsistent for my message and audience. | My writing demonstrates how I feel about my claim.<br><br>My voice fits the message and audience. | My writing is lively, exp<br>engaging demonstratin<br>about my claim.<br><br>My voice is authentic to<br>demonstrates awarene<br>message and audience. |

| | | | | |
|---|---|---|---|---|
| **ventions** writing follow rules? | There are significant errors in my mechanics which makes it really difficult to comprehend. | There are multiple errors in my mechanics which makes it somewhat difficult to comprehend, yet still readable. | There are a few errors in my mechanics that have a limited impact on presentation and meaning. | There are a few error mechanics, yet they l on presentation and |

## Argumentative Writing Rubric Aligned to ELA State Standards, Grade 7

CCSS.ELA-LITERACY.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

| iteria | 1 – Beginning | 2 – Developing | 3 – Proficient | 4 - Adva |
|---|---|---|---|---|
| **Standards Aligned with Ideas and Content**<br>A-LITERACY.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.<br>A-LITERACY.W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.<br>A-LITERACY.W.7.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understa ext.<br>A-LITERACY.W.7.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.<br>A-LITERACY.W.7.1.D Establish and maintain a formal style.<br>A-LITERACY.W.7.1.E Provide a concluding statement or section that follows from and supports the argument presented.<br>A-LITERACY.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audi xpectations for writing types are defined in standards 1-3 above.)<br>A-LITERACY.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused que search and investigation.<br>A-LITERACY.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and acc nd quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | | | | |
| **nd Content**<br>nvey a clear and stay on on/claim?<br><br>s introduced in grades 6-9 | My claim is not clearly stated,<br>or<br>My reasons do not connect to a claim.<br><br>I use insufficient evidence and sources that weakens my argument (e.g., irrelevant, repetitive, inaccurate). | My claim is stated, but limited reasons are presented to support it.<br><br>I use evidence from selected sources that are relevant but not integrated into developing the claim. | My claim is stated with relevant reasons to support it.<br><br>I use evidence from selected sources that are relevant and integrated into developing the claim. | My claim and reasons a clear, focused manner.<br><br>I use evidence from car sources that are releva in developing the claim<br><br>*Alternate view(s) is/ar acknowledged. |

**Standards Aligned with Organization**

A-LITERACY.W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
A-LITERACY.W.7.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understan
ext.
A-LITERACY.W.7.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
A-LITERACY.W.7.1.D Establish and maintain a formal style.
A-LITERACY.W.7.1.E Provide a concluding statement or section that follows from and supports the argument presented.
A-LITERACY.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audie
xpectations for writing types are defined in standards 1-3 above.)

| | | | | |
|---|---|---|---|---|
| **nization**<br>iting easy to<br>llow? | The organization of my writing in the opening sentences is weak.<br><br>My writing lacks linking words/transitions between ideas, examples, and paragraphs.<br><br>My concluding sentences do not remind the reader of my claim. | The organization of my writing states a claim, but does not introduce my reasons in the opening sentences.<br><br>Parts of my writing have linking words/transitions between ideas, examples, and paragraphs.<br><br>My concluding sentences remind the reader of my claim. | The organization of my writing states a claim and reasons in the opening sentences.<br><br>My writing has linking words/transitions between ideas, examples, and paragraphs.<br><br>My concluding sentences remind the reader of my claim. | The organization of my<br>clear and compelling cl<br>in the opening sentenc<br><br>My writing has varied a<br>linking words/transitio<br>examples, and paragrap<br><br>My concluding sentenc<br>claim and inspire conve |

**Standards Aligned with Word Choice**

A-LITERACY.W.7.1.D Establish and maintain a formal style.
A-LITERACY.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
A-LITERACY.L.7.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

| | | | | |
|---|---|---|---|---|
| **d Choice**<br>words and<br>s carefully<br>o express my<br>ssage? | I often use incorrect and/or inappropriate words which make my meaning unclear. | I sometimes choose inaccurate words that make my meaning unclear. | I choose accurate words to convey my meaning. | I choose words that ar<br>and intentional. |

**Standards Aligned with Sentence Structure**

A-LITERACY.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
A-LITERACY.L.7.1.B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
A-LITERACY.L.7.1.C Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

| | | | | |
|---|---|---|---|---|
| **ce Structure**<br>writing flow<br>it is read? | My sentences are fragmented or incomplete. | My sentences are simple which limits the flow and variety in my writing (e.g., repetitive, run-ons). | My sentences are varied and begin to create a flow in my writing. | My sentences are varie<br>crafted which creates a<br>in my writing. |
| **Standards Aligned with Voice**<br>A-LITERACY.W.7.1.D Establish and maintain a formal style.<br>A-LITERACY.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | | | |
| **Voice**<br>my writing<br>he reader and<br>priate for my<br>ssage? | My writing does not demonstrate how I feel about my claim OR<br><br>My voice is present but inappropriate for my message and audience. | My writing is beginning to show how I feel about my claim.<br><br>My voice may be inconsistent for my message and audience. | My writing demonstrates how I feel about my claim.<br><br>My voice fits the message and audience. | My writing is lively, exp<br>engaging demonstratin<br>about my claim.<br><br>My voice is authentic to<br>demonstrates awarene<br>and audience. |
| **Standards Aligned with Conventions**<br>A-LITERACY.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>A-LITERACY.L.7.2.A Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*<br>A-LITERACY.L.7.2.B Spell correctly. | | | | |
| **ventions**<br>writing follow<br>rules? | There are significant errors in my mechanics which makes it really difficult to comprehend. | There are multiple errors in my mechanics which makes it somewhat difficult to comprehend, yet still readable. | There are a few errors in my mechanics that have a limited impact on presentation and meaning. | There are a few errors i<br>yet they have no impac<br>and meaning. |

Public Schools Grade 4-8 Informative Writing Rubric

| iteria | 1 – Beginning | 2 – Developing | 3 – Proficient | 4 - Adva |
|---|---|---|---|---|
| **nd Content**<br>ovide a clear<br>nation with<br>d support? | My topic is not clearly stated and/or<br>My ideas do not connect to the topic.<br><br>I use insufficient evidence and sources to develop the topic (e.g., irrelevant, repetitive, inaccurate). | My topic is stated, but limited evidence is presented to support my ideas.<br><br>Sentence from selected sources that are relevant but not integrated into developing the topic. | My topic is clearly stated.<br><br>My evidence supports my main idea.<br><br>I use evidence from selected sources that are relevant and integrated into developing the topic. | My topic is presented<br>focused manner.<br><br>My main ideas are tho<br>supported with specif<br>details (e.g., quotes, f<br>anecdotes) that provi<br>focused explanation.<br><br>I use evidence from ca<br>sources that are relev<br>convincing in develop |
| **anization**<br>riting easy to<br>ollow? | My topic is unclear or missing in the opening sentences.<br><br>My writing lacks linking words/transitions between ideas, examples, and paragraphs.<br><br>Concluding sentences do not remind the reader of my topic. | I state a topic in the opening sentences, but do not introduce my evidence.<br><br>Parts of my writing have linking words/transitions between ideas, examples, and paragraphs.<br><br>Concluding sentences remind the reader of my topic. | I clearly state a topic in the opening sentences.<br><br>My writing has linking words/transitions between ideas, examples, and paragraphs.<br><br>Concluding sentences remind the reader of my topic. | I state a clear topic in<br>sentences and introdu<br>evidence.<br><br>My writing has varied<br>linking words/transiti<br>ideas, examples, and<br><br>Concluding sentences<br>and conversation. |
| **d Choice**<br>y words and<br>arefully chosen<br>s my message? | I often use incorrect and/or inappropriate words for the topic which makes my meaning unclear. | I sometimes choose inaccurate words for the topic that makes my meaning unclear. | I choose relevant and accurate words for the topic to convey my meaning. | I choose words for the<br>focused, precise, and |
| **e Structure**<br>y writing flow<br>it is read? | My sentences are fragmented or incomplete. | My sentences are simple, which limits the flow and variety in my writing (e.g. repetitive, run-ons). | My sentences are varied and begin to create a flow in my writing. | My sentences are vari<br>crafted which creates<br>flow in my writing. |
| **Voice**<br>ting engaging<br>opriate for my<br>nd purpose? | My writing does not demonstrate my understanding about the topic OR<br><br>My voice is present, but inappropriate for my audience. | My writing is beginning to show a limited understanding about the topic.<br><br>My voice may be inconsistent for my audience. | My writing demonstrates an understanding about the topic.<br><br>My voice fits the audience. | My writing is lively, ex<br>engaging that demons<br>understanding of the<br><br>My voice is authentic<br>it demonstrates aware<br>audience. |
| **ventions**<br>writing follow<br>e rules? | There are significant errors in my mechanics which makes it really difficult to comprehend. | There are multiple errors in my mechanics which makes it somewhat difficult to comprehend, yet still readable. | There are a few errors in my mechanics that have a limited impact on presentation and meaning. | There are a few errors<br>mechanics, yet they h<br>on presentation and m |

# Informative Writing Rubric Aligned to ELA State Standards, Grade 7

A-LITERACY.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, tion, and analysis of relevant content.

| iteria | 1 – Beginning | 2 – Developing | 3 – Proficient | 4 - Adva |
|---|---|---|---|---|
| **Standards Aligned to Ideas and Content**<br>A-LITERACY.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, orga f relevant content.<br>A-LITERACY.W.7.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as defin ion, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding ension.<br>A-LITERACY.W.7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.<br>A-LITERACY.W.7.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>A-LITERACY.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audie xpectations for writing types are defined in standards 1-3 above.)<br>A-LITERACY.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused que search and investigation.<br>A-LITERACY.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accu nd quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | | | | |
| **nd Content**<br>ovide a clear ation with d support? | My topic is not clearly stated<br><br>and/or<br><br>My ideas do not connect to the topic.<br><br>I use insufficient evidence and sources to develop the topic (e.g., irrelevant, repetitive, inaccurate). | My topic is stated, but limited evidence is presented to support my ideas.<br><br>I use evidence from selected sources that are relevant but not integrated into developing the topic. | My topic is clearly stated.<br><br>My evidence supports my main idea.<br><br>I use evidence from selected sources that are relevant and integrated into developing the topic. | My topic is presente focused manner.<br><br>My main ideas are th supported with spec relevant, details (e.g facts, statistics, anec provide a clear and f explanation.<br><br>I use evidence from selected sources tha and convincing in de topic |
| **Standards Aligned to Organization**<br>A-LITERACY.W.7.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as defin ion, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding ension.<br>A-LITERACY.W.7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.<br>A-LITERACY.W.7.2.C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | | | | |

A-LITERACY.W.7.2.E Establish and maintain a formal style.
A-LITERACY.W.7.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.
A-LITERACY.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audie
xpectations for writing types are defined in standards 1-3 above.)

| | | | | |
|---|---|---|---|---|
| **nization**<br>iting easy to<br>llow? | My topic is unclear or missing in the opening sentences.<br><br>My writing lacks linking words/transitions between ideas, examples, and paragraphs.<br><br>My concluding sentences do not remind the reader of my topic. | I state a topic in the opening sentences, but do not introduce my evidence.<br><br>Parts of my writing have linking words/transitions between ideas, examples, and paragraphs.<br><br>My concluding sentences remind the reader of my topic. | I clearly state a topic in the opening sentences.<br><br>My writing has linking words/transitions between ideas, examples, and paragraphs.<br><br>My concluding sentences remind the reader of my topic. | I state a clear topic i<br>sentences and introd<br>evidence.<br><br>My writing has varie<br>purposeful linking<br>words/transitions be<br>examples, and parag<br><br>My concluding sente<br>topic and inspire cor |

**Standards Aligned with Word Choice**

A-LITERACY.W.7.1.D Establish and maintain a formal style.
A-LITERACY.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
A-LITERACY.L.7.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

| | | | | |
|---|---|---|---|---|
| **d Choice**<br>words and<br>s carefully<br>o express my<br>ssage? | I often use incorrect and/or inappropriate words for the topic which makes my meaning unclear. | I sometimes choose inaccurate words for the topic that makes my meaning unclear. | I choose relevant and accurate words for the topic to convey my meaning. | I choose words for th<br>are focused, precise,<br>intentional. |

**Standards Aligned with Sentence Structure**

A-LITERACY.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
A-LITERACY.L.7.1.B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
A-LITERACY.L.7.1.C Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

| | | | | |
|---|---|---|---|---|
| **e Structure**<br>writing flow<br>it is read? | My sentences are fragmented or incomplete. | My sentences are simple, which limits the flow and variety in my writing (e.g. repetitive, run-ons). | My sentences are varied and begin to create a flow in my writing. | My sentences are va<br>skillfully crafted whi<br>consistent flow in m |

**Standards Aligned with Voice**

A-LITERACY.W.7.1.D Establish and maintain a formal style.
A-LITERACY.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

| | | | | |
|---|---|---|---|---|
| **oice**<br>ing engaging<br>priate for my<br>nd purpose? | My writing does not demonstrate my understanding about the topic OR<br><br>My voice is present, but inappropriate for my audience. | My writing is beginning to show a limited understanding about the topic.<br><br>My voice may be inconsistent for my audience. | My writing demonstrates an understanding about the topic.<br><br>My voice fits the audience. | My writing is lively, e<br>engaging that demo<br>strong understandin<br><br>My voice is authenti<br>purpose; it demonst<br>awareness of the au |
| **Standards Aligned to Conventions**<br>A-LITERACY.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>A-LITERACY.L.7.2.A Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*<br>A-LITERACY.L.7.2.B Spell correctly. | | | | |
| **ventions**<br>writing follow<br>rules? | There are significant errors in my mechanics which makes it really difficult to comprehend. | There are multiple errors in my mechanics which makes it somewhat difficult to comprehend, yet still readable. | There are a few errors in my mechanics that have a limited impact on presentation and meaning. | There are a few errors<br>mechanics, yet they ha<br>presentation and mean |

# Avon Public Schools Grades 4-8 Narrative Writing Rubric

| riteria | 1 – Beginning | 2 – Developing | 3 – Proficient | 4 - Adva |
|---|---|---|---|---|
| **and Content**<br>***ny message clear?***<br>***ay on topic?*** | My writing tells an incomplete story, with little use of context, narrative techniques and/or characters.<br><br>My writing uses details, but they are very general and/or unhelpful to support story development. | My writing tells a partially complete story with some use of context, narrative techniques and/or characters.<br><br>My writing uses descriptive details, but some are disconnected or distracting from the story. | My writing tells a complete story through the use of context, narrative techniques and characters.<br><br>My writing uses descriptive details to support story development. | My writing tells an er through the powerfu narrative techniques<br><br>My writing uses desc create a realistic & co depiction of an event story development. |
| **anization**<br>***riting easy to ollow?*** | My writing lacks an event sequence.<br><br>My conclusion is not present or disconnected from the story. | My writing shows an event sequence that at times is out of order.<br><br>My conclusion is related but is abrupt and unsatisfying. | My writing shows a well-structured event sequence.<br><br>My conclusion effectively provides closure to the story. | My writing shows a v event sequence that and logically.<br><br>My conclusion is skill draw the story to an satisfying and though way. |
| **rd Choice**<br>*y words and es carefully to express my essage?* | I use words that are ordinary or do not help the reader create mental images. | I use general words to describe some events, characters and feelings that create weak mental images. | I use precise words to describe events, characters and feelings that help create strong mental images. | I use precise, powerf consistently create vi images and bring the |
| **nce Fluency**<br>*y writing flow n it is read?* | My sentences are fragmented or incomplete. | My sentences are simple which limits the flow and variety in my writing (e.g., repetitive, run-ons). | My sentences are varied and begin to create a flow in my writing. | My sentences are var crafted which creates flow in my writing. |
| **Voice**<br>*my writing the reader and opriate for my essage?* | My voice is inappropriate for my purpose and audience. | My voice begins to address the purpose and is somewhat engaging to the audience. | My voice fits the purpose and engages the audience. | My voice is well-suit purpose, it is lively ar audience. |

| | | | | |
|---|---|---|---|---|
| **nventions**<br>*writing follow*<br>*e rules?* | There are significant errors in my mechanics which makes it really difficult to comprehend. | There are multiple errors in my mechanics which makes it somewhat difficult to comprehend, yet still readable. | There are a few errors in my mechanics that have a limited impact on presentation and meaning. | There are a few error<br>mechanics, yet they<br>on presentation and |

## Narrative Writing Rubric Aligned to ELA State Standards, Grade 7

CCSS.ELA-LITERACY.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

| riteria | 1 – Beginning | 2 – Developing | 3 – Proficient | 4 - Adva |
|---|---|---|---|---|
| **Standards Aligned to Ideas and Content**<br>A-LITERACY.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and w<br>quences.<br>A-LITERACY.W.7.3.A Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organiz<br>e that unfolds naturally and logically.<br>A-LITERACY.W.7.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.<br>A-LITERACY.W.7.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to<br>A-LITERACY.W.7.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experien<br><br>A-LITERACY.W.7.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.<br>A-LITERACY.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and aud<br>expectations for writing types are defined in standards 1-3 above.) | | | | |
| **and Content**<br>***ny message***<br>***clear?***<br>***ay on topic?*** | My writing tells an incomplete story, with little use of context, narrative techniques and/or characters.<br><br>My writing uses details, but they are very general and/or unhelpful to support story development. | My writing tells a partially complete story with some use of context, narrative techniques and/or characters.<br><br>My writing uses descriptive details, but some are disconnected or distracting from the story. | My writing tells a complete story through the use of context, narrative techniques and characters.<br><br>My writing uses descriptive details to support story development. | My writing tells an e<br>through the powerfu<br>narrative techniques<br><br>My writing uses desc<br>create a realistic & c<br>depiction of an even<br>story development. |
| **Standards Aligned to Organization**<br>A-LITERACY.W.7.3.A Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organiz<br>e that unfolds naturally and logically. | | | | |

A-LITERACY.W.7.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
A-LITERACY.W.7.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to
A-LITERACY.W.7.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.
A-LITERACY.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and aud
expectations for writing types are defined in standards 1-3 above.)

| | | | | |
|---|---|---|---|---|
| **anization**<br>***riting easy to ollow?*** | My writing lacks an event sequence.<br><br>My conclusion is not present or disconnected from the story. | My writing shows an event sequence that at times is out of order.<br><br>My conclusion is related but is abrupt and unsatisfying. | My writing shows a well-structured event sequence.<br><br>My conclusion effectively provides closure to the story. | My writing shows a event sequence that naturally and logicall<br><br>My conclusion is skill draw the story to an satisfying and though way. |

**Standards Aligned with Word Choice**

A-LITERACY.W.7.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experien

A-LITERACY.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
A-LITERACY.L.7.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

| | | | | |
|---|---|---|---|---|
| **rd Choice**<br>*y words and es carefully to express my essage?* | I use words that are ordinary or do not help the reader create mental images. | I use general words to describe some events, characters and feelings that create weak mental images. | I use precise words to describe events, characters and feelings that help create strong mental images. | I use precise, powerf consistently create v images and bring the |

**Standards Aligned with Sentence Fluency**

A-LITERACY.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
A-LITERACY.L.7.1.B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
A-LITERACY.L.7.1.C Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

| | | | | |
|---|---|---|---|---|
| **nce Fluency**<br>*y writing flow n it is read?* | My sentences are fragmented or incomplete. | My sentences are simple which limits the flow and variety in my writing (e.g., repetitive, run-ons). | My sentences are varied and begin to create a flow in my writing. | My sentences are va crafted which create flow in my writing. |

**Standards Aligned with Voice**

A-LITERACY.W.7.1.D Establish and maintain a formal style.
A-LITERACY.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

| | | | | |
|---|---|---|---|---|
| **Voice**<br>*my writing*<br>*he reader and*<br>*opriate for my*<br>*essage?* | My voice is inappropriate for my purpose and audience. | My voice begins to address the purpose and is somewhat engaging to the audience. | My voice fits the purpose and engages the audience. | My voice is well-suite<br>purpose;it is lively an<br>audience. |

**Standards Aligned to Conventions**

A-LITERACY.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A-LITERACY.L.7.2.A Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shi*
A-LITERACY.L.7.2.B Spell correctly.

| | | | | |
|---|---|---|---|---|
| **nventions**<br>*writing follow*<br>*e rules?* | There are significant errors in my mechanics which makes it really difficult to comprehend. | There are multiple errors in my mechanics which makes it somewhat difficult to comprehend, yet still readable. | There are a few errors in my mechanics that have a limited impact on presentation and meaning. | There are a few erro<br>mechanics, yet they<br>on presentation and |

# Avon Public Schools Grades 4-8 Presentation Rubric

| teria | 1 – Beginning | 2 – Developing | 3 –Proficient | 4 - Adva |
|---|---|---|---|---|
| **nd Content**<br>*nvey a clear ge and stay topic?* | My topic is not clearly stated<br><br>I don't include details in support of my main idea/claim. | My topic is stated and I present main ideas to support the topic.<br><br>I don't share enough relevant details to support my main idea/claim. | My topic and main ideas are clearly stated.<br><br>My main ideas/claim are stated and the supporting details are relevant to the main idea/claim. | My topic is present focused manner th demonstrates know understanding.<br><br>My main idea/claim stated with support that are relevant an for the target audie |
| **laim**<br>*ny claims pelling?* | The claims I present to support my main idea are not convincing or logical. | Some of the claims I have presented are convincing and logical but they do not fully support the main idea. | All of my claims are convincing and logical. | My claims are so po influence the audie reconsider or accep idea. |
| **d Choice**<br>*words and s carefully to express?* | My word choice is unclear or too general. | My word choice is clear but lacks a connection to the topic, purpose, and/or audience. | My word choice is clear and appropriate for the topic, purpose, and audience. | My word choice is p adds to the audienc understanding of th |
| **nization**<br>*resentation to follow?* | My presentation is missing an introduction and/or a conclusion which makes it difficult for my audience to follow. | My presentation has an introduction and a conclusion, but the lack of transitions makes it difficult for my audience to follow. | My presentation has an introduction, transition between ideas, and a conclusion so that my message can be followed by my audience. | My presentation's o adds to my messag introduction that dr audience, smooth t and a conclusion th reemphasizes my m |
| **elivery**<br>*es my entation port my ssage?* | I rarely or never look at my audience.<br><br>My gestures, posture, facial expressions, and/or movement distract from the presentation.<br><br>My voice keeps the audience from understanding the message. | I look at my notes more than my audience.<br><br>My gestures, posture, facial expressions, and/or movements are awkward during the presentation.<br><br>My voice is inconsistent: there are moments of clarity and inaudibility. | I look at my audience more than my notes.<br><br>My gestures, posture, facial expressions, and movements fit the presentation.<br><br>My voice is clear and understandable. (volume, rate, articulation, pronunciation) | I look at my audien notes only as a guid<br><br>My gestures, postur expressions, and m to the presentation<br><br>My voice is clear, un and makes my pres more interesting. |

| | | | | |
|---|---|---|---|---|
| **entation id(s)** *presentation upport the and my essage?* | My presentation aids are inappropriate, or distract from my message. | My presentation aids support the topic but generally do not add to my message. | My presentation aids support the topic and my message. | My presentation aid the topic and my m well as adds value t audience engagem of humor, pose tho provoking question including audio or v |

## Presentation Rubric Aligned to ELA State Standards, Grade 7

| iteria | 1 – Beginning | 2 – Developing | 3 –Proficient | 4 - Adva |
|---|---|---|---|---|
| **Standards Aligned to Ideas and Content** | | | | |
| LA-LITERACY.W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. | | | | |
| LA-LITERACY.W.7.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understa text. | | | | |
| LA-LITERACY.W.7.1.E Provide a concluding statement or section that follows from and supports the argument presented. **OR** | | | | |
| LA-LITERACY.W.7.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as defi ation, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding hension. | | | | |
| LA-LITERACY.W.7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | | | | |
| **nd Content** *nvey a clear ge and stay topic?* | My topic is not clearly stated<br><br>I don't include details in support of my main idea/claim. | My topic is stated and I present main ideas to support the topic.<br><br>I don't share enough relevant details to support my main idea/claim. | My topic and main ideas are clearly stated.<br><br>My main ideas/claim are stated and the supporting details are relevant to the main idea/claim. | My topic is present focused manner th demonstrates know understanding.<br><br>My main idea/claim stated with support are relevant and ap the target audience |
| **Standards Aligned to Claim** | | | | |
| LA-LITERACY.W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. | | | | |
| LA-LITERACY.W.7.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understa text. | | | | |
| **Claim** *ny claims pelling?* | The claims I present to support my main idea are not convincing or logical. | Some of the claims I have presented are convincing and logical but they do not fully support the main idea. | All of my claims are convincing and logical. | My claims are so po influence the audie reconsider or accep idea. |

**Standards Aligned with Word Choice**

LA-LITERACY.W.7.1.D Establish and maintain a formal style.
LA-LITERACY.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA-LITERACY.L.7.3.A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

| | | | | |
|---|---|---|---|---|
| **d Choice**<br>*words and es carefully to express?* | My word choice is unclear or too general. | My word choice is clear but lacks a connection to the topic, purpose, and/or audience. | My word choice is clear and appropriate for the topic, purpose, and audience. | My word choice is p adds to the audienc understanding of th |

**Standards Aligned to Organization**

LA-LITERACY.W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
LA-LITERACY.W.7.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understa text.
LA-LITERACY.W.7.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
LA-LITERACY.W.7.1.D Establish and maintain a formal style.
LA-LITERACY.W.7.1.E Provide a concluding statement or section that follows from and supports the argument presented. **OR**
LA-LITERACY.W.7.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as defi ation, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding hension.
LA-LITERACY.W.7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA-LITERACY.W.7.2.C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
LA-LITERACY.W.7.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA-LITERACY.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and auc specific expectations for writing types are defined in standards 1-3 above.)

| | | | | |
|---|---|---|---|---|
| **nization**<br>*resentation to follow?* | My presentation is missing an introduction and/or a conclusion which makes it difficult for my audience to follow. | My presentation has an introduction and a conclusion, but the lack of transitions makes it difficult for my audience to follow. | My presentation has an introduction, transition between ideas, and a conclusion so that my message can be followed by my audience. | My presentation's o adds to my messag introduction that dr audience, smooth t a conclusion that re my message. |

**Standards Aligned to Delivery**

LA-LITERACY.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, detail s; use appropriate eye contact, adequate volume, and clear pronunciation.
LA-LITERACY.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (Se e standards 1 and 3 for specific expectations.)
LA-LITERACY.W.7.1.D Establish and maintain a formal style.
LA-LITERACY.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

| | | | | |
|---|---|---|---|---|
| **elivery**<br>*oes my entation port my essage?* | I rarely or never look at my audience.<br><br>My gestures, posture, facial expressions, and/or movement distract from the presentation.<br><br>My voice keeps the audience from understanding the message. | I look at my notes more than my audience.<br><br>My gestures, posture, facial expressions, and/or movements are awkward during the presentation.<br><br>My voice is inconsistent: there are moments of clarity and inaudibility. | I look at my audience more than my notes.<br><br>My gestures, posture, facial expressions, and movements fit the presentation.<br><br>My voice is clear and understandable. (volume, rate, articulation, pronunciation) | I look at my audien notes only as a guic<br><br>My gestures, postur expressions, and m to the presentation<br><br>My voice is clear, ur and makes my pres interesting. |
| **Standards Aligned to Presentation Aid(s)**<br>LA-LITERACY.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient point | | | | |
| **entation id(s)**<br>*presentation support the and my essage?* | My presentation aids are inappropriate, or distract from my message. | My presentation aids support the topic but generally do not add to my message. | My presentation aids support the topic and my message. | My presentation aic topic and my mess adds value through engagement (e.g., u pose thought provo surveying, includin clips). |