

7th/8th Grade EGUSD Writing Rubric – Common Core State Standard, Writing #1

(DRAFT)

Criterion	5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
Response to Prompt/ Thesis CCSS – W: ➤ 1a ➤ 2a ➤ 4	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces precise claim(s) in a sophisticated thesis statement. Skillfully responds to audience 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces reasonable claim(s) in a clear thesis statement Appropriately responds to audience 	<ul style="list-style-type: none"> Superficially addresses all aspects of the prompt Introduces claim(s) in a thesis statement Responds to a general audience 	<ul style="list-style-type: none"> Partially addresses aspects of the prompt Introduces superficial or flawed claim(s) in a weak thesis statement Inadequately responds to a general audience 	<ul style="list-style-type: none"> Minimally addresses some aspect of the prompt Fails to introduce a relevant claim and/or lacks a thesis statement Does not respond appropriately to audience
Organization/ Structure CCSS – W: ➤ 1a ➤ 1c ➤ 1e ➤ 4	<ul style="list-style-type: none"> Skillfully orients reader to claim(s) in introduction Thoroughly develops claim(s) with relevant body paragraphs Provides a meaningful and reflective conclusion which draws from and supports claim(s) Creates cohesion through skillful use of transition/linking words, phrases, and clauses within and between paragraphs Sequences essay logically and purposefully 	<ul style="list-style-type: none"> Orients reader to claim(s) in introduction Develops claim(s) with relevant body paragraphs Provides a conclusion that follows from and supports claim(s) Creates cohesion through transition/linking words, phrases, and clauses within and between paragraphs Sequences essay logically 	<ul style="list-style-type: none"> Partially orients reader to claim(s) in introduction Superficially develops claim(s) with body paragraphs Provides a conclusion which repetitively or partially supports claim(s) Creates some cohesion through basic transition/linking words, phrases, and/or clauses within or between paragraphs Sequences essay minimally 	<ul style="list-style-type: none"> Inadequately orients reader to claim(s) in introduction Inadequately develops claim(s) with minimal body paragraphs Provides an inadequate conclusion Uses limited and/or inappropriate transition/linking words, phrases, or clauses Sequences essay illogically 	<ul style="list-style-type: none"> Fails to orient reader to claim(s) in introduction or introduction is missing Fails to develop claim(s) with body paragraphs Omits conclusion Uses few or no transition/linking words, phrases, or clauses Lacks discernable sequence
Evidence/ Support CCSS – W: ➤ 1b ➤ 9	<ul style="list-style-type: none"> Provides substantial and pertinent evidence to support claim(s) Effectively integrates and cites credible sources and/or textual evidence (P)*Convincingly refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Provides sufficient and relevant evidence to support claim(s) Competently integrates and cites credible sources and/or textual evidence (P) Competently refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Provides limited and/or superficial evidence to support claim(s) Uses and cites credible sources and/or textual evidence (P) Identifies specific counter-claim(s) 	<ul style="list-style-type: none"> Provides minimal and/or irrelevant evidence to support claim(s) Incorrectly uses or cites sources and/or textual evidence (P) Acknowledges alternate or opposing claim(s) 	<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to support claim(s) Does not use or cite sources and/or textual evidence (P) Fails to acknowledge alternate or opposing claim(s)
Analysis CCSS – W: ➤ 1b ➤ 9	<ul style="list-style-type: none"> Shows insightful understanding Uses persuasive and logical reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows competent understanding Uses logical reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows simplistic understanding Uses some logical and accurate reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows limited and/or flawed understanding Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows no and/or inaccurate understanding Reasoning is missing or does not connect evidence with claim(s)
Language/ Voice CCSS – L: ➤ 1 ➤ 2 ➤ 3	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) Uses sophisticated word choices for style and voice 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Uses precise and audience-appropriate word choice 	<ul style="list-style-type: none"> Uses mostly correct and somewhat varied sentence structure Contains some errors in conventions which may cause confusion Uses common and/or redundant word choice 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Uses simplistic word choice 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/ run-ons) Contains serious and pervasive errors in conventions Uses limited or incorrect word choice

*(P) indicates criteria specific to persuasive writing.