

	4-Exceeding Standard	3-Meeting	2-Approaching	1-Below
Introduction W.1.1	- The author introduces the topic clearly, providing what is to follow in an interesting way. - Ideas, concepts, and information are organized in the most strategic way (such as classification, comparison/contrast, or cause/effect), including formatting, graphics, or multimedia (when useful).	- The author introduces the topic clearly, providing what is to follow. - Ideas, concepts, and information are organized in a strategic way (such as classification, comparison/contrast, or cause/effect), including formatting, graphics, or multimedia (when useful).	- The author tells what information will follow. - There are sections of information; some graphics may have been included.	- The author does not provide a preview of the information in the essay. - The text is not formatted into sections or has few features.
Main Idea/Details W.1.2	-The author develops the topic with well-chosen facts, definitions, concrete details, quotations, or other information and examples.	-The author develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	-The author includes facts, definitions, details, or quotations that are mostly related to the topic.	-The author includes a few facts or details that are related to the topic; other information may be unrelated.
Research/Strategy W.1.3	-The author draws a great deal of evidence from literary or informational texts to support deep analysis, thoughtful reflection, and research. -It is obvious the author applies Grade 2 Reading Standards for literary nonfiction and literature.	-The author draws evidence from literary or informational texts to support analysis, reflection, and research. -There is evidence of the author applying Grade 2 Reading Standards for literary nonfiction and literature.	-The author includes evidence from literary or informational texts to support some ideas. -There is some evidence of the author applying Grade 2 Reading Standards for texts.	-The author includes little to no evidence from literary or informational texts. -There is little evidence of the author applying Grade 2 Reading Standards for texts.
Conclusion W.1.4	- There is a concluding statement or section that follows from, supports, and makes inferences about the ideas or information.	- There is a concluding statement or section that follows from and supports the ideas or information.	- There is a final statement that follows the ideas, or may be unrelated to the information.	- There is no final statement, or it does not follow or support the ideas.
Craft/Style W.1.5	-The author uses imaginative, appropriate, and varied transitions. -The author uses precise language and sophisticated domain-specific vocabulary. - The author establishes and maintains a formal, yet interesting, style.	-The author uses appropriate and varied transitions. -The author uses precise language and domain-specific vocabulary. - The author establishes and maintains a formal style.	-The author uses some transitions. -The author uses only basic or domain-specific vocabulary. - The author attempts to establish a formal style.	-The author does not include transitions. -The author uses basic vocabulary. - The author does not establish a formal style.
Process W.1.6	- There is significant evidence of planning, revising, editing, rewriting, or trying a new approach in order to develop and perfect the writing.	- There is evidence of planning, revising, editing, or trying a new approach in order to develop or strengthen the writing.	- There is some evidence of planning, revising, rewriting, or editing to develop the writing.	- There is little to no evidence of planning, revising, rewriting, or editing to develop the writing.

Informative Writing Rubric 7th Grade

Thirumalaisamy P.
Velavancorresponding

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