

# Grade 7 Literary Essay Rubric

Name: \_\_\_\_\_

| Quality  | 4<br>Responses at this level:   | 3<br>Responses at this level:  | 2<br>Responses at this level:   | 1<br>Responses at this level:  |
|--|---|--|---|--|
| <p><b>Meaning &amp; Content</b></p> <p>The extent to which the response exhibits understanding and interpretation of the task and text (s)</p>                                 | <ul style="list-style-type: none"> <li>fulfills all requirements of the task</li> <li>controlling idea is explicit and consistent throughout</li> <li>addresses the theme or key elements of the text</li> <li>shows a thorough interpretation of the text</li> <li>makes connections beyond the text</li> <li>content matches genre/task</li> </ul>                  | <ul style="list-style-type: none"> <li>fulfills most requirements of the task</li> <li>controlling idea is clear with a single focus</li> <li>addresses some key elements of the text</li> <li>shows a predominantly literal interpretation of the text</li> <li>makes some connections</li> <li>content matches genre/task</li> </ul> | <ul style="list-style-type: none"> <li>fulfills some requirements of the task</li> <li>controlling idea is not completely clear</li> <li>addresses some key elements of the text</li> <li>shows some gaps in understanding/lacks focus</li> <li>makes some connections</li> <li>content may not match genre/task</li> </ul> | <ul style="list-style-type: none"> <li>fulfills few requirements of the tasks</li> <li>controlling idea is not clear/missing</li> <li>addresses basic elements of the text</li> <li>shows little evidence that the student understood more than parts of the text</li> <li>makes few connections</li> <li>content does not match genre/task</li> </ul> |
| <p><b>Development &amp; Language Use</b></p> <p>The extent to which ideas are elaborated, using specific and relevant evidence from the text (s)</p>                           | <ul style="list-style-type: none"> <li>includes at least 3 pieces of supporting evidence, details, or description that effectively support the controlling idea</li> <li>makes effective use of relevant and accurate examples from the text</li> <li>Fluent, easy to read with a sense of engagement and voice</li> <li>Uses above grade level vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>includes 3 pieces of supporting evidence, details, description that mostly develops the controlling idea</li> <li>is readable with some sense of engagement or voice</li> <li>may include minor inaccuracies</li> <li>uses grade level vocabulary</li> </ul>                                    | <ul style="list-style-type: none"> <li>includes less than 3 pieces of support attempted which do not all support the controlling idea</li> <li>is readable with little sense of engagement or voice</li> <li>includes minor inaccuracies</li> <li>uses simple sentences and basic vocabulary</li> </ul>                     | <ul style="list-style-type: none"> <li>includes little if any pieces of support of controlling idea</li> <li>difficult to read with little sense of engagement or voice</li> <li>includes inaccurate details</li> <li>uses minimal vocabulary and fragmented thoughts</li> </ul>   |
| <p><b>Design &amp; Organization/Structure</b></p> <p>The extent to which the response exhibits direction, shape, and coherence</p>   | <ul style="list-style-type: none"> <li>well organized; easy to follow strong introduction (containing title, author, genre) and conclusion</li> <li>establishes and maintains a clear focus</li> <li>shows a logical sequence of ideas through strong use appropriate transitions</li> </ul>  | <ul style="list-style-type: none"> <li>writing is organized</li> <li>there is flow from one part to the next</li> <li>there is an introduction and a conclusion</li> <li>generally focused</li> </ul>  | <ul style="list-style-type: none"> <li>writing has some organization, but does not completely flow</li> <li>may not have a clear introduction and conclusion</li> <li>shows an attempt to maintain focus, may include some tangents</li> </ul>  | <ul style="list-style-type: none"> <li>writing is disorganized and difficult to follow</li> <li>parts do not make sense in relation to the whole</li> <li>little attempt to establish a focus</li> <li>may include some irrelevant information</li> </ul>  |
| <p><b>Usage &amp; Mechanics</b></p> <p>The extent to which the responses demonstrates conventional spelling, punctuation, paragraphing, capitalization, grammar and usage.</p> | <ul style="list-style-type: none"> <li>punctuation and spelling are essentially perfect</li> <li>punctuation adds to the meaning of the text</li> <li>uses a variety of punctuation and sentence structure</li> <li>paragraphs are used</li> <li>no errors that interfere with comprehension and readability</li> </ul>   | <ul style="list-style-type: none"> <li>punctuation and spelling have a few errors</li> <li>sentence structure is clear</li> <li>paragraphs are used</li> <li>few errors that interfere with comprehension and readability</li> </ul>   | <ul style="list-style-type: none"> <li>punctuation and spelling have many errors</li> <li>end punctuation may be missing</li> <li>paragraph breaks are missing</li> <li>some sentences are not clear</li> <li>errors interfere with comprehension and readability</li> </ul>  | <ul style="list-style-type: none"> <li>punctuation and spelling errors and unclear sentence structure inhibit meaning</li> <li>many errors that interfere with comprehension and readability</li> </ul>  |
| <p><b>Presentation &amp; Professionalism</b></p> <p>Includes neatness, time spent, effort, product matches genre, additional necessary features, editing, final form</p>       | <ul style="list-style-type: none"> <li>writing is clean, neat, attractive</li> <li>all steps of the writing process were completed on time</li> <li>deadline was met independently</li> <li>work reflects significant times and best effort</li> </ul>  | <ul style="list-style-type: none"> <li>deadline was met independently</li> <li>work reflects considerable time and effort</li> <li>most steps of the writing process were completed on time</li> </ul>   | <ul style="list-style-type: none"> <li>deadline was not met independently</li> <li>monitoring was needed to complete work</li> <li>does not reflect considerable time and effort</li> <li>steps of the writing process were not all completed on time</li> </ul>  | <ul style="list-style-type: none"> <li>deadline was missed</li> <li>work reflects last minute effort</li> <li>steps of writing process were not completed</li> </ul>   |

**Final Grade:**