7th-Grade Semester 2 - Assessment #5:
Deconstruct an Argument Rubric

RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

4	3	2	1	0
Cites several pieces of relevant and specific text evidence to support analysis of the text. Draws evidence explicitly as well as inferentially. Justifies the text evidence selections through elaboration.	Cites several pieces of relevant and specific text evidence to support analysis of the text. Draws evidence explicitly as well as inferentially.	Cites relevant text evidence to support what the text says. Draws evidence explicitly.	Restates text evidence to support what the text says. Draws evidence explicitly.	There is no, or insufficient, evidence of learning to assess the standard at this time.

W.7.2B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples

4	3	2	1	0
Clarifies the topic embedding relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Includes facts,definitions, details, quotations, and examples.	Lists facts, details, and examples.	There is no, or insufficient, evidence of learning to assess the standard at this time.

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

4	3	2	1	0
Demonstrates a command of standard English grammar and usage when writing or speaking. Uses correct and varied and complex sentence structure with purpose. Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrates a command of standard English grammar and usage when writing or speaking. Uses correct and varied sentence structure. Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrates basic knowledge of standard English grammar and usage when writing or speaking. Uses varied sentence structure. Demonstrates basic knowledge of the conventions of standard English capitalization, punctuation, and spelling when writing.	Identifies knowledge of standard English grammar and usage when writing or speaking. Uses complete sentences. Identifies knowledge of the conventions of standard English capitalization, punctuation, and spelling when writing.	There is no, or insufficient, evidence of learning to assess the standard at this time.

Student "I can" Statements

READING STANDARD:
- I can define textual evidence ("word for word" support). [Knowledge]
- I can define inference and explain how a reader uses textual evidence to reach a logical conclusion ("based on what I've read, it's most likely true that…"). [Reasoning]
- I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. [Skill]
- I can analyze an author's words and determine multiple pieces of textual evidence needed to support both explicit and inferential questions. [Reasoning]

WRITING STANDARD:

- I can select a topic and identify and gather relevant information (e.g., facts, definitions, details, quotations, examples) to share with my audience. [Reasoning]
- I can analyze the information, identify vocabulary specific to my topic, and organize information gathered using my chosen structure(s). [Reasoning]
- I can present my information in a formal style that includes an introduction that previews what is to follow, supporting details, transitions (to clarify and create cohesion when I move from one idea to another), and provide a concluding statement section that supports the information presented. [Product]

LANGUAGE STANDARD:
- I can use phrases and clauses to enhance my writing and/or speaking. [Skill]
- I can choose different sentence structures to signal differing relationships among ideas. [Skill]
- I can determine when to capitalize words (e.g., proper nouns, "I", first word in a sentence). [Knowledge]
- I can identify misspelled words and use resources to assist me in spelling correctly. [Knowledge]