7th Grade Semester 2 Assessment #7
Research & Incontestable Argument (EOY) 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. (Cite by quoting or paraphrasing the data and conclusions of others while avoiding plagiarism and following a standard format for citation.)

4	3	2	1	0
Cites several pieces of relevant and specific text and multimedia evidence to support analysis of the text. Draws evidence explicitly as well as inferentially. Justifies the text evidence selections.	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.7.1 Write arguments to support claims with clear reasons and relevant evidence.

4	3	2	1	0
Writes a logical argument about a topic/text clarifying why the particular argument is important and valid while evoking the reader to take action. Compares how the position is one of several respecting those who might disagree. Organizes claims, counterclaims, reasons, and evidence into sections to build on each other. Develops using relevant facts, details, and examples. Quotes or paraphrases the data and conclusions of others while avoiding plagiarism. Follows a standard format for citation in MLA parenthetical format.	Writes a logical argument about a topic/text clarifying why the particular argument is important and valid. Compares how the position is one of several. Organizes claims, counterclaims, reasons, and evidence into sections to build on each other. Develops reasons using relevant facts, details, and examples. Quotes or paraphrases the data and conclusions of others while avoiding plagiarism. Follows a standard format for citation in MLA parenthetical format.	Writes an argument about a topic/text explaining why it is important. Describes how claim is one of several. Organizes claim, counterclaim, reasons, and evidence into sections.. Describes reasons using facts, details, and examples. Quotes or paraphrases the data and conclusions of others while avoiding plagiarism. Follows a standard format for citation by citing author or text name.	Writes an argument about a topic/text stating claim. Identifies the claim and reasons. Lists facts, details, and examples. Quotes the data and conclusions of others while avoiding plagiarism. Non-standard formatting of citations.	There is no, or insufficient evidence of learning to assess the standard at this time.

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, and listening.

4	3	2	1	0
Constructs language that expresses ideas precisely and concisely. Recognizes and eliminates wordiness and redundancy. Evaluates language through revision choices or reflection.	Constructs language that expresses ideas precisely and concisely. Recognizes and eliminates wordiness and redundancy.	Constructs language to accurately express ideas. Recognizes wordiness and redundancy.	Identifies language that expresses ideas.	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 support my argument with textual evidence ("word for word" support) found in credible sources. [Reasoning]
- I can locate alternate/opposing claims in my argument. [Knowledge]
- I can present my argument in a formal style that included an introduction, supporting details with transitions, and provide a concluding statement/section that supports my argument. [Product]
- I can define plagiarism (using someone else's words/ideas as my own). [Knowledge]
- I can determine when my research data or facts must be quoted (directly stated-- "word for word") in my writing. [Reasoning]
- I can avoid plagiarism by paraphrasing (putting in my words) and/or summarizing my research findings. [Skill]
- I can follow a standard format for citation to create a bibliography for sources that paraphrased or quoted in my writing. [Knowledge]

LANGUAGE STANDARD:
- I can choose words, phrases, and clauses that express my ideas precisely and concisely. [Skill]
- I can recognize and eliminate areas of wordiness and/or redundancy to make language clear and concise for the reader/listener. [Skill]
- I can choose different sentence structures to signal differing relationships among ideas. [Skill]
- I can identify misspelled words and use resources to assist me in spelling correctly. [Knowledge]