|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Content | Organization | SentenceStructure | Vocabulary | Conventions | Voice |
| Excellence4 | • The student’s exploration of the topic is insightfuland/or imaginative.• The student’s purpose, whether stated or implied, isdeliberate.• Supporting details are precise and/or original.• The writing is confident and creative and holds thereader’s interest. | • The introduction is engaging and establishesa focus that is consistent.• Events and/or details are developed in order.• Transitions connectevents or details within sentences or between paragraphs.• Closure is effective and related to the focus. | • Sentence structure is effectively and consistentlycontrolled.• Sentence type and sentence length are varied. | • Words and expressions are used accurately.• Precise words and expressions are used to createvivid images and to enrich details.• The voice/tone created by the student is convincing. | • The quality of the writing is enhanced because it isessentially error-free.• Any errors that are present do not reduce clarityand/or do not interrupt the flow of the response. | -Strong connection with the reader.-Shows emotion in writing-Expressive and engaging |
| ApproachingExcellence3 | • The student’s exploration of the topic is clear andlogical.• The student’s purpose, whether stated or implied, isevident.• The ideas presented by the student are appropriateand predictable.• Supporting details are relevant and generic.• The writing is straightforward andoccasionally appeals to the reader’s interest. | • The introduction is functional and establishes a focus that is sustained.• Events and details are developed in a discernibleorder, althoughoccasionally not coherent.• Transitions tend to bemechanical and are generally used to connect eventswithin sentences andparagraphs.• Closure is related to the focus and is artificial. | • Sentence structure is generally controlled, but lapsesmay impede meaning.• Sentence type and sentence length are sometimeseffective and/or varied.• Some variety of sentence beginnings is evident. | • Words and expressions are generally usedappropriately.• General words and expressions are used adequatelyto clarify meaning.• The voice/tone created by the student is discerniblebut may be inconsistent. | • The quality of the writing is sustained throughgenerally correct use of conventions.• Errors occasionally reduce clarity and sometimesinterrupt the flow of the response. | -Commitment to topic-Inconsistent emotion and attachment to reader. |
| Meet2 | • The student’s exploration of the topic is simplistic.• The student’s purpose isvague.• The ideas presented by the student are superficial. • Supporting details are imprecise.• The writing does not appeal to the reader’s interest. | • The introduction lacks purpose and is notfunctional; any focus established provides littledirection and is not sustained.• The development of events is notclear.• Transitions, either explicit or implicit, are lacking connectionbetween paragraphs.• Closure is contrived and unrelated to thefocus. | • Sentence structure often lacks control, and this mayimpede meaning.• Sentence type and sentence length are seldomEffective.• There is little variety of sentence beginnings. | • Words and expressions are often used inexactly.•specific words, if present, may be improperly used.• The voice/tone created by the student is not clearlyestablished. | • The quality of the writing is weakened by thefrequently incorrect use of conventions.• Errors blur clarity and/or interrupt the flow of theresponse. | -Voice is inappropriate or non-existent.-Writing seems mechanical.-No emotional attachment to the reader. |
| Below1 | • The student’s exploration of the topic is minimal.• The student’s purpose isnot stated or implied.• The ideas presented by the student areover generalized and underdeveloped.• Supporting details are irrelevant.• The writing is confusing, lacks validity anddoes not interest the reader.. | • The introduction, if present, isineffective; any focus established provides nodirection.• The development of events isnot logical. • Transitions, are inappropriately used to connect events In paragraphs.• Closure is missing. | • Sentence structure generally lacks control, and thisoften impedes meaning.• There is essentially no variation in sentence type orsentence length.• There is essentially no variety of sentencebeginnings. | • Words and expressions are generally usedinaccurately.• Ineffective words and expressions predominate;specific words, if present, are frequently misused.• The voice/tone created by the student is not evidentor is indiscreet. | • The quality of the writing is impaired by theconsistently incorrect use of conventions.• Errors severely reduce clarity and/or impede the flow of the response. | -Voice is inappropriate or non-existent.-Writing seems mechanical.-No emotional attachment to the reader. |

Grade 7 Writing Rubric