

Teachers College Reading and Writing Project: Seventh Grade Informational Reading/Argument Writing Performance Assessment Rubric

Reading Rubric Scoring Guide (use rubric below):

You may decide to score all of the responses to texts (Task 1 and Task 2). If so, average the score points for a final reading score.

You may decide to score only the response to the last text (Task 2). If so, use the score for this response as a final reading score.

In a post-assessment, use the same approach to achieve comparable results.

| 7th Reading Rubric | Level 1- Novice | 1.5 | Level 2- Developing | 2.5 | Level 3- Effective | 3.5 | Level 4 Highly Effective | |
|--|--|------------|---|------------|---|------------|--|---------------|
| <i>R. Standard 7.1</i> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | | | | | | | Score: |
| | Provides little or no specific textual evidence to support analysis of the text. Or Demonstrates misunderstanding of the details or ideas in the text. | | Across responses to the text, provides some direct text references that are relevant to the position or claim that the student is discussing. Demonstrates a mostly accurate analysis of how details in the text(s) support a claim in the text. | | Across responses, cites many examples of text evidence to demonstrate an analytic reading of the source material. Across responses, demonstrates a literal and inferential understanding of how the text evidence cited supports a position in the text. | | Cites relevant pieces of textual evidence, demonstrating a selective and critical reading of the source material. Explains why the selected evidence strongly supports a claim in the text. Cites a combination of explicit and implicit evidence. | |

Writing Rubric Scoring Guide (use rubric below to assess Task 3 – argument essay):

- Circle the descriptor in each row that best describes the student’s work in this category. If the work falls between two descriptors, check a mid-point box to indicate this. Use the scoring box to the right of the table to record the score for each category.
- For the category “Development: Elaboration,” double the points and record in the box to the right, as indicated by the “x 2.” This is because elaboration counts more towards the overall success of the piece than other individual categories.

Finding an overall Reading/Writing Scaled Score:

- Add the total points from the reading and writing rubrics to come up with a raw score. Use the following table to calculate a scaled score:

| Total Points | Scaled Score |
|---------------------|---------------------|
| 1-9 | 1 |
| 9.5-13.5 | 1.5 |
| 14-18 | 2 |
| 18.5-22.5 | 2.5 |
| 23-27 | 3 |
| 27.5-31.5 | 3.5 |
| 32-36 | 4 |

- To look closely at growth between pre- and post-assessments, keep this rubric with the circled descriptors.
- **You will want to track growth across sub-sections, not just in the scaled score.**

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| 7th Writing Rubric | <u>Level 1- Novice</u> | <u>1.5</u> | <u>Level 2- Developing</u> | <u>2.5</u> | <u>Level 3- Effective</u> | <u>3.5</u> | <u>Level 4 Highly Effective</u> | |
|---|---|------------|--|------------|--|------------|---|---------------|
| W. Standard 7.1 Write arguments to support claims with clear reasons and relevant evidence. | | | | | | | | Score: |
| Position | Attempts to take a position, but either confuses the position with a counter-argument or confuses the position across the essay. | | Establishes a position that is mostly maintained across the essay. Attempts to acknowledge counter-argument, in a way that sometimes takes away from the clarity of the essay's central position. | | Takes a clear position on a topic and acknowledges possible counter-arguments. Demonstrates an understanding that this position is one of many possible positions on this topic. | | Takes a strong position on a topic and makes clear how this position differs from opposing or alternate points of view on the topic. Demonstrates an understanding that the stronger position is based on more authoritative evidence. | |
| Structure: Introduces topic; Provides a concluding statement | Attempts to introduce the topic, but does so minimally or in a confusing way. Concluding statement is minimal and/or conflicts with the central position of the essay. | | Orients the reader to the topic and position of the essay. Provides a conclusion that strengthens or adds to the whole of the argument. | | Offers an angled introduction to the topic: crafts a lead that sets the reader up to side with the writer's position. In a concluding statement, clarifies why the writer's position is stronger than that of a counter-argument. | | Offers a strategic but fair introduction to the topic: provides an overview of possible stances, but clearly takes a position within that debate. In a concluding statement, reviews the larger argument, including opposing views, but highlights evidence that supports the writer's position. | |
| Structure: Creates an organizational structure | Organizes the whole of the essay, as well as each section, in a confusing or seemingly random way. | | Orders paragraphs in a structure that demonstrates some planning, including planning of how and where to introduce a counter-argument. Internal organization within paragraphs makes sense. | | Organizes evidence in sections to clarify which evidence supports the writer's position, and which the counter-argument. Organizes supporting evidence purposefully. | | Organizes the essay to clearly demonstrate the strength of the writer's position; orders the supporting paragraphs and related evidence in such a way that the counter-argument does not distract. | |
| Structure: Transitions | Uses some words and phrases to connect different parts of the piece together. These are mostly lower-level connectors, such as "and," "also," "because" etc. | | Uses a variety of transitional phrases to help the reader understand the flow of the argument and the connection between evidence, reasons, and the writer's position. | | Uses a variety of transitional phrases to help the reader understand the writer's position versus the counter-argument(s). | | Makes clear transitions between lines of thinking – position and counter-argument; and between pieces of evidence and the analysis of that evidence. | |

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|---|---|------------|---|------------|--|------------|---|---------------|
| W. Standard 7.1 Write arguments to support claims with clear reasons and relevant evidence. | | | | | | | | Score: |
| Development: Elaboration | Includes little evidence. (facts, examples, quotations, micro-stories, information). Discusses/explains some evidence, but elaboration is minimal or confusing. | | Includes more than one piece of evidence to support each reason. Discusses/explains evidence and how it supports the claim. Most elaboration serves to clarify the student's position or clearly introduce a counter-argument. Some inconsistencies remain. | | Includes mostly information from authoritative sources rather than evidence based on personal experience. Explains details and examples and analyzes how these support the position the writer has taken up; or in the case of counter-argument, why this evidence, or its source, is not convincing. | | Includes valid and diverse sources and attempts to analyze the relevance and validity of these sources, including how they persuade their audience. Includes evidence supporting the writer's and other positions; writes to explain the relative strengths and weaknesses of this evidence. | x 2: |
| Language Conventions | Attempts to use standard English conventions, but errors in usage get in the way of the reader's understanding. Quotes from sources lack conventional punctuation. | | Uses mostly correct punctuation when quoting from sources. The writer's tone mostly demonstrates a serious attention to the topic. | | Cites accurately, including a correct use of punctuation when quoting from sources. The writer's tone mostly demonstrates an academic study of the topic. | | Uses mostly accurate citation, and uses punctuation to clarify and emphasize quotations and to enhance meaning. The writer maintains an academic tone. | |
| R. Standard 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. | | | | | | | | |
| Development: Reading/Research | Provides little evidence from source(s). Explanation of evidence is confusing, or evidence unintentionally supports a counter-claim with no clarification. | | Uses mostly accurate citations to support a position and to introduce the counter-argument. Explanatory writing makes sense and helps to connect the evidence to the student's position or to the counter-argument. There is some inconsistency in the use of source material. | | Cites several pieces of textual evidence, demonstrating an analytical reading of the source material. Clarifies which pieces of evidence from multiple sources support and counter the student's position. | | Mostly cites strong pieces of textual evidence, demonstrating a selective and critical reading of the source material. Explains why the selected evidence strongly supports the writer's chosen position; and why alternate evidence is not convincing. | |
| | | | | | | | | Total: |