

	4-Exceeding Standard	3-Meeting	2-Approaching	1-Below
Introduction (W.1)	<ul style="list-style-type: none"> <li>- The author introduces the topic clearly, previewing what is to follow in an interesting way.</li> <li>- Ideas, concepts, and information are organized in the most strategic way (such as classification, comparison/contrast, or cause/effect), including formatting, graphics, or multimedia (when useful).</li> </ul>	<ul style="list-style-type: none"> <li>- The author introduces the topic clearly, previewing what is to follow.</li> <li>- Ideas, concepts, and information are organized in a strategic way (such as classification, comparison/contrast, or cause/effect), including formatting, graphics, or multimedia (when useful).</li> </ul>	<ul style="list-style-type: none"> <li>- The author tells what information will follow.</li> <li>- There are sections of information; some graphics may have been included.</li> </ul>	<ul style="list-style-type: none"> <li>- The author does not provide a preview of the information in the essay.</li> <li>- The text is not formatted into sections or has few features.</li> </ul>
Main Ideas/Details (W.2)	<ul style="list-style-type: none"> <li>-The author develops the topic with well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> </ul>	<ul style="list-style-type: none"> <li>-The author develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> </ul>	<ul style="list-style-type: none"> <li>-The author includes facts, definitions, details, or quotations that are mostly related to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>-The author includes a few facts or details that are related to the topic; other information may be unrelated.</li> </ul>
Supporting Strategy (W.3)	<ul style="list-style-type: none"> <li>-The author draws a great deal of evidence from literary or informational texts to support deep analysis, thoughtful reflection, and research.</li> <li>-It is obvious the author applies Grade 2 Reading Standards for literary nonfiction and literature.</li> </ul>	<ul style="list-style-type: none"> <li>-The author draws evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>-There is evidence of the author applying Grade 2 Reading Standards for literary nonfiction and literature.</li> </ul>	<ul style="list-style-type: none"> <li>-The author includes evidence from literary or informational texts to support some ideas.</li> <li>-There is some evidence of the author applying Grade 2 Reading Standards for texts.</li> </ul>	<ul style="list-style-type: none"> <li>-The author includes little to no evidence from literary or informational texts.</li> <li>-There is little evidence of the author applying Grade 2 Reading Standards for texts.</li> </ul>
Conclusion (W.4)	<ul style="list-style-type: none"> <li>- There is a concluding statement or section that follows from, supports, and makes inferences about the ideas or information.</li> </ul>	<ul style="list-style-type: none"> <li>- There is a concluding statement or section that follows from and supports the ideas or information.</li> </ul>	<ul style="list-style-type: none"> <li>- There is a final statement that follows the ideas, or may be unrelated to the information.</li> </ul>	<ul style="list-style-type: none"> <li>- There is no final statement, or it does not follow or support the ideas.</li> </ul>
Craft/Style (W.5)	<ul style="list-style-type: none"> <li>-The author uses imaginative, appropriate, and varied transitions.</li> <li>-The author uses precise language and sophisticated domain-specific vocabulary.</li> <li>- The author establishes and maintains a formal, yet interesting, style.</li> </ul>	<ul style="list-style-type: none"> <li>-The author uses appropriate and varied transitions.</li> <li>-The author uses precise language and domain-specific vocabulary.</li> <li>- The author establishes and maintains a formal style.</li> </ul>	<ul style="list-style-type: none"> <li>-The author uses some transitions.</li> <li>-The author uses only basic or domain-specific vocabulary.</li> <li>- The author attempts to establish a formal style.</li> </ul>	<ul style="list-style-type: none"> <li>-The author does not include transitions.</li> <li>-The author uses basic vocabulary.</li> <li>- The author does not establish a formal style.</li> </ul>
Process (W.6)	<ul style="list-style-type: none"> <li>- There is significant evidence of planning, revising, editing, rewriting, or trying a new approach in order to develop and perfect the writing.</li> </ul>	<ul style="list-style-type: none"> <li>- There is evidence of planning, revising, editing, or trying a new approach in order to develop or strengthen the writing.</li> </ul>	<ul style="list-style-type: none"> <li>- There is some evidence of planning, revising, rewriting, or editing to develop the writing.</li> </ul>	<ul style="list-style-type: none"> <li>- There is little to no evidence of planning, revising, rewriting, or editing to develop the writing.</li> </ul>

# Informative Writing Rubric 7th Grade

**McGraw-Hill Staff**



## **Informative Writing Rubric 7th Grade:**

Writer's Choice Writing Assessment and Evaluation Rubrics Grade 7 McGraw-Hill Staff,2000-09      **Guided Inquiry Design® in Action** Leslie K. Maniotes,LaDawna Harrington,Patrice Lambusta,2015-12-07 Supplying classroom tested lessons and unit plans that can serve as templates this book demonstrates exactly how to integrate and implement Guided Inquiry Design GID theory into practice Guided Inquiry is an approach that many educators thought leaders and practitioners alike are finding to be well suited to information age learning and a way to meet Common Core Standards For many teachers librarians middle school leaders and curriculum specialists the biggest challenge is finding examples of guided inquiry in practice applicable to their own context This guide offers an easy solution offering ready to use templates and models for implementing Guided Inquiry Design GID in the middle school learning environment With each supplied lesson laid out according to the session plan templates from GID and a thorough description of the ideal inquiry process from beginning to end integration and implementation of GID is attainable Besides showing how to put GID to best use to achieve five kinds of learning through inquiry the book provides an explicit structure for developing instructional partnerships and collaborative teams within the school and with the larger community It enables teachers school librarians and other educational partners to consider and plan for achieving outcomes that bring about deep understanding while also addressing curricular goals Readers will be better equipped to provide an authentic learning environment using collaboration discussion and reflection embedded in the sessions thereby helping their students to be able to think creatively to solve problems      *Back to the Basics* Jane Leigh Schleisman,2000      **Issues & Trends of Information Technology Management in Contemporary Organizations** Information Resources Management Association. International Conference,2002-01-01 As the field of information technology continues to grow and expand it impacts more and more organizations worldwide The leaders within these organizations are challenged on a continuous basis to develop and implement programs that successfully apply information technology applications This is a collection of unique perspectives on the issues surrounding IT in organizations and the ways in which these issues are addressed This valuable book is a compilation of the latest research in the area of IT utilization and management      *Resources in Education* ,1999      Biliterate Writers Christine C. Smith,2001      **Writing Essentials** Regie Routman,2005 Accompanying DVD includes videos of the author working with student writers      **Educational Leadership** ,1943      **Elements of Literature, Grade 7** Holt Rinehart & Winston,Holt, Rinehart and Winston Staff,2001-11      Practical Ideas for Teaching Writing as a Process California. State Department of Education,1987 A collaborative effort on the part of teachers from and consultants for the University of California Irvine California Writing Project this guide presents ideas for teaching writing as a process at all levels of the curriculum Each section of the guide presents an essay introducing the section topic followed by practical ideas for teaching that technique or stage of the writing process Also included are applications of writing techniques at particular grade levels descriptions of ways to modify

assignments new ideas that were generated by an original idea and variations on a theme Following an introduction to the California Writing Project the contents of the guide are divided into the following sections 1 the writing process 2 prewriting 3 prewriting in the elementary school 4 prewriting in different subjects 5 showing not telling a training program for student writers 6 writing 7 domains of writing 8 writing the saturation report 9 point of view in writing 10 writing the I search paper 11 sharing responding 12 Reading Around Groups RAGs for sharing responding 13 rewriting editing 14 revising for correctness 15 building vocabularies 16 evaluation and 17 evaluation techniques A list of selected references for literature other sources and publications about writing and a list of publications available from the California State Department of Education are appended MM

**Problem-Based Learning in the Information Age** Dave S. Knowlton, David Sharp, 2003-10-30 This issue provides information about theories and practices associated with Problem based learning PBL Partially because of changes in the Information Age that are transforming the nature of knowledge and the types of problems that people face professors are adopting PBL in order to facilitate a broader and more up to date role of what it means to learn Professors will encounter however their own set of problems when designing and implementing a problem based curriculum Not unlike PBL assignments to their students the issues and obstacles professors will encounter require practical solutions The authors of this issue have practical experience in the design and implementation of PBL Based on their experiences they offer insightful commentaries and useful guidelines about various aspects of PBL These guidelines include ideas for designing useful problems that can serve as the basis of PBL activities creating environments conducive to problem solving facilitating students problem solving activities and assessing students efforts in problem solving This is the 95th issue of the quarterly journal New Directions for Teaching and Learning

**Information Skills Toolkit** Debra Kay Logan, 2000 Presents a collection of Collaborative Integrated Skills lessons grouped by broad curricular area and theme including basic skill lessons social studies language arts science math and assessment and includes assessment check sheets and rubrics

**Press Summary - Illinois Information Service** Illinois Information Service, 2002-10 Storytown Ride the Edge

Theme 3 Grade 5 Harcourt School Publishers, Isabel L. Beck, 2005 *Designing and Using Rubrics for Reading and Language Arts, K-6* Joan F. Groeber, 2007 A valuable resource for teachers who use authentic assessment to support student learning Helpful for new teachers teachers new to using authentic assessments and experienced teachers looking for new ideas Barbara A Bradley Assistant Professor of Teaching and Leadership University of Kansas An excellent resource for classroom teachers assessment specialists staff developers and curriculum developers The information is comprehensive teacher friendly and easy to use making the book a valuable tool in the classroom Tracy Taylor Callard English Language Arts Teacher Wichita Collegiate School Wichita KS Enhance literacy instruction using a proven assessment tool rubrics Rubrics are essential tools for providing effective instruction and assessing student achievement Literacy consultant Joan Groeber provides educators with a teacher friendly step by step guide for creating and using rubrics to assess a wide range

of literacy skills Groeber's approach helps ensure that students gain a clear understanding of teacher expectations and assume a greater responsibility for their own learning Offering an overview of rubrics as instructional tools with methods and strategies for developing them the revised edition includes Expanded guidelines for creating rubrics More than 40 time saving preconstructed model rubrics covering key literacy skills Rubrics at both primary and intermediate grade levels Strategies for introducing rubrics to students and suggestions for using the rubrics New rubrics that reflect the expanding field of literacy education including information literacy and technology use Using this comprehensive resource teachers can design rubrics to meet their specific classroom needs giving students the opportunity to identify and achieve high levels of performance

**Creating Writers** Vicki Spandel, 2005 Creating Writers Fourth Edition is the most comprehensive exploration of the 6 trait approach to writing yet Written by the pioneer of 6 trait writing this Fourth Edition brings everything up to date offering a comprehensive overview of the best education strategies and philosophies from the worlds of writing assessment and instruction It provides clear guidelines on helping students draft assess and revise their writing as well as explicit criteria to show students precisely what they must do to succeed as writers in virtually any situation Widely used at the state level school districts are incorporating the 6 traits into their state standards or assessments This is the only book on the market that effectively helps teachers of writing prepare their students for success on state tests New format and organization is designed to make the content clear and simple New and revised checklists for genre specific writing instruction to separate key elements in narrative writing literary analysis and persuasive writing New and creative ways to use 6 trait writing in classrooms are explored including adaptations for kinesthetic learners and second language learners Ringing Endorsements for CREATING WRITERS Not only is Creating Writers the most comprehensive book ever on 6 trait writing instruction and assessment it's also a practical inspirational guide for any writing classroom It's one of those rare professional books that both teachers and administrators read cover to cover and you'll find the well worn copies on their desks to prove it This extensively revised edition with voluminous examples from students and literature draws the strongest link yet between writing assessment and instruction No writing classroom should be without it Barry Lane Author of After THE END Teaching and Learning Creative Revision The Reviser's Toolbox and The Portfolio Sourcebook Spandel has done it again In Creating Writers Fourth Edition she shares her current thought and unparalleled skill framed around the traits of writing The originator once again inspires us with practical enriched instruction and assessment applications promising practices for teaching and learning at its zenith On behalf of classroom teachers everywhere Thank you Vicki Dr Donna Flood Director of Staff Development and Instructional Improvement Millard Public Schools Omaha NE If you're only going to read one book about teaching writing this year make it Creating Writers It's lively and fast paced filled cover to cover with practical help on using the six traits to enrich writing instruction and assessment from one on one writing conferences to building craft lessons This book gives you and your students a shared language with which to talk about writing No writing

teacher in America has done more than Vicki Spandel to show how to actually make writing workshops work Whether you re a new teacher or a veteran you ll find both inspiration and how to do it strategies in Creating Writers As an added bonus you will find that the strategies detailed in this book prepare students for success on state writing assessments as well as for their journey as life long writers Dr Tommy Thomason Head of Journalism Texas Christian University Ft Worth Texas For more information on this book and related books visit [www.abprofessionaled.com](http://www.abprofessionaled.com) Motivating Students in Information Literacy Classes Trudi E. Jacobson,Lijuan Xu,2004 Part 1 of the book covers theory and its relation to various models of instruction Part 2 explores the fundamentals of using those elements important for motivating students **Celebrating Authors** Danice M. Von Feldt,1997 **Prentice Hall Writing and Grammar Handbook Grade 11 Student Edition 1st Edition 2003c** Joyce Armstrong Carroll,Prentice Hall (School Division),2002-07-15 Everything you love about writing and grammar just got smaller Introducing Prentice Hall Writing and Grammar Communication in Action Handbook Edition Seamlessly integrate Prentice Hall Literature and the Writing and Grammar Handbook through easy to use cross references Colorado Student Assessment Program ,1999

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