

**DOCUMENTED PERSUASION  
SEVENTH GRADE RESEARCH WRITING RUBRIC – CONTENT**

| <b>LEVEL</b>                        | <b>CENTRAL IDEA:<br/>PERSUASION</b>  | <b>EVIDENCE/SUPPORT</b>  | <b>UNITY</b>  | <b>ORGANIZATION</b>   |
|-------------------------------------|--|--|---|---|
| <b>4<br/>CONSISTENT<br/>CONTROL</b> | <ul style="list-style-type: none"> <li>• States clearly in the beginning of the paper the writer’s position and purpose for development</li> <li>• Maintains the position consistently throughout the paper</li> </ul> | <ul style="list-style-type: none"> <li>• Uses three or more different sources of current information to develop an argument</li> <li>• Provides sufficient logical support to clearly convince the reader</li> <li>• Presents information that is accurate and relevant</li> <li>• Uses summarization, paraphrasing, and quotations appropriately to support position</li> </ul> | <ul style="list-style-type: none"> <li>• Synthesizes information effectively to balance points of support with identified position</li> <li>• Provides no distracting information</li> <li>• Interrelates and effectively presents the similarities and differences among sources</li> </ul>                  | <ul style="list-style-type: none"> <li>• Reflects a logical, planned progression of sound reasoning for developing position</li> <li>• Uses transitions to smoothly connect ideas</li> <li>• Presents a compelling opening and informative evidence within the body to support the main position</li> <li>• Provides a strong conclusion that reiterates and clinches the argument</li> </ul>   |
| <b>3<br/>REASONABLE<br/>CONTROL</b> | <ul style="list-style-type: none"> <li>• States in a basic topic sentence a less precise position and purpose for development</li> <li>• Maintains position not as fully or presents some competing ideas</li> </ul>   | <ul style="list-style-type: none"> <li>• Uses three or more similar, mostly current sources to develop argument</li> <li>• Provides adequate support to persuade the reader</li> <li>• Presents information that is generally accurate and relevant</li> <li>• Uses summarization, paraphrasing, and quotations less effectively to support the position</li> </ul>              | <ul style="list-style-type: none"> <li>• Synthesizes information adequately to balance points of support with identified position</li> <li>• Presents some minor distracting information</li> <li>• Generally interrelates and adequately addresses the similarities and differences among sources</li> </ul> | <ul style="list-style-type: none"> <li>• Provides a generally logical progression of reasoning to support the position statement</li> <li>• Uses some transitions to connect ideas</li> <li>• Supplies an adequate introduction and body of supporting evidence, with some lapses in development</li> <li>• Provides a conclusion that restates the position and closes the argument</li> </ul> |

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|--|---|--|---|--|
| <p><b>2<br/>INCONSISTENT<br/>CONTROL</b></p> | <ul style="list-style-type: none"> <li>• Suggests position but it is not clearly formulated</li> <li>• Discusses the position but it is inconsistently developed</li> </ul> | <ul style="list-style-type: none"> <li>• Uses fewer than three similar sources for supporting information</li> <li>• Provides inadequate logical evidence to convince the reader</li> <li>• Presents some irrelevant or inaccurate information</li> <li>• Uses summarization, paraphrasing, and quotations, but they may distract from the position</li> </ul> | <ul style="list-style-type: none"> <li>• Presents a position that is unclear or points of support that are not convincing</li> <li>• Presents some information that distracts from position</li> <li>• Relates some information to the position but presents similarities or differences among sources ineffectively</li> </ul> | <ul style="list-style-type: none"> <li>• Presents weak reasoning with lapses in progression of ideas</li> <li>• Uses few transitions to connect ideas</li> <li>• Presents a paper in which the introduction, support, and conclusion do not work together to support the central topic</li> <li>• Provides a conclusion that is not convincing or only repeats the position</li> </ul> |
| <p><b>1<br/>LITTLE OR<br/>NO CONTROL</b></p> | <ul style="list-style-type: none"> <li>• Presents many ideas; no clear position is evident</li> <li>• Shows no clear purpose for how the paper is developed</li> </ul>      | <ul style="list-style-type: none"> <li>• Uses one source for supporting information, or uses more sources with little purpose</li> <li>• Provides information that does not directly support the position</li> <li>• Presents much irrelevant and inaccurate information</li> <li>• Presents information that is primarily quoted or copied</li> </ul>         | <ul style="list-style-type: none"> <li>• Presents information that rambles and does not support evidence for the writer’s position</li> <li>• Presents mostly distracting information</li> <li>• Relates little information to the identified position; does not address similarities or differences among sources</li> </ul>   | <ul style="list-style-type: none"> <li>• Presents faulty reasoning that is difficult to follow</li> <li>• Lacks transitions between ideas or paragraphs</li> <li>• Presents disorganized writing which challenges the reader to define a beginning, middle, and end</li> <li>• Provides no satisfactory conclusion</li> </ul>  |

**DOCUMENTED PERSUASION  
SEVENTH GRADE RESEARCH WRITING RUBRIC – STYLE**

| <b>LEVEL</b>                          | <b>VOCABULARY</b>   | <b>AUDIENCE AWARENESS /PURPOSE</b>   | <b>SENTENCE VARIETY</b>  |
|---------------------------------------|---|--|--|
| <b>4<br/>CONSISTENT<br/>CONTROL</b>   | <ul style="list-style-type: none"> <li>• Uses vocabulary that is precise, convincing, and reflective of the specific content area of the topic</li> <li>• Chooses vocabulary to persuade the reader</li> </ul>  | <ul style="list-style-type: none"> <li>• Communicates to an audience a clear purpose of persuasion</li> <li>• Demonstrates a distinct tone, appropriate for content and research writing</li> <li>• Demonstrates strong voice through sustained interest in the topic</li> <li>• Uses third person point of view throughout the writing</li> </ul>                           | <ul style="list-style-type: none"> <li>• Constructs sentences that are clear, correct, and of varying lengths</li> </ul>                           |
| <b>3<br/>REASONABLE<br/>CONTROL</b>   | <ul style="list-style-type: none"> <li>• Uses less precise vocabulary, not as reflective of content area knowledge; some routine lapses make the writing less convincing</li> <li>• Uses vocabulary that conveys meaning, but is less persuasive</li> </ul> | <ul style="list-style-type: none"> <li>• Communicates to an audience less clearly the purpose of persuasion</li> <li>• Demonstrates tone appropriate to content and research throughout most of writing</li> <li>• Demonstrates some voice but interest in the topic is not as apparent</li> <li>• Uses third person point of view throughout most of the writing</li> </ul> | <ul style="list-style-type: none"> <li>• Constructs sentences that are correctly written; some attempts at complexity may be evident</li> </ul>    |
| <b>2<br/>INCONSISTENT<br/>CONTROL</b> | <ul style="list-style-type: none"> <li>• Uses general, unconvincing vocabulary, not related specifically to the content area of the topic</li> <li>• Chooses vocabulary to convey information, but it is not persuasive</li> </ul>                          | <ul style="list-style-type: none"> <li>• Does not clearly communicate the purpose for persuasion so the reader is not convinced by the writing</li> <li>• Uses ineffective tone to engage the reader</li> <li>• Demonstrates inconsistent voice by appearing more neutral about the topic</li> </ul>   | <ul style="list-style-type: none"> <li>• Constructs mainly simple sentences with some errors; any attempts at complexity appear awkward</li> </ul> |

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|                                       |   |  |   |
|---------------------------------------|---|--|---|
| <b>2<br/>INCONSISTENT<br/>CONTROL</b> |   | <ul style="list-style-type: none"> <li>• Uses inconsistent point of view throughout the writing</li> </ul>   |   |
| <b>1<br/>LITTLE OR<br/>NO CONTROL</b> | <ul style="list-style-type: none"> <li>• Uses repetitious and mainly general vocabulary; few terms reflect content area understanding</li> <li>• Uses no persuasive vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>• Shows little or no awareness of audience or purpose</li> <li>• Reflects no specific tone to writing</li> <li>• Demonstrates little interest in the topic so voice is not recognizable</li> <li>• Fluctuates point of view among first, second, and third person throughout the paper</li> </ul> | <ul style="list-style-type: none"> <li>• Uses no variety in sentence structure</li> </ul> |

**DOCUMENTED PERSUASION  
SEVENTH GRADE RESEARCH WRITING RUBRIC – STRUCTURE**

| <b>LEVEL</b>                          | <b>SENTENCE FORMATION</b>   | <b>MECHANICS</b>  | <b>USAGE</b>   |
|---------------------------------------|---|---|--|
| <b>4<br/>CONSISTENT<br/>CONTROL</b>   | <ul style="list-style-type: none"> <li>• Consistently writes complete sentences, using standard word order and subordination</li> </ul>   | <ul style="list-style-type: none"> <li>• Consistently uses correct capitalization, spelling, punctuation, division of words, and indentation appropriate for the grade level</li> </ul>                     | <ul style="list-style-type: none"> <li>• Uses correct, standard grammar appropriate for grade level</li> </ul>                       |
| <b>3<br/>REASONABLE<br/>CONTROL</b>   | <ul style="list-style-type: none"> <li>• Generally writes complete sentences, using standard word order and subordination; errors do not interfere with the meaning of the writing</li> </ul> | <ul style="list-style-type: none"> <li>• Makes occasional errors in capitalization, spelling, punctuation, division of words, and indentation that do not distract from the flow of the writing</li> </ul>  | <ul style="list-style-type: none"> <li>• Makes occasional errors in grammar which are minimally distracting to the reader</li> </ul> |
| <b>2<br/>INCONSISTENT<br/>CONTROL</b> | <ul style="list-style-type: none"> <li>• Makes frequent errors including fragments and run-ons; errors begin to interfere with the meaning of the writing</li> </ul>                          | <ul style="list-style-type: none"> <li>• Makes frequent errors in capitalization, spelling, punctuation, division of words, and indentation which begin to distract from the flow of the writing</li> </ul> | <ul style="list-style-type: none"> <li>• Makes frequent errors in grammar which begin to distract the reader</li> </ul>              |
| <b>1<br/>LITTLE OR<br/>NO CONTROL</b> | <ul style="list-style-type: none"> <li>• Run-ons, sentence fragments, or other sentence formation errors make the writing difficult to read</li> </ul>  | <ul style="list-style-type: none"> <li>• Makes numerous errors in capitalization, spelling, punctuation, division of words, and indentation making understanding of the writing difficult</li> </ul>        | <ul style="list-style-type: none"> <li>• Displays little or no understanding of correct grammar usage</li> </ul>                     |

**DOCUMENTED PERSUASION  
SEVENTH GRADE RESEARCH WRITING RUBRIC – PRESENTATION**

| <b>LEVEL</b>                          | <b>DOCUMENTATION</b>   | <b>FORMAT OF PAPER</b>   |
|---------------------------------------|--|--|
| <b>4<br/>CONSISTENT<br/>CONTROL</b>   | <ul style="list-style-type: none"> <li>• Credits primary and secondary sources and creates a work-cited page consistently using correct MLA format</li> </ul>    | <ul style="list-style-type: none"> <li>• Presents a neat and legible paper</li> <li>• Follows required format and correct page numbering</li> </ul>                          |
| <b>3<br/>REASONABLE<br/>CONTROL</b>   | <ul style="list-style-type: none"> <li>• Credits primary and secondary sources and creates a works-cited page using MLA documentation with few errors</li> </ul> | <ul style="list-style-type: none"> <li>• Presents a reasonably neat and legible paper</li> <li>• Follows the required format generally and correct page numbering</li> </ul> |
| <b>2<br/>INCONSISTENT<br/>CONTROL</b> | <ul style="list-style-type: none"> <li>• Uses MLA documentation for primary and secondary sources and creates a works-cited page with many errors</li> </ul>     | <ul style="list-style-type: none"> <li>• Presents a paper that is difficult to read</li> <li>• Makes errors in required formatting or page numbering</li> </ul>              |
| <b>1<br/>LITTLE OR<br/>NO CONTROL</b> | <ul style="list-style-type: none"> <li>• Uses little or no documentation</li> </ul>  | <ul style="list-style-type: none"> <li>• Presents a paper that is very difficult to read</li> <li>• Does not follow required formatting or page numbering</li> </ul>         |