*CALL OF THE WILD ESSAY RUBRIC*

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| ***STANDARD BEING GRADED*** | *0 – 2 points* | *Below expectations**4 points* | *Approaching expectations**6 points* | *Meets expectations**8 points* | *Exceeds expectations**10 points* |
| **RL.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.* | No evidence present OR evidence is unrelated to the analysis. | One piece of evidence that directly supports the thesis statement and analysis of the text. | Three pieces of evidence that directly support the thesis statement and analysis of the text. | Five pieces of evidence that directly support the thesis statement and analysis of the text. | More than six pieces of evidence that directly support the thesis statement and analysis of the text. |
| **RL.7.2** | *Determine a theme or central idea of a text and analyze its development over the course of the text.* | No thesis statement present OR thesis statement has no connection to the text or prompt. | Thesis statement is unclear AND does not address the prompt or the text. | Thesis statement is somewhat unclear OR does not fully address the prompt OR does not address the text. | Thesis statement is clear and directly addresses prompt and text. Essay uses evidence from various parts of the text. | Meets expectations AND thesis statement shows deep understanding of text. Uses evidence from beginning, middle and end of text. |
| **W.7.4** | *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.* | Argument is disorganized AND lacks supporting evidence and explanation AND language is inappropriate for formal academic tone. | Argument is disorganized OR lacks supporting evidence OR style is inappropriate for formal academic tone. | Argument has some organization; evidence provides marginal support for thesis. Inconsistent use of formal academic tone. | Argument builds logically, evidence and explanations support the thesis, and style is academic and appropriate for audience. | Meets expectations AND consistently maintains academic tone and thoroughly defends thesis statement. |
| **W.7.5** | *With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.* | Planning sheet AND peer edited draft missing. Little to no evidence of editing. | Planning sheet OR peer edited draft included with final draft. Little to no evidence of editing. | Planning sheet AND peer edited draft included with final draft. Changes made between rough draft and final draft. | Planning sheet AND peer edited rough draft included with final draft. Changes in final draft reflect editing suggestions. | Meets expectations AND all changes made to final draft are meaningful and improve the writing overall. |
| **L.7.2** | *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.* | Essay is difficult to understand / unintelligible due to errors. | Essay has many errors that impact the reader’s overall understanding. | Essay contains a number of errors, but they do not impact overall understanding. | Essay contains a few (4-5) errors. | Essay is completely free from errors. |

*STUDENT NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TOTAL SCORE: \_\_\_\_\_\_\_\_\_*