

## Rubrics and exemplars: Grade 7

### Focus Rubric

**Focus Definition:** To select and thoroughly develop one specific moment, idea, or claim.

#### 4 EXCEEDS EXPECTATIONS

Student writes a minimum of 130 words AND almost all sentences develop the same moment, idea, or claim.

#### 3 PROFICIENT

Student writes a minimum of 95 words AND most sentences develop the same moment, idea, or claim.

#### 2 DEVELOPING PROFICIENCY

Student writes a minimum of 50 words AND some sentences develop the same moment, idea, or claim.

#### 1 NO PROGRESS TOWARD PROFICIENCY

Student writes a minimum of 25 words AND almost none of the sentences develop the same moment, idea, or claim.

**Note:** Scores for Focus are affected by the number of words in a student's response. To adequately demonstrate proficiency, a student must provide enough writing to show they can maintain this skill consistently across multiple sentences.

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## Focus Exemplars

The Focus rubric targets a student's ability to thoroughly develop one moment, idea, or claim. In the annotations included here, we distinguish between text details and explanatory sentences to demonstrate how students can use these elements to develop a moment, idea, or claim.

**Writing Prompt:** Compare how Ji-li felt in her home at the beginning of the story to how she felt after the Red Guards searched her home. Use details from the setting to support your ideas.

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### Focus score of 1

#### 1 NO PROGRESS TOWARD PROFICIENCY

Student writes a minimum of 25 words AND almost none of the sentences develop the same moment, idea, or claim.

She was sad because she could not be in her dance at the beginning. Another time she was angry because her parents didn't believe her. She was also upset when they put the principal's name upside down. She was mad about that.

- The student lists feelings but does not present a clear or specific idea.
  - The student refers to details from the text that do not adequately develop the idea.
  - The student writes 43 words and can score a 1 in Focus.
  - The student receives a score of 1 because the sentences do not develop a single idea.
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### Focus score of 2

#### 2 DEVELOPING PROFICIENCY

Student writes a minimum of 50 words AND some sentences develop the same moment, idea, or claim.

Before the red guards came into Ji-li's house, Ji-li really loved her home. She talks about how her house was really nice compared to other families. She says that her living space was bigger compared to other families and that her house had an actual working bathroom. Some families used a chair with a bag under it and some people had to share a bathroom. Some people had to sleep under tables with straw pillows and some kids had bunk beds.

- The student states a clear and specific idea.
  - The student provides details from the text that develop the idea.
  - The student includes sentences that do not directly develop the idea.
  - The student writes 83 words and can score a 1 or 2 in Focus.
  - The student receives a score of 2 because some of the sentences develop the idea.
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### Focus score of 3

### 3 PROFICIENT

Student writes a minimum of 95 words AND most sentences develop the same precise moment, idea, or claim.

At the beginning of the story she really likes her house. She says that it is very nice and pretty large. In the text she says, "Our room was ten times as big as many of my classmates' homes, and a hundred times brighter. Best of all, we had a private bathroom, a full-size room with a sink, a toilet, and a tub. It was almost as large as some families' entire homes." She also says that she loves their apartment. But after they were raided by the Red Guards, she was very sad. Lots of important items were destroyed. The apartment was a total mess. So at the beginning of the story, Ji-li loves her home and feels very lucky. But when the Red Guards stormed her apartment, she felt pretty sorrowful and angry. If some people came in and trashed my home I would feel pretty sad and angry.

- The student states and restates a clear and specific idea.
  - The student includes text details that develop the idea.
  - The student writes sentences that explain how the text details develop the idea.
  - The student writes a sentence that is off-topic or does not develop the idea.
  - The student writes 153 words and can score a 1, 2, 3, or 4 in Focus.
  - The student receives a score of 3 because most of the sentences develop the idea.
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## Focus score of 4

## 4 EXCEEDS EXPECTATIONS

Student writes a minimum of 130 words AND almost all sentences develop the same moment, idea, or claim.

At the beginning, Ji-li felt very appreciative of her home. She lived in one of the nicer neighborhoods of Shanghai. Her home was perfect. She couldn't imagine living anywhere else. In the text, it states, "I loved our top-floor room. A huge French window and a high ceiling made it bright all year round, warmer during the winter and cooler in summer." Ji-Li felt proud and very lucky to have everything that she could ever wish for. She was comfortable and life was good. Her home really was the perfect place and it was bigger than most students'. She couldn't imagine living anywhere else. She was so happy with her home until the search. After the Red Guards searched her home, she felt disappointed, hurt, and even unsafe. According to the text, "The apartment was a mess. The middle of the floor was strewn with the contents of the overturned chests and drawers. Half of the clothes had been taken away. The rest were scattered on the floor along with some old copper coins." Ji-li felt so hurt that such a thing could happen. Ji-li was heartbroken that her house was destroyed, but she was even more heartbroken that her stamp album would be forever gone.

- The student states a clear and specific idea.
- The student includes text details that develop the idea.
- The student writes additional sentences that develop the idea.
- The student writes 211 words and can score a 1, 2, 3, or 4 in Focus.
- The student receives a score of 4 because all of the sentences develop the idea.

## Use of Evidence Rubric

**Use of Evidence Definition:** To select and describe quoted or paraphrased details from a text to develop and support an idea or claim.

### 4 EXCEEDS EXPECTATIONS

Student writes a minimum of 130 words AND includes strong evidence in their response. Student describes the key parts of that evidence and shows how the evidence supports their idea or claim.

### 3 PROFICIENT

Student writes a minimum of 95 words AND includes strong evidence in their response. Student describes most of the key parts of that evidence and shows how the evidence supports their idea or claim.

### 2 DEVELOPING PROFICIENCY

Student writes a minimum of 50 words AND includes some evidence in their response. Student describes some parts of that evidence and shows how the evidence supports their idea or claim.

### 1 NO PROGRESS TOWARD PROFICIENCY

Student writes a minimum of 25 words AND includes almost no evidence in their response. Student does not describe parts of that evidence and does not show how the evidence supports their idea or claim.

**Note:** Scores for Use of Evidence are affected by the number of words in a student's response. To adequately demonstrate proficiency, a student must provide enough writing to show they can maintain this skill consistently across multiple sentences.

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## Use of Evidence Exemplars

**Writing Prompt:** Compare how Ji-li felt in her home at the beginning of the story to how she felt after the Red Guards searched her home. Use details from the setting to support your ideas.

### Use of Evidence score of 1

#### 1 NO PROGRESS TOWARD PROFICIENCY

Student writes a minimum of 25 words AND includes almost no evidence in their response. Student does not describe parts of that evidence and does not show how the evidence supports their idea or claim.

At the beginning Ji-li felt happy and lucky for her wonderful home. She says, "I loved our top-floor room." At the end she felt sad and unlucky. Everything is all messed up in her house and her stamp collection is gone.

- The student states a clear and specific idea.
- The student includes textual evidence in the form of a quotation and a paraphrase, but the student does not describe how either piece of evidence connects to their idea.
- The student writes 43 words and can score a 1 in Use of Evidence.
- The student receives a score of 1 because they do not describe how parts or elements of their textual evidence connect to their idea.

## Use of Evidence score of 2

### 2 DEVELOPING PROFICIENCY

Student writes a minimum of 50 words AND includes some evidence in their response. Student describes some parts of that evidence and shows how the evidence supports their idea or claim.

At the beginning of the story, Ji-li felt proud of her home. In the story it says, "We lived in a big building...warmer during the winter and cooler in summer." After the Red Guards searched her home she was upset. In the story it says, "The apartment was a mess." It also says, "The trampled candy wrappers looked like trash." This image shows that Ji-li was upset over the loss of personal items in her home. She felt invaded because the red guards stole things that were important to her.

- The student states a clear and specific idea.
- The student provides 3 quotations as textual evidence.
- The student includes a description of how 2 of the quotes connect to the idea.
- The student writes 91 words and can score a 1 or 2 in Use of Evidence.
- The student receives a score of 2 because they include some textual evidence and the student describes how some parts or elements connect to the idea.

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## Use of Evidence score of 3

### 3 PROFICIENT

Student writes a minimum of 95 words AND includes strong evidence in their response. Student describes most of the key parts of that evidence and shows how the evidence supports their idea or claim.

At the beginning of her story, Ji-li loves her home. She says her home has "A huge French window and a high ceiling made it bright all year round, warmer during the winter and cooler in summer." During the parties, she almost refuses to go to sleep because she finds the conversations very interesting and she is very excited whenever her father's friends come over. This shows that she loves her home and everything about it. After the search, her home seemed less loving and she didn't feel so lucky. Her things were destroyed. After the search, she says, "The apartment was a mess." This sentence sets the tone for the rest of the chapter by showing that the atmosphere is gloomy and maybe even distraught, especially as her family looked at the mess the red guards left behind.

- The student states a clear and specific idea.
- The student includes textual evidence in the form of 2 quotations and 2 paraphrases.
- The student provides some description of how each piece of textual evidence connects to the idea.
- The student writes 177 words and can score a 1, 2, 3, or 4 in Use of Evidence.
- The student receives a score of 3 because they include textual evidence and describe how each piece of evidence connects to the idea, but the student does not fully develop these descriptions.

#### Use of Evidence score of 4

#### 4 EXCEEDS EXPECTATIONS

Student writes a minimum of 130 words AND includes strong evidence in their response. Student describes the key parts of that evidence and shows how the evidence supports their idea or claim.

At the beginning of the story, Ji-li is proud of her home. She writes that her house has a bathroom with a "flush toilet" and is much bigger than that of the average person. Even though her family has only one room left, it is still "ten times as big as" everybody else's. The room radiates warmth through its abundance of heirlooms and the atmosphere of happiness from the people that visited her apartment. As a result, Ji-li took pride in not only material things but the pure, carefree atmosphere when relatives and friends came to visit. After the search, Ji-li feels as if she has lost her sense of security. She writes that "the floor was strewn with the contents of the overturned chests and drawers." Ji-li's feels violated because her apartment has been ransacked, thus proving that her apartment is a symbol for her life. Likewise, "Grandma's German clock lay upside down on the floor with the little door on its back torn off." Similar to how the clock looks, Ji-li feels that her entire life has been turned upside down leaving her broken. On the other hand, this new situation gives Ji-li the opportunity to choose between either clinging to the past and missing how things were or creating a new order and reaffirm a positive outlook on life.

- The student states a clear and specific idea.
- The student includes paraphrases and 4 quotations as textual evidence.
- The student thoroughly describes how elements of the textual evidence are connected to the idea.
- The student writes 228 words and can score a 1, 2, 3, or 4 in Use of Evidence.
- The student receives a score of 4 because they include textual evidence and fully describe how the parts or elements connect to the idea.