



## Grade 7: Unit 3 Part A: Benchmark Assessment: Research Comparison Product Rubric

### Research Process

Element	4 A Advanced	3 B Proficient	2 C Partially Proficient	1 D/F Below Proficiency
<b>Ideas &amp; Content:</b>  <b>Research Question and Engagement w/ Source Material</b>	<ul style="list-style-type: none"> <li>Gathers relevant, accurate, and credible evidence from multiple authoritative print and digital sources.</li> <li>Assesses the strengths and limitations of each source in terms of purpose and audience.</li> <li>Synthesizes multiple sources on the subject with own ideas, avoiding overreliance on any one source.</li> </ul>	<ul style="list-style-type: none"> <li>Gathers relevant and credible evidence from multiple authoritative print and digital sources.</li> <li>Assesses the strengths of each source in terms of the purpose, and audience.</li> <li>Synthesizes multiple sources on the subject with own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Gathers evidence from multiple sources; however, evidence may be minimal, irrelevant, or inadequate.</li> <li>Inadequately assesses the strengths of each source in terms of the purpose and audience.</li> <li>Mostly summarizes multiple sources; integrates source information into the text but without attention to the flow of ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Gathers little or no evidence.</li> <li>Fails to assess the strengths and limitations of evidence.</li> <li>Mostly summarizes ideas; response consists mainly of narration and/or repetition of content.</li> </ul>

### Research Product

Element	4 A Advanced	3 B Proficient	2 C Partially Proficient	1 D/F Below Proficiency
<b>Ideas &amp; Content:</b>  <b>Central Idea/ Argument</b>	<ul style="list-style-type: none"> <li>Offers precise and insightful comparison of ideas/topics.</li> <li>Supports comparison with compelling, relevant, accurate, and credible evidence.</li> <li>Conveys an accurate and in-depth understanding of the topic, audience, and purpose for the product task.</li> </ul>	<ul style="list-style-type: none"> <li>Offers clear and explicit comparison of ideas/topic.</li> <li>Supports comparison with relevant and credible evidence.</li> <li>Conveys an accurate and complete understanding of the topic, audience, and purpose for the product task.</li> </ul>	<ul style="list-style-type: none"> <li>Offers claims which are somewhat limited and/or especially broad and vague.</li> <li>Attempts to support comparison with evidence; however, evidence may be minimal, irrelevant, or inadequate.</li> <li>Conveys a partially accurate and somewhat basic understanding of the topic, audience, and purpose for the product task.</li> </ul>	<ul style="list-style-type: none"> <li>Comparisons are indistinct, too limited, confusing, and/or especially vague.</li> <li>Provides little or no evidence; response consists mainly of narration and/or repetition of content.</li> <li>Conveys a confused, incoherent, or largely inaccurate understanding of the topic, audience, and purpose for the product task.</li> </ul>

<p><b>Organization</b></p>	<ul style="list-style-type: none"> <li>• Skillfully establishes and maintains consistent focus on a clear comparison of ideas/topics.</li> <li>• Exhibits a logical and coherent structure with evidence that convincingly supports the comparisons.</li> <li>• Progresses with purposeful pacing and makes skillful use of transitional words and phrases.</li> <li>• Concludes with purpose and gives sense of finality that is memorable.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes and maintains focus on a clear comparison of ideas/topics.</li> <li>• Exhibits a logical structure with evidence that supports the comparisons.</li> <li>• Progresses with controlled pacing and makes functional use of transitional words and phrases.</li> <li>• Concludes with purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes but sometimes fails to maintain focus on a comparison of ideas/topics.</li> <li>• Exhibits a sometimes logical structure with evidence; ideas within paragraphs may be inconsistently organized.</li> <li>• Progresses at an awkward pace, making an inconsistent attempt to use basic transitional words and phrases.</li> <li>• Vague or unsatisfying conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to maintain focus on a comparison of ideas/content.</li> <li>• Little attempt to organize ideas into a beginning, middle, and end creating a complete lack of organization and coherence.</li> <li>• Progress is halted; makes little or no attempt to use transition words or phrases.</li> <li>• Limited or no conclusion.</li> </ul>
<p><b>Voice</b></p>	<ul style="list-style-type: none"> <li>• Exhibits individual style which is still attentive to purpose and audience.</li> <li>• Tone is authoritative and convincing while inviting and engaging.</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits a style that matches purpose and audience.</li> <li>• Tone is often authoritative and convincing while inviting and engaging.</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits style inconsistent in matching purpose and audience.</li> <li>• Tone lacks conviction.</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits style and tone not suitable for purpose and audience.</li> </ul>
<p><b>Word Choice &amp; Sentence Fluency</b></p>	<ul style="list-style-type: none"> <li>• Uses language that is fluent, original, precise and engaging, with a notable sense of voice and awareness of audience and purpose.</li> <li>• Employs figurative language purposefully and successfully (e.g. simile or metaphor for clarity and style).</li> <li>• Effectively incorporates a range of varied sentence structures, including varied sentence beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses language that is fluent and precise, with evident awareness of audience and purpose.</li> <li>• Employs figurative language purposefully.</li> <li>• Incorporates varied sentence structures and beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate but basic vocabulary and language, with limited awareness of audience and purpose.</li> <li>• Employs figurative with limited success.</li> <li>• Makes some attempt to include different sentence structures but with awkward or uneven success.</li> </ul>	<ul style="list-style-type: none"> <li>• Relies on basic, imprecise, or sometimes unsuitable vocabulary for the audience or purpose.</li> <li>• Lacks use of figurative language.</li> <li>• Reveals a confused understanding of how to write in complete sentences; shows little or no ability to vary sentence structures.</li> </ul>
<p><b>Conventions, Presentation, MLA</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates control of the conventions with essentially no errors.</li> <li>• The document is formatted in accordance with MLA (includes page layout, in-text citations, works cited page) and free of plagiarism.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates control of the conventions, errors do not hinder comprehension.</li> <li>• The document is consistently formatted in accordance with MLA (includes page layout, in-text citations, works cited page) and free of plagiarism.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates partial control; multiple errors sometimes hinder comprehension (e.g., agreement of pronouns and antecedents; spelling of basic words).</li> <li>• The document is not consistently formatted in accordance with MLA; however, it is free of plagiarism.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates lack of control, exhibiting frequent errors that make comprehension difficult (e.g., subject verb agreement; use of slang).</li> <li>• The document is incorrectly formatted according to MLA specifications and may include plagiarism.</li> </ul>