

## 7<sup>th</sup> Grade Reading Rubric – Informational Text

**Student Name:**

**Date:**

**Teacher Name:**

### Reading Skill

Almost Never  
1

Rarely  
2

Occasionally  
3

Frequently  
4

Almost Always  
5

### Key Ideas and Details

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **(RI.7.1.) (DOK 1,2,3)**
2. Analyze informational text development.
  - a. Determine two or more central ideas in a text and analyze their development throughout the text.
  - b. Provide an objective summary of the text. **(RI.7.2) (DOK 2,3,4)**
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). **(RI.7.3.) (DOK 2,3)**

### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. **(RI.7.4.) (DOK 1,2,3)**
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. **(RI.7.5.) (DOK 2,3)**
6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. **(RI.7.6.) (DOK 2,3)**

### Integration of Knowledge and Ideas

7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). **(RI.7.7.) (DOK 3,4)**

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| 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. <b>(RI.7.8) (DOK 2,3,4)</b>             |  |  |  |  |  |  |  |  |  |  |
| 9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. <b>(RI.7.9) (DOK 3,4)</b> |  |  |  |  |  |  |  |  |  |  |
| <b>Range of Reading and Level of Text Complexity</b>                                                                                                                                                                      |  |  |  |  |  |  |  |  |  |  |
| 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <b>(RI.7.10.) (DOK 1,2)</b>             |  |  |  |  |  |  |  |  |  |  |

**\*Rating Descriptors Operationally Defined:**

**Almost Never** – grade level standard/skill is demonstrated/observed very little or not at all (with appropriate accommodations) with no generalization of skill across days and novel tasks.

**Rarely** – grade level standard/skill is demonstrated/observed infrequently (with appropriate accommodations) with little or no generalization of skill across days and novel tasks; teacher prompting does not always result in demonstration of skill.

**Occasionally** – grade level standard/skill is demonstrated/observed periodically (with appropriate accommodations) with inconsistent generalization across days and novel tasks; teacher prompting is often necessary for skill to be generalized.

**Frequently** – grade level standard/skill is demonstrated/observed often (with appropriate accommodations) with consistent generalization of skill across days and novel tasks; occasional teacher prompting is necessary for skill to be generalized.

**Almost Always** – grade level standard/skill is demonstrated/observed most of the time (with appropriate accommodations) with consistent and independent generalization of skill across days and novel tasks.

Place calendar date next to the numeral to signify date of data summary, and a listing of utilized data sources, summary and next steps in the appropriate spaces

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|-------------|-----------------------|
| Date #1:    | Baseline Data Sources |
| Date #2:    | Data Sources:         |
| Summary:    |                       |
| Next Steps: |                       |
| Date #3:    | Data Sources:         |
| Summary:    |                       |
| Next Steps: |                       |
| Date #4:    | Data Sources:         |
| Summary:    |                       |
| Next Steps: |                       |
| Date #5:    | Data Sources:         |
| Summary:    |                       |
| Next Steps: |                       |
| Date #6:    | Data Sources:         |
| Summary:    |                       |
| Next Steps: |                       |
| Date #7:    | Data Sources:         |
| Summary:    |                       |
| Next Steps: |                       |
| Date #8:    | Data Sources:         |
| Summary:    |                       |
| Next Steps: |                       |
| Date #9:    | Data Sources:         |
| Summary:    |                       |
| Next Steps: |                       |
| Date #10:   | Data Sources:         |
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| Next Steps: |                       |
| Date #11:   | Data Sources:         |
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| Date #12:   | Data Sources:         |
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| Date #13:   | Data Sources:         |
| Summary:    |                       |
| Next Steps: |                       |
| Date #14:   | Data Sources:         |
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| Date #15:   | Data Sources:         |
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| Date #16:   | Data Sources:         |
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| Date #17:   | Data Sources:         |
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| Date #18:   | Data Sources:         |
| Summary:    |                       |
| Next Steps: |                       |