

## Grade 8 Writing Scoring Rubric

### Level 2

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
<b>Organization</b> – The essay addresses the specified topic and is organized with a solution related directly to the problem (e.g., problem/solution).	The essay includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> an introduction that states <b>both</b> parts of the problem</li> <li><input type="checkbox"/> a body that relates <b>how</b> the solution can be applied to the problem</li> <li><input type="checkbox"/> a conclusion that states the problem <b>and</b> the solution</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> an introduction that states the problem</li> <li><input type="checkbox"/> <b>one</b> solution that <b>may not</b> relate to the problem</li> <li><input type="checkbox"/> a conclusion that states the problem <b>or</b> the solution</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>some</b> evidence related to the specified topic (i.e., introduction, on-topic problem/solution relationship, <b>or</b> conclusion)</li> </ul>	<b>0</b> <input type="checkbox"/> <b>no</b> evidence of organization	<b>5</b> <input type="checkbox"/> evidence is <b>off topic</b>
<b>Idea Development</b> – The essay develops a topic, includes details to promote meaning and create clarity.	The essay includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>one</b> relevant detail to describe the problem</li> <li><input type="checkbox"/> <b>one</b> relevant detail to describe the solution</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>one</b> relevant detail to describe the problem <b>or</b> the solution</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>one</b> detail <b>or</b> word that describes the problem <b>or</b> the solution</li> </ul>	<b>0</b> <input type="checkbox"/> <b>no</b> evidence of idea development	<b>5</b> <input type="checkbox"/> evidence is <b>off topic</b>
<b>Conventions</b> – Students use standard English conventions (end punctuation, subject-verb agreement).	The essay includes <b>more than one sentence and</b> at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> end punctuation for <b>more than one</b> thought unit</li> <li><input type="checkbox"/> <b>one</b> complete sentence that expresses an idea <b>with</b> subject-verb agreement Ex: “The dog runs.”</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> end punctuation for <b>one</b> thought unit</li> <li><input type="checkbox"/> <b>one</b> complete sentence <b>with or without</b> subject-verb agreement</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>one</b> use of standard English conventions (end punctuation for <b>one</b> thought unit <b>or one</b> thought unit <b>with or without</b> subject-verb agreement)</li> </ul>	<b>0</b> <input type="checkbox"/> <b>no</b> evidence of standard English conventions	

## Grade 8 Writing Scoring Rubric

### Level 3

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
				0	5
<b>Organization</b> – The essay addresses the specified topic and is organized with a solution related directly to the problem (problem/solution).	The essay includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> an introduction that states <b>both</b> parts of the problem</li> <li><input type="checkbox"/> body that includes a solution <b>and</b> refers to the problem</li> <li><input type="checkbox"/> a conclusion that states the problem <b>and</b> its solution</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> an introduction that states <b>one</b> part of the problem</li> <li><input type="checkbox"/> a body that includes a <b>related</b> solution</li> <li><input type="checkbox"/> a conclusion that states the problem <b>or</b> the solution</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>some</b> evidence related to the specified topic (i.e., introduction, on-topic problem/solution relationship, <b>or</b> conclusion)</li> </ul>	<input type="checkbox"/> <b>no</b> evidence of organization	<input type="checkbox"/> evidence is <b>off topic</b>
<b>Idea Development</b> – The essay develops a topic, includes details and transitional words to promote meaning and create clarity.	The essay includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>one</b> problem <b>with</b> a relevant detail</li> <li><input type="checkbox"/> <b>one</b> solution <b>with</b> a relevant detail</li> <li><input type="checkbox"/> <b>one</b> transitional word(s) that connects the problem to the solution</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>one</b> problem <b>or</b> solution <b>with</b> a relevant detail</li> <li><input type="checkbox"/> <b>one</b> transitional word(s) that is in relation to the problem <b>or</b> the solution</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>one</b> detail <b>or</b> word that describes the problem <b>or</b> the solution</li> </ul>	<input type="checkbox"/> <b>no</b> evidence of idea development	<input type="checkbox"/> evidence is <b>off topic</b>
<b>Conventions</b> – Students use standard English conventions (e.g., capitalization, end punctuation, subject-verb agreement).	The essay includes <b>more than one sentence and</b> at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> capitalization at the beginning of the <b>majority</b> of thought units</li> <li><input type="checkbox"/> end punctuation for <b>majority</b> of thought units</li> <li><input type="checkbox"/> <b>one</b> complete sentence that expresses an idea <b>with</b> subject-verb agreement Ex: “<b>T</b>he dog runs.”</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> capitalization at the beginning of <b>one</b> thought unit</li> <li><input type="checkbox"/> end punctuation for <b>one</b> thought unit</li> <li><input type="checkbox"/> <b>one</b> complete sentence <b>with</b> subject-verb agreement</li> </ul>	The essay includes at a minimum: <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>one</b> use of standard English conventions (capitalization at the beginning of <b>one</b> thought unit, end punctuation for <b>one</b> thought unit <b>or</b> <b>one</b> thought unit <b>with or without</b> subject-verb agreement)</li> </ul>	<b>0</b> <input type="checkbox"/> <b>no evidence</b> of standard English conventions	