

Grade 3 Writing Scoring Rubric

Level 2

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
	<p>Organization – The narrative establishes a situation (activity and setting) and includes a character with relevant descriptive statements. The response provides a conclusion.</p>	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> character and situation (activity and setting) <input type="checkbox"/> a conclusion that follows from the narrated experiences or events 	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> character and situation (activity or setting) <input type="checkbox"/> a conclusion that may not follow from the narrated experiences or events 	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> some evidence related to a character, situation (activity or setting), or conclusion 	<p style="text-align: center;">0</p> <ul style="list-style-type: none"> <input type="checkbox"/> no evidence of organization
<p>Idea Development – The narrative includes a sequence of events that unfold naturally and develops a story using temporal words.</p>	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> a sequence of two events related to the situation (activity or setting) <input type="checkbox"/> both events include a detail 	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> two events related to the situation (activity or setting) <input type="checkbox"/> one of the events includes a detail 	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> one event related to the situation (activity or setting) 	<p style="text-align: center;">0</p> <ul style="list-style-type: none"> <input type="checkbox"/> no evidence of idea development 	<p style="text-align: center;">5</p> <ul style="list-style-type: none"> <input type="checkbox"/> evidence is off topic
<p>Conventions – Students use standard English conventions (e.g., end punctuation, subject-verb agreement).</p>	<p>The narrative includes more than one sentence and at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for more than one thought unit <input type="checkbox"/> one simple sentence that contains a complete thought with subject-verb agreement <p>Ex: “Dog runs” or “dog runs”</p>	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one thought unit with or without subject-verb agreement 	<p>The narrative includes at a minimum:</p> <ul style="list-style-type: none"> <input type="checkbox"/> one use of standard English conventions (end punctuation for one thought unit or one thought unit with or without subject-verb agreement) 	<p style="text-align: center;">0</p> <ul style="list-style-type: none"> <input type="checkbox"/> no evidence of standard English conventions 	

Grade 3 Writing Scoring Rubric

Level 3

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
Organization – The narrative establishes a situation (activity and setting) and includes a character with relevant descriptive statements. The response provides a conclusion.	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> character and situation (activity and setting) <input type="checkbox"/> two descriptions related to a character <input type="checkbox"/> a conclusion that follows from the narrated experiences or events 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> character and situation (activity or setting) <input type="checkbox"/> one description related to a character <input type="checkbox"/> a conclusion that may not follow from the narrated experiences or events 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> some evidence related to a character, situation (activity or setting), or conclusion OR <input type="checkbox"/> descriptive words related to a character or situation (activity or setting) 	0	5
Idea Development – The narrative includes a sequence of events that unfold naturally and develops the story using temporal words (e.g., first, then, next).	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> two sequenced events related to the situation (activity or setting) <input type="checkbox"/> both events include a detail <input type="checkbox"/> appropriate use of temporal words that signal order of events 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> two events related to the situation (activity or setting) <input type="checkbox"/> one of the events includes a detail <input type="checkbox"/> one temporal word that may or may not be used appropriately 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one event related to the situation (activity or setting) 	0	5
Conventions – Students use standard English conventions (e.g., capitalization, end punctuation, subject-verb agreement).	The narrative includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> capitalization at the beginning of the majority of thought units <input type="checkbox"/> end punctuation for more than one thought unit <input type="checkbox"/> one simple sentence that contains a complete thought with subject-verb agreement Ex: “Dog runs” or “dog runs” 	The narrative includes at a minimum two of the following: <ul style="list-style-type: none"> <input type="checkbox"/> capitalization at the beginning of one thought unit <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one simple sentence with or without subject-verb agreement 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one use of standard English conventions (capitalization at the beginning of one thought unit, end punctuation for one thought unit or one thought unit with or without subject-verb agreement) 	0	

Grade 4 Writing Scoring Rubric

Level 2

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
<u>Organization</u> – The narrative establishes a situation (activity or setting) and includes a character. The response provides a conclusion.	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> character and situation (activity or setting) <input type="checkbox"/> a conclusion that follows from the narrated experiences or events 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> character and situation (activity or setting) <input type="checkbox"/> a conclusion that may not follow from the narrated experiences or events 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> some evidence related to a character, situation (activity or setting), or conclusion 	0	5
<u>Idea Development</u> – The narrative includes a description of events using concrete words or sensory details (e.g., how things look, sound, taste, smell, or feel) related to the events.	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> two events related to the situation (activity or setting) <input type="checkbox"/> both of the events include a detail related to character’s action or response to a situation (activity or setting) 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> two events related to the situation (activity or setting) <input type="checkbox"/> one of the events includes a detail related to a character’s action or response to a situation (activity or setting) 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one event related to the situation (activity or setting) 	0	5
<u>Conventions</u> – Students use standard English conventions (e.g., end punctuation, subject-verb agreement).	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for more than one thought unit <input type="checkbox"/> one complex thought unit that expresses a complete idea with subject-verb agreement Ex: “The dog runs” or “the dog runs” 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one complex thought unit with or without subject-verb agreement 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one use of standard English conventions (end punctuation for one thought unit or one thought unit with or without subject-verb agreement) 	0	

Grade 4 Writing Scoring Rubric

Level 3

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
				0	5
Organization – The narrative establishes a situation (activity and setting) and includes a character. The response provides a conclusion.	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> character and situation (activity and setting) <input type="checkbox"/> description of character and situation (activity or setting) <input type="checkbox"/> a conclusion that follows from the narrated experiences or events 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> character and situation (activity or setting) <input type="checkbox"/> description of the character or the situation (activity or setting) <input type="checkbox"/> a conclusion that may not follow from the narrated experiences or events 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> some evidence related to a character, situation (activity or setting), or conclusion OR <input type="checkbox"/> descriptive words related to a character or situation (activity or setting) 	<input type="checkbox"/> no evidence of organization	<input type="checkbox"/> evidence is off topic
Idea Development – The narrative includes a description of events using concrete words or sensory details (e.g., how things look, sound, taste, smell or feel) related to the events.	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> two events related to the situation (activity or setting) <input type="checkbox"/> both events include a detail related to a character’s action or response to a situation (activity or setting) 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> two events related to the situation (activity or setting) <input type="checkbox"/> one of the events includes a detail related to a character’s action or response to a situation (activity or setting) 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one event related to the situation (activity or setting) 	<input type="checkbox"/> no evidence of idea development	<input type="checkbox"/> evidence is off topic
Conventions – Students use standard English conventions (e.g., capitalization, end punctuation, subject-verb agreement).	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> capitalization at the beginning of the majority of thought units <input type="checkbox"/> end punctuation for more than one thought unit <input type="checkbox"/> one complex thought unit that expresses a complete idea with subject-verb agreement Ex: “The dog runs” or “the dog runs” 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> capitalization at the beginning of one thought unit <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one complex thought unit with or without subject-verb agreement 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one use of standard English conventions (capitalization at the beginning of one thought unit, end punctuation for one thought unit or one thought unit with or without subject-verb agreement) 	<input type="checkbox"/> no evidence of standard English conventions	

Grade 5 Writing Scoring Rubric

Level 2

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
<u>Organization</u> – The narrative establishes a situation (activity and setting) for the story and includes characters. The response provides a conclusion.	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> two characters unchanged through the narrative <input type="checkbox"/> establish a situation (activity and setting) <input type="checkbox"/> a conclusion that follows from the narrated experiences or events 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> two characters <input type="checkbox"/> a situation (activity or setting) <input type="checkbox"/> a conclusion that may not follow from the narrated experiences or events 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> some evidence related to a character, situation (activity or setting), or conclusion 	0	5
<u>Idea Development</u> – The narrative includes dialogue, and events supported with relevant details and descriptive statements.	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> two events that connect to the narrative <input type="checkbox"/> both of the events include a detail related to a character’s action or response to a situation (activity or setting) <input type="checkbox"/> one dialogue statement from one character to the other character relevant to the narrative Ex.: I said “No, I want to play.” 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> two events related to a characters’ action or response to a situation (activity or setting) <input type="checkbox"/> one of the events includes a detail related to a character’s action or response to a situation (activity or setting) <input type="checkbox"/> one dialogue statement from one character to the other character which may not be relevant to the narrative 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one event related to the situation (activity or setting) 	0	5
<u>Conventions</u> – Students use standard English conventions (e.g., end punctuation, subject-verb agreement).	The narrative includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for more than one thought unit <input type="checkbox"/> one complete sentence that expresses an idea with subject-verb agreement Ex: “The dog runs.” 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one complete sentence with or without subject-verb agreement 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one use of standard English conventions (end punctuation for one thought unit or one thought unit with or without subject-verb agreement) 	0	

Grade 5 Writing Scoring Rubric

Level 3

Rubric Elements	Full Evidence 3		Partial Evidence 2		Limited Evidence 1		Unrelated Evidence 0 or 5	
							0	5
Organization – The narrative establishes a situation (activity and setting) for the story and includes characters. The response provides a conclusion.	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> two characters unchanged through narrative <input type="checkbox"/> identification of the situation (activity and setting) <input type="checkbox"/> a conclusion that follows from the narrated experiences or events 		The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> two characters <input type="checkbox"/> identification of the setting or the activity <input type="checkbox"/> a conclusion that may not follow from the narrated experiences or events 		The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> some evidence related to a character or conclusion 		<input type="checkbox"/> no evidence of organization	<input type="checkbox"/> evidence is off topic
Idea Development – The narrative includes dialogue, and events supported with relevant details and descriptive statements.	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> two sequenced events related to the situation (activity or setting) <input type="checkbox"/> both events include a detail related to a character’s action or response to a situation (activity or setting) <input type="checkbox"/> one relevant conversation between two characters Ex.: I said “No! I don’t want to go to bed.” Mom said “OK.” 		The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> two events related to a character’s action or response to a situation (activity or setting) <input type="checkbox"/> one event that includes a detail related to a character’s action or response to a situation (activity or setting) <input type="checkbox"/> one relevant piece of dialogue showing what one character said to the other 		The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one event related to the situation (activity or setting) 		<input type="checkbox"/> no evidence of idea development	<input type="checkbox"/> evidence is off topic
Conventions – Students use standard English conventions (e.g., capitalization, end punctuation, subject-verb agreement).	The narrative includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> capitalization at the beginning of the majority of thought units <input type="checkbox"/> end punctuation for majority of thought units <input type="checkbox"/> one complete sentence that expresses an idea with subject-verb agreement Ex: “<u>The dog runs.</u>” 		The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> capitalization at the beginning of one thought unit <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one complete sentence with subject-verb agreement 		The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one use of standard English conventions (capitalization at the beginning of one thought unit, end punctuation for one thought unit or one thought unit with or without subject-verb agreement) 		<input type="checkbox"/> no evidence of standard English conventions	

Grade 6 Writing Scoring Rubric

Level 2

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
<u>Organization</u> – The essay addresses a specified topic and is organized to describe two opposing conditions (e.g., compare/contrast).	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that states the essay is about two opposing conditions <input type="checkbox"/> a body that includes: <ul style="list-style-type: none"> <input type="checkbox"/> one activity for each of the two opposing conditions; and <input type="checkbox"/> one activity common to both conditions <input type="checkbox"/> a conclusion that states two opposing conditions or summarizes the content 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that states one activity or topic <input type="checkbox"/> a body that relates two conditions with activities <input type="checkbox"/> a conclusion that states one activity or the topic 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> some evidence related to the specified topic (i.e., introduction, compare/contrast relationship, or conclusion) 	0 <input type="checkbox"/> no evidence of organization	5 <input type="checkbox"/> evidence is off topic
<u>Idea Development</u> – The essay develops a topic, includes relevant facts and details to promote meaning and create clarity.	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> three activities, each with relevant details (the same detail may be used for all activities if relevant to each) 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one activity with a relevant detail 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one detail that describes an activity 	0 <input type="checkbox"/> no evidence of idea development	5 <input type="checkbox"/> evidence is off topic
<u>Conventions</u> – Students use standard English conventions (e.g., end punctuation, subject-verb agreement).	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for more than one thought unit <input type="checkbox"/> one complete sentence that expresses an idea with subject-verb agreement Ex: “The dog runs.” 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one complete sentence with or without subject-verb agreement 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one use of standard English conventions (end punctuation for one thought unit or one thought unit with or without subject-verb agreement) 	0 <input type="checkbox"/> no evidence of standard English conventions	

Grade 6 Writing Scoring Rubric

Level 3

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
Organization – The essay addresses a specified topic and is organized to describe two opposing conditions (e.g., compare/contrast). The response provides a conclusion.	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that presents the two opposing conditions <input type="checkbox"/> a body that includes: <ul style="list-style-type: none"> <input type="checkbox"/> one activity common to both conditions <input type="checkbox"/> one activity related to each of the two opposing conditions <input type="checkbox"/> a conclusion that states the two opposing conditions 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that presents the topic <input type="checkbox"/> a body that includes: <ul style="list-style-type: none"> <input type="checkbox"/> one activity common to both conditions <input type="checkbox"/> one activity related to one of the two opposing conditions <input type="checkbox"/> a conclusion that states the topic 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> some evidence related to the specified topic (i.e., introduction, compare/contrast relationship, or conclusion) 	0	5
Idea Development – The essay develops a topic, includes relevant facts and details, to promote meaning and create clarity.	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one activity related to both conditions with a relevant detail <input type="checkbox"/> one activity related to each of the two opposing conditions, each with relevant details 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> two activities each with a relevant detail 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one activity OR <input type="checkbox"/> one detail that describes an activity 	0	5
Conventions – Students use standard English conventions (e.g., capitalization, end punctuation, subject-verb agreement).	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> capitalization at the beginning of the majority of thought units <input type="checkbox"/> end punctuation for majority of thought units <input type="checkbox"/> one complete sentence that expresses an idea with subject-verb agreement Ex: “The dog runs.” 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> capitalization at the beginning of one thought unit <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one complete sentence with subject-verb agreement 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one use of standard English conventions (capitalization at the beginning of one thought unit, end punctuation for one thought unit or one thought unit with or without subject-verb agreement) 	0	
				<input type="checkbox"/> no evidence of organization	<input type="checkbox"/> evidence is off topic
				<input type="checkbox"/> no evidence of idea development	<input type="checkbox"/> evidence is off topic
				<input type="checkbox"/> no evidence of standard English conventions	

Grade 7 Writing Scoring Rubric

Level 2

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

Grade 7 Writing Scoring Rubric

Level 3

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
Organization – The essay addresses a specified topic and is organized with an effect related directly to a cause (cause/effect).	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that presents the cause and its effects <input type="checkbox"/> a body that includes two effects and refers them to the cause <input type="checkbox"/> a conclusion that states the essay is about a cause and its effects 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that presents a topic <input type="checkbox"/> a body that includes one effect and refers it to the cause <input type="checkbox"/> a conclusion that states the topic 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> some evidence related to the specified topic (i.e., introduction, on-topic cause/effect relationship, or conclusion) 	0 <input type="checkbox"/> no evidence of organization	5 <input type="checkbox"/> evidence is off topic
Idea Development – 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"> <input type="checkbox"/> two effects, each with a relevant detail <input type="checkbox"/> transitional words to connect the cause to each of the two effects 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one effect with a relevant detail <input type="checkbox"/> transitional word to connect one cause/effect relationship 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one detail that describes the cause or effect OR <input type="checkbox"/> one transition word 	0 <input type="checkbox"/> no evidence of idea development	5 <input type="checkbox"/> evidence is off topic
Conventions – Students use standard English conventions (e.g., capitalization, end punctuation, subject-verb agreement).	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> capitalization at the beginning of the majority of thought units <input type="checkbox"/> end punctuation for majority of thought units <input type="checkbox"/> one complete sentence that expresses an idea with subject-verb agreement Ex: “<u>T</u>he dog runs.” 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> capitalization at the beginning of one thought unit <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one complete sentence with subject-verb agreement 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one use of standard English conventions (capitalization at the beginning of one thought unit, end punctuation for one thought unit or one thought unit with or without subject-verb agreement) 	0 <input type="checkbox"/> no evidence of standard English conventions	

Grade 8 Writing Scoring Rubric

Level 2

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
<u>Organization</u> – 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"> <input type="checkbox"/> an introduction that states both parts of the problem <input type="checkbox"/> a body that relates how the solution can be applied to the problem <input type="checkbox"/> a conclusion that states the problem and the solution 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that states the problem <input type="checkbox"/> one solution that may not relate to the problem <input type="checkbox"/> a conclusion that states the problem or the solution 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> some evidence related to the specified topic (i.e., introduction, on-topic problem/solution relationship, or conclusion) 	0	5
<u>Idea Development</u> – 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"> <input type="checkbox"/> one relevant detail to describe the problem <input type="checkbox"/> one relevant detail to describe the solution 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one relevant detail to describe the problem or the solution 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one detail or word that describes the problem or the solution 	0	5
<u>Conventions</u> – Students use standard English conventions (end punctuation, subject-verb agreement).	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for more than one thought unit <input type="checkbox"/> one complete sentence that expresses an idea with subject-verb agreement Ex: “The dog runs.” 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one complete sentence with or without subject-verb agreement 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one use of standard English conventions (end punctuation for one thought unit or one thought unit with or without subject-verb agreement) 	0	

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

Grade 11 Writing Scoring Rubric

Level 2

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
<u>Organization</u> – The essay addresses a specified claim supported with organized complex ideas.	The essay includes at a minimum: <input type="checkbox"/> an introduction that states the claim and a rational reason <input type="checkbox"/> a conclusion that states the claim and the rational reason	The essay includes at a minimum: <input type="checkbox"/> an introduction that states the claim or a reason <input type="checkbox"/> a conclusion that states the claim or the reason	The essay includes at a minimum: <input type="checkbox"/> some evidence related to the specified claim/topic (i.e., introduction, claim/topic, or conclusion)	0 <input type="checkbox"/> no evidence of organization	5 <input type="checkbox"/> evidence is off topic
<u>Idea Development</u> – The defended claim includes relevant evidence, and uses words, phrases, and clauses to clarify the relationship among claim, reasons and evidence	The essay includes at a minimum: <input type="checkbox"/> a body with two relevant facts or examples <input type="checkbox"/> words or phrases to connect the reason with one relevant fact or example	The essay includes at a minimum: <input type="checkbox"/> a body with one relevant fact or example <input type="checkbox"/> one word or phrase to connect the reason with one fact or example	The essay includes at a minimum: <input type="checkbox"/> one word related to the reason	0 <input type="checkbox"/> no evidence of idea development	5 <input type="checkbox"/> evidence is off topic
<u>Conventions</u> – Students use standard English conventions (e.g., end punctuation, subject-verb agreement).	The essay includes more than one sentence and at a minimum: <input type="checkbox"/> end punctuation for more than one thought unit <input type="checkbox"/> one complete sentence that expresses an idea with subject-verb agreement Ex: “The dog runs.”	The essay includes at a minimum: <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one complete sentence with or without subject-verb agreement	The essay includes at a minimum: <input type="checkbox"/> one use of standard English conventions (end punctuation for one thought unit or one thought unit with or without subject-verb agreement)	0 <input type="checkbox"/> no evidence of standard English conventions	

Grade 11 Writing Scoring Rubric

Level 3

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
Organization – The essay addresses a specified claim supported with organized complex ideas.	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that states the claim and is supported by two rational reasons <input type="checkbox"/> a body that includes two reasons related to the claim <input type="checkbox"/> a conclusion that states the claim and is supported by two rational reasons 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that states the claim <input type="checkbox"/> a body that includes one reason related to the claim <input type="checkbox"/> a conclusion that states the claim with one rational reason or relevant evidence 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> some evidence related to the specified claim/topic (i.e., introduction, claim/topic, or conclusion) 	0 <input type="checkbox"/> no evidence of organization	5 <input type="checkbox"/> evidence is off topic
Idea Development – The defended claim includes relevant evidence, and uses words, phrases, and clauses to clarify the relationship among claim, reasons and evidence.	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one piece of relevant evidence follows each of the two provided reasons <input type="checkbox"/> words or phrases that connect each of the two reasons with relevant evidence 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> a body with one reason and one piece of relevant evidence <input type="checkbox"/> word or phrase that connects one reason with one piece of relevant evidence 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one word related to the reason or a connecting word or phrase 	0 <input type="checkbox"/> no evidence of idea development	5 <input type="checkbox"/> evidence is off topic
Conventions – Students use standard English conventions (e.g., capitalization, end punctuation, subject-verb agreement).	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> capitalization at the beginning of the majority of thought units <input type="checkbox"/> end punctuation for majority of thought units <input type="checkbox"/> one complete sentence that expresses an idea with subject-verb agreement Ex: “The dog runs.” 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> capitalization at the beginning of one thought unit <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one complete sentence with subject-verb agreement 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one use of standard English conventions (capitalization at the beginning of one thought unit, end punctuation for one thought unit or one thought unit with or without subject-verb agreement) 	0 <input type="checkbox"/> no evidence of standard English conventions	