

## Grade 7 Writing Scoring Rubric

### Tier 3

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<p><u>Organization</u> – The essay addresses a specified topic and is organized with an effect related directly to a cause (e.g., cause/effect).</p>	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> an introduction that presents the cause and its effects</li> <li><input type="checkbox"/> a body that includes two effects and refers them to the cause</li> <li><input type="checkbox"/> a conclusion that states the essay is about a cause and its effects</li> </ul>	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> an introduction that presents a topic</li> <li><input type="checkbox"/> a body that includes one effect and refers it to the cause</li> <li><input type="checkbox"/> a conclusion that states the topic</li> </ul>	<p>The essay includes at a minimum some evidence related to the specified topic (i.e., introduction, on-topic cause/effect relationship, or conclusion).</p>	<p>There is no evidence of organization or the evidence is off topic.</p>
<p><u>Idea Development</u> – The essay develops a topic, includes details and transitional words to promote meaning and create clarity.</p>	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> two effects, each with a relevant detail</li> <li><input type="checkbox"/> transitional words to connect the cause to each of the two effects</li> </ul>	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> one effect with a relevant detail</li> <li><input type="checkbox"/> transitional word to connect one cause and effect relationship</li> </ul>	<p>The essay includes at a minimum a detail that describes the cause or effect or a transition word.</p>	<p>There is no evidence of idea development or the evidence is off topic.</p>
<p><u>Conventions</u> – Students use standard English conventions (capitalization, end punctuation, subject/verb agreement).</p>	<p>The essay includes more than one sentence and at a minimum:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> capitalization at the beginning of the majority of thought units</li> <li><input type="checkbox"/> end punctuation for the majority of thought units</li> <li><input type="checkbox"/> one complete sentence that expresses an idea with subject/verb agreement Ex: “The dog runs.”</li> </ul>	<p>The essay includes at a minimum:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> capitalization to begin one thought unit</li> <li><input type="checkbox"/> end punctuation for one thought unit</li> <li><input type="checkbox"/> one complete sentence with subject/verb agreement</li> </ul>	<p>The essay includes at a minimum one use of Standard English conventions.</p>	<p>There is no evidence of Standard English conventions.</p>

## Grade 7 Writing Scoring Rubric

### Tier 2

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