

Grade 3 Writing Scoring Rubric

Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<u>Organization</u> – The narrative establishes a situation (i.e., activity and setting) and includes a character with relevant descriptive statements. The response provides a conclusion.	The narrative includes at a minimum: character and situation (activity and setting) a concluding statement that connects to the situation	The narrative includes at a minimum: character and situation (activity or setting) a concluding statement that may not connect to the situation	The narrative includes at a minimum some evidence related to a character, situation or conclusion.	There is no evidence of organization or the evidence is off topic.
<u>Idea Development</u> – The narrative includes a sequence of events that unfold naturally and develops the story using temporal words.	The narrative includes at a minimum: a sequence of two events related to the situation both events include a detail	The narrative includes at a minimum: one event that related to the situation an event that includes a detail	The narrative includes at a minimum an event related to the situation.	There is no evidence of idea development or the evidence is off topic.
<u>Conventions</u> – Students use standard English conventions (subject-verb agreement).	The essay includes more than one sentence and at a minimum: end punctuation for more than one thought unit one simple sentence with subject-verb agreement	The narrative includes at a minimum: end punctuation for one thought unit one simple sentence with or without subject-verb agreement	The narrative includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

Grade 4 Writing Scoring Rubric

Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<u>Organization</u> – The narrative establishes a situation (i.e., activity or setting) and includes a character. The response provides a conclusion.	The narrative includes at a minimum: character and situation a concluding statement that connects to the situation	The narrative includes at a minimum: character and situation a concluding statement that may not connect to the situation	The narrative includes at a minimum some evidence related to a character, situation, or conclusion.	There is no evidence of organization or the evidence is off topic.
<u>Idea Development</u> – The narrative includes a description of events using concrete words or sensory details (e.g., adverbs, adjectives, clause, or prepositional phrase) related to the events.	The narrative includes at a minimum: two events related to the situation both events include a detail related to character’s action or response to a situation	The narrative includes at a minimum: one event related to the situation one event includes a detail related to character’s action or response to a situation	The narrative includes at a minimum an event related to the situation.	There is no evidence of idea development or the evidence is off topic.
<u>Conventions</u> – Students use standard English conventions (e.g., subject-verb agreement).	The essay includes more than one sentence and at a minimum: end punctuation to end more than one thought unit one complete sentence with subject-verb agreement	The narrative includes at a minimum: end punctuation to end one thought unit one complete sentence with or without subject-verb agreement	The narrative includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

Grade 5 Writing Scoring Rubric

Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<u>Organization</u> – The narrative establishes a situation (i.e., activity and setting) for the story and includes characters. The response provides a conclusion.	The narrative includes at a minimum: two characters unchanged through narrative establish a situation (i.e., activity and setting) a concluding statement that connects to the situation	The narrative includes at a minimum: two characters a setting or activity a concluding statement that may not connect to the situation	The narrative includes at a minimum some evidence related to a character, situation, or conclusion.	There is no evidence of organization or the evidence is off topic.
<u>Idea Development</u> – The narrative includes dialogue, and events supported with relevant details and descriptive statements.	The narrative includes at a minimum: two events that connect to the narrative both events include a detail related to character’s action or response to a situation one dialogue statement from one character to the other character relevant to the narrative	The narrative includes at a minimum: one event related to characters’ action/response to a situation one event includes a detail related to character’s action or response to a situation one dialogue statement from one character to the other character which may not be relevant to the narrative	The narrative includes at a minimum an event related to the situation.	There is no evidence of idea development or the evidence is off topic.
<u>Conventions</u> – Students use standard English conventions (subject-verb agreement).	The essay includes more than one sentence and at a minimum: end punctuation for more than one thought unit one complete sentence with subject/verb agreement	The essay includes at a minimum: end punctuation for one thought unit one complete sentence with or without subject/verb agreement	The narrative includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

Grade 6 Writing Scoring Rubric

Tier 2

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

Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<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"> introduction that states the topic/cause a body that relates the effect to the provided cause 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"> introduction that states the topic/cause a body that includes an effect that may not relate to the provided cause a conclusion that states a cause or the effect 	The essay includes at a minimum some evidence related to the specified topic (i.e., introduction, cause/effect relationship, or conclusion)	There is no evidence of organization or the evidence is off topic.
<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"> a relevant detail to describe the effect 	The essay includes at a minimum: <ul style="list-style-type: none"> one effect with no relevant detail 	The essay includes at a minimum a related idea to the effect.	There is no evidence of idea development or the evidence is off topic.
<u>Conventions</u> – Students use standard English conventions (subject-verb agreement).	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> end punctuation for more than one thought unit one complete sentence with subject/verb agreement 	The essay includes at a minimum: <ul style="list-style-type: none"> end punctuation for one thought unit one complete sentence with or without subject/verb agreement 	The essay includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

Grade 8 Writing Scoring Rubric

Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<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"> an introduction that states both parts of the problem a body that relates how the solution can be applied to the problem a conclusion that states the problem and the solution 	The essay includes at a minimum: <ul style="list-style-type: none"> an introduction that states the problem one solution that may not relate to the problem a conclusion that states the problem or the solution 	The essay includes at a minimum some evidence related to the specified topic (i.e., introduction, on-topic problem/solution relationship, or conclusion).	There is no evidence of organization or the evidence is off topic.
<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"> a relevant detail to describe the problem a relevant detail to describe the solution 	The essay includes at a minimum: <ul style="list-style-type: none"> a relevant detail to describe the problem or the solution 	The essay includes at a minimum a detail or word that describes the problem or the solution.	There is no evidence of idea development or the evidence is off topic.
<u>Conventions</u> – Students use standard English conventions (subject/verb agreement).	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> end punctuation for more than one thought unit one complete sentence with subject/verb agreement 	The essay includes at a minimum: <ul style="list-style-type: none"> end punctuation for one thought unit one complete sentence with or without subject/verb agreement 	The essay includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.

Grade 11 Writing Scoring Rubric

Tier 2

Rubric Elements	Full Evidence	Partial Evidence	Limited Evidence	Unrelated Evidence
<u>Organization</u> – The essay addresses a specified claim supported with organized complex ideas.	The essay includes at a minimum: an introduction that states the claim and a rational reason a conclusion that states the claim and the rational reason	The essay includes at a minimum: an introduction that states the claim or a reason a conclusion that states the claim or the reason	The essay includes at a minimum some evidence related to the specified claim/topic (i.e., introduction, claim/topic, or conclusion).	There is no evidence of organization or the 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: the body includes two relevant facts or examples words or phrases to connect the reason with one relevant facts or example	The essay includes at a minimum: the body includes only one relevant fact or example word or phrases to connect the reason with one fact or example	The essay includes at a minimum a word related to the reason.	There is no evidence of idea development or the evidence is off topic.
<u>Conventions</u> – Students use standard English conventions (subject-verb agreement).	The essay includes more than one sentence and at a minimum: end punctuation for more than one thought unit one complete sentence with subject/verb agreement using student-generated text	The essay includes at a minimum: end punctuation for one thought unit one complete sentence with or without subject/verb agreement using student-generated text	The essay includes at a minimum one use of Standard English conventions.	There is no evidence of Standard English conventions.