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: ☐ an introduction that presents the **two** opposing conditions ☐ a body that includes: ○ **one** activity **common to both** conditions ○ **one** activity related to **each** of the two opposing conditions ☐ a conclusion that states the **two** opposing conditions	The essay includes at a minimum: ☐ an introduction that presents the topic ☐ a body that includes: ○ **one** activity **common to both** conditions ○ **one** activity related to **one of the two** opposing conditions ☐ a conclusion that states the topic	The essay includes at a minimum: ☐ **some** evidence related to the specified topic (i.e., introduction, compare/contrast relationship, **or** conclusion)	**0** ☐ **no** evidence of organization	**5** ☐ evidence is **off topic**
Idea Development –. The essay develops a topic, includes relevant facts and details, to promote meaning and create clarity.	The essay includes at a minimum: ☐ **one** activity related to **both** conditions **with** a relevant detail ☐ **one** activity related to **each** of the two opposing conditions, **each with** relevant details	The essay includes at a minimum: ☐ **two** activities **each with** a relevant detail	The essay includes at a minimum: ☐ **one** activity **OR** ☐ **one** detail that describes an activity	**0** ☐ **no** evidence of idea development	**5** ☐ 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: ☐ capitalization at the beginning of the **majority** of thought units ☐ end punctuation for **majority** of thought units ☐ **one** complete sentence that expresses an idea **with** subject-verb agreement Ex: "**T**he dog runs**.**"	The essay includes at a minimum: ☐ capitalization at the beginning of **one** thought unit ☐ end punctuation for **one** thought unit ☐ **one** complete sentence **with** subject-verb agreement	The essay includes at a minimum: ☐ **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** ☐ **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	
Organization – The essay addresses a specified topic and is organized to describe two opposing conditions (e.g., compare/contrast).	The essay includes at a minimum: ☐ an introduction that states the essay is about **two opposing conditions** ☐ a body that includes: 　○ **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	The essay includes at a minimum: ☐ an introduction that states **one** activity **or** topic ☐ a body that relates **two** conditions with activities ☐ a conclusion that states **one** activity **or** the topic	The essay includes at a minimum: ☐ **some** evidence related to the specified topic (i.e., introduction, compare/contrast relationship, **or** conclusion)	**0** ☐ **no** evidence of organization	**5** ☐ evidence is **off topic**
Idea Development – The essay develops a topic, includes relevant facts and details to promote meaning and create clarity.	The essay includes at a minimum: ☐ **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: ☐ **one** activity with a relevant detail	The essay includes at a minimum: ☐ **one** detail that describes an activity	**0** ☐ **no** evidence of idea development	**5** ☐ evidence is **off topic**
Conventions – Students use standard English conventions (e.g., end punctuation, 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 that expresses an idea **with** subject-verb agreement Ex: "The dog runs**.**"	The essay includes at a minimum: ☐ 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 (end punctuation for **one** thought unit **or one** thought unit **with or without** subject-verb agreement)	**0** ☐ **no** evidence of standard English conventions	

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: ☐ an introduction that presents the cause **and** its effects ☐ a body that includes **two** effects **and** refers them to the cause ☐ a conclusion that states the essay is about a cause **and** its effects	The essay includes at a minimum: ☐ an introduction that presents a topic ☐ a body that includes **one** effect **and** refers it to the cause ☐ a conclusion that states the topic	The essay includes at a minimum: ☐ **some** evidence related to the specified topic (i.e., introduction, on-topic cause/effect relationship, or conclusion)	**0** ☐ **no** evidence of organization	**5** ☐ 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: ☐ **two** effects, **each** with a relevant detail ☐ transitional words to connect the cause to **each** of the **two** effects	The essay includes at a minimum: ☐ **one** effect **with** a relevant detail ☐ transitional word to **connect one** cause/effect relationship	The essay includes at a minimum: ☐ **one** detail that describes the cause **or** effect **OR** ☐ **one** transition word	**0** ☐ **no** evidence of idea development	**5** ☐ 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: ☐ capitalization at the beginning of the **majority** of thought units ☐ end punctuation for **majority** of thought units ☐ **one** complete sentence that expresses an idea **with** subject-verb agreement Ex: "**T**he dog runs**.**"	The essay includes at a minimum: ☐ capitalization at the beginning of **one** thought unit ☐ end punctuation for **one** thought unit ☐ **one** complete sentence **with** subject-verb agreement	The essay includes at a minimum: ☐ **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** ☐ **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	
Organization – 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: ☐ an 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: ☐ an 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)	**0** ☐ **no** evidence of organization	**5** ☐ evidence is **off topic**
Idea Development – The essay develops a topic, includes details to promote meaning and create clarity.	The essay includes at a minimum: ☐ **one** relevant detail to describe the effect	The essay includes at a minimum: ☐ **one** effect with **no** relevant detail	The essay includes at a minimum: ☐ **one** idea related to the topic	**0** ☐ **no** evidence of idea development	**5** ☐ evidence is **off topic**
Conventions – Students use standard English conventions (e.g., end punctuation, 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 that expresses an idea **with** subject-verb agreement Ex: "The dog runs**.**"	The essay includes at a minimum: ☐ 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 (end punctuation for **one** thought unit **or one** thought unit **with or without** subject-verb agreement)	**0** ☐ **no** evidence of standard English conventions	

Level 3

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 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: ☐ an introduction that states **both** parts of the problem ☐ body that includes a solution **and** refers to the problem ☐ a conclusion that states the problem **and** its solution	The essay includes at a minimum: ☐ an introduction that states **one** part of the problem ☐ a body that includes a **related** solution ☐ 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)	**0** ☐ **no** evidence of organization	**5** ☐ 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: ☐ **one** problem **with** a relevant detail ☐ **one** solution **with** a relevant detail ☐ **one** transitional word(s) that connects the problem to the solution	The essay includes at a minimum: ☐ **one** problem **or** solution **with** a relevant detail ☐ **one** transitional word(s) that is in relation to the problem **or** the solution	The essay includes at a minimum: ☐ **one** detail **or** word that describes the problem **or** the solution	**0** ☐ **no** evidence of idea development	**5** ☐ 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: ☐ capitalization at the beginning of the **majority** of thought units ☐ end punctuation for **majority** of thought units ☐ **one** complete sentence that expresses an idea **with** subject-verb agreement Ex: "**T**he dog runs**.**"	The essay includes at a minimum: ☐ capitalization at the beginning of **one** thought unit ☐ end punctuation for **one** thought unit ☐ **one** complete sentence **with** subject-verb agreement	The essay includes at a minimum: ☐ **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** ☐ **no evidence** of standard English conventions	

Level 2

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0 or 5	
Organization – 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: ☐ 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: ☐ 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)	**0** ☐ **no** evidence of organization	**5** ☐ evidence is **off topic**
Idea Development – The essay develops a topic, includes details to promote meaning and create clarity.	The essay includes at a minimum: ☐ **one** relevant detail to describe the problem ☐ **one** relevant detail to describe the solution	The essay includes at a minimum: ☐ **one** relevant detail to describe the problem **or** the solution	The essay includes at a minimum: ☐ **one** detail **or** word that describes the problem **or** the solution	**0** ☐ **no** evidence of idea development	**5** ☐ evidence is **off topic**
Conventions – Students use standard English conventions (end punctuation, 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 that expresses an idea **with** subject-verb agreement Ex: "The dog runs**.**"	The essay includes at a minimum: ☐ 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 (end punctuation for **one** thought unit **or one** thought unit **with or without** subject-verb agreement)	0 ☐ **no** evidence of standard English conventions	