
Grade 7 Scoring Rubric

The scoring rubric that follows is used to assign scores to students' written responses on the grade 7 writing tests. This rubric includes two sets of criteria. The criteria under "the writing" are adapted from the English-language arts writing strategies and written conventions of English content standards. These criteria are used to evaluate written responses in all genres for their clarity of purpose, central idea, and organization; their coherence; and their use of supporting evidence, sentence variety, and writing conventions. The criteria under "fictional or autobiographical narrative writing," "response to literature writing," "persuasive writing," and "summary writing," adapted from the grade 7 writing applications standards for these genres, are used to evaluate student writing in the specific genres to which they apply.

4 The writing—

- *clearly* addresses all parts of the writing task.
- demonstrates a *clear* understanding of purpose and audience.
- maintains a *consistent* point of view, focus, and organizational structure, including the *effective* use of transitions.
- includes a *clearly presented* central idea with *relevant* facts, details, and/or explanations.
- includes a *variety* of sentence types.
- contains *few, if any, errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do **not** interfere with the reader's understanding of the writing.

Fictional or autobiographical narrative writing—

- provides a *thoroughly developed* plot line, including major and minor characters and a *definite* setting.
- includes *appropriate* strategies (e.g., dialogue; suspense; narrative action).

3 The writing—

- addresses all parts of the writing task.
- demonstrates a *general* understanding of purpose and audience.
- maintains a *mostly consistent* point of view, focus, and organizational structure, including the *effective* use of some transitions.
- presents a central idea with *mostly relevant* facts, details, and/or explanations.
- includes a *variety* of sentence types.
- contains *some errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do **not** interfere with the reader's understanding of the writing.

Fictional or autobiographical narrative writing—

- provides an *adequately developed* plot line, including major and minor characters and a *definite* setting.
- includes *appropriate* strategies (e.g., dialogue; suspense; narrative action).

Response to literature writing—

- develops interpretations that demonstrate a *thoughtful*, comprehensive grasp of the text.
- organizes *accurate and coherent* interpretations around *clear* ideas, premises, or images from the literary work.
- provides *specific* textual examples and details to support the interpretations.

Persuasive writing—

- *authoritatively* defends a position with precise and relevant evidence and *convincingly* addresses the reader's concerns, biases, and expectations.

Summary writing—

- is characterized by paraphrasing of the main idea(s) and *significant* details.

Response to literature writing—

- develops interpretations that demonstrate a comprehensive grasp of the text.
- organizes accurate and *reasonably* coherent interpretations around *clear* ideas, premises, or images from the literary work.
- Provides textual examples and details to support the interpretations.

Persuasive writing—

- *generally* defends a position with relevant evidence and addresses the reader's concerns, biases, and expectations.

Summary writing—

- is characterized by paraphrasing of the main idea(s) and *significant* details.

2**The writing—**

- addresses *only parts* of the writing task.
- demonstrates *little* understanding of purpose and audience.
- maintains an *inconsistent* point of view, focus, and/or organizational structure, which may include *ineffective or awkward* transitions that do not unify important ideas.
- *suggests* a central idea with *limited* facts, details, and/or explanations.
- includes *little* variety in sentence types.
- contains *several errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors **may** interfere with the reader's understanding of the writing.

Fictional or autobiographical narrative writing—

- provides a *minimally developed* plot line, including characters and a setting.
- *attempts* to use strategies but with *minimal* effectiveness (e.g., dialogue; suspense; narrative action).

Response to literature writing—

- develops interpretations that demonstrate a *limited* grasp of the text.
- includes interpretations that *lack* accuracy or coherence as related to ideas, premises, or images from the literary work.
- provides *few, if any*, textual examples and details to support the interpretations.

Persuasive writing—

- defends a position with *little, if any*, evidence and *may* address the reader's concerns, biases, and expectations.

Summary writing—

- is characterized by *substantial* copying of key phrases and *minimal* paraphrasing.

1**The writing—**

- addresses *only one part* of the writing task.
- demonstrates *no* understanding of purpose and audience.
- *lacks* a point of view, focus, organizational structure, and transitions that unify important ideas.
- *lacks* a central idea but may contain *marginally related* facts, details, and/or explanations.
- includes *no* sentence variety.
- contains *serious errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader's understanding of the writing.

Fictional or autobiographical narrative writing—

- *lacks* a developed plot line.
- *fails* to use strategies (e.g., dialogue; suspense; narrative action).

Response to literature writing—

- demonstrates *little* grasp of the text.
- *lacks* an interpretation or *may* be a simple retelling of the passage.
- *lacks* textual examples and details.

Persuasive writing—

- *fails* to defend a position with *any* evidence and *fails* to address the reader's concerns, biases, and expectations.

Summary writing—

- is characterized by substantial copying of *indiscriminately selected* phrases or sentences.

Condition Codes**B** = Blank**R** = Student refused to write**W** = Wrong prompt**C** = Prompt/Directions copied**I** = Illegible**L** = Language other than English**T** = Off topic

Student receives no credit for writing test and no California Standards Test English-Language Arts score.

Student receives 0 points for writing test but receives a California Standards Test English-Language Arts score.