

Student Assessment of Writing Skills – Scoring Guide – Grade 7 Targets

Argumentative Essay: Students write persuasive arguments to support claims with clear reasons and relevant evidence.

SKILLS	3	2	1	0
<p>Idea Development The writer establishes an argument (claim) using reasons, with facts, logic, anecdotes, examples or details.</p>	<ul style="list-style-type: none"> • Presents a clear and focused position in response to the topic • Uses distinct details and examples to enrich idea development • Communicates position effectively with precise reasons and relevant evidence 	<ul style="list-style-type: none"> • Presents a position in response to the topic • Uses relevant details and examples • Generally communicates position with reasons and relevant evidence 	<ul style="list-style-type: none"> • Attempts to present a position in response to the topic • Uses limited amount of relevant details or examples • Seldom communicates position with reasons and evidence 	<ul style="list-style-type: none"> • Presents no position in response to the topic • Uses few or no details and examples • Lacks position, reasons, and evidence
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> • Logically organizes ideas into ordered paragraphs that include an elaborated introduction, body, and strong conclusion • Demonstrates progression of ideas using logical reasoning and coherence • Skillfully uses topic sentences and varied transitions between and within paragraphs 	<ul style="list-style-type: none"> • Organizes ordered paragraphs that include an introduction, body, and conclusion • Demonstrates progression of ideas using general reasoning and coherence • Uses topic sentences and transitions between and within paragraphs 	<ul style="list-style-type: none"> • Organizes essay with limited structure and may omit introduction, or conclusion • Demonstrates ideas using little reasoning and coherence • Seldom uses topic sentences and transitions between and within paragraphs 	<ul style="list-style-type: none"> • Organizes with no paragraph structure • Uses no organization of ideas • Uses no topic sentences or transitions between and within paragraphs
<p>Voice The writer uses appropriate, precise language to communicate to a specified audience in a way that is convincing, compelling, and engaging.</p>	<ul style="list-style-type: none"> • Consistently reveals an engaging voice, style, or tone appropriate to the intended audience • Skillfully utilizes precise and varied word choices 	<ul style="list-style-type: none"> • Reveals voice, style, or tone appropriate to the intended audience • Uses precise and appropriate words or phrases 	<ul style="list-style-type: none"> • Reveals limited voice, style, or tone appropriate to the intended audience • Uses vague or basic word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> • Lacks voice, style, or tone appropriate to the intended audience • Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions The writer develops the mechanical correctness of the piece, including spelling, punctuation, and grammar.</p>	<ul style="list-style-type: none"> • Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization, punctuation, and grammar consistently • Uses a variety of correct sentences consistently 	<ul style="list-style-type: none"> • Uses mostly grade-appropriate spelling • Uses mostly grade-appropriate capitalization, punctuation, and grammar • Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> • Spells common words correctly, but other grade-appropriate words incorrectly • Uses limited grade-appropriate capitalization, punctuation, and grammar • Seldom uses correct and varied sentences 	<ul style="list-style-type: none"> • Misspells common words • Consistently demonstrates incorrect use of grade-appropriate capitalization, punctuation, and grammar • Consistently uses run-on and incomplete sentences