

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

Informative: Problem/Solution Essay—Addresses a problem and presents a logical solution to an audience

SKILLS	3	2	1	0
<p>Idea Development The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> • Presents a clear problem and develops a logical solution in response to the topic • Uses descriptive details to enrich idea development 	<ul style="list-style-type: none"> • Presents a clear problem and logical solution in response to the topic • Uses relevant details 	<ul style="list-style-type: none"> • Attempts to present a problem or solution in response to the topic • Limited use of relevant details 	<ul style="list-style-type: none"> • No response to the topic • Details are consistently irrelevant
<p>Organization The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> • Effectively groups similar ideas together; develops an effective introduction, body, and conclusion • Uses topic sentences and varied transitions between paragraphs 	<ul style="list-style-type: none"> • Groups similar ideas together; presents an introduction, body, and conclusion • Uses topic sentences and transitions between paragraphs 	<ul style="list-style-type: none"> • Attempts to group similar ideas together; presents an introduction or conclusion • Lacks consistent use of topic sentences and transitions between paragraphs 	<ul style="list-style-type: none"> • Similar ideas are not grouped together; introduction and conclusion are unidentifiable • Topic sentences or transitions between paragraphs are unidentifiable
<p>Voice The writer uses appropriate, precise language to communicate directly to the audience in a way that is informative, compelling, and engaging.</p>	<ul style="list-style-type: none"> • Response consistently reveals voice, style, or tone appropriate to the purpose • Uses a variety of precise and appropriate words or phrases 	<ul style="list-style-type: none"> • Response reveals voice, style, or tone appropriate to the purpose • Uses precise and appropriate words or phrases 	<ul style="list-style-type: none"> • Response reveals limited voice, style, or tone appropriate to the purpose • Demonstrates little variation in word choice and/or repetitious use of simple words or phrases 	<ul style="list-style-type: none"> • Response lacks voice, style, or tone appropriate to the purpose • 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, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> • Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently • Uses a variety of correct sentences consistently 	<ul style="list-style-type: none"> • Uses grade-appropriate spelling • Uses grade-appropriate capitalization and punctuation • Uses grade-appropriate grammar and usage • 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 or punctuation • Demonstrates limited control over grade-appropriate grammar and usage • Seldom uses correct and varied sentences 	<ul style="list-style-type: none"> • Misspells common words • Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout • Demonstrates incorrect use of grade-appropriate grammar and usage throughout • Consistently uses run-on and incomplete sentences