WYOMING
DEPARTMENT OF EDUCATION

SCORING GUIDES

GRADE 7 – ONLY

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
Idea Development The writer establishes an argument (claim) using reasons, with facts, logic, anecdotes, examples or details.	· 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	· Presents a position in response to the topic · Uses relevant details and examples · Generally communicates position with reasons and relevant evidence	· 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	· Presents no position in response to the topic · Uses few or no details and examples · Lacks position, reasons, and evidence
Organization The writer builds the structure to support the purpose and effectiveness of the writing.	· 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	· 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	· 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	· Organizes with no paragraph structure · Uses no organization of ideas · Uses no topic sentences or transitions between and within paragraphs
Voice The writer uses appropriate, precise language to communicate to a specified audience in a way that is convincing, compelling, and engaging.	· Consistently reveals an engaging voice, style, or tone appropriate to the intended audience · Skillfully utilizes precise and varied word choices	· Reveals voice, style, or tone appropriate to the intended audience · Uses precise and appropriate words or phrases	· 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	· Lacks voice, style, or tone appropriate to the intended audience · Uses an extremely limited range of words or phrases or consistently uses words incorrectly
Conventions The writer develops the mechanical correctness of the piece, including spelling, punctuation, and grammar.	· Uses grade-appropriate spelling consistently · Uses grade-appropriate capitalization, punctuation, and grammar consistently · Uses a variety of correct sentences consistently	· Uses mostly grade-appropriate spelling · Uses mostly grade-appropriate capitalization, punctuation, and grammar · Uses varied and mostly correct sentences	· Spells common words correctly, but other grade-appropriate words incorrectly · Uses limited grade-appropriate capitalization, punctuation, and grammar · Seldom uses correct and varied sentences	· Misspells common words · Consistently demonstrates incorrect use of grade-appropriate capitalization, punctuation, and grammar · Consistently uses run-on and incomplete sentences

Response to Informational Text
Holistic Scoring Guides

8-Point Scoring Guide

The 8-point paper (a) uses accurate and relevant evidence to support the claim of the response; (b) thoroughly and sufficiently responds to the issue or topic raised in the text; (c) is effectively organized; (d) uses precise, descriptive language and a variety of sentence types; (e) reveals an engaging and identifiable voice; and (f) contains few errors in the conventions of the English language.

The 7-point paper uses qualities found in both the 8-point paper and the 6-point paper; papers in the 7 score point range are those on the cusp between the two score point ranges.

The 6-point paper (a) uses some accurate and relevant evidence to support the claim of the response; (b) sufficiently responds to the issue or topic raised in the text; (c) is organized; (d) uses some descriptive language and provides a variety of sentence types; (e) reveals an identifiable voice; and (f) may contain some errors in the conventions of the English language.

The 5-point paper uses qualities found in both the 6-point paper and the 4-point paper; papers in the 5 score point range are those on the cusp between the two score point ranges.

The 4-point paper (a) uses little accurate or relevant evidence to discuss the text; (b) partially responds to the issue or topic raised in the text; (c) provides some evidence of organization; (d) uses basic, predictable language and provides limited variety of sentence types; (e) reveals limited voice; and (f) contains several errors in the conventions of the English language.

The 3-point paper uses qualities found in both the 4-point paper and the 2-point paper; papers in the 3 score point range are those on the cusp between the two score point ranges.

The 2-point paper (a) uses no evidence to discuss the text; (b) makes no reference to the text or topics expressed in the text; (c) provides no evidence of organization; (d) uses limited vocabulary and provides no sentence variety; (e) reveals no identifiable voice; (f) contains serious errors in the conventions of the English language.

The 1-point paper uses few qualities found in the 2-point paper.