

Grade 4 Scoring Rubric (including Narrative, Summary, & Response to Literature)

	Organization	Purpose	Focus	Content	Structure	Conventions	Narrative	Summary	R to LIT
4	Clearly Addresses all parts of the writing task	demonstrates a clear understanding of purpose	maintains a consistent Point of view, focus, and Organization: Paragraphs appropriately	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 conventions (grammar, punctuation, capitalization, spelling) errors do not interfere with the reader's understanding	provides a thoroughly developed sequence of significant events includes vivid descriptive language and sensory details that enable the reader to imagine the events.	summarizes (paraphrases) text with clear identification of the main idea(s) and the most significant details, in student's own words	demonstrates a clear understanding of the literary work provides effective support through specific references to text and/or prior knowledge
3	addresses most of the writing task	demonstrates a general understanding of purpose	maintains a mostly consistent point of view, focus, and organizational structure, including paragraphing when appropriate	presents a central idea with mostly relevant facts, details, and/or explanations.	includes some sentence variety.	contains some errors in the conventions of the English language; errors do not interfere with the reader's understanding of the writing.	provides an adequately developed sequence of significant events includes some descriptive language and sensory details.	summarizes text with the main ideas and important details, generally in the student's own words.	demonstrates an understanding of the literary work provides some support for judgments through references to text and/or prior knowledge
2	addresses some of the writing task.	demonstrates little understanding of purpose	maintains an inconsistent point of view, focus, and/or organizational structure; may lack appropriate paragraphing.	suggests a central idea with limited facts, details, and/or explanations	includes little sentence variety	contains several errors in the conventions of the English language; errors may interfere with the reader's understanding of the writing.	provides a minimally developed sequence of significant events includes limited descriptive language and sensory details.	summarizes text with some of the main ideas and details, minimal use of the student's own words.	demonstrates a limited understanding of the literary work. provides weak support for judgments.
1	addresses only one part of the writing task.	demonstrates no understanding of purpose	lacks a clear point of view, focus, and/or organizational structure; may contain inappropriate paragraphing.	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; errors interfere with the reader's understanding of the writing.	lacks a sequence of significant events lacks descriptive language and sensory details.	summarizes text with few, if any, main ideas and/or details, little or no use of the student's own words.	demonstrates little or no understanding of the literary work. fails to provide support for judgments.

Grade 7 Scoring Rubric (including Narrative, Summary, Response to Literature & Persuasive)

	Organization	Purpose	Focus	Content	Structure	Conventions	Narrative	Summary	R to LIT	Persuasive
4	Clearly Addresses all parts of the writing task	demonstrates a clear understanding of purpose	maintains a consistent point of view, focus, and organizational structure 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 conventions (grammar, punctuation, capitalization, spelling) errors do not interfere with the reader's understanding	provides a thoroughly developed plot line, including major and minor characters, and a definite setting includes definite strategies (e.g. dialogue; suspense; narrative action)	summarizes (paraphrases) text with clear identification of the main idea(s) and the most significant details, in student's own words clearly reflects underlying meaning	Develops interpretations that demonstrate a thoughtful, comprehensive grasp of the text organizes accurate and coherent interpretations around clear ideas, premises, or images from the text provides specific textual examples and details	authoritatively defends a position with precise and relevant evidence convincingly addresses the reader's concerns, biases, and expectations
3	addresses most of the writing task	demonstrates a general understanding of purpose	maintains a mostly consistent point of view, focus, and organizational structure use of isolated and/or single word transitions	presents a central idea with mostly relevant facts, details, and/or explanations.	includes some sentence variety.	contains some errors in the conventions of the English language; errors do not interfere with the reader's understanding of the writing.	provides an adequately developed plot line, including major and minor characters and a definite setting includes appropriate strategies	summarizes text with the main ideas and important details, mostly in the student's own words generally reflects underlying meaning	develops interpretations that demonstrate a comprehensive grasp of the text organizes accurate and reasonably coherent interpretations provides textual examples and details to support the interpretations	generally defends a position with relevant evidence and addresses the reader's concerns, biases, and expectations
2	addresses some of the writing task.	demonstrates little understanding of purpose	maintains an inconsistent point of view, focus, and/or organizational structure; ineffective or awkward transitions	suggests a central idea with limited facts, details, and/or explanations	includes little sentence variety	contains several errors in the conventions of the English language; errors may interfere with the reader's understanding of the writing.	provides a minimally developed plot line, including characters and setting attempts to use strategies but with minimal effectiveness	summarizes text with some of the main ideas and details which may be superficial minimal use of student's own words minimal reflection of underlying meaning	develops interpretations that demonstrate limited grasp of the text includes interpretations that lack accuracy or coherence as related to ideas, premises, or images from text provides few, if any textual examples and details to support interpretations	defends a positions with little , if any, evidence and may address the reader's concerns, biases, and expectations
1	addresses only one part of the writing task.	demonstrates no understanding of purpose	lacks a clear 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; errors interfere with the reader's understanding of the writing.	lacks a developed plot line fails to use strategies (e.g. dialogue; suspense; narrative action)	summarizes text with few, if any, main ideas and/or details, little or no use of the student's own words. little or no reflections of underlying meaning	demonstrates little grasp of the text lacks an interpretation or may be simple retelling of the passage lacks textual examples and details	fails to defend a positions with any evidence and fails to address the reader's concerns, biases, and expectations