

2007 Grade Seven Scoring Rubric*

The scoring rubric that follows is used to assign scores to students' written responses on the grade seven writing tests. This rubric includes two sets of criteria. The criteria under "The writing" are adapted from the state English-language arts content standards for Writing Strategies and Written Conventions of English. These criteria are used to evaluate on-demand, first draft written responses in all genres. Student responses are evaluated on their clarity of purpose, central idea, and organization; their coherence; and their use of supporting evidence, sentence variety, and written conventions. The criteria under "Fictional or autobiographical narrative writing," "Response to literature writing," "Persuasive writing," and "Summary writing," adapted from the grade seven content standards for Writing Applications for these genres, are used to evaluate student writing in the specific genres to which they apply.

On pages 68 through 75, the grade seven scoring rubric is presented in a rearranged format to indicate how all the scoring criteria are applied to student responses in each genre tested.

4

The writing—

- Clearly addresses 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 sentence variety.
- 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 a *thoroughly 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 clear position with precise and relevant evidence and *convincingly* addresses the reader's concerns, biases, and expectations.

Summary writing—

- Summarizes text with clear identification of the main idea(s) and most significant details, in student's own words, and clearly reflects underlying meaning.
- The English-Language Arts Assessment Review Panel reviewed the scoring rubric for grade seven and made slight adjustments to ensure that it was being applied holistically. This rubric was used to score the 2007 CST in writing.

3

The writing—

- Addresses most of the writing task.
- Demonstrates a *general* understanding of purpose and audience.
- Maintains a *mostly consistent* point of view, focus, and organizational structure, including 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 *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 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—

- Summarizes text with the main idea(s) and important details, mostly in the student's own words, and generally reflects underlying meaning.

2

The writing—

- Addresses *some* 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* sentence variety.
- Contains *many 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—

- Summarizes text with some of the main idea(s) and details, which may be superficial, minimal use of the student's own words and minimal reflection of underlying meaning.

1

The writing—

- Addresses *only one part, if any*, 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—

- Summarizes text with few, if any, of the main ideas and/or details, little or no use of the student's own words, little or no reflection of underlying meaning.

[This format shows all of the writing types in one document. For the particular type of writing, such as Fictional or autobiographical narrative, use only that standard.]

This material is quoted directly from pages 66 and 67 of the *Teacher Guide for the 2007 California Writing Standards Test in Grade Seven*. It is available online at <http://www.cde.ca.gov/ta/tg/sr/documents/cstgr7writingguide.pdf> . Writing rubrics are available for state testing at grades 4, 7, and high school (CAHSEE).