

Mississippi Writing – Grade 7 – Scoring Rubric

Score	Description
4 A Masterful Response	<ul style="list-style-type: none"> • Illustrates a thorough understanding of the task with a clear and consistent focus on the central topic through outstanding control over and development of ideas [details, reasons, examples, evidence, anecdotes, events, descriptions, etc.] all of which fully support and/or enhance the central topic with no digression. • Presents an effective organization through the use of purposeful, clearly delineated, multiple paragraphs, including a compelling introduction, purposeful rather than formulaic transitions within and between paragraphs, and an effective conclusion that provides a clear sense of resolution rather than a mere restatement of the opening. • Establishes a consistent perspective or stance with distinctive tone and style appropriate for purpose and audience. • Exhibits purposeful use of variety in sentence structure and length to ensure the smooth flow of ideas throughout the response. • Demonstrates consistent use of appropriate, powerful, precise language to support development of ideas. • Contains only few errors, illustrating effective control of age-appropriate standard writing conventions [spelling, usage, punctuation, and capitalization] that are correct to the extent that errors do not detract from overall delivery and require only minimal editing.
3 A Skilled Response	<ul style="list-style-type: none"> • Illustrates a competent understanding of the task with a clear focus on the central topic through strong control over and development of ideas [details, reasons, examples, evidence, anecdotes, events, descriptions, etc.] that usually, but not always, are relevant to and add support for the central topic with minimal or no digression. • Presents a planned organization through the use of clearly delineated, multiple paragraphs, including an effective introduction, useful transitions within and between paragraphs, connections between ideas that may be predictable, and a conclusion that provides a sense of resolution. • Establishes a clear perspective or stance with a tone and style appropriate for purpose and audience. • Exhibits variety in sentence structure and length to ensure the smooth flow of ideas throughout most of the response. • Demonstrates use of appropriate and precise language throughout most of the response to support development of ideas. • Contains occasional errors, illustrating reasonable control of age-appropriate standard writing conventions [spelling, usage, punctuation, and capitalization] that are correct to the extent that errors detract only minimally from overall delivery and require only minor editing.

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2 A Satisfactory Response	<ul style="list-style-type: none"> • Illustrates a satisfactory understanding of the task with a discernable focus on the central topic through adequate control over and development of ideas [details, reasons, examples, evidence, anecdotes, events, descriptions, etc.] that somewhat support the central topic but may be undeveloped and/or sometimes list-like. • Presents an organization that loosely supports the central topic, with or without multiple paragraphs; may include a formulaic introduction; includes few or formulaic transitions within and between paragraphs; ends with a conclusion that is predictable or may be a restatement of the introduction. • Attempts to establish a perspective or stance but presents an uneven tone and style that are minimally adequate for purpose and audience. • Exhibits minimal variety in sentence structure and length and may include sentences that are mechanical and/or rambling but understandable. • Demonstrates use of words and expressions that are usually simple or general but are appropriate to the task. • Contains errors, illustrating limited control of age-appropriate standard writing conventions [spelling, usage, punctuation, and capitalization] to the extent that errors may detract from overall delivery and require moderate editing.
1 An Insufficient Response	<ul style="list-style-type: none"> • Illustrates little or no understanding of the task with only a weakly implied focus or no focus on the central topic with limited or no control over development of ideas [details, reasons, examples, evidence, anecdotes, events, descriptions, etc.] that relate to the central topic and are confusing, illogical, or undeveloped. • Lacks organization to support the central topic with or without multiple paragraphs; may include an introduction that provides little or no direction; typically lacks transitions; may include ideas that do not pertain to the topic; may or may not end with a conclusion, which, if present, is often inappropriate and/or unconnected. • Demonstrates little or no perspective or stance; shows little discernable tone or style or may show inappropriate tone or style. • Includes some sentences with structural and word placement problems that often result in confusion and unnatural phrasing; includes a pattern of simple and monotonous sentences that may be unclear or illogical. • Uses some vague or incorrect language that may be confusing; contains words and expressions that may be redundant, vague, or incorrect. • Contains numerous errors, illustrating a struggle with control of age-appropriate standard writing conventions [spelling, usage, punctuation, and capitalization] to the extent that errors detract from overall delivery and require extensive editing.