MGA ELA Scoring Rubric: Grades 6–8

For writing focused on W.1 and W.2

> Please use this construct to frame the scoring of student responses:
>
> 3 – effective (to highly effective)
> 2 – adequate
> 1 – limited/inconsistent
> 0 – minimal/insufficient

Written Expression

Score	Organization
3	**Response is consistently and clearly focused. Organization is purposeful and effective.** • Clearly communicates/introduces the main claim or controlling idea of a topic. • Groups reasons, evidence, ideas, concepts, and information effectively using appropriate strategies. • Effectively uses transitions to clarify relationships among ideas and concepts or to clarify relationships among claims and reasons. • Provides a concluding statement that effectively follows from the argument or information/explanation presented.
2	**Response is generally focused. Organization is evident and provides an adequate sense of completeness.** • Communicates/introduces the main claim or controlling idea of a topic. • Groups reasons, evidence, ideas, concepts, and information using mostly appropriate organizational strategies. • Use transitions to clarify relationships among ideas and concepts or to clarify relationships among claims and reasons. • Provides a concluding statement that mostly follows from the argument or information/explanation presented.
1	**Response is somewhat focused. Organization is limited and inconsistent, with some evident flaws.** • Ineffectively communicates a main claim or controlling idea that may require inferences. • Loosely groups reasons, evidence, ideas, concepts, and information by using organizational strategies and formatting that are only somewhat appropriate. • Inconsistently uses transitions; they may only loosely and/or inconsistently clarify relationships among ideas and concepts or among claims and reasons. • Provides a concluding statement, but it may not directly follow from the argument or information/explanation presented or be somewhat difficult to discern.
0	**Response has limited or no focus. Organization is minimal or non-existent.** • Provides no main claim or controlling idea, or the main claim or controlling idea is difficult to infer. • Groups reasons, evidence, ideas, concepts, and/or information ineffectively with minimal or no clear connections or relationships.

	• Uses few, if any, transitions, and they rarely clarify relationships among ideas and concepts or among claims and reasons. • Provides no concluding statement, or the concluding statement is difficult to discern.

Written Expression

Score	Purpose and Development
3	**Response is appropriate to task, purpose, and audience, and provides effective development of ideas using clear reasoning and relevant, text-based support.** • Develops the topic in a manner that is appropriate to task, purpose, and audience. • Provides effective development of the topic using clear reasoning, demonstrating a clear understanding of the topic and text. • Supports topic with relevant facts, definitions, concrete details, quotations, evidence, and/or examples from the text.
2	**Response is mostly appropriate to task, purpose, and audience and provides sufficient development of ideas using mostly clear reasoning and mostly relevant, text-based support.** • Develops the topic in a way that is mostly appropriate to task, purpose, and audience. • Provides adequate development of the topic using mostly clear reasoning, demonstrating an understanding of the topic and text. • Supports topic using mostly relevant facts, concrete details, quotations, evidence, and/or examples from the text.
1	**Response is somewhat appropriate to task and/or purpose, providing limited or uneven development of ideas using somewhat vague reasoning and limited text-based support.** • Develops the topic in a way that is somewhat appropriate to task and/or purpose. • Provides development that is uneven, with reasoning that is somewhat vague, demonstrating a limited understanding of the topic and text. • Supports topic with few facts, vague details, and/or limited quotations or examples from the text.
0	**Response is inappropriate to task or purpose, providing minimal or no development of ideas, indiscernible reasoning, and no text-based support.** • Develops the topic in a way that is inappropriate to task or purpose. • Provides little to no development of ideas, with no discernible reasoning, demonstrating a lack of understanding of the topic and text. • Provides little to no support using facts, details, or information from the text.

Knowledge of Language and Conventions

Score	Knowledge of Language and Conventions
2	**Response demonstrates command of conventions.** • There may be some errors in punctuation, capitalization, grammar, and usage, but overall meaning is generally clear. • To achieve a score of 2, the response will contain 7+ sentences of student's own writing. Note: Factors like complex sentence construction and quote integration may compensate for a lower sentence count.
1	**Response demonstrates partial command of conventions.** • A few patterns of errors in punctuation, capitalization, grammar, and usage begin to impede understanding. • Patterns of errors may slow the reader or cause the reader to adjust, but the reader can readily make sense. • Student response has insufficient original writing to determine "command" at the Score 2 level.
0	**Response demonstrates little or no command of conventions.** • Patterns of errors in punctuation, capitalization, grammar, and usage impede understanding. • Patterns of errors cause the reader to stop to reread; they force the reader to repeatedly infer word/grammar corrections to build sense in the writing. • Student response is insufficient for scoring (two sentences or less).

CCSS * Indicates Progressive	Knowledge of Language and Conventions Grades 6–8 (and all previous 3–5 skills)
L.6.1–L.8.1	*Demonstrate command of the conventions of standard English **grammar and usage** when writing or speaking.*
	Ensure that pronouns are in the proper case (subjective, objective, possessive).
	Use intensive pronouns (e.g., myself, ourselves).
	Recognize and correct inappropriate shifts in pronoun number and person.*
	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
	Explain the function of phrases and clauses in general and their function in specific sentences.
	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
	Form and use verbs in the active and passive voice.
	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
	Recognize and correct inappropriate shifts in verb voice and mood.*

L.6.2–L.8.2	*Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing.*
	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
	Vary sentence patterns for meaning, reader/listener interest, and style.*
	Maintain consistency in style and tone.*
	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
	Recognize and correct inappropriate shifts in verb voice and mood.*
	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
	Use an ellipsis to indicate an omission.