

## 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	<p><b>Response is consistently and clearly focused. Organization is purposeful and effective.</b></p> <ul style="list-style-type: none"> <li>• Clearly communicates/introduces the main claim or controlling idea of a topic.</li> <li>• Groups reasons, evidence, ideas, concepts, and information effectively using appropriate strategies.</li> <li>• Effectively uses transitions to clarify relationships among ideas and concepts or to clarify relationships among claims and reasons.</li> <li>• Provides a concluding statement that effectively follows from the argument or information/explanation presented.</li> </ul>
2	<p><b>Response is generally focused. Organization is evident and provides an adequate sense of completeness.</b></p> <ul style="list-style-type: none"> <li>• Communicates/introduces the main claim or controlling idea of a topic.</li> <li>• Groups reasons, evidence, ideas, concepts, and information using mostly appropriate organizational strategies.</li> <li>• Use transitions to clarify relationships among ideas and concepts or to clarify relationships among claims and reasons.</li> <li>• Provides a concluding statement that mostly follows from the argument or information/explanation presented.</li> </ul>
1	<p><b>Response is somewhat focused. Organization is limited and inconsistent, with some evident flaws.</b></p> <ul style="list-style-type: none"> <li>• Ineffectively communicates a main claim or controlling idea that may require inferences.</li> <li>• Loosely groups reasons, evidence, ideas, concepts, and information by using organizational strategies and formatting that are only somewhat appropriate.</li> <li>• Inconsistently uses transitions; they may only loosely and/or inconsistently clarify relationships among ideas and concepts or among claims and reasons.</li> <li>• Provides a concluding statement, but it may not directly follow from the argument or information/explanation presented or be somewhat difficult to discern.</li> </ul>
0	<p><b>Response has limited or no focus. Organization is minimal or nonexistent.</b></p> <ul style="list-style-type: none"> <li>• Provides no main claim or controlling idea, or the main claim or controlling idea is difficult to infer.</li> </ul>

	<ul style="list-style-type: none"> <li>Groups reasons, evidence, ideas, concepts, and/or information ineffectively with minimal or no clear connections or relationships.</li> <li>Uses few, if any, transitions, and they rarely clarify relationships among ideas and concepts or among claims and reasons.</li> <li>Provides no concluding statement, or the concluding statement is difficult to discern.</li> </ul>
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### Written Expression

Score	Purpose and Development
3	<p><b>Response is appropriate to task, purpose, and audience, and provides effective development of ideas using clear reasoning and relevant, text-based support.</b></p> <ul style="list-style-type: none"> <li>Develops the topic in a manner that is appropriate to task, purpose, and audience.</li> <li>Provides effective development of the topic using clear reasoning, demonstrating a clear understanding of the topic and text.</li> <li>Supports topic with relevant facts, definitions, concrete details, quotations, evidence, and/or examples from the text.</li> </ul>
2	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>Develops the topic in a way that is mostly appropriate to task, purpose, and audience.</li> <li>Provides adequate development of the topic using mostly clear reasoning, demonstrating an understanding of the topic and text.</li> <li>Supports topic using mostly relevant facts, concrete details, quotations, evidence, and/or examples from the text.</li> </ul>
1	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>Develops the topic in a way that is somewhat appropriate to task and/or purpose.</li> <li>Provides development that is uneven, with reasoning that is somewhat vague, demonstrating a limited understanding of the topic and text.</li> <li>Supports topic with few facts, vague details, and/or limited quotations or examples from the text.</li> </ul>
0	<p><b>Response is inappropriate to task or purpose, providing minimal or no development of ideas, indiscernible reasoning, and no text-based support.</b></p> <ul style="list-style-type: none"> <li>Develops the topic in a way that is inappropriate to task or purpose.</li> <li>Provides little to no development of ideas, with no discernible reasoning, demonstrating a lack of understanding of the topic and text.</li> <li>Provides little to no support using facts, details, or information from the text.</li> </ul>

## Knowledge of Language and Conventions

Score	Knowledge of Language and Conventions
2	<p><b>Response demonstrates command of conventions.</b></p> <ul style="list-style-type: none"> <li>• There may be some errors in punctuation, capitalization, grammar, and usage, but overall meaning is generally clear.</li> <li>• 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.</li> </ul>
1	<p><b>Response demonstrates partial command of conventions.</b></p> <ul style="list-style-type: none"> <li>• A few patterns of errors in punctuation, capitalization, grammar, and usage begin to impede understanding.</li> <li>• Patterns of errors may slow the reader or cause the reader to adjust, but the reader can readily make sense.</li> <li>• Student response has insufficient original writing to determine "command" at the Score 2 level.</li> </ul>
0	<p><b>Response demonstrates little or no command of conventions.</b></p> <ul style="list-style-type: none"> <li>• Patterns of errors in punctuation, capitalization, grammar, and usage impede understanding.</li> <li>• 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.</li> <li>• Student response is insufficient for scoring (two sentences or less).</li> </ul>

CCSS * Indicates Progressive	Knowledge of Language and Conventions Grades 6–8 (and all previous 3–5 skills)
L.6.1–L.8.1	<p><i>Demonstrate command of the conventions of standard English <b>grammar and usage</b> when writing or speaking.</i></p> <ul style="list-style-type: none"> <li>Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>Use intensive pronouns (e.g., myself, ourselves).</li> <li>Recognize and correct inappropriate shifts in pronoun number and person.*</li> <li>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</li> <li>Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</li> <li>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>Form and use verbs in the active and passive voice.</li> <li>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>Recognize and correct inappropriate shifts in verb voice and mood.*</li> </ul>

L.6.2–L.8.2	<i>Demonstrate command of the conventions of standard English <b>capitalization, punctuation, and spelling</b> when writing.</i>
	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.