Georgia Grade 8 Writing Assessment: Scoring Rubric

Domain 1: IDEAS. The degree to which the writer establishes a controlling idea and elaborates the main points with examples, illustrations, facts, or details that are appropriate to the assigned genre.

<u>Components</u>

- Controlling Idea/Focus
- Supporting Ideas
- Relevance of Detail

- Depth of Development
- Sense of Completeness
- Awareness of Genre

5	**Full command of the components of Ideas. The writing is characterized by most or all of the following:** • Consistent focus on the assigned topic and purpose • Fully developed controlling idea that addresses all aspects of the assigned writing task • Supporting ideas and elaboration are relevant to the writer's topic, assigned genre of writing, and audience • Supporting ideas are fully elaborated throughout the paper with logical examples and details • Response contains information that fully addresses reader concerns and perspectives • Uses genre-appropriate strategies to develop the writer's ideas
4	**Consistent control of the components of Ideas. The writing is characterized by most or all of the following:** • Consistent focus on the assigned topic and purpose • Well developed controlling idea that addresses the assigned writing task • Supporting ideas and elaboration are relevant to the writer's topic and assigned genre of writing • Supporting ideas are developed with specific examples and details • Response contains information that addresses reader concerns and perspectives • Response is appropriate to the assigned genre
3	**Sufficient control of the components of Ideas. The writing is characterized by most or all of the following:** • Generally consistent focus on the assigned topic and purpose • Developed controlling idea that addresses the assigned writing task • Most supporting ideas and elaboration are relevant to the writer's topic and assigned genre of writing • Supporting ideas are developed with some examples and details; some parts of the paper are well developed, but other parts of the paper are only partially developed • Response contains sufficient information to address the topic and some reader concerns and perspectives • Response is generally appropriate to the assigned genre
2	**Minimal control of the components of Ideas. The writing is characterized by most or all of the following:** • Limited focus on the assigned topic and purpose • Minimally developed controlling idea that addresses some aspect of the assigned writing task • Supporting ideas are vague, general, and/or undeveloped (or some ideas may be partially developed, while others are simply listed without development) • Response lacks sufficient information (due to brevity and/or repetition) to provide a sense of completeness and address reader concerns • Some points and details may be irrelevant or inappropriate for the writer's assigned topic, audience, and assigned genre of writing • Response does not demonstrate genre awareness
1	**Lack of control of the components of Ideas. The writing is characterized by most or all of the following:** • Lack of focus on the assigned topic and purpose • Lack of a controlling idea • Absence of supporting ideas (or unclear supporting ideas) • Development is lacking due to brevity of the response and/or repetition of ideas • Lacks a sense of completeness and fails to address reader concerns • Majority of details are irrelevant • Response is inappropriate to the assigned genre • Insufficient student writing (due to brevity or copying the prompt) to determine competence in Ideas

Domain 2: ORGANIZATION. The degree to which the writer's ideas are arranged in a clear order and the overall structure of the response is consistent with the assigned genre.

<u>Components</u>

- Overall Plan
- Introduction/Body/Conclusion
- Sequence of Ideas

- Grouping of Ideas within Paragraphs
- Genre-Specific Strategies
- Transitions

5	**Full command of the components of Organization. The writing is characterized by most or all of the following:** • Organizing strategy is appropriate to the writer's topic and the assigned genre of writing. The overall strategy facilitates the writer's communication of ideas • Logical and appropriate sequencing of ideas within paragraphs and across parts of the paper • Introduction engages and sets the stage, and conclusion provides a sense of resolution or closure • Both introduction and conclusion fit the writer's ideas and the purpose of the genre • Related ideas are grouped in a logical manner within paragraphs • Uses effective and varied transitional elements to link all elements of the response: parts of the paper, ideas, paragraphs, and sentences. Transitions extend beyond the use of transitional words and phrases
4	**Consistent control of the components of Organization. The writing is characterized by most or all of the following:** • Overall organizational strategy or structure is appropriate to the writer's ideas and purpose of the genre. Structure guides the reader through the text • Logical sequencing of ideas across parts of the paper • Introduction sets the stage, and conclusion ends the piece of writing without repetition • Logical grouping of ideas within paragraphs • Varied transitions link parts of the paper and link ideas within paragraphs
3	**Sufficient control of the components of Organization. The writing is characterized by most or all of the following:** • Organizational strategy is generally appropriate to the writer's ideas and purpose of the genre • Generally clear sequence of ideas • Introduction is clear and a conclusion provides closure • Related ideas generally grouped together within paragraphs • Transitions link parts of the paper
2	**Minimal control of the components of Organization. The writing is characterized by most or all of the following:** • Organizing strategy is formulaic and/or inappropriate to the assigned genre • Minimal evidence of sequencing • May lack an introduction or a conclusion or include an ineffective introduction or conclusion • Ideas within paragraphs are not arranged in a meaningful order • Limited use of transitions (transitions may be formulaic, ineffective or overused) • Demonstration of competence limited by the brevity of the response
1	**Lack of control of the components of Organization. The writing is characterized by most or all of the following:** • No evidence of an organizing strategy • Unclear sequence of ideas • Lacks an introduction and/or conclusion • Unrelated ideas included within paragraphs • Lack of transitions or inappropriate transitions • Insufficient writing (due to brevity or copying the prompt) to determine competence in Organization

Domain 3: STYLE. The degree to which the writer controls language to engage the reader.

<u>Components</u>

- Word Choice
- Audience Awareness
- Voice
- Sentence Variety
- Strategies Appropriate to the Genre

5	**Full command of the components of Style. The writing is characterized by most or all of the following:** • Carefully crafted phrases and sentences create a sustained tone and advance the writer's purpose with respect to the intended audience • Varied, precise, and engaging language that is appropriate to the assigned genre • Word choice reflects an understanding of the denotative and connotative meaning of language • Figurative or technical language may be used for rhetorical effect • Sustained attention to the audience • Evocative or authoritative voice that is sustained throughout the response • An extensive variety of sentence lengths, structures, and beginnings • A variety of genre-appropriate strategies to engage the reader
4	**Consistent control of the components of Style. The writing is characterized by most or all of the following:** • Language and tone are consistent with the writer's purpose and appropriate to the assigned genre • Word choice is precise and engaging • Attention to audience in introduction, body, and conclusion • Consistent and distinctive voice • Sentences vary in length and structure • Some genre-appropriate strategies to engage the reader
3	**Sufficient control of the components of Style. The writing is characterized by most or all of the following:** • Language and tone are generally consistent with the writer's purpose and appropriate to the assigned genre • Word choice is generally engaging with occasional lapses into simple and ordinary language • Awareness of audience may be limited to introduction and/or conclusion • Writer's voice is clear and appropriate • Some variation in sentence length and structure • May include some genre-appropriate strategies
2	**Minimal control of the components of Style. The writing is characterized by most or all of the following:** • Language and tone are uneven (appropriate in some parts of the response, but flat throughout most of the response) • Word choice is simple, ordinary and/or repetitive • Limited awareness of audience • Minimal, inconsistent or indistinct voice • Little variation in sentence length and structure • Demonstration of competence limited by the brevity of the response
1	**Lack of control of the components of Style. The writing is characterized by most or all of the following:** • Language and tone are flat and/or inappropriate to the task and reader • Word choice is inaccurate, imprecise, and/or confusing • Little or no attention to audience • Writer's voice is not apparent • Lack of sentence variety • Insufficient student writing (due to brevity or copying the prompt) to determine competence in Style

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Domain 4: CONVENTIONS. The degree to which the writer demonstrates control of sentence formation, usage, and mechanics. *Note: In general, sentence formation and usage are weighted more heavily than mechanics in determining the overall conventions score.*

Components

Sentence Formation	Usage	Mechanics
• correctness	• subject-verb agreement	• internal punctuation
• clarity of meaning	• standard word forms	• spelling
• complexity	• possessives	• paragraph breaks
• end punctuation	• contractions	• capitalization

5	**Full command of the components of Conventions. The writing is characterized by most or all of the following:** • Clear and correct simple, complex, and compound sentences with correct end punctuation • Variety of subordination and coordination strategies • Correct usage in a variety of contexts: subject-verb agreement, word forms (nouns, adjectives, adverbs), pronoun-antecedent agreement • Correct mechanics in a variety of contexts: punctuation within sentences, spelling, capitalization, and paragraph indentation • Infrequent, if any, errors
4	**Consistent control of the components of Conventions. The writing is characterized by most or all of the following:** • Correct simple, complex, and compound sentences with correct end punctuation and few errors • Correct usage with few errors • Correct mechanics with few errors • Errors are generally minor and do not interfere with meaning
3	**Sufficient control of the components of Conventions. The writing is characterized by most or all of the following:** • Sentences are generally correct with generally correct end punctuation • Some errors in complex and compound sentences, and occasional sentence fragments, run-ons, or awkward sentences. Few errors with simple sentences • Generally correct usage, but may contain some errors in subject-verb agreement, word forms, pronoun-antecedent agreement, verb tense, and commonly confused homonyms • Generally correct mechanics, but may contain some errors in spelling, capitalization, paragraph indentation, and punctuation within sentences • Few errors interfere with meaning
2	**Minimal control of the components of Conventions. The writing is characterized by most or all of the following:** • Minimal control in the three components of conventions or one component may be strong while the other two are weak • Simple sentences formed correctly, but other sentences may be incomplete or overloaded • Sentence structure is awkward and/or end punctuation may be missing or incorrect • May have frequent errors in usage and/or mechanics • Some errors may interfere with meaning • Demonstration of competence limited by the brevity of the response
1	**Lack of control of the components of Conventions. The writing is characterized by most or all of the following:** • Frequent sentence fragments, run-ons, and incorrect sentences • End punctuation incorrect or lacking • May contain frequent and severe errors in both usage and mechanics • Errors may interfere with or obscure meaning • Insufficient student writing (due to brevity or copying the prompt) to determine competence in Conventions