**Cause/Effect**  (6th, 7th, 8th grade) Scoring Rubric

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| --- | --- | --- | --- | --- | --- | --- |
|  | 6 | 5 | 4 | 3 | 2 | 1 |
| Ideas&Content | This paper gives a strong and clearly stated thesis in the introduction.Contains intriguing, relevant, and specific facts, the cause and effect relationship, and evidence to support the thesis.There is an engaging restated thesis in the conclusion. | This paper gives a clearly stated thesis in the introduction.Contains relevant and specific facts, the cause and effect relationship, and evidence to support the thesis.There is a restated thesis in the conclusion. | The paper gives a somewhat clearly stated thesis in the introduction.Contains some relevant specific facts, the cause and effect relationship, and evidence to support the thesis. | The writer is beginning to define the topic even though development is still basic and general. | The writing is only occasionally clear and focused. Ideas and content are underdeveloped. | The paper has no sense of purpose.There is no apparent thesisExplanation is very unclear.No textual evidence is used. |
| Organization | The organization enhances central idea or the thesis statement.The order or presentation of information is **compelling** and **moves** the reader through the text between ideas. | The writer’s control over organization and the connections between ideas effectively move the reader through the text. | The response is generally coherent and it’s organization is functional. | The organizational structure is strong enough to move the reader through the text without too much confusion. | There may be little evidence of organizational structure. | The writing lacks a clear sense of direction.Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable structure. |
| Voice | The voice is extremely confident and convincing and holds the reader’s attention throughout. | The voice is generally confident and convincing and holds the reader’s attention throughout.  | The voice is somewhat confident and convincing and holds the reader’s attention most of the time. | The voice is somewhat convincing and holds the reader’s attention most of the time. | The voice is at times convincing and holds the reader’s attention in parts. | The voice is unprofessional and not appropriate for the purpose and audience. |
| Word Choice | Words send message in a clear, interesting, and natural way.The words are **powerful** and **engaging.** | Words send message in a clear, interesting, and natural way. | Words send message in an effective way. | Language is functional, even if it lacks much energy. It is easy to figure out the writer’s meaning on a general level.Vocabulary may be basic. | Language is functional but difficult to figure out the writer’s meaning on a general level.Vocabulary may be limited. | Demonstrates a limited vocabulary or has not searched for words to convey specific meaning. |
| Sentence Fluency | Sentences are skillfully written and original.Reading aloud is a breeze and keeps the reader’s interest. | Sentences show variety and are easy to read and understand.Invites reading with enthusiasm. | The sentences are varied but should flow more smoothly.Can read aloud with expression. | A better variety of sentences is needed. Sentences do not read smoothly. | Simple sentences.Sounds choppy when read. | Few sentences are written well.Cannot read aloud. |
| Conventions | Demonstrates a good grasp of writing conventions and uses conventions effectively to enhance readability. | Language is well controlled and occasional lapses in writing conventions are hardly noticeable. | Lapses in writing conventions are not distracting. | Reasonable control over a limited range of standard writing conventions. At other times, errors are distracting. | Limited control over writing conventions may make the writing difficult to understand. | Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read. |