

FSA Grade 7 Focused Writing Scoring Rubric

	1	2	3	4
Snapshot	<p><i>Writing poorly addresses the purpose and topic; is brief, unorganized with few relevant details. Simple language with weak sentence structure; ideas are often disjointed or illogical.</i></p>	<p><i>Writing attempts to address the purpose and topic; some sense of organization; few relevant details. Generally simple language and little sentence variety; ideas may be unevenly developed or list-like.</i></p>	<p><i>Writing addresses the purpose and topic; ideas are organized and developed with relevant supporting details. Shows growing control of written language; attempts sentence variety; may consider audience.</i></p>	<p><i>Writing clearly addresses the purpose and topic; ideas are focused, organized, and elaborated. Language flows smoothly with sentence variety; engages the reader with a sense of originality or individuality. Strong sense of audience.</i></p>
	<p>NR No response (answer page is blank)</p>	<p>0 Response does not relate to the task in any way; response does not have enough information to be scored; response contains very inappropriate language; or all work is erased or crossed out.</p>		

	1	2	3	4	
Communicate	<p>Meaning Purpose Topic Ideas Details</p>	<ul style="list-style-type: none"> the purpose of the writing is unclear to the reader little or no relevant personal reaction ideas not developed lacks relevant detail; often extremely short 	<ul style="list-style-type: none"> the purpose of the writing is somewhat clear to the reader some relevant personal reaction generally straightforward ideas; may be confusing in places; relies on retelling or listing some relevant details 	<ul style="list-style-type: none"> the purpose of the writing is clear to the reader relevant personal reactions; may show some insight or individuality straightforward, concrete ideas; may include some speculation, generalizations or humour relevant details, examples and logical explanations 	<ul style="list-style-type: none"> the purpose of the writing is clear and engages the reader relevant personal reactions with some analysis; shows some insight or originality tries to deal with complex or abstract ideas; may use humour or draw comparisons use engaging details, reasons, and explanations; often with some emotional impact
	<p>Style Word choice Structure Audience</p>	<ul style="list-style-type: none"> simple, repetitive language short simple sentences; may not be connected language shows no awareness of audience 	<ul style="list-style-type: none"> generally clear language; may include some descriptive or expressive language little sentence variety; relies on simple patterns some attempt to connect to audience through language choice 	<ul style="list-style-type: none"> language is clear and varied; tries to select language to fit mood or purpose uses a variety of sentence lengths and patterns shows awareness of audience through language choice 	<ul style="list-style-type: none"> language is precise and varied for effect; may use specialized language where appropriate uses a variety of complex sentence structures; flows easily demonstrates a strong awareness of audience; uses language effectively
	<p>Form Beginning Middle End</p>	<ul style="list-style-type: none"> introduction not engaging middle has little development; sequence may be confusing overuses a few simple connecting words (e.g., then, but, and...) no real 'ending' 	<ul style="list-style-type: none"> may have an effective introduction middle is 'stream of consciousness'; sequence not clear of effective uses variety of simple connecting words ending is weak or abrupt 	<ul style="list-style-type: none"> starts strong; develops in predictable way middle is logically sequenced with related ideas grouped together ideas linked by appropriate connecting words ending tends to be predictable 	<ul style="list-style-type: none"> engaging beginning; sets stage for developing ideas middle is logically sequenced; uses paragraphing effectively uses increasing variety of transitional words and phrases; may take risks well defined ending provides sense of closure
	<p>Conventions Spelling Capitals Punctuation Grammar</p>	<ul style="list-style-type: none"> frequent spelling, punctuation and, grammar errors; interferes with meaning 	<ul style="list-style-type: none"> some errors in spelling, punctuation and grammar; does not interfere with meaning 	<ul style="list-style-type: none"> may include errors in complex language; does not interfere with meaning 	<ul style="list-style-type: none"> may include a few errors in complex language due to risk-taking

