## Scoring Rubric: Cause-Effect

**Elements of Cause-Effect Writing**

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<td><strong>Organization</strong></td>
<td>The introduction contains a clearly stated topic sentence (in a paragraph) or thesis sentence (in an essay); the body effectively examines the topic by breaking it down into causes and effects; the conclusion effectively ends the writing, without repetition, and contains a clincher statement; unity and coherence is achieved throughout.</td>
<td>The introduction contains a topic sentence (in a paragraph) or thesis sentence (in an essay); the body examines the topic by breaking it down into causes and effects; the conclusion brings the writing to a close; there is a generally logical progression of ideas and information.</td>
<td>The introduction contains a topic sentence (in a paragraph) or thesis sentence (in an essay), but the sentence may be unclear, imprecise, or inadequate; the body explains at least one cause and effect; a conclusion is present but may be weak or repetitive; more logical development is needed throughout.</td>
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| **Elements of Cause-Effect Writing** | The overall purpose is clear; causes and effects are logical; cause-effect transition words and phrases are used effectively; the writing is tailored to the audience. Word choice is consistently careful and often particularly precise, powerful, or apt. | Overall purpose is generally clear; most causes and effects are logical; there is some use of specific cause-effect transition words; the writing shows fairly consistent awareness of the audience. Most word choices are precise. | The purpose is not always obvious; causes and effects are not entirely clear or logical; there is little or no use of cause-effect transition words; greater attention should be given to the intended audience. Several word choices are redundant, vague, or imprecise. | The purpose is not clear; causes and effects are illogical or missing; the writing lacks cause-effect transition words and phrases; the writing is not tailored for the intended audience. Word choice is consistently confusing or unclear. |

| **Grammar, Usage, Mechanics, and Spelling** | There are few or no errors in mechanics, usage, grammar, or spelling. | There are some errors in mechanics, usage, grammar, or spelling. | There are several errors in mechanics, usage, grammar, or spelling. | Expression is blocked by numerous errors in mechanics, usage, grammar, or spelling. |

**Comments**

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