

Scoring Rubric: Cause-Effect

Name _____ Date _____

	4	3	2	1
Organization	The introduction contains a clearly stated topic sentence (in a paragraph) or clearly stated thesis sentence (in an essay); the body fully and competently 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.	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.	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.	The introduction lacks a topic sentence (in a paragraph) or thesis sentence (in an essay), or the sentence is misleading or unclear; the body does not explain causes and effects; the conclusion is missing, contradictory, or repetitive; the writing lacks unity and coherence.
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 _____
