

Note for Teachers

The scoring guides provide descriptors of a student's writing development toward proficiency. They are intended to be used as a tool to evaluate student writing progress and provide both teacher and students with feedback to help them work to improve the quality of each student's writing.

Please remember to observe the following in using this scoring guide and the accompanying rubrics:

- Student writing may not exactly match descriptors. Select the score that most closely matches the student's performance.
- A zero may only be given to a student who has made no attempt to write (i.e. refused to produce any writing in response to the prompt). For students who made no attempt, a zero would be recorded for every indicator.
- **A score of 3 (proficient) indicates that the student has met the standard of what is expected for this grade level.**
- A score of 4 (above proficient) indicates a student has demonstrated proficiency beyond what is expected, but still *within the grade-level's expectations/standards*.



6th Grade Argument Writing Scoring Guide

Scoring Elements		Above Proficient	Proficient	Approaching Proficient	Below Proficient
		4	3	2	1
1.	Introduce a claim(s) W.6.1a	The student has clearly introduced multiple claims.	The student has clearly introduced a claim.	It is unclear what the claim is.	The student has not introduced a claim.
2.	Establish and Maintain a Formal Style W.6.1d	The student has maintained a formal style with no lapses into an informal tone.	The student has established and maintained a formal style of writing throughout the paper	The student has established a formal style of writing but has not maintained it throughout the paper.	A formal style of writing has not been established.
3.	Organization W.6.1.a	The student has organized reasons and evidence by clarifying the relationships between multiple claims and reasons.	The student has organized reasons and evidence by clarifying the relationships between claim and reasons.	The student has loosely organized reasons and evidence with few relationships made between claims and reasons.	There is no evidence of a relationship between the claim and reasons.
4.	Support Claim(s) W.6.1.b	The student has supported multiple claims with clear reasons and relevant evidence from credible sources.	The student has supported a claim with clear reasons and relevant evidence from credible sources.	The student has made a claim with reasons but lacks the support from credible sources to be convincing.	Evidence supporting claim does not come from credible sources.
5.	Understanding of Topic W.6.1.b	The student has demonstrated understanding is by introducing multiple claims with clear and relevant evidence that supports the argument.	The student has demonstrated understanding by introducing a claim with clear and relevant evidence that supports the argument.	The student has demonstrated basic understanding through a claim with evidence that isn't completely relevant.	The student has not demonstrated an understanding of the topic.
6.	Clarifying Relationships W.6.1.c	The student has used words, phrases and clauses to clarify relationships between multiple claims and corresponding reasons	The student has used words, phrases, and clauses to clarify the relationships between a claim and reasons.	The student has used words, phrases and clauses but they don't clarify the relationships between claim and reasons.	Relationships between claim and reasons are not clear.
7.	Conclusion W.6.1e	The student has pulled multiple claims together with a strong conclusion, substantiating the argument.	The student has written a concluding statement or section that follows from the argument.	The student has written a sense of conclusion but it is not clearly linked to the argument.	There is no concluding statement.
8.	Language Conventions L.6.2	The student always demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.	The student consistently demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing	The student inconsistently demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.	The student has not demonstrated command of the conventions of standard English when writing.

* Score 0 if the student has not made any attempt at writing.



6th Grade Argument Writing Rubric

Writing Standards: W.6.1.a,b,c,d,e	Rating: 4 = Above Proficient 3 = Proficient 2 = Approaching Proficient 1 = Below Proficient				Comments:
1. I have introduced a claim(s).	4	3	2	1	
2. I have established and maintained a formal style.	4	3	2	1	
3. I have organized my reasons and evidence clearly (showing how my evidence supports my claim).	4	3	2	1	
4. I have used relevant evidence from credible sources.	4	3	2	1	
5. I have demonstrated an understanding of the topic.	4	3	2	1	
6. I have clarified the relationship among claim(s) and reasons.	4	3	2	1	
7. I have written a related concluding statement or section.					

Language Standard: L.6.2	Rating:				Comments:
8. I have used conventions of standard English (capitalization, punctuation, and spelling).	4	3	2	1	



6th Grade Informative/Explanatory Writing Scoring Guide

Scoring Elements		Above Proficient	Proficient	Approaching Proficient	Below Proficient
		4	3	2	1
1.	Topic W.6.2.a	The student has introduced multiple, interconnected topics.	The student has introduced a clear and specific topic.	The student has a vague topic.	The student has not introduced a topic.
2.	Establish and maintain a formal style W.6.2.e	The student has maintained a formal style with no lapses into an informal tone.	The student has established and maintained a formal style of writing throughout the paper.	The student has established a formal style of writing, but has not maintained it throughout the paper.	A formal style of writing has not been established.
3.	Topic Development W.6.2.b	The student has multiple, interconnected topics with relevant facts, definitions, concrete details, quotations or other examples.	The student has a topic and has supplied relevant facts, definitions, concrete details, quotations or other examples.	The student has a topic, but has used irrelevant facts, definitions, concrete details, quotations or other examples.	The student does not have a topic to develop.
4.	Organization W.6.2.a	The student has organized ideas and concepts using multiple organization strategies appropriately, (e.g. definition, text structures, formatting and multimedia) to comprehensively support the topic.	The student has organized ideas, concepts and information using strategies, (e.g. definition, text structures, formatting and multimedia) to comprehensively support the topic.	The student has loosely organized ideas, concepts and information using strategies, (e.g. definition, text structures, formatting and multimedia) to support the topic.	The student shows no evidence of organization for structure, or formatting to support the topic.
5.	Linking Ideas W.6.2.c	The student has consistently used a variety of transitions to clarify relationships between ideas and concepts.	The student has used a variety of transitions to clarify the relationships among ideas and concepts.	The student has inaccurately used transitions to clarify the relationships between ideas and concepts.	The student has not used transitions to clarify the relationships between ideas and concepts.
6.	Domain Specific Vocabulary W.6.2.d	The student has used precise language and domain-specific vocabulary in all areas and sections of their writing to inform and explain the topic.	The student has used precise language and domain-specific vocabulary to inform or explain the topic.	The student has unsuccessfully attempted to precise language and domain specific vocabulary to explain the topic.	The student has not used language that is precise nor used domain-specific vocabulary.
7.	Conclusion W.6.2.f	The student has written a comprehensive conclusion linking all ideas and sections presented.	The student has provided a concluding statement or section that follows from the information or explanation presented.	The student has a sense of conclusion but it does not follow the information or explanation presented.	The student has not written a conclusion.
8.	Language Conventions L.6.2	The student always demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.	The student consistently demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing	The student inconsistently demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.	The student has not demonstrated command of the conventions of standard English when writing.

* Score 0 if the student has not made any attempt at writing.



6th Grade Informative/Explanatory Writing Rubric

Writing Standards: W.6.2.a,b,c,d,e,f	Rating: 4 = Above Proficient 3 = Proficient 2 = Approaching Proficient 1 = Below Proficient				Comments:
1. I have clearly stated the topic.	4	3	2	1	
2. I have established and maintained a formal style.	4	3	2	1	
3. I have developed the topic. (Included relevant facts, definitions, concrete details, quotations or other information and examples).	4	3	2	1	
4. I have organized ideas, concepts and information (Included Graphics, Formatting and Multimedia when useful).	4	3	2	1	
5. I have used a variety of transitions to relate ideas and concepts.	4	3	2	1	
6. I have used precise language and domain-specific vocabulary.	4	3	2	1	
7. I have written a related concluding statement or section.	4	3	2	1	

Language Standard: L.6.2	Rating:				Comments:
8. I have used conventions of standard English (capitalization, punctuation, spelling).	4	3	2	1	



6th Grade Narrative Writing Scoring Guide

Scoring Elements		Above Proficient	Proficient	Approaching Proficient	Below Proficient
		4	3	2	1
1.	Establish a real or imagined situation W.6.3.a	The student has clearly established the context of their story through sensory details about the setting and background information that stimulates the imagination and engages the reader.	The student has clearly established the context of their story through details of setting and/or background information that engages the reader.	The student has clearly established the context of their story through details of setting and/or background information, but it may not be engaging.	The student has attempted to establish a context for their story, but it is unclear.
2.	Introduce a narrator and/or character(s) W.6.3.a	The student has clearly introduced multiple narrators and/or characters as part of the natural flow of their story.	The student has clearly introduced a narrator and/or character as part of the natural flow of their story.	The student has clearly introduced a narrator and/or character in a way that disrupts the natural flow of their story.	The student has introduced a narrator and/or character, but their role is unclear.
3.	Organization W.6.3.a	The student has clearly organized a complex event sequence that unfolds logically and naturally.	The student has a clearly organized event sequence that unfolds logically and naturally.	The student has an unclear sequence of events in their story.	The student has not organized the events in their story.
4.	Narrative Techniques W.6.3.b	The student has effectively and clearly used dialogue with multiple characters, pacing, and description to fully develop experiences, events and characters.	The student has effectively used dialogue, pacing, and description to fully develop experiences, events, and/or characters.	The student has ineffectively used dialogue, pacing, and description to partially develop experiences, events, and/or characters.	The student has not used any narrative techniques in their story.
5.	Word Choice W.6.3.d	The student has used a variety of precise words and phrases, relevant descriptive details, and sensory language to clearly convey experiences and events.	The student has used a variety of precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	The student has used some precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	The student has attempted to use precise words and phrases, relevant descriptive details and sensory language, but they are ineffective.
6.	Transition Words and Phrases W.6.3.c	The student has used many varied transition words, as well as phrases, and clauses to clearly convey sequence and signal shifts from one time frame or setting to another.	The student has used a variety of transition words, phrases, and clauses to clearly convey sequence and signal shifts from one time frame or setting to another.	The student has used some transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	The student has ineffectively used some transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
7.	Conclusion W.6.3.e	The student has provided a definitive conclusion that follows from the narrated experiences or events.	The student has provided a conclusion that follows from the narrated experiences or events.	The student has provided a conclusion that somewhat relates to the story.	The student has provided an unclear or abrupt conclusion.
8.	Language Conventions L.6.2	The student always demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.	The student consistently demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.	The student inconsistently demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.	The student has not demonstrated command of the conventions of standard English when writing.

* Score 0 if the student has not made any attempt at writing.



6th Grade Narrative Writing Rubric

Writing Standards: W.6.3.a,b,c,d,e	Rating: 4 = Above Proficient 3 = Proficient 2 = Approaching Proficient 1 = Below Proficient				Comments:
1. I have established a real or imagined situation.	4	3	2	1	
2. I have introduced a narrator and/or character(s).	4	3	2	1	
3. I have organized the events into an appropriately paced sequence.	4	3	2	1	
4. I have used dialogue and/or descriptions (characters' actions, thoughts, and feelings).	4	3	2	1	
5. I have used precise words and phrases (sensory language and relevant details).	4	3	2	1	
6. I have used transitional words and phrases to signal shifts in time frame or setting.	4	3	2	1	
7. I have written a related conclusion.	4	3	2	1	

Language Standards: L.6.2	Rating:				Comments:
8. I have used conventions of standard English (capitalization, punctuation, and spelling).	4	3	2	1	

