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| **6th Grade Writing Rubric** |
| **Student Name:**  | **Date:** |
| **Teacher Name:** |  |
| **Writing Skill** | **Almost Never****1** | **Rarely****2** | **Occasionally****3** | **Frequently****4** | **Almost Always****5** |
| **Text Types and Purposes** |
| 1. Write arguments to support claims with clear reasons and relevant evidence. **(W.6.1.)(DOK 3,4)**
 |
| * 1. Introduce claim(s) and organize the reasons and evidence clearly.
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| * 1. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
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| * 1. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 |  |  |  |  |  |  |  |  |  |  |
| * 1. Establish and maintain a formal style.
 |  |  |  |  |  |  |  |  |  |  |
| * 1. Provide a concluding statement or section that follows from the argument presented.
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| 1. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **(W.6.2.) (DOK 3,4)**
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| 1. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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| 1. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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| 1. Use appropriate transitions to clarify the relationships among ideas and concepts.
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| 1. **Use** precise language and domain-specific vocabulary to **inform** about or **explain** the topic.
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| 1. Establish and maintain a formal style.
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| 1. **Provide** a concluding statement or section related to the information or explanation presented.
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| 1. **Write** narratives to develop real or imagined experiences or events using effective technique, descriptive details, and well-structured event sequences. **(W.6.3.) (DOK3,4)**
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| 1. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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| 1. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
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| 1. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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| 1. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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| 1. Provide a conclusion that follows from the narrated experiences or events.
 |  |  |  |  |  |  |  |  |  |  |
| **Production and Distribution of Writing** |
| 1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **(W.6.4.) (DOK 3,4)**
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| 1. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) **(W.6.5.) (DOK 1,2,3,4)**
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| 1. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. **(W.5.6.) (DOK 1,2)**
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| **Research to Build and Present Knowledge** |
| 1. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. **(W.6.7.)(DOK 3,4)**
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| 1. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. **(W.6.8.) (DOK 1,2,3,4)**
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| 1. **Draw** evidence from literary or informational texts to support analysis, reflection, and research. **(W.6.9.) (DOK 2,3,4)**
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| 1. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
 |  |  |  |  |  |  |  |  |  |  |
| 1. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
 |  |  |  |  |  |  |  |  |  |  |
| **Range of Writing** |
| 1. **Write** routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **(W.6.10.)(DOK 1,2,3,4)**
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**\*Rating Descriptors Operationally Defined:**

**Almost Never** – grade level standard/skill is demonstrated/observed very little or not at all (with appropriate accommodations) with no generalization of skill across days and novel tasks.

**Rarely** – grade level standard/skill is demonstrated/observed infrequently (with appropriate accommodations) with little or no generalization of skill across days and novel tasks; teacher prompting does not always result in demonstration of skill.

**Occasionally** – grade level standard/skill is demonstrated/observed periodically (with appropriate accommodations) with inconsistent generalization across days and novel tasks; teacher prompting is often necessary for skill to be generalized.

**Frequently** – grade level standard/skill is demonstrated/observed often (with appropriate accommodations) with consistent generalization of skill across days and novel tasks; occasional teacher prompting is necessary for skill to be generalized.

**Almost Always** – grade level standard/skill is demonstrated/observed most of the time (with appropriate accommodations) with consistent and independent generalization of skill across days and novel tasks.

Place calendar date next to the numeral to signify date of data summary, and a listing of utilized data sources, summary and next steps in the appropriate spaces

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| *Date #1:* | **Baseline Data Sources** |
| *Date #2:* | **Data Sources:**  |
| ***Summary:*** ***Next Steps****:*  |
| *Date #3:* | **Data Sources:**  |
| ***Summary:*** ***Next Steps****:*  |
| *Date #4:* | **Data Sources:**  |
| ***Summary:*** ***Next Steps****:*  |
| *Date #5:* | **Data Sources:**  |
| ***Summary:*** ***Next Steps****:*  |
| *Date #6:* | **Data Sources:**  |
| ***Summary:*** ***Next Steps****:*  |
| *Date #7:* | **Data Sources:**  |
| ***Summary:*** ***Next Steps****:*  |
| *Date #8:* | **Data Sources:**  |
| ***Summary:*** ***Next Steps****:*  |
| *Date #9:* | **Data Sources:**  |
| ***Summary:*** ***Next Steps****:*  |
| *Date #10:* | **Data Sources:**  |
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| *Date #11:* | **Data Sources:**  |
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| *Date #12:* | **Data Sources:**  |
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| *Date #13:* | **Data Sources:**  |
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| *Date #14:* | **Data Sources:**  |
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| *Date #16:* | **Data Sources:**  |
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| *Date #17:* | **Data Sources:**  |
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| *Date #18:* | **Data Sources:**  |
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