

## 6<sup>th</sup> Grade English/Language Arts Informative/Explanatory Text-based Writing Rubric – Unit 2

**W.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

| Construct Measured                                   |                                 | 3 = Meets<br>Grade Level Expectations  | 2 = Approaching<br>Grade Level Expectations   | 1 = Below<br>Grade Level Expectations   | Points Awarded  |
|--|---------------------------------|--|---|---|---|
| <b>Reading Comprehension*</b><br>Key Ideas & Details | <b>RI.6.1<br/>or<br/>RL.6.2</b> | <p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> accurately cites textual evidence to support analysis of what the text says explicitly.</li> <li><input type="checkbox"/> accurately cites textual evidence to support inferences drawn from the text.</li> </ul>  | <p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> contains partial citations of textual evidence to support analysis of what the text says explicitly.</li> <li><input type="checkbox"/> contains partial citations of textual evidence to support inferences drawn from the text.</li> </ul>   | <p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> either fails to use or inaccurately cites textual evidence and/or provides an insufficient explanation of what the text says explicitly.</li> <li><input type="checkbox"/> either fails to use or inaccurately cites textual evidence and/or provides inaccurate inferences drawn from the text.</li> </ul>   | <p>5-6 =<br/>Meets<br/>4 =<br/>Approaching<br/>&lt; 4 =<br/>Below</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin: 10px auto; text-align: center;">Subtotal:</div> |
|  | <b>W.6.2a</b>                   | <p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> effectively introduces the topic.</li> <li><input type="checkbox"/> skillfully organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.</li> <li><input type="checkbox"/> effectively includes formatting (e.g., headings), graphics (e.g., charts, tables) and illustrations, and multimedia when useful to aiding comprehension.**</li> </ul> | <p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> partially introduces the topic.</li> <li><input type="checkbox"/> partially organizes ideas, concepts, and information making limited use of strategies such as definition, classification, comparison/contrast, and cause/effect.</li> <li><input type="checkbox"/> includes limited formatting (e.g., headings), graphics, (e.g., charts and tables) and illustrations, and multimedia that would be useful to aiding comprehension.**</li> </ul> | <p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> fails to introduce or minimally references the topic.</li> <li><input type="checkbox"/> has a progression of ideas, concepts and information that lacks cohesion and/or poorly uses strategies such as definition, classification, comparison/contrast, and cause/effect.</li> <li><input type="checkbox"/> does not include formatting (e.g., headings), graphics (e.g., charts and tables) and illustrations, and multimedia that would be useful to aiding comprehension.**</li> </ul> | <p>10-12 =<br/>Meets<br/>7-9 =<br/>Approaching<br/>&lt; 7 =<br/>Below</p>   |
| <b>Writing</b><br>Structure & Organization           | <b>W.6.2f</b>                   | <p><input type="checkbox"/> provides an effective concluding statement or section that follows from the information or explanation presented.</p>  | <p><input type="checkbox"/> provides a concluding statement or section that is somewhat follows from the information or explanation presented.</p>  | <p><input type="checkbox"/> fails to provide a concluding statement or section that is related to the information or explanation provided.</p>  | <div style="border: 1px solid black; width: 50px; height: 30px; margin: 10px auto; text-align: center;">Subtotal:</div>   |

## 6th Grade English/Language Arts Informative/Explanatory Text-Based Writing Rubric – Unit 2 *(continued)*

**W.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

| Construct Measured  |                | 3 = Meets<br>Grade Level Expectations  | 2 = Approaching<br>Grade Level Expectations  | 1 = Below<br>Grade Level Expectations   | Points Awarded  |
|---|----------------|--|--|---|---|
| <b>Writing</b><br>Development & Elaboration   | W.6.2e         | <b>The writing:</b><br><input type="checkbox"/> effectively addresses the prompt/task with a focused response and establishes and maintains a formal style throughout. | <b>The writing:</b><br><input type="checkbox"/> addresses the prompt/task with some drift in focus and/or does not always establish and maintain a formal style.                                     | <b>The writing:</b><br><input type="checkbox"/> does not address the prompt/task and may lack focus and/or does not establish and maintain a formal style.                                    | 7-9 = Meets<br><br>5-6 = Approaching<br><br>< 5 = Below<br><br>Subtotal:  |
|   | W.6.2b         | <input type="checkbox"/> effectively develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.             | <input type="checkbox"/> develops the topic with partial or uneven use of relevant facts, definitions, concrete details, quotations, or other information and examples.                              | <input type="checkbox"/> may attempt to develop the topic using facts, definitions, concrete details, quotations, or other information and examples which are irrelevant and/or insufficient. |   |
|   | W.6.2c         | <input type="checkbox"/> uses appropriate transitions to clarify the relationships among ideas and concepts.   | <input type="checkbox"/> uses limited transitions to clarify the relationship among ideas and concepts.  | <input type="checkbox"/> does not use, or uses repetitive transitions that fail to clarify the relationship among ideas and concepts.   |   |
| <b>Language</b><br>Conventions & Vocabulary   | L.6.1          | <b>The writing:</b><br><input type="checkbox"/> may have a few minor errors in grammar and usage, however, meaning is clear throughout the response.                   | <b>The writing:</b><br><input type="checkbox"/> contains some errors in grammar and usage that occasionally impedes understanding.   | <b>The writing:</b><br><input type="checkbox"/> contains multiple distracting errors in grammar and usage that impedes understanding.   | 7-9 = Meets<br><br>5-6 = Approaching<br><br>< 5 = Below<br><br>Subtotal:  |
|   | L.6.2          | <input type="checkbox"/> demonstrates command of the conventions of standard English consistent with effectively edited writing.                                       | <input type="checkbox"/> demonstrates an inconsistent command of the conventions of standard English consistent with edited writing.   | <input type="checkbox"/> demonstrates a weak command of the conventions of standard English with minimal editing.   |   |
|   | W.6.2d (L.6.6) | <input type="checkbox"/> accurately incorporates precise language, general academic, and domain-specific vocabulary to inform about or explain the topic.              | <input type="checkbox"/> uses some precise language, general academic and/or domain-specific vocabulary to inform about or explain the topic.  | <input type="checkbox"/> uses simplistic vocabulary.  |   |
| **When applicable to the task.  |                | *Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.                                     | <b>Score "O"</b> - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English. |   |   |
| <b>29 – 36 = Meets Grade Level Expectations</b><br><b>22 – 28 = Approaching Grade Level Expectations</b><br><b>&lt; 22 = Below Grade Level Expectations</b> |                |  | ( ) = partially meets requirements of the standard.  |   | <b>Overall Score:</b> <div style="border: 1px solid black; width: 60px; height: 40px; display: inline-block; margin-left: 10px;"></div> |

## 6<sup>th</sup> Grade English/Language Arts Narrative Story Writing Rubric – Unit 1

**W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

| Construct Measured                          |               | 3 = Meets<br>Grade Level Expectations  | 2 = Approaching<br>Grade Level Expectations  | 1 = Below<br>Grade Level Expectations   | Points Awarded   |
|---|---------------|--|--|---|--|
| <b>Writing</b><br>Structure & Organization  | <b>W.6.3a</b> | <p>The writing effectively engages and orients the reader by:</p> <input type="checkbox"/> establishing a context.<br><input type="checkbox"/> introducing a narrator and/or characters.   | <p>The writing somewhat engages and orients the reader by partially:</p> <input type="checkbox"/> establishing a context.<br><input type="checkbox"/> introducing a narrator and/or characters.                              | <p>The writing does not engage and orient the reader by failing to:</p> <input type="checkbox"/> establish a context.<br><input type="checkbox"/> introduce a narrator and/or characters.                               | <p>10-12 = Meets</p> <p>7-9 = Approaching</p> <p>&lt; 7 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>  |
|   |               | <p>The writing:</p> <input type="checkbox"/> effectively organizes an event sequence that unfolds naturally and logically.   | <p>The writing:</p> <input type="checkbox"/> partially organizes an event sequence that unfolds naturally and logically.   | <p>The writing:</p> <input type="checkbox"/> fails to organize an event sequence that unfolds naturally and logically.  |  |
|   | <b>W.6.3e</b> | <p>The writing:</p> <input type="checkbox"/> provides an effective conclusion that follows from the narrated experiences or events.  | <p>The writing:</p> <input type="checkbox"/> provides a conclusion that only partially follows from the narrated experiences or events.  | <p>The writing:</p> <input type="checkbox"/> fails to provide a conclusion that follows from the narrated experiences or events.  |  |
| <b>Writing</b><br>Development & Elaboration | <b>W.6.3b</b> | <p>The writing:</p> <input type="checkbox"/> effectively addresses the prompt/task with a focused response.<br><input type="checkbox"/> Fully describes the problem in the prompt<br><input type="checkbox"/> Resolution explained | <p>The writing:</p> <input type="checkbox"/> addresses the prompt/task with some drift in focus.<br><input type="checkbox"/> Attempts to describe the problem<br><input type="checkbox"/> Attempts to explain the resolution | <p>The writing:</p> <input type="checkbox"/> does not address the prompt/task and may lack focus.<br><input type="checkbox"/> Does not describe the problem<br><input type="checkbox"/> Does not explain the resolution | <p>15-21 = Meets</p> <p>8-14 = Approaching</p> <p>&lt; 7 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div> |
|   | <b>W.6.3c</b> | <p>effectively uses narrative techniques, such as</p> <input type="checkbox"/> Dialogue<br><input type="checkbox"/> description, to develop experiences, events, and/or characters.  | <p>only partially uses narrative techniques, such as</p> <input type="checkbox"/> Dialogue<br><input type="checkbox"/> description, to develop experiences, events, and/or characters.                                       | <p>fails to and/or inadequately uses narrative techniques, such as</p> <input type="checkbox"/> Dialogue<br><input type="checkbox"/> description, to develop experiences, events, and/or characters.                    |  |
|   | <b>W.6.3d</b> | <input type="checkbox"/> skillfully uses transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  | <input type="checkbox"/> partially uses transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.   | <input type="checkbox"/> fails to use transition words, phrases and clauses to convey sequence or to signal shifts from one time frame or setting to another.   |  |
|   |               | <input type="checkbox"/> effectively uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences or events.   | <input type="checkbox"/> partially uses words and phrases, descriptive details, and sensory language to convey experiences or events.  | <input type="checkbox"/> fails to use words and phrases, descriptive details or sensory language to convey experiences or events.   |  |

## 6<sup>th</sup> Grade English/Language Arts Narrative Story Writing Rubric – Unit 1 *(continued)*

**W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant details, and well-structured event sequences.

| Construct Measured   |       | 3 = Meets<br>Grade Level Expectations  | 2 = Approaching<br>Grade Level Expectations  | 1 = Below<br>Grade Level Expectations   | Points<br>Awarded   |
|--|-------|--|--|---|---|
| <b>Language<br/>Conventions &amp; Vocabulary</b>   | L.6.1 | <p><b>The writing:</b></p> <input type="checkbox"/> may have a few minor errors in grammar and usage, however, meaning is clear throughout the response. | <p><b>The writing:</b></p> <input type="checkbox"/> contains some errors in grammar and usage that occasionally impedes understanding.   | <p><b>The writing:</b></p> <input type="checkbox"/> contains multiple distracting errors in grammar and usage that impedes understanding. | 5-6 = Meets<br><br>3-4 = Approaching<br><br><2 = Below<br><br>Subtotal: |
|  | L.6.2 | <input type="checkbox"/> demonstrates command of the conventions of standard English consistent with effectively edited writing.                         | <input type="checkbox"/> demonstrates an inconsistent command of the conventions of standard English consistent with edited writing.   | <input type="checkbox"/> demonstrates a weak command of the conventions of standard English with minimal editing.                         |   |
| *Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.                       |       |  | <b>Score "O"</b> - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English. |   |   |
| <b>30 – 39 = Meets Grade Level Expectations</b><br><b>13-29 = Approaching Grade Level Expectations</b><br><b>&lt;12 = Below Grade Level Expectations</b> |       | ( ) = partially meets requirements of the standard.  |  |   | <b>Overall Score:</b>   |
|  |       |  |  |   | <input style="width: 100%; height: 100%;" type="text"/>                 |

## 6<sup>th</sup> Grade English/Language Arts Argumentative Text-Based Writing Rubric with Research – Unit 3

**W.6.1** Write arguments to support claims with clear reasons and relevant evidence.

| Construct Measured                                   |  | 3 = Meets Grade Level Expectations  | 2 = Approaching Grade Level Expectations  | 1 = Below Grade Level Expectations   | Points Awarded  |
|--|--|---|---|--|---|
| <b>Reading Comprehension*</b><br>Key Ideas & Details | <b>RI.6.1<br/>or<br/>RL.6.1</b>  | <p><b>The writing:</b></p> <p><input type="checkbox"/> accurately cites strong and thorough textual evidence to support analysis of what the text says explicitly.</p> <p><input type="checkbox"/> accurately cites strong and thorough textual evidence to support inferences drawn from the text.</p> | <p><b>The writing:</b></p> <p><input type="checkbox"/> cites some textual evidence to support analysis of what the text says explicitly.</p> <p><input type="checkbox"/> cites some textual evidence to support inferences drawn from the text.</p> | <p><b>The writing:</b></p> <p><input type="checkbox"/> either fails to, or inaccurately, cites textual evidence, and/or provides an insufficient explanation of what the text says explicitly.</p> <p><input type="checkbox"/> either fails to, or inaccurately, cites textual evidence and/or provides inaccurate inferences drawn from the text.</p> | <p>5-6 = Meets</p> <p>4 = Approaching</p> <p>&lt; 4 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 10px;">Subtotal:</div>   |
|  | <b>W.6.1a</b>  | <p><b>The writing:</b></p> <p><input type="checkbox"/> effectively introduces claim(s).</p> <p><input type="checkbox"/> skillfully organizes the reasons and evidence clearly.</p>  | <p><b>The writing:</b></p> <p><input type="checkbox"/> partially introduces claim(s).</p> <p><input type="checkbox"/> partially organizes the reasons and evidence clearly.</p>   | <p><b>The writing:</b></p> <p><input type="checkbox"/> fails to introduce or minimally references the claim(s).</p> <p><input type="checkbox"/> fails to organize the reasons and evidence clearly.</p>  | <p>7-9 = Meets</p> <p>5-6 = Approaching</p> <p>&lt; 5 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 10px;">Subtotal:</div> |
| <b>W.6.1e</b>  | <p><input type="checkbox"/> provides an effective concluding statement or section that follows from and supports the argument presented.</p> | <p><input type="checkbox"/> provides a concluding statement or section that somewhat follows from and supports the argument presented.</p>  | <p><input type="checkbox"/> fails to provide a concluding statement or section that follows from and supports the argument presented.</p>   |  |   |

# 6<sup>th</sup> Grade English/Language Arts Argumentative Text-Based Writing Rubric with Research – Unit 3 (continued)

**W.6.1** Write arguments to support claims with clear reasons and relevant evidence.

| Construct Measured                          | 3 = Meets<br>Grade Level Expectations  | 2 = Approaching<br>Grade Level Expectations  | 1 = Below<br>Grade Level Expectations  | Points Awarded  |  |
|---|--|--|--|---|--|
| <b>Writing</b><br>Development & Elaboration | <b>W.6.1b</b>  | <b>The writing:</b><br><input type="checkbox"/> effectively addresses the prompt/task with a focused response.   | <b>The writing:</b><br><input type="checkbox"/> addresses the prompt/task with some drift in focus.  | <b>The writing:</b><br><input type="checkbox"/> does not address the prompt/task and may lack focus.  | 12-15 = Meets<br><br>9-11 = Approaching<br><br>< 9 = Below<br><br><br><div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto; text-align: center;">Subtotal:</div> |
|   | <b>W.6.1c</b>  | <input type="checkbox"/> effectively supports the claim(s) with clear reasons and relevant evidence, using credible sources.<br><br><input type="checkbox"/> effectively demonstrates an understanding of the topic or text. | <input type="checkbox"/> supports the claim(s) with reasoning and evidence, using credible sources.<br><br><input type="checkbox"/> demonstrates partial understanding of the topic or text. | <input type="checkbox"/> may support the claim(s) with insufficient or irrelevant reasons and evidence, and may not use credible sources.<br><br><input type="checkbox"/> fails to demonstrate an understanding of the topic or text. |  |
|   | <b>W.6.1d</b>  | <input type="checkbox"/> skillfully uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  | <input type="checkbox"/> uses words, phrases, and clauses that only partially clarify the relationships among the claim(s) and reasons.  | <input type="checkbox"/> fails to words, phrases and clauses to clarify the relationships among the claim(s) and reasons.   |  |
|   | <b>W.6.7</b><br><b>(W.6.8)</b>   | <input type="checkbox"/> effectively establishes and maintains a formal style.   | <input type="checkbox"/> does not always establish and consistently maintain a formal style.   | <input type="checkbox"/> does not establish and/or does not maintain a formal style.  |  |
|   | <input type="checkbox"/> accurately integrates knowledge gained and relevant information gathered from multiple print and digital sources; assessing the credibility of each source. | <input type="checkbox"/> partially references knowledge gained and information gathered from multiple print and digital sources; partially assesses the credibility of each source.  | <input type="checkbox"/> does not make reference to knowledge gained or information gathered from multiple print and digital sources; does not assess the credibility of each source.        |   |  |
| <b>Language</b><br>Conventions & Vocabulary | <b>L.6.1</b>   | <b>The writing:</b><br><input type="checkbox"/> may have a few minor errors in grammar and usage, however, meaning is clear throughout the response.   | <b>The writing:</b><br><input type="checkbox"/> contains some errors in grammar and usage that occasionally impedes understanding.   | <b>The writing:</b><br><input type="checkbox"/> contains multiple distracting errors in grammar and usage that impedes understanding.   | 7-9 = Meets<br><br>5-6 = Approaching<br><br><5 = Below<br><br><br><div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto; text-align: center;">Subtotal:</div>     |
|   | <b>L.6.2</b>   | <input type="checkbox"/> demonstrates command of the conventions of standard English consistent with effectively edited writing.   | <input type="checkbox"/> demonstrates an inconsistent command of the conventions of standard English consistent with edited writing.   | <input type="checkbox"/> demonstrates a weak command of the conventions of standard English with minimal editing.   |  |
|   | <b>(L.6.6)</b>   | <input type="checkbox"/> accurately and skillfully uses general academic and domain-specific words and phrases important for comprehension.  | <input type="checkbox"/> uses general academic and domain-specific words and phrases important for comprehension.  | <input type="checkbox"/> uses simplistic vocabulary.  |  |

\*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.

**Score "O"** - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

**31 – 39 = Meets Grade Level Expectations**  
**23 – 30 = Approaching Grade Level Expectations**  
**< 23 = Below Grade Level Expectations**

( ) = partially meets requirements of the standard.

**Overall Score:**

## 6<sup>th</sup> Grade English/Language Arts Narrative Descriptive Text-Based Writing Rubric – Unit 4

**W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

| Construct Measured                                   |  | 3 = Meets Grade Level Expectations   | 2 = Approaching Grade Level Expectations   | 1 = Below Grade Level Expectations  | Points Awarded   |
|--|--|--|--|---|--|
| <b>Reading Comprehension*</b><br>Key Ideas & Details | RL.6.1<br>or<br>RI.6.1                     | <p><b>The writing:</b></p> <input type="checkbox"/> accurately cites strong and thorough textual evidence to support analysis of what the text says explicitly.<br><input type="checkbox"/> accurately cites strong and thorough textual evidence to support inferences drawn from the text. | <p><b>The writing:</b></p> <input type="checkbox"/> cites some textual evidence to support analysis of what the text says explicitly.<br><input type="checkbox"/> cites some textual evidence to support inferences drawn from the text. | <p><b>The writing:</b></p> <input type="checkbox"/> either fails to, or inaccurately, cites textual evidence, and/or provides an insufficient explanation of what the text says explicitly.<br><input type="checkbox"/> either fails to, or inaccurately, cites textual evidence and/or provides inaccurate inferences drawn from the text. | <p>5-6 = Meets</p> <p>4 = Approaching</p> <p>&lt; 4 = Below</p> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin-left: auto; margin-right: auto;">Subtotal:</div>   |
|  | <b>Writing</b><br>Structure & Organization | W.6.3a   | <p><b>The writing effectively engages and orients the reader by:</b></p> <input type="checkbox"/> establishing a context.<br><input type="checkbox"/> introducing a narrator and/or characters.  | <p><b>The writing somewhat engages and orients the reader by partially:</b></p> <input type="checkbox"/> establishing a context.<br><input type="checkbox"/> introducing a narrator and/or characters.  | <p><b>The writing does not engage and orient the reader by failing to:</b></p> <input type="checkbox"/> establish a context.<br><input type="checkbox"/> introduce a narrator and/or characters. |
|  |  | <p><b>The writing:</b></p> <input type="checkbox"/> effectively organizes an event sequence that unfolds naturally and logically.  | <p><b>The writing:</b></p> <input type="checkbox"/> partially organizes an event sequence that unfolds naturally and logically.  | <p><b>The writing:</b></p> <input type="checkbox"/> fails to organize an event sequence that unfolds naturally and logically.   |  |
| W.6.3e   |  | <p><b>The writing:</b></p> <input type="checkbox"/> provides an effective conclusion that follows from the narrated experiences or events.   | <p><b>The writing:</b></p> <input type="checkbox"/> provides a conclusion that only partially follows from the narrated experiences or events.   | <p><b>The writing:</b></p> <input type="checkbox"/> fails to provide a conclusion that follows from the narrated experiences or events.   |  |

## 6<sup>th</sup> Grade English/Language Arts Narrative Descriptive Text-Based Writing Rubric – Unit 4 (continued)

**W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant details, and well-structured event sequences.

|  | Construct Measured | 3 = Meets<br>Grade Level Expectations   | 2 = Approaching<br>Grade Level Expectations  | 1 = Below<br>Grade Level Expectations  | Points Awarded   |
|--|--------------------|---|--|--|--|
| <b>Writing</b><br>Development & Elaboration  |                    | <b>The writing:</b><br><input type="checkbox"/> effectively addresses the prompt/task with a focused response.  | <b>The writing:</b><br><input type="checkbox"/> addresses the prompt/task with some drift in focus.  | <b>The writing:</b><br><input type="checkbox"/> does not address the prompt/task and may lack focus.   | <b>10-12 = Meets</b>   |
|  | <b>W.6.3b</b>      | <input type="checkbox"/> effectively uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.   | <input type="checkbox"/> only partially uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.                                     | <input type="checkbox"/> fails to and/or inadequately uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | <b>7-9 = Approaching</b>   |
|  | <b>W.6.3c</b>      | <input type="checkbox"/> skillfully uses transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | <input type="checkbox"/> partially uses transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                                       | <input type="checkbox"/> fails to use transition words, phrases and clauses to convey sequence or to signal shifts from one time frame or setting to another.                  | <b>&lt; 7 = Below</b>  |
|  | <b>W.6.3d</b>      | <input type="checkbox"/> effectively uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences or events.        | <input type="checkbox"/> partially uses words and phrases, descriptive details, and sensory language to convey experiences or events.  | <input type="checkbox"/> fails to use words and phrases, descriptive details or sensory language to convey experiences or events.  | Subtotal:<br><div style="border: 1px solid black; width: 50px; height: 20px; margin: 0 auto;"></div> |
| <b>Language</b><br>Conventions & Vocabulary  | <b>L.6.1</b>       | <b>The writing:</b><br><input type="checkbox"/> may have a few minor errors in grammar and usage, however, meaning is clear throughout the response.            | <b>The writing:</b><br><input type="checkbox"/> contains some errors in grammar and usage that occasionally impedes understanding.   | <b>The writing:</b><br><input type="checkbox"/> contains multiple distracting errors in grammar and usage that impedes understanding.  | <b>8-9 = Meets</b>   |
|  | <b>L.6.2</b>       | <input type="checkbox"/> demonstrates command of the conventions of standard English consistent with effectively edited writing.                                | <input type="checkbox"/> demonstrates an inconsistent command of the conventions of standard English consistent with edited writing.   | <input type="checkbox"/> demonstrates a weak command of the conventions of standard English with minimal editing.  | <b>6-7 = Approaching</b>   |
|  | <b>(L.6.6)</b>     | <input type="checkbox"/> accurately and skillfully uses general academic and domain-specific words and phrases important for comprehension.                     | <input type="checkbox"/> uses general academic and domain-specific words and phrases important for comprehension.  | <input type="checkbox"/> uses simplistic vocabulary.   | <b>&lt; 6 = Below</b>  |
| *Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. |                    |   | <b>Score "0"</b> - The writing is scored with "0" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English. |  |  |
| <b>31 – 39 = Meets Grade Level Expectations</b>  |                    |   | ( ) = partially meets requirements of the standard.  |  |  |
| <b>23 – 30 = Approaching Grade Level Expectations</b>  |                    |   | <b>Overall Score:</b>  |  |  |
| <b>&lt; 23 = Below Grade Level Expectations</b>  |                    |   | <div style="border: 1px solid black; width: 50px; height: 20px; margin: 0 auto;"></div>  |  |  |



## 6<sup>th</sup> Grade English/Language Arts Informative/Explanatory Text-based Writing Rubric with Research – Unit 5

**W.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

| Construct Measured                                   |               | 3 = Meets Grade Level Expectations  | 2 = Approaching Grade Level Expectations   | 1 = Below Grade Level Expectations   | Points Awarded   |
|--|---------------|---|--|--|--|
| <b>Reading Comprehension*</b><br>Key Ideas & Details | <b>RI.6.1</b> | <p><b>The writing:</b></p> <input type="checkbox"/> accurately cites textual evidence to support analysis of what the text says explicitly.   | <p><b>The writing:</b></p> <input type="checkbox"/> contains partial citations of textual evidence to support analysis of what the text says explicitly.                                     | <p><b>The writing:</b></p> <input type="checkbox"/> either fails to use or inaccurately cites textual evidence and/or provides an insufficient explanation of what the text says explicitly.               | <p>5-6 = Meets</p> <p>4 = Approaching</p> <p>&lt; 4 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div> |
|  |               | <input type="checkbox"/> accurately cites textual evidence to support inferences drawn from the text.   | <input type="checkbox"/> contains partial citations of textual evidence to support inferences drawn from the text.   | <input type="checkbox"/> either fails to use or inaccurately cites textual evidence and/or provides inaccurate inferences drawn from the text.   |  |
| <b>Writing</b><br>Structure & Organization           | <b>W.6.2a</b> | <p><b>The writing:</b></p> <input type="checkbox"/> effectively introduces the topic.   | <p><b>The writing:</b></p> <input type="checkbox"/> partially introduces the topic.  | <p><b>The writing:</b></p> <input type="checkbox"/> fails to introduce or minimally references the topic.  | <p>10-12 = Meets</p> <p>8-9 = Approaching</p> <p>&lt; 8 = Below</p>  |
|  | <b>W.6.2f</b> | <input type="checkbox"/> skillfully organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.         | <input type="checkbox"/> partially organizes ideas, concepts, and information making limited use of strategies such as definition, classification, comparison/contrast, and cause/effect.    | <input type="checkbox"/> has a progression of ideas, concepts and information that lacks cohesion and/or poorly uses strategies such as definition, classification, comparison/contrast, and cause/effect. |  |
|  |               | <input type="checkbox"/> effectively includes formatting (e.g., headings), graphics (e.g., charts, tables) and illustrations, and multimedia when useful to aiding comprehension.** | <input type="checkbox"/> includes limited formatting (e.g., headings), graphics, (e.g., charts and tables) and illustrations, and multimedia that would be useful to aiding comprehension.** | <input type="checkbox"/> does not include formatting (e.g., headings), graphics (e.g., charts and tables) and illustrations, and multimedia that would be useful to aiding comprehension.**                |  |
|  |               | <input type="checkbox"/> provides an effective concluding statement or section that follows from the information or explanation presented.  | <input type="checkbox"/> provides a concluding statement or section that is somewhat follows from the information or explanation presented.  | <input type="checkbox"/> fails to provide a concluding statement or section that is related to the information or explanation provided.  | <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>   |

## 6th Grade English/Language Arts Informative/Explanatory Text-Based Writing Rubric with Research – Unit 5 (continued)

**W.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

|   | Construct Measured               | 3 = Meets Grade Level Expectations   | 2 = Approaching Grade Level Expectations  | 1 = Below Grade Level Expectations   | Points Awarded   |
|---|----------------------------------|--|---|--|--|
| <b>Writing</b><br>Development & Elaboration           | <b>W.6.2e</b>                    | <b>The writing:</b><br><input type="checkbox"/> effectively addresses the prompt/task with a focused response and establishes and maintains a formal style throughout.               | <b>The writing:</b><br><input type="checkbox"/> addresses the prompt/task with some drift in focus and/or does not always establish and maintain a formal style.                    | <b>The writing:</b><br><input type="checkbox"/> does not address the prompt/task and may lack focus and/or does not establish and maintain a formal style.   | 10-12 = Meets<br><br>8-9 = Approaching<br><br>< 8 = Below<br><br><div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">Subtotal:</div> |
|   | <b>W.6.2b</b>                    | <input type="checkbox"/> effectively develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.                           | <input type="checkbox"/> develops the topic with partial or uneven use of relevant facts, definitions, concrete details, quotations, or other information and examples.             | <input type="checkbox"/> may attempt to develop the topic using facts, definitions, concrete details, quotations, or other information and examples which are irrelevant and/or insufficient.        |  |
|   | <b>W.6.2c</b>                    | <input type="checkbox"/> uses appropriate transitions to clarify the relationships among ideas and concepts.   | <input type="checkbox"/> uses limited transitions to clarify the relationship among ideas and concepts.   | <input type="checkbox"/> does not use, or uses repetitive transitions that fail to clarify the relationship among ideas and concepts.  |  |
|   | <b>(W.6.7)</b><br><b>(W.6.8)</b> | <input type="checkbox"/> accurately integrates knowledge gained and relevant information gathered from multiple print and digital sources; assessing the credibility of each source. | <input type="checkbox"/> partially references knowledge gained and information gathered from multiple print and digital sources; partially assesses the credibility of each source. | <input type="checkbox"/> does not make reference to knowledge gained or information gathered from multiple print and digital sources; does not assess the credibility of each source.                |  |
| <b>Language</b><br>Conventions & Vocabulary           | <b>L.6.1</b>                     | <b>The writing:</b><br><input type="checkbox"/> may have a few minor errors in grammar and usage, however, meaning is clear throughout the response.                                 | <b>The writing:</b><br><input type="checkbox"/> contains some errors in grammar and usage that occasionally impedes understanding.  | <b>The writing:</b><br><input type="checkbox"/> contains multiple distracting errors in grammar and usage that impedes understanding.  | 8-9 = Meets<br><br>6-7 = Approaching<br><br>< 6 = Below<br><br><div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">Subtotal:</div>   |
|   | <b>L.6.2</b>                     | <input type="checkbox"/> demonstrates command of the conventions of standard English consistent with effectively edited writing.   | <input type="checkbox"/> demonstrates an inconsistent command of the conventions of standard English consistent with edited writing.  | <input type="checkbox"/> demonstrates a weak command of the conventions of standard English with minimal editing.  |  |
|   | <b>W.6.2d</b><br><b>(L.6.6)</b>  | <input type="checkbox"/> accurately incorporates precise language, general academic, and domain-specific vocabulary to inform about or explain the topic.                            | <input type="checkbox"/> uses some precise language, general academic and/or domain-specific vocabulary to inform about or explain the topic.                                       | <input type="checkbox"/> uses simplistic vocabulary.   |  |
| **When applicable to the task.                        |                                  | *Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.   |   | <b>Score "O"</b> - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English. |  |
| <b>31 – 39 = Meets Grade Level Expectations</b>       |                                  |  | ( ) = partially meets requirements of the standard.   |  | <b>Overall Score:</b><br><br><div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div>   |
| <b>23 – 30 = Approaching Grade Level Expectations</b> |                                  |  |   |  |  |
| <b>&lt; 23 = Below Grade Level Expectations</b>       |                                  |  |   |  |  |

## 6<sup>th</sup> Grade English/Language Arts Argumentative Text-Based Writing Rubric with Research – Unit 6

**W.6.1** Write arguments to support claims with clear reasons and relevant evidence.

| Construct Measured                                   |   | 3 = Meets<br>Grade Level Expectations   | 2 = Approaching<br>Grade Level Expectations   | 1 = Below<br>Grade Level Expectations  | Points Awarded  |
|--|---|---|---|--|---|
| <b>Reading Comprehension*</b><br>Key Ideas & Details | <b>RI.6.1</b><br>or<br><b>RL.6.1</b>  | <p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> accurately cites strong and thorough textual evidence to support analysis of what the text says explicitly.</li> <li><input type="checkbox"/> accurately cites strong and thorough textual evidence to support inferences drawn from the text.</li> </ul> | <p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> cites some textual evidence to support analysis of what the text says explicitly.</li> <li><input type="checkbox"/> cites some textual evidence to support inferences drawn from the text.</li> </ul> | <p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> either fails to, or inaccurately, cites textual evidence, and/or provides an insufficient explanation of what the text says explicitly.</li> <li><input type="checkbox"/> either fails to, or inaccurately, cites textual evidence and/or provides inaccurate inferences drawn from the text.</li> </ul> | <p>5-6 = Meets</p> <p>4 = Approaching</p> <p>&lt; 4 = Below</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin: 10px auto; text-align: center;">Subtotal:</div>   |
|  | <b>W.6.1a</b>   | <p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> effectively introduces claim(s).</li> <li><input type="checkbox"/> skillfully organizes the reasons and evidence clearly.</li> </ul>  | <p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> partially introduces claim(s).</li> <li><input type="checkbox"/> partially organizes the reasons and evidence clearly.</li> </ul>   | <p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> fails to introduce or minimally references the claim(s).</li> <li><input type="checkbox"/> fails to organize the reasons and evidence clearly.</li> </ul>  | <p>7-9 = Meets</p> <p>5-6 = Approaching</p> <p>&lt; 5 = Below</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin: 10px auto; text-align: center;">Subtotal:</div> |
| <b>W.6.1e</b>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> provides an effective concluding statement or section that follows from and supports the argument presented.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> provides a concluding statement or section that somewhat follows from and supports the argument presented.</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> fails to provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>  |  |   |

# 6<sup>th</sup> Grade English/Language Arts Argumentative Text-Based Writing Rubric with Research – Unit 6 *(continued)*

**W.6.1** Write arguments to support claims with clear reasons and relevant evidence.

|  | Construct Measured  | 3 = Meets<br>Grade Level Expectations   | 2 = Approaching<br>Grade Level Expectations  | 1 = Below<br>Grade Level Expectations   | Points Awarded   |
|--|---|---|--|---|--|
| <b>Writing</b><br>Development & Elaboration  | <b>W.6.1b</b>   | <b>The writing:</b><br><input type="checkbox"/> effectively addresses the prompt/task with a focused response.  | <b>The writing:</b><br><input type="checkbox"/> addresses the prompt/task with some drift in focus.  | <b>The writing:</b><br><input type="checkbox"/> does not address the prompt/task and may lack focus.                                      | <b>12-15 = Meets</b><br><br><b>9-11 = Approaching</b><br><br><b>&lt; 9 = Below</b>                                   |
|  |   | <input type="checkbox"/> effectively supports the claim(s) with clear reasons and relevant evidence, using credible sources.  | <input type="checkbox"/> supports the claim(s) with reasoning and evidence, using credible sources.  | <input type="checkbox"/> may support the claim(s) with insufficient or irrelevant reasons and evidence, and may not use credible sources. |  |
|  |   | <input type="checkbox"/> effectively demonstrates an understanding of the topic or text.  | <input type="checkbox"/> demonstrates partial understanding of the topic or text.  | <input type="checkbox"/> fails to demonstrate an understanding of the topic or text.  |  |
|  |   | <b>W.6.1c</b><br><input type="checkbox"/> skillfully uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  | <input type="checkbox"/> uses words, phrases, and clauses that only partially clarify the relationships among the claim(s) and reasons.  | <input type="checkbox"/> fails to words, phrases and clauses to clarify the relationships among the claim(s) and reasons.                 |  |
|  | <b>W.6.1d</b><br><input type="checkbox"/> effectively establishes and maintains a formal style.   | <input type="checkbox"/> does not always establish and consistently maintain a formal style.  | <input type="checkbox"/> does not establish and/or does not maintain a formal style.   | Subtotal:   |  |
| <b>(W.6.7)</b><br><b>(W.6.8)</b><br><input type="checkbox"/> accurately integrates knowledge gained and relevant information gathered from multiple print and digital sources; assessing the credibility of each source. | <input type="checkbox"/> partially references knowledge gained and information gathered from multiple print and digital sources; partially assesses the credibility of each source. | <input type="checkbox"/> does not make reference to knowledge gained or information gathered from multiple print and digital sources; does not assess the credibility of each source. |  |   |  |
| <b>Language</b><br>Conventions & Vocabulary  | <b>L.6.1</b>  | <b>The writing:</b><br><input type="checkbox"/> may have a few minor errors in grammar and usage, however, meaning is clear throughout the response.                                  | <b>The writing:</b><br><input type="checkbox"/> contains some errors in grammar and usage that occasionally impedes understanding.   | <b>The writing:</b><br><input type="checkbox"/> contains multiple distracting errors in grammar and usage that impedes understanding.     | <b>7-9 = Meets</b><br><br><b>5-6 = Approaching</b>   |
|  | <b>L.6.2</b>  | <input type="checkbox"/> demonstrates command of the conventions of standard English consistent with effectively edited writing.  | <input type="checkbox"/> demonstrates an inconsistent command of the conventions of standard English consistent with edited writing.   | <input type="checkbox"/> demonstrates a weak command of the conventions of standard English with minimal editing.                         | <b>&lt;5 = Below</b>   |
|  | <b>(L.6.6)</b>  | <input type="checkbox"/> accurately and skillfully uses general academic and domain-specific words and phrases important for comprehension.   | <input type="checkbox"/> uses general academic and domain-specific words and phrases important for comprehension.  | <input type="checkbox"/> uses simplistic vocabulary.  | Subtotal:  |
| *Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.   |   |   | <b>Score "O"</b> - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English. |   |  |
| <b>31 – 39 = Meets Grade Level Expectations</b>  |   |   | ( ) = partially meets requirements of the standard.  |   | <b>Overall Score:</b><br><br><div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div> |
| <b>23 – 30 = Approaching Grade Level Expectations</b>  |   |   |  |   |  |
| <b>&lt; 23 = Below Grade Level Expectations</b>  |   |   |  |   |  |

## 6<sup>th</sup> Grade English/Language Arts Narrative Story Writing Rubric – Unit 7

**W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

| Construct Measured                          |               | 3 = Meets<br>Grade Level Expectations  | 2 = Approaching<br>Grade Level Expectations   | 1 = Below<br>Grade Level Expectations   | Points Awarded  |
|---|---------------|--|---|---|---|
| <b>Writing</b><br>Structure & Organization  | <b>W.6.3a</b> | <p>The writing effectively engages and orients the reader by:</p> <input type="checkbox"/> establishing a context.<br><input type="checkbox"/> introducing a narrator and/or characters. | <p>The writing somewhat engages and orients the reader by partially:</p> <input type="checkbox"/> establishing a context.<br><input type="checkbox"/> introducing a narrator and/or characters. | <p>The writing does not engage and orient the reader by failing to:</p> <input type="checkbox"/> establish a context.<br><input type="checkbox"/> introduce a narrator and/or characters. | <p>10-12 = Meets</p> <p>7-9 = Approaching</p> <p>&lt; 7 = Below</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">Subtotal:</div> |
|   |               | <p>The writing:</p> <input type="checkbox"/> effectively organizes an event sequence that unfolds naturally and logically.   | <p>The writing:</p> <input type="checkbox"/> partially organizes an event sequence that unfolds naturally and logically.  | <p>The writing:</p> <input type="checkbox"/> fails to organize an event sequence that unfolds naturally and logically.  |   |
|   | <b>W.6.3e</b> | <p>The writing:</p> <input type="checkbox"/> provides an effective conclusion that follows from the narrated experiences or events.  | <p>The writing:</p> <input type="checkbox"/> provides a conclusion that only partially follows from the narrated experiences or events.   | <p>The writing:</p> <input type="checkbox"/> fails to provide a conclusion that follows from the narrated experiences or events.  |   |
| <b>Writing</b><br>Development & Elaboration |               | <p>The writing:</p> <input type="checkbox"/> effectively addresses the prompt/task with a focused response.  | <p>The writing:</p> <input type="checkbox"/> addresses the prompt/task with some drift in focus.  | <p>The writing:</p> <input type="checkbox"/> does not address the prompt/task and may lack focus.   | <p>10-12 = Meets</p> <p>7-9 = Approaching</p> <p>&lt; 7 = Below</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">Subtotal:</div> |
|   | <b>W.6.3b</b> | <input type="checkbox"/> effectively uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.                            | <input type="checkbox"/> only partially uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.                                | <input type="checkbox"/> fails to and/or inadequately uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.            |   |
|   | <b>W.6.3c</b> | <input type="checkbox"/> skillfully uses transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                          | <input type="checkbox"/> partially uses transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.                                  | <input type="checkbox"/> fails to use transition words, phrases and clauses to convey sequence or to signal shifts from one time frame or setting to another.                             |   |
|   | <b>W.6.3d</b> | <input type="checkbox"/> effectively uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences or events.                                 | <input type="checkbox"/> partially uses words and phrases, descriptive details, and sensory language to convey experiences or events.   | <input type="checkbox"/> fails to use words and phrases, descriptive details or sensory language to convey experiences or events.   |   |

## 6<sup>th</sup> Grade English/Language Arts Narrative Story Writing Rubric – Unit 7 (continued)

**W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant details, and well-structured event sequences.

| Construct Measured   |                | 3 = Meets<br>Grade Level Expectations  | 2 = Approaching<br>Grade Level Expectations   | 1 = Below<br>Grade Level Expectations   | Points<br>Awarded  |
|--|----------------|--|---|---|--|
| <b>Language<br/>Conventions &amp; Vocabulary</b>   | <b>L.6.1</b>   | <p><b>The writing:</b></p> <input type="checkbox"/> may have a few minor errors in grammar and usage, however, meaning is clear throughout the response. | <p><b>The writing:</b></p> <input type="checkbox"/> contains some errors in grammar and usage that occasionally impedes understanding.  | <p><b>The writing:</b></p> <input type="checkbox"/> contains multiple distracting errors in grammar and usage that impedes understanding. | <p>7-9 = Meets</p> <p>5-6 = Approaching</p> <p>&lt;5 = Below</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">Subtotal:</div> |
|  | <b>L.6.2</b>   | <input type="checkbox"/> demonstrates command of the conventions of standard English consistent with effectively edited writing.                         | <input type="checkbox"/> demonstrates an inconsistent command of the conventions of standard English consistent with edited writing.  | <input type="checkbox"/> demonstrates a weak command of the conventions of standard English with minimal editing.                         |  |
|  | <b>(L.6.6)</b> | <input type="checkbox"/> accurately and skillfully uses general academic and domain-specific words and phrases important for comprehension.              | <input type="checkbox"/> uses general academic and domain-specific words and phrases important for comprehension.   | <input type="checkbox"/> uses simplistic vocabulary.  |  |
| <p>*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.</p>                                  |                |  | <p><b>Score "O"</b> - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.</p> |   |  |
| <p><b>26 – 33 = Meets Grade Level Expectations</b></p> <p><b>20 – 25 = Approaching Grade Level Expectations</b></p> <p><b>&lt; 20 = Below Grade Level Expectations</b></p> |                |  | <p>( ) = partially meets requirements of the standard.</p>  |   | <p><b>Overall Score:</b></p> <div style="border: 1px solid black; width: 60px; height: 40px; margin-left: auto;"></div>                                |