6th Grade Rubrics

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **6th Grade: Narrative Writing Rubric** | | | | |
|  | **Exceeds** | **Meets** | **Approaching** | **Does Not Meet** |
| **Ideas & Content** | * Uniquely or thoughtfully engages and orients the reader by thoughtfully establishing the context and introducing a narrator and/or characters. * Effectively uses a sophisticated range of literary techniques, and figurative language to engage or entertain the intended audience. * Shows a sophisticated use of narrative techniques such as dialogue, pacing, description, and reflection, to insightfully develop experiences, events, and/or characters. * Effectively uses thoughtful, precise, and relevant descriptive details to capture the action and convey experiences and events. | * Effectively engages and orients the reader by establishing the context and introducing a narrator and/or characters. * Effectively uses a range of literary techniques, and figurative language to engage or entertain the intended audience. * Effectively uses narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. * Effectively uses relevant descriptive details to capture the action and convey experiences and events. | * Some engagement and orientation for the reader: somewhat effectively establishes the context and introduces a narrator and/or characters. * Uses some literary techniques and figurative language to engage or entertain the intended audience – may not always be effective. * Some effective use of narrative techniques such as dialogue, pacing, and description, to develop experiences, events, and/or characters. * Irregular use relevant descriptive details to capture the action and convey experiences and events. | * Minimal engagement and orientation for the reader: ineffectively established context and and minimal introduction of a narrator and/or characters. * Minimal use of literary techniques, and figurative language to engage or entertain the intended audience – may not always be effective. * Minimal use of narrative techniques such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. * Minimal use relevant descriptive details to capture the action and convey experiences and events. |
| **Org.** | * Thoughtful and sophisticated use of a variety of techniques to sequence events that unfold naturally and logically. * A unique and sophisticated use of a variety of transitions to convey sequence, signals shifts from one time frame or setting to another. * Provides an effective conclusion that is highly insightful and flows from and reflects on the narrated experiences or events. | * Effective use of a variety of techniques to sequence events that unfold naturally and logically. * Effectively uses a variety of transitions to convey sequence, signals shifts from one time frame or setting to another. * Provides an effective conclusion that flows from with the narrated experiences or events. | * Used some techniques to sequence events may unfold unnaturally or appear unclear. * Uses some transitions to convey sequence, signals shifts from one time frame or setting to another—transitions may be too simplistic, repetitive, or cause confusion at times. * Provides a conclusion that is loosely connected to the narrated experiences or events. | * Minimal use of techniques to sequence events—sequencing may feel unnatural or be confusing. * Rarely uses transitions to convey sequence, signals shifts from one time frame or setting to another–transitions may be too simplistic, repetitive, or the lack of transitions may cause excessive confusion. * Provides a conclusion that may be weakly linked to the narrated experiences or events. |
| **Style** | * Precise words and phrase and sensory language are woven together in a sophisticated way that insightfully captures the action and conveys experiences and events. | * Effectively uses precise words and phrases and sensory language to capture the action and convey experiences and events. | * Generally uses words and phrases and sensory language to capture the action and convey experiences and events – gaps may be evident. | * Rarely uses precise words and phrases and sensory language to capture the action and convey experiences and events – gaps may be evident. |
| **Conv.** | * Consistently uses grade-level conventions that extend beyond the grade level. | * Consistently shows strong evidence of success with grade-level expectations for conventions. Errors, if present, do not distract or detract from the writing. | * The writing shows some evidence of success with grade-level expectations for conventions, but a few significant errors detract from the writing. | * Does not show evidence in grade-level expectations and makes the writing hard to read. |

| **6th Grade Argument**  \*\*\*The Ideas & Content strand can be attached to a the presentation rubric if the presentation is argumentative | | | | |
| --- | --- | --- | --- | --- |
|  | **Exceeds** | **Meets** | **Approaching** | **Does Not Meet** |
| **Ideas & Content** | * Demonstrates a comprehensive and accurate understanding of the topic or text * Clearly introduces claim(s) and acknowledges alternate or opposing claim(s). * Thoughtfully supports claim(s) with logical reasons and relevant evidence and may include emotional and logical appeals * Use accurate and credible sources | * Demonstrates an accurate understanding of the topic or text * Clearly introduces claim(s). * Adequately supports claim(s) with clear reasons and relevant evidence * Uses credible sources | * Demonstrates a partially accurate or incomplete understanding of the topic or text * State claim(s) and acknowledge and distinguish the claim(s) from alternate or opposing claim(s) * Partially supports claim(s) with clear reasons and relevant evidence * Uses some credible sources | * Demonstrates and inaccurate or mostly incomplete understanding of the topic or text. * State claim(s) and acknowledge and distinguish the claim(s) from alternate or opposing claim(s) * Minimally supports claim(s) reasons and evidence are generally irrelevant * Minimal use of credible sources |
| **ORGANIZATION** | * Thoughtfully introduces the argument with a claim(s) * Clearly and logically organizes reasons and evidence * Thoughtfully uses transitions to create cohesion and clarify relationships among ideas and concepts * Provides a concluding statement or section that follows from and supports argument | * Effectively introduces claim(s) * Clearly organizes reasons and evidence * Effectively uses transitions to clarify relationships among claims * Provides a concluding statement or section that follows from the argument | * Introduces the argument; claim(s) may need more clarity * Organization of claim(s), reasons, and evidence is not always logical * Use of transitions provides some cohesion and some clarity between ideas and concepts * A concluding statement or section somewhat supports the argument | * Minimally introduces the argument; a focused claim(s) may be missing * Organization of claim(s), reasons, and evidence is often illogical * Minimal use of transitions to provide cohesion and some clarity between ideas and concepts – weak links between ideas and support * A concluding statement or section minimally supports the argument – or may be off topic |
| **Style** | * Effectively uses words, phrases, and clauses to create cohesion and clarify the relationships among claims and reasons. * Establishes and maintains a formal and sophisticated style * Effectively uses precise language and domain specific vocabulary appropriate for the topic | * Effectively uses words, phrases, and clauses to clarify the relationships among claims and reasons * Establishes and maintains a formal style * Effectively uses precise language and domain specific vocabulary appropriate for the topic | * Some effective use of words, phrases, and clauses to create cohesion and clarify the relationships among claims and reasons * Style may be too informal or inconsistent * Generally uses precise language and domain specific vocabulary appropriate for the topic | * Ineffective or minimal use of words, phrases, and clauses to create cohesion and clarify the relationships among claims and reasons * Style is too informal * Minimal use of precise language and domain specific vocabulary appropriate for the topic |
| **CONV.** | * Consistently uses grade-level conventions that extend beyond the grade level. | * Consistently shows strong evidence of success with grade-level expectations for conventions. Errors, if present, do not distract or detract from the writing. | * The writing shows some evidence of success with grade-level expectations for conventions, but a few significant errors detract from the writing. | * Does not show evidence in grade-level expectations and makes the writing hard to read. |

| **6th Grade: Informational Rubric**  \*\*\*The Ideas & Content strand can be added to the presentation rubric if the presentation is informational | | | | |
| --- | --- | --- | --- | --- |
|  | **Exceeds** | **Meets** | **Approaching** | **Does Not Meet** |
| **Ideas &**  **Content** | * Demonstrates an thorough understanding of the content or topic – including subtleties * Thoughtfully and precisely develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples as needed. | * Demonstrates an adequate understanding of the content or topic – including all important components * Adequately develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples as needed. | * Demonstrates an partial understanding of the content or topic – includes most important components * Partially develops the topic with some relevant facts, definitions, concrete details, quotations, or other information and examples as needed – some not relevant | * Demonstrates an minimal understanding of the content or topic – includes most important components * Minimal development the topic: support is generally irrelevant or not clearly linked to the claim |
| **ORGANIZATION** | * Thorough introduction of the topic – may include some unexpected subtleties * Introductions previews what is to follow and provides insight into the purpose of the information or explanation * Uses fluid and precise transitions to create cohesion and clarify relationships among ideas and concepts * Provides a thoughtful and concluding statement or section that follows from and supports information or explanation given | * Clear introduction of the topic – adequate for audience understanding * Introduction previews what is to follow * Effectively uses transitions to create cohesion and clarify relationships among ideas and concepts * Provides a concluding statement or section that follows from and supports the information or explanation given | * Introduction of the topic is somewhat clear – audience may have questions * Introduction previews some of what is to follow * Use of transitions provides some cohesion and some clarity between ideas and concepts * A concluding statement or section somewhat supports the information or explanation given | * Minimal introduction of the topic – audience may have many questions * Introduction previews little of what is to follow * Minimal use of transitions to provide cohesion and some clarity between ideas and concepts – weak links between ideas and support * A concluding statement or section minimally supports the information or explanation given – or may be off topic |
| **Style** | * Uses sophisticated words, phrases, and clauses to clarify the relationships among ideas and concepts * Establishes and maintains a formal style * Effectively uses precise language and domain specific vocabulary appropriate for the topic | * Effectively uses words, phrases, and clauses to clarify the relationships among ideas and concepts * Establishes and maintains a formal style * Effectively uses precise language and domain specific vocabulary appropriate for the topic | * Some effective use of words, phrases, and clauses to clarify the relationships among ideas and concepts * Style may be too informal or inconsistent * Generally uses precise language and domain specific vocabulary appropriate for the topic | * Ineffective or minimal use of words, phrases, and clauses to clarify the relationships among ideas and concepts * Style is too informal * Minimal use of precise language and domain specific vocabulary appropriate for the topic |
| **CONV.** | * Consistently uses grade-level conventions that extend beyond the grade level. | * Consistently shows strong evidence of success with grade-level expectations for conventions. Errors, if present, do not distract or detract from the writing. | * The writing shows some evidence of success with grade-level expectations for conventions, but a few significant errors detract from the writing. | * Does not show evidence in grade-level expectations and makes the writing hard to read. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **6th Grade: Research & Reasoning Rubric**  **\*\* Attach to any writing or presentation rubric** | | | | |
|  | **Exceeds** | **Meets** | **Approaching** | **Does Not Meet** |
| **Research & Reasoning** | * Selectively integrates relevant, and insightful research-based information * Integration of quotations and information maintains fluidity within the argument and writing. * Independent Response: avoids plagiarism when including quotations and paraphrasing of the data and conclusions in the research—succinctly and clearly quotes and paraphrases the ideas of others. * Follows an MLA format for citations. | * Effective integrates supportive research-based information * Integration of quotations and information maintains a consistent flow within the argument and writing. * Avoids plagiarism when including quotations and paraphrasing of the data and conclusions in the research * Follows an MLA format for citations. | * Functionally integrates research-based information—information may not always be supportive. * Integration of quotations and information sometimes interrupts the flow of the argument and writing. * Dependent response: Attempts to avoids plagiarism when including quotations and paraphrasing of the data and conclusions in the research—depends too much of others’ words and ideas * Partially follows an MLA format for citations. | * Minimally integrates research-based information—information may be irrelevant. * Integration of quotations and information regularly interrupts the flow of the argument and writing. * Little attempts to avoid plagiarism when including quotations and paraphrasing of the data and conclusions in the research—depends mostly on the words and ideas of others. * Minimally follows an MLA format for citations. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **6th Grade: Reading Rubric**  **\*\*\*Can be attached to any written literary analysis or discussion rubric** | | | | |
|  | **Exceeds** | **Meets** | **Approaching** | **Does Not Meet** |
| **Reading** | | | | |
| **Reading & Comprehension** | * Provides an insightful and highly justifiable analysis or interpretation of the text (including literal and inferential—including the ability to interpret with above-grade level texts. * Cites strong and thorough textual evidence to support claims * Clear and thoughtful links between analysis and evidence. * Demonstrates an accurate and independent understanding of language, word relationships, and meanings * Insightfully explores a wide range of literary terms and techniques including terms not yet addressed at this grade level. | * Provides a justifiable analysis or interpretation of the text (including literal and inferential) * Cites appropriate textual evidence to support claims * Clear links between analysis and evidence. * Demonstrates an accurate understanding of language, word relationships, and meanings. * Accurately uses grade appropriate literary terminology to analyze texts. | * Provides a partially justifiable analysis or interpretation of the text (may be too literal or incomplete; inferences may be difficult to support) * Cites some textual evidence to support claims * Links between analysis and evidence may not always be clear. * Demonstrates a partial understanding of language, word relationships, and meanings * Sometimes uses grade appropriate literary terminology to analyze texts. | * Provides a minimally justifiable analysis or interpretation of the text (may include a misread of the text) * Cites minimal textual evidence to support claims * Links between analysis and evidence are generally unclear. * Demonstrates a minimal understanding of language, word relationships, and meanings. * Rarely includes grade appropriate literary terminology. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **6th Grade: Text-Based Discussion Rubric** | | | | |
|  | **Exceeds** | **Meets** | **Approaching** | **Does Not Meet** |
| **Reading** | | | | |
| **Reading** | * Provides an insightful and highly justifiable analysis or interpretation of the text (including literal and inferential—including the ability to interpret with above-grade level texts. * Cites strong and thorough textual evidence to support claims * Clear and thoughtful links between analysis and evidence. * Demonstrates an accurate and independent understanding of language, word relationships, and meanings * Insightfully explores a wide range of literary terms and techniques including terms not yet addressed at this grade level. | * Provides a justifiable analysis or interpretation of the text (including literal and inferential) * Cites appropriate textual evidence to support claims * Clear links between analysis and evidence. * Demonstrates an accurate understanding of language, word relationships, and meanings. * Accurately uses grade appropriate literary terminology to analyze texts. | * Provides a partially justifiable analysis or interpretation of the text (may be too literal or incomplete; inferences may be difficult to support) * Cites some textual evidence to support claims * Links between analysis and evidence may not always be clear. * Demonstrates a partial understanding of language, word relationships, and meanings * Sometimes uses grade appropriate literary terminology to analyze texts. | * Provides a minimally justifiable analysis or interpretation of the text (may include a misread of the text) * Cites minimal textual evidence to support claims * Links between analysis and evidence are generally unclear. * Demonstrates a minimal understanding of language, word relationships, and meanings. * Rarely includes grade appropriate literary terminology. |
| **Oral Expression and Listening** | | | | |
| **Preparation** | * Preparation is complete and demonstrates an insightful and thorough interaction with the text/topic | * Preparation is complete and demonstrates a strong interaction with the text/topic | * Preparation is partially complete and demonstrates some interaction with the text/topic | * Preparation is mostly incomplete and demonstrate little to no interaction with the text/topic |
| **Participation** | * Effectively uses his/her preparation during the discussion * Offers insightful commentary and includes precise and pertinent references to the text or other resources to support comments. * Includes deep questions to keep the discussion moving in a meaningful direction. * Participant politely interacts with other speakers and doesn’t derail the conversation. Regularly invites others to contribute to the participation. * Speaks at a rate and volume that is easily understood by all members of the group. Strong enunciation and pronunciation. | * Effectively uses his/her preparation during the discussion * Offers useful commentary and includes pertinent references to the text or other resources to support comments. * Poses questions that help to connect or develop ideas. * Participant politely interacts with other speakers and doesn’t derail the conversation. * Speaks at a rate and volume that is easily understood by all members of the group. Mostly accurate enunciation and pronunciation. | * preparation is sometimes used effectively during the discussion * Participant offers some useful commentary and includes some pertinent references to the text or other resources to support comments. * May attempt to clear up personal confusion by asking follow-up questions, but may be more resigned to not ask questions. * Participant may sometimes distract the group by interrupting other speakers, or by offering off topic questions and comments, or by dominating the discussion * Speaks at a rate and volume that is understood by many members of the group. | * preparation is rarely used effectively during the discussion * Participant offers little commentary and little to no references to the text or other resources to support comments. * Does not ask follow-up questions. * Participant distracts the group by interrupting other speakers or by offering off topic questions and comments. * Speaker’s rate and volume make the message difficult to understand by many or all members of the group. |
| **Listening** | * Participant continually attends to the conversation (through verbal and nonverbal indicators). * Follows the flow of the conversation and takes notes when needed. | * Participant continually attends to the conversation (through verbal and nonverbal indicators). * Follows the flow of the conversation and takes notes when needed. | * Participant sometimes stops attending to the discussion (through verbal and nonverbal indicators) | * Participant regularly stops attending to the discussion (based on verbal and nonverbal indicators) |

| **6th Grade Argument Rubric (Literary Analysis/Response)** | | | | |
| --- | --- | --- | --- | --- |
|  | **Exceeds** | **Meets** | **Approaching** | **Does Not Meet** |
| **Reading** | | | | |
| **Reading** | * Provides an insightful and highly justifiable analysis or interpretation of the text (including literal and inferential—including the ability to interpret with above-grade level texts. * Cites strong and thorough textual evidence to support claim(s) * Clear and thoughtful links between analysis and evidence. * Demonstrates an accurate and independent understanding of language, word relationships, and meanings * Insightfully explores a wide range of literary terms and techniques including terms not yet addressed at this grade level. | * Provides a justifiable analysis or interpretation of the text (including literal and inferential) * Cites strong textual evidence to support claim(s) * Clear links between analysis and evidence. * Demonstrates an accurate understanding of language, word relationships, and meanings. * Accurately uses grade appropriate literary terminology. | * Provides a partially justifiable analysis or interpretation of the text (may be too literal or incomplete; inferences may be difficult to support) * Cites some textual evidence to support claim(s) * Links between analysis and evidence may not always be clear. * Demonstrates a partial understanding of language, word relationships, and meanings * Sometimes uses grade appropriate literary terminology. | * Provides a minimally justifiable analysis or interpretation of the text (may include a misread of the text) * Cites minimal textual evidence to support claim(s) * Links between analysis and evidence are generally unclear. * Demonstrates a minimal understanding of language, word relationships, and meanings. * Rarely includes grade appropriate literary terminology. |
| **Writing** | | | | |
| **ORGANIZATION** | * Thoughtfully introduces the argument with a claim(s) * Clearly and logically organizes reasons and evidence * Thoughtfully uses transitions to create cohesion and clarify relationships among ideas and concepts * Provides a concluding statement or section that follows from and supports argument | * Effectively introduces claim(s) * Clearly organizes reasons and evidence * Effectively uses transitions to clarify relationships among claims * Provides a concluding statement or section that follows from the argument | * Introduces the argument; claim(s) may need more clarity * Organization of claim(s), reasons, and evidence is not always logical * Use of transitions provides some cohesion and some clarity between ideas and concepts * A concluding statement or section somewhat supports the argument | * Minimally introduces the argument; a focused claim(s) may be missing * Organization of claim(s), reasons, and evidence is often illogical * Minimal use of transitions to provide cohesion and some clarity between ideas and concepts – weak links between ideas and support * A concluding statement or section minimally supports the argument – or may be off topic |
| **Style** | * Effectively uses words, phrases, and clauses to create cohesion and clarify the relationships among claims and reasons. * Establishes and maintains a formal and sophisticated style * Effectively uses precise language and domain specific vocabulary appropriate for the topic | * Effectively uses words, phrases, and clauses to clarify the relationships among claims and reasons * Establishes and maintains a formal style * Effectively uses precise language and domain specific vocabulary appropriate for the topic | * Some effective use of words, phrases, and clauses to create cohesion and clarify the relationships among claims and reasons * Style may be too informal or inconsistent * Generally uses precise language and domain specific vocabulary appropriate for the topic | * Ineffective or minimal use of words, phrases, and clauses to create cohesion and clarify the relationships among claims and reasons * Style is too informal * Minimal use of precise language and domain specific vocabulary appropriate for the topic |
| **CONV.** | * Consistently uses grade-level conventions that extend beyond the grade level. | * Consistently shows strong evidence of success with grade-level expectations for conventions. Errors, if present, do not distract or detract from the writing. | * The writing shows some evidence of success with grade-level expectations for conventions, but a few significant errors detract from the writing. | * Does not show evidence in grade-level expectations and makes the writing hard to read. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **6th Grade: Research Process Rubric** | | | | |
|  | **Exceeds** | **Meets** | **Approaching** | **Does Not Meet** |
| **Planning** | * Identifies a focused and engaging topic for research * Formulates open-ended research questions that supports a comprehensive study of the topic * Thoughtfully identifies potential sources of information | * Identifies a focused topic for research * Formulates open-ended research questions that supports the study of the topic * Effectively identifies potential sources of information | * Topic may be too broad or too narrow for effective research * Research questions sometimes help focus the study of the topic, but may be too restrictive or irrelevant * Identifies some potential sources of information | * Topic is too broadly or narrowly defined – doesn’t lead to effective inquiry * Research questions rarely help focus the study of the topic, may be irrelevant * Identifies few potential sources of information |
| **Exploration** | * Gathers relevant, precise, and sophisticated information from multiple print and digital sources * Assesses the credibility, accuracy, and bias of each source | * Gathers relevant information from multiple print and digital sources * Assesses the credibility and accuracy of each source | * Gathers information from some print and digital sources—often relevant * Sometimes assesses the credibility and accuracy of each source | * Gathers little information from some print and digital sources—may be irrelevant * Rarely assesses the credibility and accuracy of each source |
| **Integration** | * Thoughtfully identifies appropriate, direct quotations and evidence that clarify information or supports claims * Can easily and fluidly cite resources when integrating them into text or multi-media without having to look up the source again * Uses high-level, credible, precise, and accurate sources | * Identifies appropriate, direct quotations and evidence that clarify information or supports claims * Can easily cite resources when integrating them into text or multi-media without having to look up the source again * Uses credible and accurate sources | * Sometimes identifies appropriate, direct quotations and evidence that sometimes help clarify information or supports claims * Can sometimes cite resources easily when integrating them into text or multi-media without having to look up the source again * Uses some credible and accurate sources | * Rarely identifies appropriate, direct quotations and evidence that help clarify information or supports claims * Rarely cites resources easily when integrating them into text or multi-media—usually has to look up the source again * Rarely uses credible and accurate sources |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **6th Grade: Presentation Rubric** | | | | |
|  | **Exceeds** | **Meets** | **Approaching** | **Does Not Meet** |
| **Expression**  **(Style)** | * Speaks at a rate and volume makes the message very clear. Strong enunciation and pronunciation. * Expression greatly enhances the message. | * Speaks at a rate and volume that makes the message clear. Mostly accurate enunciation and pronunciation. * Expression supports the message. | * Speaks at a rate and volume that makes the message sometimes unclear. * Expression usually supports the message | * Speaker’s rate and volume make the message difficult to understand. * Expression often detracts from the message. |
| **Physicality** | * Posture, movement, and gesture seem natural and greatly enhance the presentation. * Eye contact is comprehensive, direct, and sustained – greatly engages the audience. | * Posture, movement, and gesture seem natural and appropriate. * Eye contact is direct and usually sustained—adequately engages the audience. | * Posture, movement, and gesture are sometimes awkward and inappropriate. * Eye contact is not regularly direct and/or sustained. | * Poor posture, no/inappropriate movement, and no/inappropriate gestures. * Weak/no eye contact. |
| **Multimedia Integration**  **(if applicable)** | * Integrates multimedia and visual displays with sophistication and fluidity * It significantly helps clarify information * It strengthens claims and evidence – seamless support between oral and use of multimedia * Highly engages the audience | * Effectively integrates multimedia and visual displays * It helps clarify information * It strengthens claims and evidence * Adds interest to the presentation | * Some integration of multimedia and visual displays * It helps clarify much of information * It sometimes strengthens claims and evidence * Adds some interest to the presentation | * Minimal integration of multimedia and visual displays * It helps clarify little of information * It rarely strengthens claims and evidence * Adds little interest to the presentation |