6th Grade Rubrics

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| **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.
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| **6th Grade Argument** \*\*\*The Ideas & Content strand can be attached to a the presentation rubric if the presentation is argumentative |
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|  | **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.
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| **6th Grade: Informational Rubric**\*\*\*The Ideas & Content strand can be added to the presentation rubric if the presentation is informational |
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|  | **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.
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| **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.
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| **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.
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| **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)
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| **6th Grade Argument Rubric (Literary Analysis/Response)** |
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|  | **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.
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| **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
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| **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
 |