

**Argument Writing Rubric
Grade 6**

Score of 4 – Above Grade Level	Score of 3 – At Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> ▪ skillfully introduces the claim(s) (7W1a) ▪ acknowledges alternate or opposing claims (7W1a) • organizes reasons and evidence logically (7W1a) ▪ uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence (7W1c) ▪ provides a concluding statement or section that follows from and supports the argument presented (7W1e) ▪ skillfully produce clear and coherent writing appropriate to task, purpose, and audience (7W4) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the claim(s) (6W1a) ▪ organizes reasons and evidence (6W1a) ▪ uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons (6W1c) ▪ provides a concluding statement or section that follows from the argument presented (6W1e) ▪ produce clear and coherent writing appropriate to task, purpose, and audience (6W4) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to introduce the claim(s) ▪ attempts to organize reasons and evidence ▪ attempts to use words, phrases, and clauses to clarify the relationships among claim(s) and reasons ▪ attempts to provide a concluding statement or section that follows from the argument presented ▪ attempts to produce clear and coherent writing appropriate to task, purpose, and audience 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to introduce the claim(s) ▪ makes little or no attempt to organize reasons and evidence ▪ makes little or no attempt to use words, phrases, and clauses to clarify the relationships among claim(s) and reasons ▪ makes little or no attempt to provide a concluding statement or section that follows from the argument presented ▪ makes little or no attempt to produce clear and coherent writing appropriate to task, purpose, and audience 	Organization/Purpose 2 X =
<p>The writing –</p> <ul style="list-style-type: none"> ▪ supports claim(s) with logical reasoning and relevant evidence (7W1b) ▪ uses accurate, credible sources (7W1b) ▪ uses relevant information from multiple print and digital sources (7W8) ▪ quotes or paraphrases the data and conclusions of others while avoiding plagiarism (7W8) ▪ follows a standard format for citation, when appropriate (7W8) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ supports claim(s) with clear reasons and relevant evidence (6W1b) ▪ uses credible sources (6W1b) ▪ uses relevant information from multiple print and digital sources (6W8) ▪ quotes or paraphrases the data and conclusions of others while avoiding plagiarism (6W8) ▪ provides basic bibliographic information for sources, when appropriate (6W8) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to support a claim with clear reasons and relevant evidence ▪ attempts to use credible sources ▪ attempts to make use of relevant information from multiple print and digital sources ▪ attempts to quote or paraphrase data and conclusions of others while avoiding plagiarism ▪ attempts to provide basic bibliographic information for sources, when appropriate 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to support a claim with clear reasons and relevant evidence ▪ makes little or no attempt to use credible sources ▪ makes little or no attempt to use relevant information from multiple print and digital sources ▪ makes little or no attempt to quote or paraphrase data and conclusions of others while avoiding plagiarism ▪ makes little or no attempt to provide basic bibliography information for sources, when appropriate 	Evidence/Elaboration 2 X =
<p>The writing –</p> <ul style="list-style-type: none"> ▪ establishes and maintains a formal style (7W1d) ▪ employs language and tone appropriate to purpose and audience (L3)* ▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (7L1-2)* ▪ has errors that do not interfere with understanding (7L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> • establishes and maintains a formal style (6W1d) ▪ employs language and tone appropriate to purpose and audience (6L3)* ▪ demonstrates a command of grade level appropriate standard English grammar, usage, and conventions (6L1-2)* ▪ has few errors that do not interfere with understanding (6L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to establish and maintain a formal style ▪ attempts to employ language and tone appropriate to purpose and audience ▪ attempts to demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions ▪ has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to maintain style ▪ makes little or no attempt to employ language and tone appropriate to purpose and audience ▪ makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions ▪ has errors that interfere with understanding 	Language/Conventions 1 X =

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose (see Conventions Chart on p. 2)

**CONVENTION CHART
GRADE 6**

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Spells words at grade level and below correctly. (6L2b) 	<ul style="list-style-type: none"> Uses capitalization rules from the previous grades. (L2a) 	<p>Commas, parenthesis or dash (6W1a)</p> <ul style="list-style-type: none"> To set off nonrestrictive/parenthetical information (e.g., appositives, explanatory phrases/clauses such as Batman, the famous caped crusader, battled the Joker; Our teacher, who loves cake, enjoyed the birthday party we threw her)* 	<p>Pronouns:</p> <ul style="list-style-type: none"> Correctly uses pronoun case (subject, object, possessive) (6L1a) Correctively uses intensive pronouns (e.g., myself; ourselves) (6L1b) Avoids inappropriate shifts in pronoun number and person* (6L1c) Avoids vague or ambiguous or unclear pronoun references* (6L1d) <p>Verbs:</p> <ul style="list-style-type: none"> Avoids inappropriate shifts in verb tense.* (previous grade) (L1) <p>Agreement:</p> <ul style="list-style-type: none"> Pronouns and antecedents agree (<i>Everybody wants his or her own book bag VS They all want their own book bags</i>) (previous grade) (L1) Subjects and verbs agree (<i>People who forget the words just hum the tune</i>) (previous grade) (L1) <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> Uses frequently confused words* correctly (L1g) 	<ul style="list-style-type: none"> Varies sentence patterns for meaning, reader/listener interest, and style.* (6WL3a)

* as appropriate for grade level (see progression chart on page 56, of the CCSS, for progressive skills)

Adapted from the Smarter Balanced – Conventions Chart – April, 2014

* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.