

Student Name _____ Teacher Name _____ School _____

Date of Attempt _____ Points _____ /85 (90%-100% = exceeds; 80%-89% = meets; 70%-79% = approaching; 69% and below = limited) Proficiency Level _____

DCSD Grade 6-Expository Rubric: ARGUMENT

<u>Limited – 0 points per box</u>	<u>Approaching – 3 points per box</u>	<u>Meets – 4 points per box</u>	<u>Exceeds – 5 points per box</u> One Year Above Grade Level
<p><u>Statement of Purpose/Focus</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> May be related to purpose or confusing or ambiguous or lacks claim <input type="checkbox"/> Lacks focus or major drift in focus <p><u>Organization/Elaboration of Evidence</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Too brief for claim to be maintained <input type="checkbox"/> Lacks introduction <input type="checkbox"/> Middle paragraph has uneven grouping and progression of reasons <input type="checkbox"/> Closing paragraph is missing, or lacks a sense of closure <input type="checkbox"/> Claims not based on evidence <input type="checkbox"/> Few or no transitional strategies are evident <input type="checkbox"/> No use of formal style <p><u>Language and Vocabulary</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Expression of ideas is vague or confusing with little sense of audience or purpose <input type="checkbox"/> Uses limited language or domain specific vocabulary <p><u>Conventions</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Lacks evidence of multiple paragraphs (indentions) <input type="checkbox"/> Consistent errors in capitalization and punctuation obscure meaning <input type="checkbox"/> Consistent errors in usage and sentence formation obscure meaning <input type="checkbox"/> Shifts in verb tense impede progression of ideas <p><u>Spelling*</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Misspells three or more 6th Grade high frequency words used within the piece <input type="checkbox"/> Student spells less than 60% of grade appropriate words correctly 	<p><u>Statement of Purpose/Focus</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Somewhat unclear claim or unclear claim <input type="checkbox"/> Somewhat focused or somewhat unfocused or minor drift in focus <p><u>Organization/Elaboration of Evidence</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> In response to a prompt, student lacks logically sequenced, complete paragraphs and/or sentences <input type="checkbox"/> Opening paragraph lacks a point of view/opinion statement that addresses the prompt and/or provides only one reason for the statement <input type="checkbox"/> Middle paragraphs lack a topic sentence and/or examples or explanations <input type="checkbox"/> Inconsistent use of evidence to develop or support the stated position <input type="checkbox"/> Closing paragraph is weak <input type="checkbox"/> Inconsistent use of transitional strategies with little variety <input type="checkbox"/> Inconsistent use of formal style <p><u>Language and Vocabulary</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Expresses ideas unevenly using simplistic language <input type="checkbox"/> Use of domain specific vocabulary may be inappropriate for audience and purpose <p><u>Conventions</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of paragraph indentions is inconsistent <input type="checkbox"/> Inconsistent use of capitalization and punctuation <input type="checkbox"/> Frequent errors in usage may obscure meaning <input type="checkbox"/> Inconsistent shifts in verb tense <p><u>Spelling*</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Misspells one to two DCSD 6th Grade high frequency words used within the piece <input type="checkbox"/> Student spells 70% of grade appropriate words correctly 	<p><u>Statement of Purpose/Focus</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Adequately states claim <input type="checkbox"/> Generally focused <p><u>Organization/Elaboration of Evidence</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> In response to a prompt, student writes multiple paragraphs (at least five), containing focused, logically sequenced, complete sentences. <input type="checkbox"/> Opening paragraph catches the reader's attention, addresses the prompt, takes a position, and defends it with a valid argument (thesis statement) <input type="checkbox"/> Middle paragraphs provide facts, explanations and examples to develop or support the argument related to stated position based on evidence <input type="checkbox"/> Loosely states or mentions alternate or opposing claim <input type="checkbox"/> Closing paragraph of at least two sentences revisits the prompt, summarizes the middle, and ends with a concluding statement or question that adequately supports the argument <input type="checkbox"/> Adequate use of varied and appropriate transition words or phrases <input type="checkbox"/> Adequately establishes and maintains a formal style <p><u>Language and Vocabulary</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Adequately employs a mix of precise and domain specific vocabulary with more general language <input type="checkbox"/> Vocabulary is generally appropriate for audience and purpose <p><u>Conventions</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses commas and quotation marks to indicate direct speech and quotations from text <input type="checkbox"/> Capitalization/punctuation errors do not impede readability of the piece <input type="checkbox"/> Some errors in usage and sentence formation (i.e., subj./verb agreement) are present but no systematic pattern of errors <input type="checkbox"/> Appropriate shifts in verb tense <p><u>Spelling*</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> ALL DCSD 6th Grade high frequency words used within the piece are spelled correctly <input type="checkbox"/> Student spells 80% of grade appropriate words correctly 	<p><u>Statement of Purpose/Focus</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly states claim <input type="checkbox"/> Consistently and clearly focused <p><u>Organization/Elaboration of Evidence</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> In response to a prompt, student writes a persuasive essay composed of multiple paragraphs (five or more) that logically group and order reasons from beginning to end. <input type="checkbox"/> Opening paragraph catches the reader's attention and states an opinion that addresses the prompt with attention to audience and purpose <input type="checkbox"/> Middle paragraphs each include a topic sentence and at least four supporting sentences that provide facts, examples or explanations that support the writer's opinion <input type="checkbox"/> Closing paragraph of at least two sentences, revisits the prompt, summarizes the middle, and demonstrates a strong emotion/feeling about the topic <input type="checkbox"/> Effective, consistent use of a variety of transitional strategies <input type="checkbox"/> Some use of citations <input type="checkbox"/> Effective and consistent use of formal style <p><u>Language and Vocabulary</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly and effectively employs a mix of precise and domain specific vocabulary with more general language <input type="checkbox"/> Vocabulary is clearly appropriate for audience and purpose <p><u>Conventions</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses commas, parentheses, dashes to set off parenthetical information <input type="checkbox"/> Uses underlining, quotation marks, or italics to indicate titles of works <input type="checkbox"/> Effective and consistent use of capitalization, punctuation, grammar usage and sentence formation <input type="checkbox"/> Effective use of a variety of sentence structures (i.e. simple, compound, complex, and compound-complex) <p><u>Spelling*</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> ALL DCSD high frequency words used within the piece are spelled correctly <input type="checkbox"/> Student spells 90% of grade appropriate words correctly

*Students may use classroom resources (i.e. Word Wall, dictionaries, etc.)

Revised 7/11/2013