



DCSD Formative Assessment
Grade 6 Argumentative Writing (part 1)



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

Student Name: _____ Teacher Name: _____ School: _____

	4 Thorough Understanding	3 Adequate Understanding	2 Partial Understanding	1 Minimal Understanding
Statement of Purpose/Focus	<input type="checkbox"/> Clearly states claim <input type="checkbox"/> Consistently and clearly focused <input type="checkbox"/> Fully sustained with relevant reasons and evidence <input type="checkbox"/> Clearly communicates context for the claim	<input type="checkbox"/> Adequately states claim <input type="checkbox"/> Adequately focused <input type="checkbox"/> Adequately sustained with relevant reasons and evidence (some loosely related material may be present) <input type="checkbox"/> Adequately provides context for the claim	<input type="checkbox"/> Somewhat unclear claim <input type="checkbox"/> Somewhat unfocused or minor drift in focus <input type="checkbox"/> Somewhat or insufficiently sustained <input type="checkbox"/> Some context for the claim is provided	<input type="checkbox"/> May be loosely related to purpose or confusing or ambiguous or lacks claim <input type="checkbox"/> Major drift in or lacks focus <input type="checkbox"/> Too brief to be sustained or lacks relevant detail <input type="checkbox"/> Insufficient or lacks context for the claim
Organization	<input type="checkbox"/> Effective introduction clearly addresses audience and purpose <input type="checkbox"/> Consistent and effective use of a variety of transitional strategies <input type="checkbox"/> Logical progression of reasons and evidence from beginning to end <input type="checkbox"/> Strong connection between reasons and evidence with some syntactic variety <input type="checkbox"/> Effective concluding statement/ section follows from and supports the argument	<input type="checkbox"/> Adequate introduction addresses audience and purpose <input type="checkbox"/> Adequate use of transitional strategies with some variety (may have minor flaws) <input type="checkbox"/> Adequate progression of reasons and evidence from beginning to end <input type="checkbox"/> Adequate connection between reasons and evidence (at times inconsistent or loosely connected) <input type="checkbox"/> Adequate concluding statement/section follows from and supports the argument	<input type="checkbox"/> Weak introduction that may address audience and purpose <input type="checkbox"/> Inconsistent use of basic transitional strategies with little variety <input type="checkbox"/> Uneven development from beginning to end <input type="checkbox"/> Weak connection between reasons and evidence <input type="checkbox"/> Weak concluding statement/ section does not support the argument	<input type="checkbox"/> Lacks introduction <input type="checkbox"/> Few or no transitional strategies are evident <input type="checkbox"/> Frequent extraneous ideas intrude or lacks development <input type="checkbox"/> Little or no discernible connection between reasons and evidence <input type="checkbox"/> Lacks concluding statement/ section
Elaboration of Evidence	<input type="checkbox"/> Thoroughly and convincingly supports claim with precise reasons and evidence from credible sources <input type="checkbox"/> Smoothly integrates relevant and concrete support/ evidence from sources <input type="checkbox"/> Specific use of citation techniques <input type="checkbox"/> Effective use of a variety of elaborative techniques <input type="checkbox"/> Deep understanding of the topic or text is evident	<input type="checkbox"/> Adequately supports claim with clear reasons and relevant evidence from credible sources <input type="checkbox"/> Some relevant evidence from sources is adequately integrated <input type="checkbox"/> Basic or general use of citation techniques (may mention source) <input type="checkbox"/> Adequate use of some elaborative techniques <input type="checkbox"/> Adequate understanding of the topic or text is evident	<input type="checkbox"/> Uneven or cursory support for claim with reasons and evidence from limited sources <input type="checkbox"/> Weakly integrates evidence from sources <input type="checkbox"/> Imprecise or vague use of citation techniques (may allude to source) <input type="checkbox"/> Weak or uneven use of elaborative techniques <input type="checkbox"/> Limited understanding of the topic or text is evident	<input type="checkbox"/> Lacks reasons and evidence from sources to support claim <input type="checkbox"/> Evidence from source material is minimal or incorrect or irrelevant or absent <input type="checkbox"/> Lacks citation <input type="checkbox"/> Lacks elaboration <input type="checkbox"/> Lacks understanding of the topic or text is evident

Argumentative checklist continues on next page.



DCSD Formative Assessment
Grade 6 Argumentative Writing (part 2)

	4	3	2	1
Language and Vocabulary	Thorough Understanding <input type="checkbox"/> Precise use of academic vocabulary <input type="checkbox"/> Precise use of domain-specific vocabulary <input type="checkbox"/> Use of language and vocabulary is clearly appropriate for audience and purpose <input type="checkbox"/> Effectively establishes and maintains formal style	Adequate Understanding <input type="checkbox"/> Adequate use of academic vocabulary (may mix some general language with precise language) <input type="checkbox"/> Adequate use of domain-specific vocabulary <input type="checkbox"/> Adequate use of language and vocabulary is generally appropriate for the audience and purpose <input type="checkbox"/> Adequately maintains a formal style	Partial Understanding <input type="checkbox"/> Uneven use of academic vocabulary or simplistic vocabulary <input type="checkbox"/> Uneven or inappropriate use of domain-specific vocabulary <input type="checkbox"/> Uneven use of some language and vocabulary that may be inappropriate for audience and purpose <input type="checkbox"/> Unevenly maintains formal style	Minimal Understanding <input type="checkbox"/> Limited or vague or confusing use of academic vocabulary or language <input type="checkbox"/> Limited or no use of domain-specific vocabulary <input type="checkbox"/> Limited or no use of language and vocabulary to connect to audience and purpose <input type="checkbox"/> Limited or no attention to formal style
	Conventions <input type="checkbox"/> Few, if any, errors in usage and sentence formation <input type="checkbox"/> Effectively and consistently uses punctuation, capitalization, and spelling	<input type="checkbox"/> Some errors in usage and sentence formation (no systematic pattern of errors) <input type="checkbox"/> Adequately uses punctuation, capitalization, and spelling	<input type="checkbox"/> Frequent errors in usage and sentence formation may obscure meaning <input type="checkbox"/> Inconsistently uses punctuation, capitalization, and spelling	<input type="checkbox"/> Frequent and severe errors in usage and sentence formation often obscure meaning <input type="checkbox"/> Frequent and severe errors in punctuation, capitalization, and spelling often obscure meaning

Date of Attempt _____ Total Points Earned _____/80

(71-80 = exceeds; 51-70 = meets; 31-50 = approaching; 30 and below = limited)

Proficiency Level _____

Comments:
