



DCSD Formative Assessment
Grade 6 Informative/Explanatory Writing (part 1)



Write formative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Student Name: _____ Teacher Name: _____ School: _____

	4	3	2	1	
	Thorough Understanding	Adequate Understanding	Partial Understanding	Minimal Understanding	
Statement of Purpose/Focus	<input type="checkbox"/> Clearly states controlling/main idea <input type="checkbox"/> Consistently and clearly focused <input type="checkbox"/> Strongly sustains the controlling/main idea with relevant facts and details <input type="checkbox"/> Clearly communicates context for the controlling/main idea	<input type="checkbox"/> Adequately states controlling/main idea <input type="checkbox"/> Adequately focused <input type="checkbox"/> Adequately sustains the controlling/main idea with relevant facts and details (some loosely related material may be present) <input type="checkbox"/> Adequately communicates context for controlling/main idea	<input type="checkbox"/> Somewhat unclear controlling/main idea <input type="checkbox"/> Somewhat unfocused or minor drift in focus <input type="checkbox"/> Somewhat or insufficiently sustained <input type="checkbox"/> Some context for controlling/main idea is provided	<input type="checkbox"/> May be loosely related to topic or confusing or ambiguous or lacks controlling/main idea <input type="checkbox"/> Major drift in focus or lacks focus <input type="checkbox"/> Too brief to be sustained or lacks relevant detail <input type="checkbox"/> Insufficient or lacks context for the controlling/main idea	
	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 ideas from beginning to end <input type="checkbox"/> Strong connection among ideas with some syntactic variety <input type="checkbox"/> Use of formatting, graphics, and multimedia is effective (when useful to aiding comprehension) <input type="checkbox"/> Effective concluding statement/section follows from and supports the information or explanation	<input type="checkbox"/> Adequate introduction addresses the audience and purpose <input type="checkbox"/> Adequate use of transitional strategies with some variety (may have minor flaws) <input type="checkbox"/> Adequate progression of relevant ideas from beginning to end <input type="checkbox"/> Adequate connection among ideas evidence (at times inconsistent or loosely connected) <input type="checkbox"/> Some use of formatting, graphics, and multimedia (when useful to aiding comprehension) <input type="checkbox"/> Adequate concluding statement/section follows from the information or explanation	<input type="checkbox"/> Weak introduction that may address audience and purpose <input type="checkbox"/> Inconsistent use of transitional strategies with little variety <input type="checkbox"/> Uneven progression of ideas from beginning to end <input type="checkbox"/> Weak connection among ideas <input type="checkbox"/> Limited use of formatting and graphics (when useful to aiding comprehension) <input type="checkbox"/> Weak concluding statement/section does not support the information or explanation	<input type="checkbox"/> Lacks introduction <input type="checkbox"/> Few or no transitional strategies are evident <input type="checkbox"/> Frequent extraneous ideas may intrude or lacks development <input type="checkbox"/> Little or no discernible connection among ideas <input type="checkbox"/> Minimal or no use of formatting and graphics (when useful to aiding comprehension) <input type="checkbox"/> Lacks concluding statement/section
		Elaboration of Evidence	<input type="checkbox"/> Thorough and convincing support/evidence for controlling/main idea (relevant facts, definitions, concrete details, questions, and/or examples) <input type="checkbox"/> Smoothly integrates relevant and concrete evidence from credible 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 is evident	<input type="checkbox"/> Adequate support/evidence for controlling/main idea that includes facts and details (relevant facts, definitions, concrete details, questions, and/or examples) <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 is evident	<input type="checkbox"/> Uneven or cursory support/evidence for controlling/main idea (partial or uneven use of facts, definitions, concrete details, questions, and/or examples) <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 is evident

Informative/Explanatory checklist continues on next page.



DCSD Formative Assessment



Grade 6 Informative/Explanatory Writing (part 2)

	4	3	2	1
	Thorough Understanding	Adequate Understanding	Partial Understanding	Minimal Understanding
Language and Vocabulary	<input type="checkbox"/> Precise use of academic vocabulary <input type="checkbox"/> Precise use of domain-specific vocabulary <input type="checkbox"/> Effective use of language and vocabulary is clearly appropriate for audience and purpose <input type="checkbox"/> Effectively establishes and maintains formal style	<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 audience and purpose <input type="checkbox"/> Adequately maintains a formal style	<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"/> Uneven use of some words, phrases, or clauses to create cohesion and indicate relationships	<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) <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 _____/84

(74-84 = exceeds; 53-73 = meets; 32-52 = approaching; 31 and below = limited)

Proficiency Level _____

Comments:
