

## Argument Opinion Standard Referenced Rubric 6<sup>th</sup> Grade

	<b>Exceeds Standard 4</b>	<b>Meets Standard 3</b>	<b>Nearly Meets Standard 2</b>	<b>Below Standard 1</b>
<p style="text-align: center;"><b>Ideas and Organization</b> Establishes context and purpose</p> <p><b>6.W.1a</b> Introduce a topic; organize ideas, concepts, and information into purposeful, coherent paragraphs.</p>	<p>The student directly and creatively addresses the prompt by introducing the claim(s), acknowledging alternate or opposing claims and organizes the reasons and evidence logically.</p> <p>Paragraphs have clear, insightful reasons with relevant, accurate and logical evidence that support that claim.</p>	<p>The student answers the prompt directly by introducing the claim(s), and organizes the reasons and evidence clearly.</p> <p>Paragraphs have clear topics with details that support that topic.</p>	<p>The student introduces the claim, but does not directly answer the prompt, and/or does not organize the reasons and evidence clearly.</p> <p>Paragraphs have vague or nonexistent topics and details do not always support topics.</p>	<p>A claim is not introduced, and/or the reasons and evidence are not organized clearly.</p> <p>Paragraphs lack any topic and/or have random thoughts.</p>
<p style="text-align: center;"><b>Content and Development</b> Demonstrates critical thinking in order to develop the topic</p> <p><b>6.W.1b, 6.W.9b</b> Support the claim(s) with clear reasons and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	<p>Each claim is supported with three or more clear and accurate reasons, and/or relevant evidence cited from credible sources.</p>	<p>Each claim is supported with three clear and accurate reasons, and/or relevant evidence.</p>	<p>Each claim is supported with fewer than three relevant/accurate evidence.</p>	<p>The claims are not explained with relevant/accurate evidence.</p>
<p style="text-align: center;"><b>Transitions and Conclusions</b></p> <p><b>6.W.1c</b> Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p><b>6.W.1f</b> Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>Uses two or more varied transition words or phrases within a paragraph which connect the related ideas and details.</p> <p>The essay is ended by a concluding statement that follows from the information or explanation presented in a skillful way.</p>	<p>Uses two transition words or phrases within a paragraph which connect the related ideas and details.</p> <p>The essay is ended by a concluding statement that follows from the information or explanation presented.</p>	<p>Uses one transition word or phrase within a paragraph which connect the related ideas and details.</p> <p>The essay is ended by a concluding statement that partially follows from the information or explanation presented.</p>	<p>Uses no transition words.</p> <p>The essay has no concluding statement that follows from the information or explanation presented.</p>

<p style="text-align: center;"><b>Language, Style and Sentence Structure</b></p> <p><b>6.W.1d</b> Establish and maintain a formal style.</p> <p><b>6.L.3a</b> Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p><b>6.L.6</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Skillfully uses precise, relevant, and authoritative sixth grade academic vocabulary.</p> <p>Formal language is used throughout the essay.</p> <p>Uses multiple sentence types throughout the essay for creativity and reader's interest.</p>	<p>Frequently uses accurate and precise sixth grade academic vocabulary.</p> <p>Formal language is used through most of the essay.</p> <p>Uses 1-2 sentence types per paragraph.</p>	<p>Uses general or non-academic vocabulary.</p> <p>Some formal language is used.</p> <p>Uses 1-2 sentence types in the essay.</p>	<p>Uses inaccurate vocabulary.</p> <p>Informal language (slang) is used throughout the essay.</p> <p>Uses no variety in sentence structure.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p><b>6.L.1</b> Demonstrate command of the conventions of standard English grammar and usage.</p> <p><b>6.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation.</p> <ul style="list-style-type: none"> <li>● Use punctuation, including commas, parentheses, and dashes correctly.</li> <li>● Spell correctly</li> </ul>	<p>Pronouns are used correctly. Student demonstrates correct use of clauses most of the time. (7<sup>th</sup> grade standard.)</p> <p>There are no noticeable mistakes in capitalization, punctuation, and spelling.</p>	<p>Pronouns are used correctly. Grammar does not hinder meaning.</p> <p>Mistakes in capitalization, punctuation, and spelling are limited and do not hinder meaning.</p>	<p>Pronouns, if used, are sometimes correct. Grammar hinders meaning.</p> <p>Mistakes in capitalization, punctuation, and spelling occasionally hinder meaning.</p>	<p>Pronouns, if used, are used incorrectly. Misuse of grammar significantly hinders meaning.</p> <p>Mistakes with capitalization, punctuation, and spelling are found throughout and greatly hinder meaning.</p>