

6th Analytic Writing Rubric

ANALYTIC Writing: Write arguments, analyses, and informational texts to convey information and support researched claims through the selection, organization, and analysis of relevant evidence

Note: to master a target, students must demonstrate all bullets in the 3.0 category.

| Writing Target | Extends (4.0) | Mastery (3.0) | Developing Mastery (2.0) | Not Mastering (1.0) |
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| <p>6AW 1a: Introduce a topic or claim</p> | <p>Introduces a topic/claim by providing background information for the claim that creates connections between the topic and the broader, real-world context.</p> | <p>Introduces a topic/claim by providing an appropriate amount of background information for the reader.</p> <p>Provides a clearly worded topic/claim sentence.</p> | <p>Topic/claim sentence is unclear.</p> <p>Background information does not adequately introduce the topic/claim.</p> | <p>Topic/claim sentence is missing or inappropriate to task</p> <p>Background information is inaccurate, inappropriate or missing.</p> |
| <p>6AW 1b: Organize ideas/reasons and evidence clearly using appropriate transitions to clarify relationships among ideas/claims and strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> | <p>Uses a variety of organizational structures throughout the piece when appropriate.</p> <p>Uses sophisticated and varied transitional phrases and clauses to connect ideas between paragraphs/sentences and when incorporating text evidence.</p> | <p>Demonstrates purposeful, logical, and well-executed progression of ideas, making it easy for the reader to follow.</p> <p>Uses appropriate and varied transitions to connect ideas between paragraphs/ sentences and when incorporating text evidence.</p> | <p>Demonstrates limited organization, making the writer's progression of ideas somewhat unclear</p> <p>Some transitions used to connect ideas between paragraphs/ sentences may be simple or repetitive.</p> <p>Uses non-specific sentence starters (e.g. "In the text it says...")</p> | <p>Random or off topic list of reasons and evidence</p> <p>Lack of organization makes the topic or paper confusing</p> <p>Transitions between ideas are missing or inappropriate throughout the piece.</p> <p>No introductory phrases used to lead into quotations from text.</p> |
| <p>6AW2: Develop and support the topic/claim with relevant facts, clear reasons, and relevant evidence using concrete details, quotations or other information and examples from credible sources as appropriate to demonstrate an understanding of the topic or text.</p> | <p>Comprehensively develops and supports the topic/claim throughout with clear, convincing, and relevant ideas/reasons.</p> <p>Provides sophisticated context to help the reader understand the significance of text evidence.</p> <p>Uses sophisticated, unique and convincing logic to analyze how text evidence supports the claim or topic sentence using advanced strategies (e.g. analogies, anecdotes, connecting argument(s) to larger societal/global issues).</p> | <p>Develops and supports the topic/claim with relevant ideas or clear reasons</p> <p>Provides adequate, relevant text evidence (concrete details, quotations, or other information and examples from credible sources).</p> <p>Provides adequate, relevant context to help the reader understand the significance of text evidence</p> <p>Logically analyzes how the text evidence supports the claim or topic sentence using inferences and appropriate connections.</p> | <p>Develops and supports the topic/claim with some relevant ideas or clear reasons</p> <p>Does not provide enough context to reveal the significance of text evidence.</p> <p>Incorporates limited text evidence (concrete details, quotations, or other information and examples from credible sources)</p> <p>Analysis may read as a summary or may need further development.</p> | <p>Text evidence is missing or irrelevant to topic or big ideas</p> <p>Analysis of text evidence is missing or illogical, faulty, inappropriate, or irrelevant.</p> |

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| <p>6AW3: Author's Craft: Use precise language and domain-specific vocabulary to develop an appropriate voice/tone and establish and maintain a formal style.</p> | <p>Consistently uses precise language that is above and beyond grade level expectations, including but not limited to sensory details and figurative language that contributes to the overall tone/mood of the paper.</p> <p>Strong voice/tone is used deliberately to accomplish a specific purpose that significantly enhances the message of the piece.</p> | <p>Uses precise language consistently, including descriptive words and phrases to indicate tone, and/or domain-specific vocabulary.</p> <p>Writer's voice/tone consistently and appropriately conveys the author's attitude toward the topic and shows awareness of audience.</p> | <p>Uses some precise language, including descriptive words and phrases to indicate tone and/or domain-specific vocabulary.</p> <p>Writer's voice/tone is inconsistent or does not appropriately convey the author's attitude toward the topic.</p> | <p>The response includes little to no precise language.</p> <p>The student response has an inappropriate style.</p> <p>AND/OR</p> <p>Writer's voice/tone is difficult to detect throughout most of the writing.</p> |
| <p>6AW4. Provide a concluding statement or section that follows from and supports the explanation/argument presented.</p> | <p>Provides a concluding section that goes beyond mere review by using an effective, sophisticated final statement (e.g. drawing a parallel or mirroring the introduction, making a final emotional appeal, asking a rhetorical question) which enables the reader to reflect deeply on the topic.</p> | <p>Provides a conclusion that supports the information or argument presented, leaving the reader with a sense of closure and deeper understanding of the topic/claim.</p> | <p>Conclusion repeats the introduction in the same words or simply restates all of the main points.</p> <p>Conclusion is limited or lacks appropriate development.</p> | <p>Conclusion does not exist or is completely off topic.</p> |
| <p>Language Target: Demonstrate command of the conventions of standard English grammar usage when writing or speaking.</p> | <p>Demonstrates full command of the conventions of Standard English consistent with edited writing.</p> <p>Incorporates a variety of sentence structures (including but not limited to semi-colons, colons, commas, and dashes, purposeful fragments) to add tone and create cohesion among ideas.</p> | <p>Demonstrates full command of the conventions (including forming and using verbs in the active voice) of Standard English consistent with edited writing</p> <p>There may be a few minor errors in grammar and usage, but meaning is clear throughout the response.</p> | <p>Demonstrates moderate command of the conventions of Standard English consistent with edited writing.</p> <p>There are a few patterns of errors in grammar and usage that may occasionally interfere in understanding.</p> | <p>Demonstrates limited command of the conventions of Standard English consistent with edited writing.</p> <p>There are multiple patterns of errors in grammar and usage that interfere in understanding, demonstrating minimal control over language.</p> |

