Standards-Based Assessment Rubric

Mode and Grade of Writing: Sixth Grade Informational

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|  | **Exceeds Expectations****4** | **Meets Expectations****3** | **Approaching Expectations****2** | **Expectations Not Met****1** |
| **Ideas** | * Information is interesting and relevent.
* The topic is fully developed with a controlling idea throughout the paper.
* Thorough development of relevent supporting ideas with many examples and details.
 | * Information is relevant.
* The topic is developed throughout the majority of the paper.
* Development of relevant supporting ideas with some examples or details.
 | * Some evidence may be irrelevent.
* The topic is developed through some of the paper.
* Uneven development of supporting ideas; some details may be irrelevant.
 | * No use of evidence to support topic or main idea.
* Little or no topic development.
* Limited or unclear supporting ideas.
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| **Organization** | * Organization is purposeful and appropriate for purpose and context.
* Conclusion includes inferences drawn from body of essay.
* Varied transitional elements effectively link ideas and parts of the paper.
 | * Appropriate organization for author's purpose and context.
* Concludes with a summary linked to the purpose of the composition.
* Transitions evident through the majority of the paper.
* Establishes a statement as the main ideas or topic sentence.
 | * Organization is inappropriate for author's purpose/type of composition.
* Weak conclusion to support the author's purpose.
* Some transitions between ideas.
 | * No planning evident; disorganized.
* Closure does not support author's purpose.
* No transitions evident.
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| **Style** | * Effective variety of sentence beginnings, structures, and lengths.
* The writer's voice is engaging and develops the reader's interest.
 | * Attempts to vary sentence beginnings, structures, and lengths.
* Writing voice is sometimes engaging.
 | * Little variety in sentence beginnings, structures, and lengths.
* Writing voice fails to engage the reader.
 | * Assortment of incomplete and/or incorrect sentence beginnings, structures, and lengths.
* Writing voice is not noticeable.
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| **Conventions** | * Contains correct sentences, usage, grammar and spelling that make the writer's ideas understandable.
 | * Some errors are present, but they do not interfere with meaning.
 | * Errors interrupt the flow of communication and may interfere with meaning.
 | * Errors prevent the reader from understanding the writer's message.
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