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. |
| **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. |
| **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. |
| **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. |