

Teachers College Reading and Writing Project: Sixth Grade Informational Reading/Argument Writing Performance Assessment Rubric

Reading Rubric Scoring Guide (use rubric below):

You may decide to score all of the responses to texts (Task 1 and Task 2). If so, average the score points for a final reading score.
 You may decide to score only the response to the last text (Task 2). If so, use the score for this response as a final reading score.
 In a post-assessment, use the same approach to achieve comparable results.

6th Reading Rubric	Level 1- Novice	1.5	Level 2- Developing	2.5	Level 3- Effective	3.5	Level 4 Highly Effective	Score:
R. Standard 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.								
Development: Reading/Research	Attempts to refer to source material, but does not provide specific text-based examples. Or Demonstrates misunderstanding of the details or ideas in the text.		Across responses to the text, provides at least one direct text reference that is relevant to the position or claim that the student is discussing. Demonstrates a mostly accurate analysis of how details in the text(s) support a claim in the text.		Cites text accurately to demonstrate an analytical reading of the source material. Explains how particular passages from the reading support a claim or claims in the text, demonstrating literal and inferential thinking.		Cites several references to the text, demonstrating an analytical reading of the source material. Elaborates on the connection between the evidence cited and claim(s) in the text, not only discussing the relevance of the evidence, but its effect as well.	

Writing Rubric Scoring Guide (use rubric below to assess Task 3 – argument essay):

- Circle the descriptor in each row that best describes the student’s work in this category. If the work falls between two descriptors, check a mid-point box to indicate this. Use the scoring box to the right of the table to record the score for each category.
- For the category “Development: Elaboration,” double the points and record in the box to the right, as indicated by the “x 2.” This is because elaboration counts more towards the overall success of the piece than other individual categories.

Finding an overall Reading/Writing Scaled Score:

- Add the total points from the reading and writing rubrics to come up with a raw score. Use the following table to calculate a scaled score:

Total Points	Scaled Score
1-9	1
9.5-13.5	1.5
14-18	2
18.5-22.5	2.5
23-27	3
27.5-31.5	3.5
32-36	4

- To look closely at growth between pre- and post-assessments, keep this rubric with the circled descriptors.
- **You will want to track growth across sub-sections, not just in the scaled score.**

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6th Writing Rubric	<u>Level 1- Novice</u>	<u>1.5</u>	<u>Level 2- Developing</u>	<u>2.5</u>	<u>Level 3- Effective</u>	<u>3.5</u>	<u>Level 4 Highly Effective</u>	
W. Standard 6.1 Write arguments to support claims with clear reasons and relevant evidence.								Score:
Position	Attempts to make a claim, but mostly introduces the topic or does not take a position.		Establishes a position on the topic and mostly maintains it throughout the essay, with some inconsistencies.		Establishes and maintains a position while indicating an understanding of the complexity of the topic. This may be through mentioning a possible counter-argument or through making a nuanced claim.		Takes a nuanced position on a topic and acknowledges possible counter-arguments. Demonstrates an understanding that this position is one of many possible positions on this topic.	
Structure: Introduces topic; Provides a concluding statement	Begins writing without introducing the argument. Concluding section is missing or offers tangential or confusing information or reflections.		Provides a brief introduction that connects to the topic and does not conflict with the writer’s stated position. Concludes the essay with a section that connects to the rest of the argument.		Orients the reader to what’s most important in the argument and offers some context. Provides a conclusion that strengthens or adds to the whole of the argument through new phrasing or insights.		Offers an angled introduction to the topic: crafts a lead that sets the reader up to side with the writer’s position. In a concluding statement, clarifies why the writer’s position is stronger than that of a counter-argument.	
Structure: Creates an organizational structure	There is little evidence of an organizing structure to the whole of the argument. The presentation of evidence is confusing due to a lack of structure within sections.		Orders paragraphs in a structure that demonstrates some planning. Within supporting paragraphs or sections, evidence is somewhat organized.		Organizes evidence to support each reason, making it clear which evidence supports which reasons. Within supporting paragraphs or sections, organizes evidence in an order that reads well and makes sense.		Organizes evidence in sections to clarify which evidence supports the writer’s position, and which the counter-argument. Organizes supporting evidence purposefully.	
Structure: Transitions	Provides few transitional words or phrases: it is difficult to track the writer’s argument.		Uses some words and phrases to connect different parts of the piece together.		Uses a variety of transitional phrases to help the reader understand the flow of the argument and the connection between evidence, reasons, and the writer’s position.		Uses a variety of transitional phrases to help the reader understand the writer’s position versus the counter-argument(s).	

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W. Standard 6.1 Write arguments to support claims with clear reasons and relevant evidence.								Score:
Development: Elaboration	Includes very little evidence; or evidence is inaccurate or off-topic.		Includes some evidence from provided sources to support reasons. Discusses/explains some evidence.		Includes a variety of evidence from reliable sources to support each reason. Discusses/explains evidence and how it supports the claim.		Includes mostly information from authoritative sources rather than evidence based on personal experience. Explains details and examples and analyzes how these support the position the writer has taken up; or in the case of counter-argument, why this evidence, or its source, is not convincing.	x 2:
Language Conventions	Attempts to use standard English conventions, but errors in usage get in the way of the reader's understanding. Quotes from sources lack conventional punctuation.		Approximates correct punctuation when quoting from sources. Writer attempts a formal style, but falls into more conversational language at times.		Uses correct punctuation when quoting from sources. The writer's tone mostly demonstrates a serious attention to the topic.		Uses accurate citation. The writer's tone mostly demonstrates an academic study of the topic.	
R. Standard 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.								
Development: Reading/Research	Attempts to refer to source material; demonstrates misunderstanding of the source material or consistently inappropriate placement of that material within the student's argument.		Provides evidence from source(s), along with a mostly accurate account of how the evidence supports the student's position on the topic. Some evidence unintentionally supports a counter-claim.		Uses accurate citations to demonstrate an analytic reading of the source material, helping the reader see how particular passages from the reading support (or counter) the student's position on the topic.		Cites several pieces of textual evidence, demonstrating an analytical reading of the source material. Clarifies which pieces of evidence from multiple sources support and counter the student's position.	
								Total: