

TCRWP Informational Reading and Information Writing Rubric-Sixth Grade

Sixth Grade Reading Rubric	Level 1- Novice	Level 2- Intermediate	Level 3- Proficient	Level 4- Above Proficient
<p>Determine meaning of general academic and domain-specific vocabulary</p> <p>R. Standard 6.4 Determine meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>Student does not define given term or defines the term incorrectly.</p>	<p>Student defines the term but the explanation of meaning is somewhat confusing or merely restates what the text says without rephrasing. copies the exact wording of the text. Alternatively, the student grasps only a single meaning of the word.</p>	<p>Determines meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>Attempts to provide a more synthesized meaning of word, demonstrating a grasp of multiple meanings or connotations of a word.</p>	<p>Provides a coherent, nuanced meaning of a word, taking into account its multiple connotations, perhaps discussing the impact of including a word on the meaning and tone of the text.</p>
<p>Delineating and Evaluating Argument and Claims</p> <p>R. Standard 6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>Recounts relevant details and connects them to a claim.</p> <p>The student does not evaluate the argument or distinguish which claim is better supported. Alternatively, the student wrongly explains which claim is better supported.</p> <p>i.e. “Caesar paid soldiers more and this proves they were loyal. This is the claim that is better supported.”</p>	<p>Attempts to explain the argument and claims, giving at least one or two supportive reasons for a claim. The writer may attempt to discuss which claims are supported but discussion is unequally developed, with some parts clear and other parts confusing. The writer has difficulty communicating clearly how claims are supported or not supported. Alternatively, the writer neglects to address all parts of the question (i.e. he or she focuses more on what the author said, as opposed to <i>how</i> the author wrote persuasively.</p> <p>i.e. “Caesar beheaded people and had bloody street battles. People were homeless and</p>	<p>Traces and evaluates the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>Discusses the development of the argument and how claims are supported by reasons and evidence from the text. Explains which claims are supported or not supported and provides text evidence to strengthen the explanation.</p> <p>i.e. “The claim that Caesar was ruthless is supported while the claim that he inspired loyalty is not. The author does not give any examples of the soldiers being loyal to Caesar.”</p>	<p>Explains the development of the argument, discusses the effect of particular details and distinguishing the degree to which a claim is supported. In some cases the writer describes what the author might have done to better support a claim, discussing for example, whether evidence is relevant and sufficient.</p> <p>i.e. “Multiple examples back up the claim that Caesar was ruthless but only the quote from Plutarch actually proves he inspired loyalty. The author does not strongly show that the soldiers were actually loyal to Caesar and would have had to include more evidence, like examples of the soldiers being loyal. Right now, the evidence is not sufficient enough to support</p>

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		<p>slaves. This shows it is more true that Caesar was ruthless.”</p>	<p>Reasons and evidence might include:</p> <p><i>Caesar was ruthless</i></p> <ul style="list-style-type: none"> *burned German farmland to punish resistance *left thousands homeless and desperate for food *beheaded leaders of Veneti *sold those who resisted into slavery *used thuggish soldiers to fight bloody street battles to get reelected *One million people may have died during his military campaigns <p><i>Caesar inspired loyalty</i></p> <ul style="list-style-type: none"> *led troops into battle *spoke to them as equals *doubled pay *gave them best weapons and armors *quote from Plutarch—soldiers ready to confront any danger for Caesar 	<p>the claim.”</p>
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Sixth Grade Writing Rubric	Level 1- Novice	Level 2- Intermediate	Level 3- Proficient	Level 4- Above Proficient
	W. Standard 6.2 <i>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</i>			
<p>a. Introduce a topic; organize ideas, concepts, and information, using 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>Provides a brief introduction by either orienting the reader to the author’s claims or referencing the text.</p> <p>i.e. “The author claims that Julius Caesar was ruthless and inspired loyalty.”</p> <p>May not group related information or may groups related information in paragraphs and sections but with no clear sense of logic.</p>	<p>Introduces the author’s claims and references the text and attempts to provide some context but this may just restate the exact words of the text.</p> <p>i.e. “In <i>Julius Caesar: Dictator for Life</i>, the author claims that Caesar was ruthless and inspired loyalty. He was ruthless to his enemies but inspired loyalty among his men.”</p> <p>Organizes ideas about the topic and in some sections, the ordering is logical.</p>	<p>Introduces the topic</p> <p>Organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect;</p> <p>Introduces the topic clearly, providing a general observation (i.e. context) and focus (i.e. the author’s claims), referencing the text and may preview what is to come in the piece.</p> <p>i.e. “Julius Caesar is thought of by many as a wicked historical figure. In <i>Julius Caesar: Dictator for Life</i> Rinaldo claims that Caesar was both wicked and good. He was wicked because he was ruthless but he was...”</p> <p>Information within and across categories is organized using appropriate strategies.</p>	<p>Introduces the topic clearly, using the introduction as a way to forecast the organizational structure and content of the piece. Gestures toward pulling the reader in through use of craft.</p> <p>i.e. “Julius Ceasar is remembered for chopping the heads off his enemies, burning their farms and enslaving anyone who resisted him but that might not be the whole story. In <i>Julius Caesar: Dictator for Life</i> Rinaldo claims...”</p> <p>Information is organized and the writer has deliberately chosen particular strategies to create a certain effect in places.</p>
<p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other</p>	<p>Attempts to develop the topic using information from the text, though does so sporadically or ineffectively</p>	<p>Develops the topic in one or two of the following ways: facts, definitions, concrete details, quotations, or other</p>	<p>Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and</p>	<p>Develops the topic using a well-chosen variety of the following: facts, definitions, concrete details, quotations, or</p>

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<p><i>information and examples.</i></p>	<p>(i.e. citing evidence or details that do not specifically support a particular point).</p> <p>No attempt to elaborate or attempts lead to inaccuracy or confusion.</p> <p>Refers directly to sources when including information from them.</p>	<p>information and examples from the text provided.</p> <p>Elaborates on the textual information provided by attempting to state how it relates back to the topic or idea but in some places this is not clear.</p> <p>Incorporates accurate quotations.</p>	<p>examples.</p> <p>Develops the topic by incorporating facts, definitions, concrete details, quotations, or other information and relevant examples from text provided.</p> <p>Elaborates on the textual information provided by attempting to state how it relates back to deliberate choices made by the author and the effect on the reader.</p> <p>Properly cites when quoting from the text.</p>	<p>other information and examples from the text provided.</p> <p>Develops the topic using inferred information, as well as information pulled from multiple parts of the text.</p> <p>States clearly how all textual evidence relates back to and supports larger ideas or concepts.</p>
<p><i>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</i></p>	<p>Links ideas within categories of information using words and phrases (e.g. another, for example, also, because) but does not make connections across categories of information and/or does so sporadically.</p>	<p>Links ideas within and across categories of information using words, phrases, and clauses (e.g. in contrast, especially).</p>	<p>Uses appropriate transitions to clarify the relationship among ideas and concepts.</p> <p>Writer uses appropriate transitions and linking words.</p>	<p>Uses appropriate transitions to clarify the relationship among ideas and concepts. Transitions effectively and consistently convey relationships among ideas. In some places includes transitions for effect.</p>
<p><i>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</i> <i>e. Establish and maintain a formal style</i></p>	<p>Attempts to use precise, domain-specific vocabulary from the text, though sometimes incorrectly or awkwardly.</p>	<p>Uses precise, domain-specific vocabulary from the text. This vocabulary is often (though not always), integrated smoothly into the child's own writing.</p>	<p>Use precise language and domain-specific vocabulary to inform about or explain the topic</p> <p>Uses precise language and domain-specific vocabulary, incorporating this language skillfully into his or her own writing while maintaining a formal style of writing.</p>	<p>Uses precise language and domain-specific vocabulary, incorporating this language skillfully into his or her own writing while maintaining a formal style of writing, even when words are unfamiliar and new.</p>

TCRWP Informational Reading and Information Writing Rubric-Sixth Grade

<p><i>f. Provide a concluding statement or section that follows from the information or explanation presented.</i></p>	<p>Provides a concluding statement, though not one that relates directly to the information or explanation presented.</p>	<p>Provides a concluding statement or section related to the information or explanation presented.</p>	<p>Provides a concluding statement or section that follows from the information or explanation.</p> <p>The writer takes a step back and provides closing thoughts that follow directly from the information, perhaps describing a new realization gained from the examination of the information.</p>	<p>Provides a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Gestures towards making a larger point in the conclusion (i.e. by naming a larger theme evoked by the topic or by making a connection to life or other historical events).</p>
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