

## ARGUMENT WRITING RUBRIC GRADE 6

### North Smithfield School Department

COMMON CORE	4 Proficient with distinction	3 Proficient	2 Partially proficient	1 Below proficiency
<b><u>PRODUCTION AND DISTRIBUTION OF WRITING</u></b>	<ul style="list-style-type: none"> <li>• <b>Skillfully</b> strengthens writing as needed by:               <ul style="list-style-type: none"> <li>○ planning</li> <li>○ revising</li> <li>○ editing</li> <li>○ rewriting or trying a new approach, after rethinking how well questions of purpose and context have been addressed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Strengthens writing as needed by:               <ul style="list-style-type: none"> <li>○ planning</li> <li>○ revising</li> <li>○ editing</li> <li>○ rewriting or trying a new approach, after rethinking how well questions of purpose and context have been addressed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attempts to or partially</b> strengthens writing as needed by:               <ul style="list-style-type: none"> <li>○ planning</li> <li>○ revising</li> <li>○ editing</li> <li>○ rewriting or trying a new approach, after rethinking how well questions of purpose and context have been addressed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing is not strengthened</b> as needed by:               <ul style="list-style-type: none"> <li>○ planning</li> <li>○ revising</li> <li>○ editing</li> <li>○ rewriting or trying a new approach, after rethinking how well questions of purpose and context have been addressed.</li> </ul> </li> </ul>
<b><u>TEXT TYPES AND PURPOSES</u></b> <b>Organization Ideas</b>	<ul style="list-style-type: none"> <li>• <b>Compellingly</b> introduces claim(s) and organizes the reasons and evidence clearly.</li> <li>• <b>Strongly</b> organizes and presents ideas through use of:               <ul style="list-style-type: none"> <li>○ introduction</li> <li>○ thesis statement/controlling idea</li> <li>○ body paragraphs</li> <li>○ conclusion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Introduces claim(s) and organizes the reasons and evidence clearly. <b>W.6.1a</b></li> <li>• Organizes and presents ideas through use of:               <ul style="list-style-type: none"> <li>○ introduction</li> <li>○ thesis statement/controlling idea</li> <li>○ body paragraphs</li> <li>○ conclusion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attempts to</b> introduce claim(s) and/or organize the reasons and evidence clearly.</li> <li>• <b>Shows an effort to</b> organize and present ideas through use of:               <ul style="list-style-type: none"> <li>○ introduction</li> <li>○ thesis statement/controlling idea</li> <li>○ body paragraphs</li> <li>○ conclusion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not</b> introduce claim(s) or organize the reasons and evidence clearly.</li> <li>• <b>Shows little or no effort to</b> organize and present ideas through use of:               <ul style="list-style-type: none"> <li>○ introduction</li> <li>○ thesis statement/controlling idea</li> <li>○ body paragraphs</li> <li>○ conclusion</li> </ul> </li> </ul>
<b><u>TEXT TYPES AND PURPOSES</u></b> <b>Ideas</b>	<ul style="list-style-type: none"> <li>• <b>Skillfully</b> supports claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> </ul>	<ul style="list-style-type: none"> <li>• Supports claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. <b>W.6.1b</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Struggles to</b> support claim(s) with clear reasons and relevant evidence, using <b>some</b> credible sources and demonstrating a <b>partial</b> understanding of the topic or text.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not</b> support claim(s) with clear reasons and relevant evidence, <b>and/or</b> uses non-credible sources and/or demonstrates a <b>lack of</b> understanding of the topic or text.</li> </ul>
<b><u>TEXT TYPES AND PURPOSES</u></b> <b>Word Choice Sentence Fluency</b>	<ul style="list-style-type: none"> <li>• <b>Carefully</b> uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons. <b>W.6.1c</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attempts to</b> use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not</b> use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> </ul>
<b><u>TEXT TYPES AND PURPOSES</u></b> <b>Voice and Word Choice</b>	<ul style="list-style-type: none"> <li>• Establishes and maintains a formal <b>and confident</b> style (select words that maintain strong and appropriate tone).</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes and maintain a formal style (select words that maintain strong and appropriate tone). <b>W.6.1d</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attempts to</b> establish and/or maintain a formal style (select words that maintain strong and appropriate tone).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not establish</b> and maintain a formal style (select words that maintains strong and appropriate tone).</li> </ul>

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<b>TEXT TYPES AND PURPOSES</b> <b>Organization Ideas</b>	<ul style="list-style-type: none"> <li>Provides a <b>powerful</b> concluding statement or section that follows from and supports the argument presented.</li> </ul>	<ul style="list-style-type: none"> <li>Provides a concluding statement or section that follows from and supports the argument presented. <b>W.7.1e</b></li> </ul>	<ul style="list-style-type: none"> <li>Provides a <b>weak or inappropriate</b> concluding statement or section that follows from and supports the argument presented.</li> </ul>	<ul style="list-style-type: none"> <li><b>Does not provide a</b> concluding statement or section that follows from and supports the argument presented.</li> </ul>
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Gathers <b>strong</b>, relevant information from multiple print and/or digital sources, and quotes or paraphrases the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.</li> </ul>	<ul style="list-style-type: none"> <li>Gathers relevant information from multiple print and/or digital sources, and quotes or paraphrases the data and conclusions of others, while avoiding plagiarism and following a standard format for citation. <b>W.6.8</b></li> </ul>	<ul style="list-style-type: none"> <li>Gathers <b>insufficient</b> or <b>irrelevant</b> information from multiple print and/or digital sources, and <b>may or may not</b> quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.</li> </ul>	<ul style="list-style-type: none"> <li><b>Does not gather</b> sufficient or relevant information from print and/or digital sources, and <b>does not</b> quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.</li> </ul>
<b>LANGUAGE Conventions</b>	<ul style="list-style-type: none"> <li>Demonstrates <b>advanced</b> understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors do not impair the readability.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a grade-appropriate understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors do not impair the readability. <b>L.6.1</b></li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates <b>partial</b> grade-appropriate understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors <b>distract from</b> the readability.</li> </ul>	<ul style="list-style-type: none"> <li><b>Does not</b> demonstrate grade-appropriate understanding of the conventions of standard written English (e.g., spelling, usage, capitalization, punctuation, and paragraphing); errors <b>greatly distract</b> the readability.</li> </ul>
<b>OTHER</b> e.g. Presentation				