

Avon Public Schools Grade 6-8 Argumentative Writing Rubric

Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 - Advanced
<p>Ideas and Content Did I convey a clear message and stay on opinion/claim? *Claim is introduced and used in grades 6-9</p>	<p>My claim is not clearly stated, or My reasons do not connect to a claim. I use insufficient evidence and sources that weakens my argument (e.g., irrelevant, repetitive, inaccurate).</p>	<p>My claim is stated, but limited reasons are presented to support it. I use evidence from selected sources that are relevant but not integrated into developing the claim.</p>	<p>My claim is stated with relevant reasons to support it. I use evidence from selected sources that are relevant and integrated into developing the claim.</p>	<p>My claim and reasons are presented in a clear, focused manner. I use evidence from carefully selected sources that are relevant and convincing in developing the claim. *Alternate view(s) is/are clearly acknowledged.</p>
<p>Organization Is my writing easy to follow?</p>	<p>The organization of my writing in the opening sentences is weak. My writing lacks linking words/transitions between ideas, examples, and paragraphs. My concluding sentences do not remind the reader of my claim.</p>	<p>The organization of my writing states a claim, but does not introduce my reasons in the opening sentences. Parts of my writing have linking words/transitions between ideas, examples, and paragraphs. My concluding sentences remind the reader of my claim.</p>	<p>The organization of my writing states a claim and reasons in the opening sentences. My writing has linking words/transitions between ideas, examples, and paragraphs. My concluding sentences remind the reader of my claim.</p>	<p>The organization of my writing states a clear and compelling claim and reasons in the opening sentences. My writing has varied and purposeful linking words/transitions between ideas, examples, and paragraphs. My concluding sentences revisit my claim and inspire conversation.</p>
<p>Word Choice Are my words and phrases carefully chosen to express my message?</p>	<p>I often use incorrect and/or inappropriate words which make my meaning unclear.</p>	<p>I sometimes choose inaccurate words that make my meaning unclear.</p>	<p>I choose accurate words to convey my meaning.</p>	<p>I choose words that are focused, precise and intentional.</p>
<p>Sentence Structure Does my writing flow when it is read?</p>	<p>My sentences are fragmented or incomplete.</p>	<p>My sentences are simple which limits the flow and variety in my writing (e.g., repetitive, run-ons).</p>	<p>My sentences are varied and begin to create a flow in my writing.</p>	<p>My sentences are varied and skillfully crafted which creates a consistent flow in my writing.</p>
<p>Voice Does my writing engage the reader and is it appropriate for my message?</p>	<p>My writing does not demonstrate how I feel about my claim OR My voice is present but inappropriate for my message and audience.</p>	<p>My writing is beginning to show how I feel about my claim. My voice may be inconsistent for my message and audience.</p>	<p>My writing demonstrates how I feel about my claim. My voice fits the message and audience.</p>	<p>My writing is lively, expressive, and engaging demonstrating how I feel about my claim. My voice is authentic to the purpose; it demonstrates awareness of the message and audience.</p>
<p>Conventions Does my writing follow the rules?</p>	<p>There are significant errors in my mechanics which makes it really difficult to comprehend.</p>	<p>There are multiple errors in my mechanics which makes it somewhat difficult to comprehend, yet still readable.</p>	<p>There are a few errors in my mechanics that have a limited impact on presentation and meaning.</p>	<p>There are a few errors in my mechanics, yet they have no impact on presentation and meaning.</p>

Argumentative Writing Rubric Aligned to ELA State Standards, Grade 6

CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 - Advanced
Standards Aligned with Ideas and Content				
<p>CCSS.ELA-LITERACY.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-LITERACY.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>CCSS.ELA-LITERACY.W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>CCSS.ELA-LITERACY.W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>CCSS.ELA-LITERACY.W.6.1.D Establish and maintain a formal style.</p> <p>CCSS.ELA-LITERACY.W.6.1.E Provide a concluding statement or section that follows from the argument presented.</p> <p>CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>CCSS.ELA-LITERACY.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>				
<p>Ideas and Content Did I convey a clear message and stay on opinion/claim?</p> <p>*Claim is introduced and used in grades 6-9</p>	<p>My claim is not clearly stated, or My reasons do not connect to a claim.</p> <p>I use insufficient evidence and sources that weakens my argument (e.g., irrelevant, repetitive, inaccurate).</p>	<p>My claim is stated, but limited reasons are presented to support it.</p> <p>I use evidence from selected sources that are relevant but not integrated into developing the claim.</p>	<p>My claim is stated with relevant reasons to support it.</p> <p>I use evidence from selected sources that are relevant and integrated into developing the claim.</p>	<p>My claim and reasons are presented in a clear, focused manner.</p> <p>I use evidence from carefully selected sources that are relevant and convincing in developing the claim.</p> <p>*Alternate view(s) is/are clearly acknowledged.</p>
Standards Aligned with Organization				
<p>CCSS.ELA-LITERACY.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>CCSS.ELA-LITERACY.W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>CCSS.ELA-LITERACY.W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>CCSS.ELA-LITERACY.W.6.1.D Establish and maintain a formal style.</p> <p>CCSS.ELA-LITERACY.W.6.1.E Provide a concluding statement or section that follows from the argument presented.</p>				
<p>Organization Is my writing easy to follow?</p>	<p>The organization of my writing in the opening sentences is weak.</p> <p>My writing lacks linking words/transitions between ideas, examples, and paragraphs.</p> <p>My concluding sentences do not remind the reader of my claim.</p>	<p>The organization of my writing states a claim, but does not introduce my reasons in the opening sentences.</p> <p>Parts of my writing have linking words/transitions between ideas, examples, and paragraphs.</p> <p>My concluding sentences remind the reader of my claim.</p>	<p>The organization of my writing states a claim and reasons in the opening sentences.</p> <p>My writing has linking words/transitions between ideas, examples, and paragraphs.</p> <p>My concluding sentences remind the reader of my claim.</p>	<p>The organization of my writing states a clear and compelling claim and reasons in the opening sentences.</p> <p>My writing has varied and purposeful linking words/transitions between ideas, examples, and paragraphs.</p> <p>My concluding sentences revisit my claim and inspire conversation.</p>

Standards Aligned to Word Choice				
<p>CCSS.ELA-LITERACY.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-LITERACY.L.6.1.E Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCSS.ELA-LITERACY.L.6.3.A Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>CCSS.ELA-LITERACY.L.6.3.B Maintain consistency in style and tone.*</p>				
Word Choice Are my words and phrases carefully chosen to express my message?	I often use incorrect and/or inappropriate words which make my meaning unclear.	I sometimes choose inaccurate words that make my meaning unclear.	I choose accurate words to convey my meaning.	I choose words that are focused, precise and intentional.
Standards Aligned to Sentence Structure				
<p>CCSS.ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>CCSS.ELA-LITERACY.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-LITERACY.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>CCSS.ELA-LITERACY.L.6.1.B Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>CCSS.ELA-LITERACY.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>CCSS.ELA-LITERACY.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>CCSS.ELA-LITERACY.L.6.1.E Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language</p> <p>CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>				
Sentence Structure Does my writing flow when it is read?	My sentences are fragmented or incomplete.	My sentences are simple which limits the flow and variety in my writing (e.g., repetitive, run-ons).	My sentences are varied and begin to create a flow in my writing.	My sentences are varied and skillfully crafted which creates a consistent flow in my writing.
Standards Aligned to Voice				
<p>CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCSS.ELA-LITERACY.L.6.3.A Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>CCSS.ELA-LITERACY.L.6.3.B Maintain consistency in style and tone.*</p>				
Voice Does my writing engage the reader and is it appropriate for my message?	<p>My writing does not demonstrate how I feel about my claim OR</p> <p>My voice is present but inappropriate for my message and audience.</p>	<p>My writing is beginning to show how I feel about my claim.</p> <p>My voice may be inconsistent for my message and audience.</p>	<p>My writing demonstrates how I feel about my claim.</p> <p>My voice fits the message and audience.</p>	<p>My writing is lively, expressive, and engaging demonstrating how I feel about my claim.</p> <p>My voice is authentic to the purpose; it demonstrates awareness of the message and audience.</p>

Standards Aligned to Conventions

CCSS.ELA-LITERACY.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

CCSS.ELA-LITERACY.L.6.2.B Spell correctly.

CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

<p>Conventions Does my writing follow the rules?</p>	<p>There are significant errors in my mechanics which makes it really difficult to comprehend.</p>	<p>There are multiple errors in my mechanics which makes it somewhat difficult to comprehend, yet still readable.</p>	<p>There are a few errors in my mechanics that have a limited impact on presentation and meaning.</p>	<p>There are a few errors in my mechanics, yet they have no impact on presentation and meaning.</p>
---	--	---	---	---

Avon Public Schools Grade 4-8 Informative Writing Rubric

Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 - Advanced
Ideas and Content Did I provide a clear explanation with focused support?	<p>My topic is not clearly stated and/or My ideas do not connect to the topic.</p> <p>I use insufficient evidence and sources to develop the topic (e.g., irrelevant, repetitive, inaccurate).</p>	<p>My topic is stated, but limited evidence is presented to support my ideas.</p> <p>Evidence from selected sources that are relevant but not integrated into developing the topic.</p>	<p>My topic is clearly stated.</p> <p>My evidence supports my main idea.</p> <p>I use evidence from selected sources that are relevant and integrated into developing the topic.</p>	<p>My topic is presented in a clear, focused manner.</p> <p>My main ideas are thoughtfully supported with specific and relevant, details (e.g., quotes, facts, statistics, anecdotes) that provide a clear and focused explanation.</p> <p>I use evidence from carefully selected sources that are relevant and convincing in developing the topic.</p>
Organization Is my writing easy to follow?	<p>My topic is unclear or missing in the opening sentences.</p> <p>My writing lacks linking words/transitions between ideas, examples, and paragraphs.</p> <p>Concluding sentences do not remind the reader of my topic.</p>	<p>I state a topic in the opening sentences, but do not introduce my evidence.</p> <p>Parts of my writing have linking words/transitions between ideas, examples, and paragraphs.</p> <p>Concluding sentences remind the reader of my topic.</p>	<p>I clearly state a topic in the opening sentences.</p> <p>My writing has linking words/transitions between ideas, examples, and paragraphs.</p> <p>Concluding sentences remind the reader of my topic.</p>	<p>I state a clear topic in the opening sentences and introduce my evidence.</p> <p>My writing has varied and purposeful linking words/transitions between ideas, examples, and paragraphs.</p> <p>Concluding sentences revisit my topic and conversation.</p>
Word Choice Are my words and phrases carefully chosen to express my message?	<p>I often use incorrect and/or inappropriate words for the topic which makes my meaning unclear.</p>	<p>I sometimes choose inaccurate words for the topic that makes my meaning unclear.</p>	<p>I choose relevant and accurate words for the topic to convey my meaning.</p>	<p>I choose words for the topic that are focused, precise, and intentional.</p>
Sentence Structure Does my writing flow when it is read?	<p>My sentences are fragmented or incomplete.</p>	<p>My sentences are simple, which limits the flow and variety in my writing (e.g. repetitive, run-ons).</p>	<p>My sentences are varied and begin to create a flow in my writing.</p>	<p>My sentences are varied and skillfully crafted which creates a consistent flow in my writing.</p>
Voice Is my writing engaging and appropriate for my reader and purpose?	<p>My writing does not demonstrate my understanding about the topic OR</p> <p>My voice is present, but inappropriate for my audience.</p>	<p>My writing is beginning to show a limited understanding about the topic.</p> <p>My voice may be inconsistent for my audience.</p>	<p>My writing demonstrates an understanding about the topic.</p> <p>My voice fits the audience.</p>	<p>My writing is lively, expressive, and engaging that demonstrates a strong understanding of the topic.</p> <p>My voice is authentic to the purpose; it demonstrates awareness of the audience.</p>
Conventions Does my writing follow the rules?	<p>There are significant errors in my mechanics which makes it really difficult to comprehend.</p>	<p>There are multiple errors in my mechanics which makes it somewhat difficult to comprehend, yet still readable.</p>	<p>There are a few errors in my mechanics that have a limited impact on presentation and meaning.</p>	<p>There are a few errors in my mechanics, yet they have no impact on presentation and meaning.</p>

Informative Writing Rubric Aligned to ELA State Standards, Grade 6

CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 - Advanced
Standards Aligned to Ideas and Content				
<p>CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-LITERACY.W.6.2.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>CCSS.ELA-LITERACY.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CCSS.ELA-LITERACY.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>CCSS.ELA-LITERACY.W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CCSS.ELA-LITERACY.W.6.2.E Establish and maintain a formal style.</p> <p>CCSS.ELA-LITERACY.W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>CCSS.ELA-LITERACY.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>				
<p>Ideas and Content Did I provide a clear explanation with focused support?</p>	<p>My topic is not clearly stated and/or</p> <p>My ideas do not connect to the topic.</p> <p>I use insufficient evidence and sources to develop the topic (e.g., irrelevant, repetitive, inaccurate).</p>	<p>My topic is stated, but limited evidence is presented to support my ideas.</p> <p>I use evidence from selected sources that are relevant but not integrated into developing the topic.</p>	<p>My topic is clearly stated.</p> <p>My evidence supports my main idea.</p> <p>I use evidence from selected sources that are relevant and integrated into developing the topic.</p>	<p>My topic is presented in a clear, focused manner.</p> <p>My main ideas are thoughtfully supported with specific and relevant, details (e.g., quotes, facts, statistics, anecdotes) that provide a clear and focused explanation.</p> <p>I use evidence from carefully selected sources that are relevant and convincing in developing the topic</p>
Standards Aligned to Organization				
<p>CCSS.ELA-LITERACY.W.6.2.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>CCSS.ELA-LITERACY.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CCSS.ELA-LITERACY.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>CCSS.ELA-LITERACY.W.6.2.E Establish and maintain a formal style.</p> <p>CCSS.ELA-LITERACY.W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.</p>				

<p>Organization Is my writing easy to follow?</p>	<p>My topic is unclear or missing in the opening sentences.</p> <p>My writing lacks linking words/transitions between ideas, examples, and paragraphs.</p> <p>My concluding sentences do not remind the reader of my topic.</p>	<p>I state a topic in the opening sentences, but do not introduce my evidence.</p> <p>Parts of my writing have linking words/transitions between ideas, examples, and paragraphs.</p> <p>My concluding sentences remind the reader of my topic.</p>	<p>I clearly state a topic in the opening sentences.</p> <p>My writing has linking words/transitions between ideas, examples, and paragraphs.</p> <p>My concluding sentences remind the reader of my topic.</p>	<p>I state a clear topic in the opening sentences and introduce my evidence.</p> <p>My writing has varied and purposeful linking words/transitions between ideas, examples, and paragraphs.</p> <p>My concluding sentences revisit my topic and inspire conversation.</p>
--	---	---	---	---

Standards Aligned to Word Choice

CCSS.ELA-LITERACY.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 CCSS.ELA-LITERACY.L.6.1.E Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
 CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 CCSS.ELA-LITERACY.L.6.3.A Vary sentence patterns for meaning, reader/listener interest, and style.*
 CCSS.ELA-LITERACY.L.6.3.B Maintain consistency in style and tone.*

<p>Word Choice Are my words and phrases carefully chosen to express my message?</p>	<p>I often use incorrect and/or inappropriate words for the topic which makes my meaning unclear.</p>	<p>I sometimes choose inaccurate words for the topic that makes my meaning unclear.</p>	<p>I choose relevant and accurate words for the topic to convey my meaning.</p>	<p>I choose words for the topic that are focused, precise, and intentional.</p>
--	---	---	---	---

Standards Aligned to Sentence Structure

CCSS.ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
 CCSS.ELA-LITERACY.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 CCSS.ELA-LITERACY.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).
 CCSS.ELA-LITERACY.L.6.1.B Use intensive pronouns (e.g., *myself*, *ourselves*).
 CCSS.ELA-LITERACY.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*
 CCSS.ELA-LITERACY.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
 CCSS.ELA-LITERACY.L.6.1.E Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language
 CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

<p>Sentence Structure Does my writing flow when it is read?</p>	<p>My sentences are fragmented or incomplete.</p>	<p>My sentences are simple, which limits the flow and variety in my writing (e.g. repetitive, run-ons).</p>	<p>My sentences are varied and begin to create a flow in my writing.</p>	<p>My sentences are varied and skillfully crafted which creates a consistent flow in my writing.</p>
--	---	---	--	--

Standards Aligned to Voice

CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 CCSS.ELA-LITERACY.L.6.3.A Vary sentence patterns for meaning, reader/listener interest, and style.*
 CCSS.ELA-LITERACY.L.6.3.B Maintain consistency in style and tone.*

<p>Voice Is my writing engaging and appropriate for my reader and purpose?</p>	<p>My writing does not demonstrate my understanding about the topic OR</p> <p>My voice is present, but inappropriate for my audience.</p>	<p>My writing is beginning to show a limited understanding about the topic.</p> <p>My voice may be inconsistent for my audience.</p>	<p>My writing demonstrates an understanding about the topic.</p> <p>My voice fits the audience.</p>	<p>My writing is lively, expressive, and engaging that demonstrates a strong understanding of the topic.</p> <p>My voice is authentic to the purpose; it demonstrates awareness of the audience.</p>
<p>Standards Aligned to Conventions</p> <p>CCSS.ELA-LITERACY.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-LITERACY.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>CCSS.ELA-LITERACY.L.6.2.B Spell correctly.</p> <p>CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>				
<p>Conventions Does my writing follow the rules?</p>	<p>There are significant errors in my mechanics which makes it really difficult to comprehend.</p>	<p>There are multiple errors in my mechanics which makes it somewhat difficult to comprehend, yet still readable.</p>	<p>There are a few errors in my mechanics that have a limited impact on presentation and meaning.</p>	<p>There are a few errors in my mechanics, yet they have no impact on presentation and meaning.</p>

Avon Public Schools Grades 4-8 Narrative Writing Rubric

Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 - Advanced
Ideas and Content <i>Was my message clear?</i> <i>Did I stay on topic?</i>	<p>My writing tells an incomplete story, with little use of context, narrative techniques and/or characters.</p> <p>My writing uses details, but they are very general and/or unhelpful to support story development.</p>	<p>My writing tells a partially complete story with some use of context, narrative techniques and/or characters.</p> <p>My writing uses descriptive details, but some are disconnected or distracting from the story.</p>	<p>My writing tells a complete story through the use of context, narrative techniques and characters.</p> <p>My writing uses descriptive details to support story development.</p>	<p>My writing tells an engaging story through the powerful use of context, narrative techniques and characters.</p> <p>My writing uses descriptive details to create a realistic & complete depiction of an event(s) to support story development.</p>
Organization <i>Is my writing easy to follow?</i>	<p>My writing lacks an event sequence.</p> <p>My conclusion is not present or disconnected from the story.</p>	<p>My writing shows an event sequence that at times is out of order.</p> <p>My conclusion is related but is abrupt and unsatisfying.</p>	<p>My writing shows a well-structured event sequence.</p> <p>My conclusion effectively provides closure to the story.</p>	<p>My writing shows a well-structured event sequence that unfolds naturally and logically.</p> <p>My conclusion is skillfully written to draw the story to an end in a satisfying and thought-provoking way.</p>
Word Choice <i>Are my words and phrases carefully chosen to express my message?</i>	<p>I use words that are ordinary or do not help the reader create mental images.</p>	<p>I use general words to describe some events, characters and feelings that create weak mental images.</p>	<p>I use precise words to describe events, characters and feelings that help create strong mental images.</p>	<p>I use precise, powerful words that consistently create vivid mental images and bring the story to life.</p>
Sentence Fluency <i>Does my writing flow when it is read?</i>	<p>My sentences are fragmented or incomplete.</p>	<p>My sentences are simple which limits the flow and variety in my writing (e.g., repetitive, run-ons).</p>	<p>My sentences are varied and begin to create a flow in my writing.</p>	<p>My sentences are varied and skillfully crafted which creates a consistent flow in my writing.</p>
Voice <i>Does my writing engage the reader and is it appropriate for my message?</i>	<p>My voice is inappropriate for my purpose and audience.</p>	<p>My voice begins to address the purpose and is somewhat engaging to the audience.</p>	<p>My voice fits the purpose and engages the audience.</p>	<p>My voice is well-suited to the purpose, it is lively and engages the audience.</p>
Conventions <i>Does my writing follow the rules?</i>	<p>There are significant errors in my mechanics which makes it really difficult to comprehend.</p>	<p>There are multiple errors in my mechanics which makes it somewhat difficult to comprehend, yet still readable.</p>	<p>There are a few errors in my mechanics that have a limited impact on presentation and meaning.</p>	<p>There are a few errors in my mechanics, yet they have no impact on presentation and meaning.</p>

Narrative Writing Rubric Aligned to ELA State Standards, Grade 6

CCSS.ELA-LITERACY.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Criteria	1 – Beginning	2 – Developing	3 – Proficient	4 - Advanced
Standards Aligned to Ideas and Content				
<p>CCSS.ELA-LITERACY.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.W.6.3.A Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>CCSS.ELA-LITERACY.W.6.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>CCSS.ELA-LITERACY.W.6.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>CCSS.ELA-LITERACY.W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>CCSS.ELA-LITERACY.W.6.3.E Provide a conclusion that follows from the narrated experiences or events.</p>				
<p>Ideas and Content <i>Was my message clear?</i> <i>Did I stay on topic?</i></p>	<p>My writing tells an incomplete story, with little use of context, narrative techniques and/or characters.</p> <p>My writing uses details, but they are very general and/or unhelpful to support story development.</p>	<p>My writing tells a partially complete story with some use of context, narrative techniques and/or characters.</p> <p>My writing uses descriptive details, but some are disconnected or distracting from the story.</p>	<p>My writing tells a complete story through the use of context, narrative techniques and characters.</p> <p>My writing uses descriptive details to support story development.</p>	<p>My writing tells an engaging story through the powerful use of context, narrative techniques and characters.</p> <p>My writing uses descriptive details to create a realistic & complete depiction of an event(s) to support story development.</p>
Standards Aligned to Organization				
<p>Organization <i>Is my writing easy to follow?</i></p>	<p>My writing lacks an event sequence.</p> <p>My conclusion is not present or disconnected from the story.</p>	<p>My writing shows an event sequence that at times is out of order.</p> <p>My conclusion is related but is abrupt and unsatisfying.</p>	<p>My writing shows a well-structured event sequence.</p> <p>My conclusion effectively provides closure to the story.</p>	<p>My writing shows a well-structured event sequence that unfolds naturally and logically.</p> <p>My conclusion is skillfully written to draw the story to an end in a satisfying and thought-provoking way.</p>
Standards Aligned to Word Choice				
<p>CCSS.ELA-LITERACY.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-LITERACY.L.6.1.E Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCSS.ELA-LITERACY.L.6.3.A Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>CCSS.ELA-LITERACY.L.6.3.B Maintain consistency in style and tone.*</p>				

<p>Word Choice Are my words and phrases carefully chosen to express my message?</p>	<p>I often use incorrect and/or inappropriate words for the topic which makes my meaning unclear.</p>	<p>I sometimes choose inaccurate words for the topic that makes my meaning unclear.</p>	<p>I choose relevant and accurate words for the topic to convey my meaning.</p>	<p>I choose words for the topic that are focused, precise, and intentional.</p>
<p align="center">Standards Aligned to Sentence Structure</p> <p>CCSS.ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>CCSS.ELA-LITERACY.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-LITERACY.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>CCSS.ELA-LITERACY.L.6.1.B Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>CCSS.ELA-LITERACY.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>CCSS.ELA-LITERACY.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>CCSS.ELA-LITERACY.L.6.1.E Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language</p> <p>CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>				
<p>Sentence Structure Does my writing flow when it is read?</p>	<p>My sentences are fragmented or incomplete.</p>	<p>My sentences are simple, which limits the flow and variety in my writing (e.g. repetitive, run-ons).</p>	<p>My sentences are varied and begin to create a flow in my writing.</p>	<p>My sentences are varied and skillfully crafted which creates a consistent flow in my writing.</p>
<p align="center">Standards Aligned to Voice</p> <p>CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCSS.ELA-LITERACY.L.6.3.A Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>CCSS.ELA-LITERACY.L.6.3.B Maintain consistency in style and tone.*</p>				
<p>Voice Is my writing engaging and appropriate for my reader and purpose?</p>	<p>My writing does not demonstrate my understanding about the topic OR</p> <p>My voice is present, but inappropriate for my audience.</p>	<p>My writing is beginning to show a limited understanding about the topic.</p> <p>My voice may be inconsistent for my audience.</p>	<p>My writing demonstrates an understanding about the topic.</p> <p>My voice fits the audience.</p>	<p>My writing is lively, expressive, and engaging that demonstrates a strong understanding of the topic.</p> <p>My voice is authentic to the purpose; it demonstrates awareness of the audience.</p>
<p align="center">Standards Aligned to Conventions</p> <p>CCSS.ELA-LITERACY.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-LITERACY.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>CCSS.ELA-LITERACY.L.6.2.B Spell correctly.</p> <p>CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>				
<p>Conventions</p>		<p>There are multiple errors in my mechanics which makes it somewhat</p>		

Does my writing follow the rules?	There are significant errors in my mechanics which makes it really difficult to comprehend.	difficult to comprehend, yet still readable.	There are a few errors in my mechanics that have a limited impact on presentation and meaning.	There are a few errors in my mechanics, yet they have no impact on presentation and meaning.
-----------------------------------	---	--	--	--

Avon Public Schools Grades 4-8 Presentation Rubric

Criteria	1 – Beginning	2 – Developing	3 –Proficient	4 - Advanced
Ideas and Content <i>Did I convey a clear message and stay on topic?</i>	<p>My topic is not clearly stated</p> <p>I don't include details in support of my main idea/claim.</p>	<p>My topic is stated and I present main ideas to support the topic.</p> <p>I don't share enough relevant details to support my main idea/claim.</p>	<p>My topic and main ideas are clearly stated.</p> <p>My main ideas/claim are stated and the supporting details are relevant to the main idea/claim.</p>	<p>My topic is presented in a clear, focused manner that demonstrates knowledge and understanding.</p> <p>My main idea/claim are strongly stated with supporting details that are relevant and appropriate for the target audience and topic.</p>
Claim <i>Are my claims compelling?</i>	<p>The claims I present to support my main idea are not convincing or logical.</p>	<p>Some of the claims I have presented are convincing and logical but they do not fully support the main idea.</p>	<p>All of my claims are convincing and logical.</p>	<p>My claims are so powerful they influence the audience to reconsider or accept the main idea.</p>
Word Choice <i>Are my words and phrases carefully chosen to express?</i>	<p>My word choice is unclear or too general.</p>	<p>My word choice is clear but lacks a connection to the topic, purpose, and/or audience.</p>	<p>My word choice is clear and appropriate for the topic, purpose, and audience.</p>	<p>My word choice is powerful and adds to the audience's understanding of the topic.</p>
Organization <i>Is my presentation easy to follow?</i>	<p>My presentation is missing an introduction and/or a conclusion which makes it difficult for my audience to follow.</p>	<p>My presentation has an introduction and a conclusion, but the lack of transitions makes it difficult for my audience to follow.</p>	<p>My presentation has an introduction, transition between ideas, and a conclusion so that my message can be followed by my audience.</p>	<p>My presentation's organization adds to my message: an introduction that draws in the audience, smooth transitions, and a conclusion that reemphasizes my message.</p>
Delivery <i>Does my presentation support my message?</i>	<p>I rarely or never look at my audience.</p> <p>My gestures, posture, facial expressions, and/or movement distract from the presentation.</p> <p>My voice keeps the audience from understanding the message.</p>	<p>I look at my notes more than my audience.</p> <p>My gestures, posture, facial expressions, and/or movements are awkward during the presentation.</p> <p>My voice is inconsistent: there are moments of clarity and inaudibility.</p>	<p>I look at my audience more than my notes.</p> <p>My gestures, posture, facial expressions, and movements fit the presentation.</p> <p>My voice is clear and understandable. (volume, rate, articulation, pronunciation)</p>	<p>I look at my audience and use my notes only as a guide.</p> <p>My gestures, posture, facial expressions, and movements add to the presentation.</p> <p>My voice is clear, understandable and makes my presentation more interesting.</p>
Presentation Aid(s) <i>Do my presentation aid(s) support the topic and my message?</i>	<p>My presentation aids are inappropriate, or distract from my message.</p>	<p>My presentation aids support the topic but generally do not add to my message.</p>	<p>My presentation aids support the topic and my message.</p>	<p>My presentation aid(s) support the topic and my message, as well as adds value through audience engagement (e.g., use of humor, pose thought provoking questions, surveying, including audio or video clips).</p>

Presentation Rubric Aligned to ELA State Standards, Grade 6

Criteria	1 – Beginning	2 – Developing	3 –Proficient	4 - Advanced
Standards Aligned to Ideas and Content				
<p>CCSS.ELA-LITERACY.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>CCSS.ELA-LITERACY.W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>OR</p> <p>CCSS.ELA-LITERACY.W.6.2.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>CCSS.ELA-LITERACY.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>CCSS.ELA-LITERACY.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>				
Ideas and Content <i>Did I convey a clear message and stay on topic?</i>	<p>My topic is not clearly stated</p> <p>I don't include details in support of my main idea/claim.</p>	<p>My topic is stated and I present main ideas to support the topic.</p> <p>I don't share enough relevant details to support my main idea/claim.</p>	<p>My topic and main ideas are clearly stated.</p> <p>My main ideas/claim are stated and the supporting details are relevant to the main idea/claim.</p>	<p>My topic is presented in a clear, focused manner that demonstrates knowledge and understanding.</p> <p>My main idea/claim are strongly stated with supporting details that are relevant and appropriate for the target audience and topic.</p>
Standards Aligned to Claim				
<p>CCSS.ELA-LITERACY.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CCSS.ELA-LITERACY.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>CCSS.ELA-LITERACY.W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>				
Claim <i>Are my claims compelling?</i>	<p>The claims I present to support my main idea are not convincing or logical.</p>	<p>Some of the claims I have presented are convincing and logical but they do not fully support the main idea.</p>	<p>All of my claims are convincing and logical.</p>	<p>My claims are so powerful they influence the audience to reconsider or accept the main idea.</p>
Standards Aligned to Word Choice				
<p>CCSS.ELA-LITERACY.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-LITERACY.L.6.1.E Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCSS.ELA-LITERACY.L.6.3.A Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>CCSS.ELA-LITERACY.L.6.3.B Maintain consistency in style and tone.*</p>				

<p>Word Choice</p> <p><i>Are my words and phrases carefully chosen to express?</i></p>	<p>My word choice is unclear or too general.</p>	<p>My word choice is clear but lacks a connection to the topic, purpose, and/or audience.</p>	<p>My word choice is clear and appropriate for the topic, purpose, and audience.</p>	<p>My word choice is powerful and adds to the audience's understanding of the topic.</p>
---	--	---	--	--

Standards Aligned to Organization

CCSS.ELA-LITERACY.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.

CCSS.ELA-LITERACY.W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

CCSS.ELA-LITERACY.W.6.1.E Provide a concluding statement or section that follows from the argument presented. **OR**

CCSS.ELA-LITERACY.W.6.2.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.

CCSS.ELA-LITERACY.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-LITERACY.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.

<p>Organization</p> <p><i>Is my presentation easy to follow?</i></p>	<p>My presentation is missing an introduction and/or a conclusion which makes it difficult for my audience to follow.</p>	<p>My presentation has an introduction and a conclusion, but the lack of transitions makes it difficult for my audience to follow.</p>	<p>My presentation has an introduction, transition between ideas, and a conclusion so that my message can be followed by my audience.</p>	<p>My presentation's organization adds to my message: an introduction that draws in the audience, smooth transitions, and a conclusion that reemphasizes my message.</p>
---	---	--	---	--

Standards Aligned to Delivery

CCSS.ELA-LITERACY.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

<p>Delivery</p> <p><i>Does my presentation support my message?</i></p>	<p>I rarely or never look at my audience.</p> <p>My gestures, posture, facial expressions, and/or movement distract from the presentation.</p> <p>My voice keeps the audience from understanding the message.</p>	<p>I look at my notes more than my audience.</p> <p>My gestures, posture, facial expressions, and/or movements are awkward during the presentation.</p> <p>My voice is inconsistent: there are moments of clarity and inaudibility.</p>	<p>I look at my audience more than my notes.</p> <p>My gestures, posture, facial expressions, and movements fit the presentation.</p> <p>My voice is clear and understandable. (volume, rate, articulation, pronunciation)</p>	<p>I look at my audience and use my notes only as a guide.</p> <p>My gestures, posture, facial expressions, and movements add to the presentation.</p> <p>My voice is clear, understandable and makes my presentation more interesting.</p>
---	---	---	--	---

Standards Aligned to Presentation Aid(s)

CCSS.ELA-LITERACY.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

<p>Presentation Aid(s)</p> <p><i>Do my presentation aid(s) support the topic and my message?</i></p>	<p>My presentation aids are inappropriate, or distract from my message.</p>	<p>My presentation aids support the topic but generally do not add to my message.</p>	<p>My presentation aids support the topic and my message.</p>	<p>My presentation aid(s) support the topic and my message, as well as adds value through audience engagement (e.g., use of humor, pose thought provoking questions, surveying, including audio or video clips).</p>
---	---	---	---	--

