

## Avon Public Schools Grade 6-8 Argumentative Writing Rubric

| Criteria   | 1 – Beginning  | 2 – Developing  | 3 – Proficient   | 4 – Advanced  |
|--|--|---|--|---|
| <b>Ideas and Content</b><br>Did I convey a clear message and stay on opinion/claim?<br><br>*Claim is introduced and used in grades 6-9 | My claim is not clearly stated, or<br>My reasons do not connect to a claim.<br><br>I use insufficient evidence and sources that weakens my argument (e.g., irrelevant, repetitive, inaccurate).                                  | My claim is stated, but limited reasons are presented to support it.<br><br>I use evidence from selected sources that are relevant but not integrated into developing the claim.  | My claim is stated with relevant reasons to support it.<br><br>I use evidence from selected sources that are relevant and integrated into developing the claim.  | My claim and reasons are presented in a clear, focused manner.<br><br>I use evidence from carefully selected sources that are relevant and convincing in developing the claim.<br><br>*Alternate view(s) is/are clearly acknowledged.   |
| <b>Organization</b><br>Is my writing easy to follow?   | The organization of my writing in the opening sentences is weak.<br><br>My writing lacks linking words/transitions between ideas, examples, and paragraphs.<br><br>My concluding sentences do not remind the reader of my claim. | The organization of my writing states a claim, but does not introduce my reasons in the opening sentences.<br><br>Parts of my writing have linking words/transitions between ideas, examples, and paragraphs.<br><br>My concluding sentences remind the reader of my claim. | The organization of my writing states a claim and reasons in the opening sentences.<br><br>My writing has linking words/transitions between ideas, examples, and paragraphs.<br><br>My concluding sentences remind the reader of my claim. | The organization of my writing states a clear and compelling claim and reasons in the opening sentences.<br><br>My writing has varied and purposeful linking words/transitions between ideas, examples, and paragraphs.<br><br>My concluding sentences revisit my claim and inspire conversation. |
| <b>Word Choice</b><br>Are my words and phrases carefully chosen to express my message?   | I often use incorrect and/or inappropriate words which make my meaning unclear.<br><br>My sentences are fragmented or incomplete.  | I sometimes choose inaccurate words that make my meaning unclear.<br><br>My sentences are simple which limits the flow and variety in my writing (e.g., repetitive, run-ons).   | I choose accurate words to convey my meaning.<br><br>My sentences are varied and begin to create a flow in my writing.   | I choose words that are focused, precise and intentional.<br><br>My sentences are varied and skillfully crafted which creates a consistent flow in my writing.  |
| <b>Sentence Structure</b><br>Does my writing flow when it is read?   | My writing does not demonstrate how I feel about my claim OR<br><br>My voice is present but inappropriate for my message and audience.   | My writing is beginning to show how I feel about my claim.<br><br>My voice may be inconsistent for my message and audience.   | My writing demonstrates how I feel about my claim.<br><br>My voice fits the message and audience.  | My writing is lively, expressive, and engaging demonstrating how I feel about my claim.<br><br>My voice is authentic to the purpose; it demonstrates awareness of the message and audience.   |
| <b>Conventions</b><br>Does my writing follow the rules?  | There are significant errors in my mechanics which makes it really difficult to comprehend.  | There are multiple errors in my mechanics which makes it somewhat 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.  |

## 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   |
|--|--|--|---|--|
|  | <b>Standards Aligned with Ideas and Content</b>  |  |   |  |
|  | <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> |  |   |  |
| <b>Ideas and Content</b><br>Did I convey a clear message and stay on opinion/claim?<br><br>*Claim is introduced and used in grades 6-9 | <p>My claim is not clearly stated, or<br/>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>   |
|  | <b>Standards Aligned with Organization</b>   |  |   |  |
|  | <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>  |  |   |  |
| <b>Organization</b><br>Is my writing easy to follow?   | <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> |

|  |  |   |   |
|--|--|---|---|
| <b>Standards Aligned to Word Choice</b>  |  |   |   |
| <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>  |  |   |   |
| <b>Word Choice</b><br>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.   |
| <p>I choose words that are focused, precise and intentional.</p>   |  |   |   |
| <b>Standards Aligned to Sentence Structure</b>   |  |   |   |
| <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> |  |   |   |
| <b>Sentence Structure</b><br>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.                                 |
| <p>My sentences are varied and skillfully crafted which creates a consistent flow in my writing.</p>   |  |   |   |
| <b>Standards Aligned to Voice</b>  |  |   |   |
| <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>   |  |   |   |
| <b>Voice</b><br>Does my writing engage the reader and is it appropriate for my message?  | My writing does not demonstrate how I feel about my claim OR<br><br>My voice is present but inappropriate for my message and audience. | My writing is beginning to show how I feel about my claim.<br><br>My voice may be inconsistent for my message and audience. | My writing demonstrates how I feel about my claim.<br><br>My voice fits the message and audience. |
| <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><b>Conventions</b><br/>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  |
|--|--|--|--|---|
| <p><b>Ideas and Content</b><br/>Did I provide a clear explanation with focused support?</p>    | <p>My topic is not clearly stated and/or<br/>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> |
| <p><b>Organization</b><br/>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>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>  |
| <p><b>Word Choice</b><br/>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><b>Sentence Structure</b><br/>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><b>Voice</b><br/>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><b>Conventions</b><br/>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>   |



## 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  |
|---|---|---|--|---|
| <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>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> |
| <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 style="text-align: center;"><b>Standards Aligned to Organization</b></p>   |   |  |   |

|  |   |   |   |   |
|--|---|---|---|---|
| <p><b>Organization</b><br/>Is my writing easy to follow?</p>   | <p>My topic is unclear or missing in the opening sentences.<br/>My writing lacks linking words/transitions between ideas, examples, and paragraphs.<br/>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.<br/>Parts of my writing have linking words/transitions between ideas, examples, and paragraphs.<br/>My concluding sentences remind the reader of my topic.</p> | <p>I clearly state a topic in the opening sentences.<br/>My writing has linking words/transitions between ideas, examples, and paragraphs.<br/>My concluding sentences remind the reader of my topic.</p> | <p>I state a clear topic in the opening sentences and introduce my evidence.<br/>My writing has varied and purposeful linking words/transitions between ideas, examples, and paragraphs.<br/>My concluding sentences revisit my topic and inspire conversation.</p> |
| <p><b>Standards Aligned to Word Choice</b></p>   |   |   |   |   |
| <p>CCSS.ELA-LITERACY.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br/>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.<br/>CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br/>CCSS.ELA-LITERACY.L.6.3.A Vary sentence patterns for meaning, reader/listener interest, and style.*<br/>CCSS.ELA-LITERACY.L.6.3.B Maintain consistency in style and tone.*</p>  |   |   |   |   |
| <p><b>Word Choice</b><br/>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><b>Standards Aligned to Sentence Structure</b></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.)<br/>CCSS.ELA-LITERACY.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br/>CCSS.ELA-LITERACY.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).<br/>CCSS.ELA-LITERACY.L.6.1.B Use intensive pronouns (e.g. <i>myself</i>, <i>ourselves</i>).<br/>CCSS.ELA-LITERACY.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*<br/>CCSS.ELA-LITERACY.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*<br/>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<br/>CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> |   |   |   |   |
| <p><b>Sentence Structure</b><br/>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><b>Standards Aligned to Voice</b></p>   |   |   |   |   |
| <p>CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br/>CCSS.ELA-LITERACY.L.6.3.A Vary sentence patterns for meaning, reader/listener interest, and style.*<br/>CCSS.ELA-LITERACY.L.6.3.B Maintain consistency in style and tone.*</p>   |   |   |   |   |



|  |  |   |   |   |
|--|--|---|---|---|
| <p><b>Voice</b><br/>Is my writing engaging and appropriate for my reader and purpose?</p>  | <p>My writing does not demonstrate my understanding about the topic OR<br/>My voice is present, but inappropriate for my audience.</p> | <p>My writing is beginning to show a limited understanding about the topic.<br/>My voice may be inconsistent for my audience.</p> | <p>My writing demonstrates an understanding about the topic.<br/>My voice fits the audience.</p>      | <p>My writing is lively, expressive, and engaging that demonstrates a strong understanding of the topic.<br/>My voice is authentic to the purpose; it demonstrates awareness of the audience.</p> |
| <p><b>Standards Aligned to Conventions</b><br/>CCSS.ELA-LITERACY.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br/>CCSS.ELA-LITERACY.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*<br/>CCSS.ELA-LITERACY.L.6.2.B Spell correctly.<br/>CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> |  |   |   |   |
| <p><b>Conventions</b><br/>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   |
|--|---|---|--|--|
| <p><b>Ideas and Content</b><br/><i>Was my message clear?</i><br/><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 &amp; complete depiction of an event(s) to support story development.</p> |
| <p><b>Organization</b><br/><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>   |
| <p><b>Word Choice</b><br/><i>Are my words and phrases carefully chosen to express my message?</i></p>  | <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>   |
| <p><b>Sentence Fluency</b><br/><i>Does my writing flow when it is read?</i></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><b>Voice</b><br/><i>Does my writing engage the reader and is it appropriate for my message?</i></p> | <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>  |
| <p><b>Conventions</b><br/><i>Does my writing follow the rules?</i></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>  |

## 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   |
|--|---|---|--|--|
| <p><b>Ideas and Content</b><br/><i>Was my message clear?</i><br/><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 &amp; complete depiction of an event(s) to support story development.</p> |
| <p><b>Standards Aligned to Ideas and Content</b></p> <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><b>Standards Aligned to Organization</b></p>  |   |   |  |  |
| <p><b>Organization</b><br/><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>   |
| <p><b>Standards Aligned to Word Choice</b></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.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><b>Word Choice</b><br/>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 style="text-align: center;"><b>Standards Aligned to Sentence Structure</b></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.)<br/> CCSS.ELA-LITERACY.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br/> CCSS.ELA-LITERACY.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).<br/> CCSS.ELA-LITERACY.L.6.1.B Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).<br/> CCSS.ELA-LITERACY.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*<br/> CCSS.ELA-LITERACY.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*<br/> 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<br/> CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> |  |   |  |   |
| <p><b>Sentence Structure</b><br/>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 style="text-align: center;"><b>Standards Aligned to Voice</b></p> <p>CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br/> CCSS.ELA-LITERACY.L.6.3.A Vary sentence patterns for meaning, reader/listener interest, and style.*<br/> CCSS.ELA-LITERACY.L.6.3.B Maintain consistency in style and tone.*</p>  |  |   |  |   |
| <p><b>Voice</b><br/>Is my writing engaging and appropriate for my reader and purpose?</p>  | <p>My writing does not demonstrate my understanding about the topic OR<br/>My voice is present, but inappropriate for my audience.</p> | <p>My writing is beginning to show a limited understanding about the topic.<br/>My voice may be inconsistent for my audience.</p> | <p>My writing demonstrates an understanding about the topic.<br/>My voice fits the audience.</p> | <p>My writing is lively, expressive, and engaging that demonstrates a strong understanding of the topic.<br/>My voice is authentic to the purpose; it demonstrates awareness of the audience.</p> |
| <p style="text-align: center;"><b>Standards Aligned to Conventions</b></p> <p>CCSS.ELA-LITERACY.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br/> CCSS.ELA-LITERACY.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*<br/> CCSS.ELA-LITERACY.L.6.2.B Spell correctly.<br/> CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>   |  |   |  |   |
| <p><b>Conventions</b></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   |
|--|---|---|--|--|
| <p><b>Ideas and Content</b><br/><i>Did I convey a clear message and stay on topic?</i></p>               | <p>My topic is not clearly stated<br/>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.<br/>I don't share enough relevant details to support my main idea/claim.</p>   | <p>My topic and main ideas are clearly stated.<br/>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.<br/>My main idea/claim are strongly stated with supporting details that are relevant and appropriate for the target audience and topic.</p> |
| <p><b>Claim</b><br/><i>Are my claims compelling?</i></p>   | <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>  |
| <p><b>Word Choice</b><br/><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>   |
| <p><b>Organization</b><br/><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>   |
| <p><b>Delivery</b><br/><i>Does my presentation support my message?</i></p>                               | <p>I rarely or never look at my audience.<br/>My gestures, posture, facial expressions, and/or movement distract from the presentation.<br/>My voice keeps the audience from understanding the message.</p> | <p>I look at my notes more than my audience.<br/>My gestures, posture, facial expressions, and/or movements are awkward during the presentation.<br/>My voice is inconsistent: there are moments of clarity and inaudibility.</p> | <p>I look at my audience more than my notes.<br/>My gestures, posture, facial expressions, and movements fit the presentation.<br/>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.<br/>My gestures, posture, facial expressions, and movements add to the presentation.<br/>My voice is clear, understandable and makes my presentation more interesting.</p>          |
| <p><b>Presentation Aid(s)</b><br/><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 add 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 – Developed   | 3 –Proficient   | 4 - Advanced   |
|--|---|---|---|--|
|  | <b>Standards Aligned to Ideas and Content</b>   |   |   |  |
|  | <p>CCSS.ELA-LITERACY.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.<br/>           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.<br/>           OR<br/>           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.<br/>           CCSS.ELA-LITERACY.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.<br/>           CCSS.ELA-LITERACY.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.<br/>           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> |   |   |  |
| <b>Ideas and Content</b><br><i>Did I convey a clear message and stay on topic?</i> | <p>My topic is not clearly stated<br/>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.<br/>I don't share enough relevant details to support my main idea/claim.</p> | <p>My topic and main ideas are clearly stated.<br/>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.<br/>My main idea/claim are strongly stated with supporting details that are relevant and appropriate for the target audience and topic.</p> |
| <b>Standards Aligned to Claim</b>  |   |   |   |  |
|  | <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.<br/>           CCSS.ELA-LITERACY.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.<br/>           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>  |   |   |  |
| <b>Claim</b><br><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>  |
| <b>Standards Aligned to Word Choice</b>  |   |   |   |  |
|  | <p>CCSS.ELA-LITERACY.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br/>           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.<br/>           CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br/>           CCSS.ELA-LITERACY.L.6.3.A Vary sentence patterns for meaning, reader/listener interest, and style.*<br/>           CCSS.ELA-LITERACY.L.6.3.B Maintain consistency in style and tone.*</p>   |   |   |  |

|  |   |   |  |   |
|--|---|---|--|---|
| <p><b>Word Choice</b><br/><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>  |
| <p align="center"><b>Standards Aligned to Organization</b></p> <p>CCSS.ELA-LITERACY.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.<br/> CCSS.ELA-LITERACY.W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.<br/> CCSS.ELA-LITERACY.W.6.1.E Provide a concluding statement or section that follows from the argument presented. <b>OR</b><br/> 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.<br/> CCSS.ELA-LITERACY.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.<br/> CCSS.ELA-LITERACY.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.<br/> CCSS.ELA-LITERACY.W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.</p> |   |   |  |   |
| <p><b>Organization</b><br/><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>  |
| <p align="center"><b>Standards Aligned to Delivery</b></p> <p>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>   |   |   |  |   |
| <p><b>Delivery</b><br/><i>Does my presentation support my message?</i></p>   | <p>I rarely or never look at my audience.<br/> My gestures, posture, facial expressions, and/or movement distract from the presentation.<br/> My voice keeps the audience from understanding the message.</p> | <p>I look at my notes more than my audience.<br/> My gestures, posture, facial expressions, and/or movements are awkward during the presentation.<br/> My voice is inconsistent: there are moments of clarity and inaudibility.</p> | <p>I look at my audience more than my notes.<br/> My gestures, posture, facial expressions, and movements fit the presentation.<br/> 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.<br/> My gestures, posture, facial expressions, and movements add to the presentation.<br/> My voice is clear, understandable and makes my presentation more interesting.</p> |
| <p align="center"><b>Standards Aligned to Presentation Aid(s)</b></p> <p>CCSS.ELA-LITERACY.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>  |   |   |  |   |



|  |   |   |   |   |
|--|---|---|---|---|
| <p><b>Presentation Aid(s)</b><br/><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 add value through audience engagement (e.g., use of humor, pose thought provoking questions, surveying, including audio or video clips).</p> |
|--|---|---|---|---|



