

## Writing Rubrics: Grade 6

Rubric assumes an increasing level of skill applications between grade levels.

<b>WRITING ABOUT A TOPIC</b>	
<b>6WRTTOPIC Student write short stories or compositions on a single topic using complete sentences, and paragraphs.</b>	
<b>Grade 6</b>	
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>
	Level 3.5   In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<p><b>Student will:</b></p> <ol style="list-style-type: none"> <li>a. write an organized, focused, three or more paragraph composition or story with a topic sentence, (i.e. strong lead) supporting details, and a concluding statement.</li> <li>b. organize and sequence ideas logically by using transition words and/or phrases within and between paragraphs. (Using transition words or phrases that reveal order or chronology.)</li> <li>c. self-select and apply strategies to plan for writing. (e.g. webbing, drawing, lists, outlines, etc.)</li> </ol> <p><b>The student exhibits no major errors or omissions.</b></p>
	Level 2.5   The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• writes three paragraphs on a single topic with supporting details.</li> <li>• organizes ideas logically by using transitional words and/or phrases between paragraphs.</li> <li>• self-selects and applies strategies to plan for writing.</li> </ul> <p><b>However, the student exhibits major errors or omissions with Level 3.</b></p>
	Level 1.5   The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>
	Level 0.5   With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
<b>Level 0</b> (No progress)	<b>Even with help, the student demonstrates no understanding or skill.</b>

<b>WRITING FOR A VARIETY OF PURPOSES AND AUDIENCES</b>		
<b>6WRTFIC Student writes fiction for a variety of purposes and audiences.</b>		
<b>Grade 6</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<b>Student will:</b> <ol style="list-style-type: none"> <li>a. write a story that incorporates story elements and literary devices. (e.g. dialogue and descriptive details)</li> <li>b. use expressive language when responding to or producing text. (e.g. writer’s notebook, memoirs, poetry, plays, or lyrics.)</li> </ol> <b>The student exhibits no major errors or omissions.</b>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• writes a story incorporating setting, character, and basic plot. (e.g. multiple problems, complex setting and character)</li> <li>• uses basic expressive language when responding to or producing text.</li> </ul> <b>However, the student exhibits major errors or omissions with Level 3.</b>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
<b>Level 0</b> (No progress)	<b>Even with help, the student demonstrates no understanding or skill.</b>	

See State and District Grade Level Expectations for complete reference  
 e.g. abbr. (for example)

i.e. abbr. (that is) required skills

Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 6 - Writing

<b>WRITING FOR A VARIETY OF PURPOSES AND AUDIENCES</b>		
<b>6WRTNONFC Student writes nonfiction for a variety of purposes and audiences.</b>		
<b>Grade 6</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<p><b>Student will:</b></p> <ol style="list-style-type: none"> <li>write using the appropriate non-fiction form for audience and purpose, using topic specific information and structure. (i.e. step-by-step directions, descriptions, observations, or report writing)</li> <li>use expressive language when responding to or producing text. (e.g. reports, content area notebooks, biographies, autobiographies)</li> <li>use text features (e.g. diagrams, charts, timelines, or table of contents).</li> </ol> <p><b>The student exhibits no major errors or omissions.</b></p>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>writes using a basic non-fiction form for audience and purpose.</li> <li>uses basic expressive language when responding to or producing text.</li> <li>uses basic text features. (e.g. labels, captions, drawings, headings).</li> </ul> <p><b>However, the student exhibits major errors or omissions with Level 3.</b></p>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>	
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Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 6 - Writing

<b>USING STRUCTURES and CONVENTIONS</b>	
<b>6STRCONED Student writes and edits using a variety of sentence structures and grade-appropriate spelling, capitalization, and punctuation.</b>	
<b>Grade 6</b>	
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>
	Level 3.5   In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<p><b>Student will:</b></p> <ol style="list-style-type: none"> <li>a. write by varying the beginnings, lengths, and patterns of sentences to improve the flow and to enhance meaning of writing.</li> <li>b. identify and correct mistakes in spelling (e.g. grade appropriate high frequency words, homophones, and contractions)</li> <li>c. identify and correct mistakes in punctuation (i.e. end of sentences, commas in dates, salutations and closings in letters, commas in series, and quotation marks in dialogue).</li> <li>d. identify and correct mistakes in capitalization</li> </ol> <p><b>The student exhibits no major errors or omissions.</b></p>
	Level 2.5   The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• writes a variety of sentences using conjunctions. (i.e. simple and complex sentences).</li> <li>• identifies mistakes in spelling, punctuation, and capitalization.</li> </ul> <p><b>However, the student exhibits major errors or omissions with Level 3.</b></p>
	Level 1.5   The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>
	Level 0.5   With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
<b>Level 0</b> (No progress)	<b>Even with help, the student demonstrates no understanding or skill.</b>

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Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 6 - Writing

<b>USING STRUCTURES and CONVENTIONS</b>	
<b>6STRCONGR Student writes using standard English grammar.</b>	
<b>Grade 6</b>	
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>
	Level 3.5   In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<b>Student will correctly use in their writing:</b> a. parts of speech (e.g. nouns, pronouns, verbs, adjectives, adverbs, conjunctions, direct objects) b. sentence types. (e.g. simple, complex, and compound). c. subject/verb agreement at the sentence level and consistent within the text. (e.g. verb tense) <b>The student exhibits no major errors or omissions.</b>
	Level 2.5   The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<b>There are no major errors or omissions regarding the simpler details and processes as the student uses in their writing:</b> <ul style="list-style-type: none"> <li>• basic parts of speech</li> <li>• simple sentence types</li> <li>• subject/verb agreement within sentences.</li> </ul> <b>However, the student exhibits major errors or omissions with Level 3.</b>
	Level 1.5   The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
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Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 6 - Writing

<b>USING STRUCTURES and CONVENTIONS</b>		
<b>6STRCONCURS Student writes legibly in cursive.</b>		
<b>Grade 6</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<b>Student will:</b> a. write in legible cursive with automaticity. <b>The student exhibits no major errors or omissions.</b>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> • writes legible cursive. <b>However, the student exhibits major errors or omissions with Level 3.</b>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>	
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<b>REVISING</b>	
<b>6REVISE Student revises for the qualities of effective writing, including, detail, clarity, and organization.</b>	
<b>Grade 6</b>	
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>
	Level 3.5   In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<p><b>Student will:</b></p> <ul style="list-style-type: none"> <li>a. rearrange and/or add supporting details to improve focus, to support main ideas, to clarify topic sentence, and to make sequence clear.</li> <li>b. use the qualities of effective writing (e.g. conventions, fluency, ideas, organization, voice and word choice) to plan, confer, and revise writing with others.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>
	Level 2.5   The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• rearranges and/or adds supporting details to improve focus, support main idea, and make sequence clear.</li> <li>• uses basic qualities of effective writing to plan, confer, and revise writing with others.</li> </ul> <p><b>However, the student exhibits major errors or omissions with Level 3.</b></p>
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Pilot teachers often use conferences to use this rubric. Students are asked to revise in a different color.

<b>USING WRITING RESOURCES</b>		
<b>6WRTRES Student uses various resources when writing and documents such use as appropriate.</b>		
<b>Grade 6</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<b>Student will:</b> <ol style="list-style-type: none"> <li>a. give credit for others’ ideas, images and information by citing title and source (e.g. author, storyteller, translator, songwriter, or artist).</li> <li>b. look up spelling or definitions of words. (e.g. dictionaries, spell-check, glossaries, or a thesaurus).</li> </ol> <b>The student exhibits no major errors or omissions.</b>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• gives credit for others’ information by citing title and source</li> <li>• looks up basic spelling or definitions of words.</li> </ul> <b>However, the student exhibits major errors or omissions with Level 3.</b>	
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<b>WORD STUDY and SPELLING</b>		
<b>6WS.SPELL Student shows understanding of weekly word study, concepts, and spelling rules.</b>		
<b>Grade 6</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<b>Student will:</b> <ol style="list-style-type: none"> <li>a. uses strategies for improving spelling (e.g., word banks, personal dictionaries, peer and teacher support).</li> <li>b. spell grade-level appropriate and high frequency words correctly.</li> <li>c. apply weekly word study concepts and spelling rules in daily writing.</li> </ol> <b>The student exhibits no major errors or omissions.</b>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• uses a given strategy for improving spelling.</li> <li>• spells some grade-level appropriate high frequency words correctly.</li> <li>• shows understanding, but limited application, of weekly word study, concepts, and spelling rules.</li> </ul> <b>However, the student exhibits major errors or omissions with Level 3.</b>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
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