

**Correlation Copy for Teachers:** Use this version of the rubric to correlate the Student Rubric to the Level 3 Proficiency criteria on the Teacher Rubric. The Teacher Rubrics used for grading describe four levels of student work. A score of 4 reflects work that goes beyond the best self-assessment ranking a student might give. For more information, see the pertinent Teacher Rubric and the Rubrics Introduction in the TEACHER RESOURCE GUIDE.

3 (Meets expectations)		Ask yourself: <i>Did I...?</i>
Focus on Task and Text	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides complete responses to all elements of the prompt (ns)</li> <li><input type="checkbox"/> Maintains a tone that is appropriate to the task and audience; maintains focus throughout (ns)</li> <li><input type="checkbox"/> If prompt is text-based: demonstrates sophisticated analysis of text(s); discusses the topic and main ideas; enhances explanation by discussing relevant events, main ideas, and/or key details (W.6.9)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> complete all parts of the prompt, and respond to each part completely?</li> <li><input type="checkbox"/> use a tone that fits the writing task and audience? (Example: humorous, serious)</li> <li><input type="checkbox"/> show insight into the topic or text by discussing relevant events, ideas, and key details?</li> </ul>
Organization	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduces the topic formally and clearly, providing an observation and focus, in a manner that engages the reader (W.6.2.A, W.6.2.E)</li> <li><input type="checkbox"/> Organizes ideas, concepts, and information; using multiple strategies (W.6.2.A)</li> <li><input type="checkbox"/> Includes formatting, illustrations, or multimedia to help the reader understand how information connects (W.6.2.A)</li> <li><input type="checkbox"/> Uses appropriate and varied transitions to clarify the relationships among ideas and concepts (W.6.2.C)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> introduce my topic focus in a formal, clear way?</li> <li><input type="checkbox"/> include an interesting observation to engage readers?</li> <li><input type="checkbox"/> use strategies to organize ideas, concepts, and information? (Examples: definition, classification, comparison/contrast, cause/effect)</li> <li><input type="checkbox"/> use text features to help readers understand my ideas and information, such as formatting, graphics, or multimedia? Examples of formatting: headings, bullets, text boxes Examples of graphics: photographs or illustrations; charts, maps, or timelines Examples of multimedia: audio, video, web links</li> <li><input type="checkbox"/> use many different appropriate transition words to clarify relationships between ideas?</li> </ul>

3 (Meets expectations)		Ask yourself: <i>Did I...?</i>
Organization (cont.)	<input type="checkbox"/> Demonstrates coherence, clarity, and cohesion in order to follow the writer's progression of ideas with minimal gaps (W.6.4)  <input type="checkbox"/> Provides a strong concluding statement or section that relates to and expands on the main idea (W.6.2.F)	<input type="checkbox"/> organize my ideas and information in a way that fits together logically and is mostly clear?  <input type="checkbox"/> end with a conclusion that fits with my information and adds more to the main idea?
Development and Support	<input type="checkbox"/> Develops the topic with the relevant facts, definitions, concrete details, quotations, or other information and related examples to further explain the topic and central ideas (W.6.2.B)  <input type="checkbox"/> Produces clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; provides specific and clear details to illuminate the topic and solidify the development of the topic (W.6.4)  <input type="checkbox"/> Draws relevant evidence from literary and informational texts to strongly support analysis, reflection, and research (W.6.9)	<input type="checkbox"/> develop and explain the topic with specific details? (Examples: facts, definitions, concrete details, quotations, examples) <input type="checkbox"/> include only relevant evidence and details to make my explanation accurate and complete? (Using a text if the prompt is text-based or print and digital sources if the prompt asks for additional research.)  create writing that reflects <input type="checkbox"/> the format of the writing task? (Example: Use headlines and a hook for newspaper articles.) <input type="checkbox"/> my reason for writing? <input type="checkbox"/> who my readers are and what they know about the topic?  <input type="checkbox"/> include evidence from texts to support my ideas and information?

3 (Meets expectations)		Ask yourself: <i>Did I...?</i>
Language	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes and maintains an appropriate style; may contain minor instances of inconsistency (W.6.4)</li> <li><input type="checkbox"/> Uses academic and domain-specific vocabulary that is clearly appropriate for the writing mode and purpose (L.6.6)</li> <li><input type="checkbox"/> Varies sentence patterns for clarity and meaning; uses a variety of simple sentences, compound sentences, complex sentences, and complex-compound sentences (L.6.3.A)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use formal style (school language, no slang, etc.) throughout the writing?</li> <li><input type="checkbox"/> use precise language? (Example: Avoid overly general words like <i>nice, fun, pretty</i>.)</li> <li><input type="checkbox"/> use domain-specific language ? (Example: Words particular to a topic or setting, such as unusual animals in that place.)</li> <li><input type="checkbox"/> use words that fit my audience and writing purpose? (Example: to explain the animals of Africa to visitors)</li> <li><input type="checkbox"/> include different kinds of sentences so my writing is clear and interesting?</li> </ul>
Conventions	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shows command of grammar, mechanics, and usage; may include errors that do not significantly impede meaning or readability, including using pronouns correctly (L.6.1)</li> <li><input type="checkbox"/> Shows command of capitalization, punctuation, and spelling; occasional errors do not significantly impede meaning or readability, including using commas, parentheses, and dashes correctly (L.6.2)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use the rules I know about writing, including grammar?</li> <li><input type="checkbox"/> check my writing so that it has no errors?</li> <li><input type="checkbox"/> use pronouns correctly to replace nouns?</li> <li><input type="checkbox"/> use punctuation (commas, parentheses, dashes) to separate optional parts of a sentence? (Example: Use tools (hammers and nails) to build a doghouse.)</li> <li><input type="checkbox"/> use the rules I know to spell correctly?</li> </ul>