

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	<input type="checkbox"/> Provides complete responses to all elements of the prompt (ns) <input type="checkbox"/> Maintains a tone that is appropriate to the task and audience; maintains focus throughout (ns) <input type="checkbox"/> Demonstrates comprehension of a topic or text(s) by discussing relevant events, main ideas, themes or central ideas, and/or other elements of the text (W.6.9)	<input type="checkbox"/> complete all parts of the prompt, and answer each part completely? <input type="checkbox"/> use a tone that fits the writing task and audience? (Example: humorous, serious) <input type="checkbox"/> show understanding of the topic or text by discussing relevant events, important ideas, themes, and key details?
Organization	<input type="checkbox"/> Introduces the claim clearly and specifically (W.6.1.A) <input type="checkbox"/> Organizes reasons and evidence in a clear order, with connections between ideas (W.6.1.A) <input type="checkbox"/> Uses appropriate and varied transition words, phrases, and clauses to clarify the relationships among claim(s), reasons, and evidence (W.6.1.C) <input type="checkbox"/> Provides a concluding statement or section that relates to, follows from, and expands on the claim (W.6.1.E)	<input type="checkbox"/> introduce my claim in a clear and specific way? <input type="checkbox"/> organize reasons and evidence in a clear order? <input type="checkbox"/> connect evidence to my claim and ideas? <input type="checkbox"/> use transition words and phrases to show relationships among claims, reasons, and evidence?? <input type="checkbox"/> end with a conclusion that connects to the claim and adds more to the important ideas?

- ☐ Supports the claim with relevant facts, reasons, or other information and examples from text(s) or other credible sources (W.6.1.B)
- ☐ Develops the opinion by gathering relevant information from print and digital sources; quotes or paraphrases the data and conclusions of others and provides basic bibliographic information for sources (W.6.8)
- ☐ 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)

support my claim with

- ☐ relevant reasons and information?
- ☐ facts, examples, or other information?
- ☐ include relevant evidence from print and/or digital sources?
- ☐ paraphrase or quote accurately and credit the author and text correctly?

create writing that reflects

- ☐ the format of the writing task? (Example: Use correct openings and closing for letters.)
- ☐ my reason for writing?
- ☐ who my readers are and what they know about the topic?

3 (Meets expectations)		Ask yourself: <i>Did I...?</i>
Language	<ul style="list-style-type: none"> <input type="checkbox"/> Uses academic and domain-specific vocabulary that is clearly appropriate for the writing mode and purpose (L.6.6) <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) 	<ul style="list-style-type: none"> <input type="checkbox"/> use persuasive language that fits the type of writing? (Example: <i>should</i> in opinion writing) <input type="checkbox"/> use domain-specific language ? (Example: words such as <i>harbor</i> when discussing a port city) <input type="checkbox"/> use words that fit my audience and writing purpose? (Example: to persuade officials to clean up a harbor) <input type="checkbox"/> include different kinds of sentences so my writing is clear and interesting?
Conventions	<ul style="list-style-type: none"> <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) <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) 	<ul style="list-style-type: none"> <input type="checkbox"/> use the rules I know about writing, including grammar? <input type="checkbox"/> check my writing so that it has no errors? <input type="checkbox"/> use pronouns correctly to replace nouns? <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.) <input type="checkbox"/> use the rules I know to spell correctly?