

Central Bucks School District 6th Grade Assessment
Written Report Rubric

Exceeding		Meeting		Approaching		Limited Progress	
4		3.5	3	2.5	2	1.5	1
Introduction	Effectively introduces the topic by capturing and holding the reader's attention and establishes a controlling point.		Introduces the topic by capturing the reader's attention. Establishes a controlling point or references the research question.		References the topic by establishing a general point.		Attempts to reference the topic, but lacks a clear point.
Focus Writing clearly to convey a well-defined controlling point	Addresses all aspects of the research question and maintains a strong controlling point throughout the paper.		Addresses all aspects of the research question and maintains a controlling point.		Addresses aspects of the research question and maintains a general point.		Attempts to address the research question, but lacks a clear point.
Content Ideas developed through facts, definitions, concrete examples, explanations, quotations, etc.	Demonstrates an in-depth understanding using well-chosen and accurate information to thoroughly answer the question and strongly support the controlling point.		Presents relevant and accurate information to sufficiently answer the question and support the controlling point.		Provides accurate, general information related to the focus and/or point. Shows an uneven understanding of information.		Attempts to provide information related to the topic, but lacks understanding. Information may be irrelevant or inaccurate.
Organization: Has a purposeful sequence which may include formatting to aid comprehension and the use of strategies: definitions, classifications, comparison/contrast, cause/effect	Maintains an organizational structure that intentionally and effectively enhances the information. Uses transitions or formatting to effectively clarify relationships among ideas and concepts.		Maintains an appropriate organizational structure to relay information. Uses transitions or formatting to clarify relationships among ideas and concepts.		Uses an organizational structure inappropriately or inconsistently.		Attempts to organize ideas, but lacks control of structure.
Style The choice, use, and arrangement of words and sentence structure that create tone and voice	Effectively and purposefully uses topic-specific vocabulary, precise word choice, and sentences with varied length and complexity.		Purposefully uses topic-specific vocabulary, precise word choice, and sentences with varied length and complexity.		Inconsistently uses topic-specific vocabulary and word choice; some sentence variety.		Attempts to use topic-specific vocabulary and/or lacks sentence variety.
Conclusion	Provides a closing section that draws a conclusion through a reasoned judgment from the information presented and references the controlling point.		Includes a closing section that draws a conclusion from the information presented and mentions the controlling point.		Includes a closing section that attempts to summarize the topic and/or draw a conclusion.		Attempts to include a closing section.
Conventions	Accurately uses punctuation to support sophisticated sentence structure. Use of conventions enhances the style of writing.		Demonstrates a grade appropriate command of grammar, usage, capitalization, and spelling.		Mechanical and usage errors interfere somewhat with writer's message.		Repeated weakness in mechanics and usage interfere with writer's message.

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Examples to help in understanding the new rubric:

Focus is answering the research question:

- A research question might be: What makes Ben Franklin a great American?
 - Focus answers this by writing about several of his most significant inventions.
 - Focus could answer this by writing about his political contributions or a combination of the two.

A Controlling Point is an original thought in relation to the focus. From the focus about significant inventions, the controlling point might be:

- Ben Franklin’s inventions continue to influence life in the 21st century.
 - This is the point that would weave throughout the paper – each paragraph relating to, connecting to, and building upon this larger, specific controlling point as it relates to the focus of his significant inventions.

Introduction: <ul style="list-style-type: none"> • Introduces CP 	Controlling Point
Invention 1 <ul style="list-style-type: none"> • Builds CP 	
Invention 2 <ul style="list-style-type: none"> • Builds CP 	
Inventions 3 and 4 <ul style="list-style-type: none"> • Builds CP 	
Conclusion <ul style="list-style-type: none"> • Draws conclusion about CP 	

Conclusion:

- Ben was a man ahead of his time. His inventions were not only ground breaking in the 1800s, but they stand the test of time still today. Every time we see someone wear glasses, or hear a fire engine roaring down the street to save a house, we’re reminded of how influential this inventor three-hundred years ago still is today.
- The conclusion does not simply regurgitate or list already stated information. In the conclusion, the writer explains fully the controlling point they’ve been developing throughout the entire paper. They “draw a conclusion.”

Organization structures for this paper might include:

- Least significant to most significant (eye glasses to fire houses)
 - Using a chronological structure would not be an example of proficient organization because it’s not purposeful.
 - Moving from least significant to most significant helps to gradually build the controlling point that his inventions still influence life in the 21st century.