

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	<ul style="list-style-type: none"> Clearly identifies and introduces the topic by capturing and holding the reader's attention Establishes a controlling point 		<ul style="list-style-type: none"> Identifies and introduces the topic by capturing and holding the reader's attention Establishes a controlling point or references the research question 		<ul style="list-style-type: none"> May attempt to identify and introduce the topic References a general point 		<ul style="list-style-type: none"> Attempts to reference the topic Lacks a clear point
Focus Writing clearly to convey a well-defined controlling point	<ul style="list-style-type: none"> Demonstrates a strong understanding of topic text(s) by developing an effective research question/thesis and subtopics Maintains a strong controlling point throughout the paper 		<ul style="list-style-type: none"> Demonstrates a clear understanding of topic/text(s) by developing the research question/thesis and subtopics Maintains a controlling point throughout the paper 		<ul style="list-style-type: none"> Demonstrates an understanding of topic/text(s) by developing the research question/thesis and subtopics Maintains a general point 		<ul style="list-style-type: none"> Demonstrates partial understanding of topic text(s) by developing the research question/thesis and subtopics Lacks control
Content Ideas developed through facts, definitions, concrete examples, explanations, quotations, etc.	<ul style="list-style-type: none"> Develops and analyzes the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples to thoroughly answer the question Includes graphics and/or multimedia when useful to support comprehension 		<ul style="list-style-type: none"> Develops and analyzes the topic with relevant facts, definitions, concrete details, quotations, or other information and examples to answer the question Includes graphics and/or multimedia when useful to support comprehension 		<ul style="list-style-type: none"> Develops and/or analyzes the topic with limited facts, definitions, details, quotations, or other information and examples to address the question May include graphics and/or multimedia when useful to support comprehension 		<ul style="list-style-type: none"> Attempts to provide information related to the topic 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	<ul style="list-style-type: none"> Organizes ideas, concepts, and information using specific strategies such as: definitions, classifications, chronological order, comparison/contrast, cause/effect Uses transitions and/or formatting to create cohesion and effectively clarify relationships among ideas and concepts 		<ul style="list-style-type: none"> Organizes ideas, concepts, and information using specific strategies such as: definitions, classifications, chronological order, comparison/contrast, cause/effect Uses transitions and/or formatting to clarify relationships among ideas and concepts 		<ul style="list-style-type: none"> Attempts to organize ideas, concepts, and information Attempts to use transitions and/or formatting to clarify relationships among ideas and concepts 		<ul style="list-style-type: none"> Struggles to control structure of the pieces May attempt to use transitions
Style The choice, use, and arrangement of words and sentence structure that create tone and voice	<ul style="list-style-type: none"> Use precise language that expresses ideas accurately and concisely Uses sentences of varying lengths and complexities Develops and maintains a consistent voice and formal style 		<ul style="list-style-type: none"> Varies sentence patterns while using precise language Develops and maintains a consistent voice and formal style 		<ul style="list-style-type: none"> Inconsistently uses topic-specific vocabulary and word choice Some sentence variety 		<ul style="list-style-type: none"> Attempts to use topic-specific vocabulary Lacks sentence variety
Conclusion	<ul style="list-style-type: none"> Provides a strong concluding statement or section References the controlling point. 		<ul style="list-style-type: none"> Provides a concluding statement or section References the controlling point. 		<ul style="list-style-type: none"> Provides a concluding statement or section 		<ul style="list-style-type: none"> Concluding statement or section is omitted, confusing, or irrelevant
Conventions	<ul style="list-style-type: none"> Accurately uses punctuation to support sophisticated sentence structure Use of conventions enhances the style of writing 		<ul style="list-style-type: none"> Demonstrates a grade appropriate command of grammar, usage, capitalization, and spelling 		<ul style="list-style-type: none"> Mechanical and usage errors interfere somewhat with writer's message 		<ul style="list-style-type: none"> 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: • Introduces CP	Controlling Point
Invention 1 • Builds CP	
Invention 2 • Builds CP	
Inventions 3 and 4 • Builds CP	
Conclusion • 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.