

Grade 6 English Language Arts Rubric Chart

Quality	5 Responses at this level:	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
Meaning: The extent to which the response exhibits understanding and interpretation of the task and text (s)	<ul style="list-style-type: none"> ● fulfill the requirements of the tasks ● address the theme or key elements of the text ● show a thorough interpretation of the text ● make some connections beyond the text 	<ul style="list-style-type: none"> ● fulfill some requirements of the tasks ● address some key elements of the text ● show a predominantly literal interpretation of the text ● make some connections 	<ul style="list-style-type: none"> ● fulfill some requirements of the tasks ● address a few key elements of the text ● show some gaps in understanding of the text ● make some connections 	<ul style="list-style-type: none"> ● fulfill some requirements of the tasks ● address basic elements of the text ● show little evidence that the student understood more than parts of the text ● make few connections 	<ul style="list-style-type: none"> ● fulfill very few requirements of the tasks ● address few elements of the text ● show little evidence that the student understood more than parts of the text ● make few to no connections
Development: The extent to which ideas are elaborated, using specific and relevant evidence from the text (s)	<ul style="list-style-type: none"> ● develop ideas fully with thorough elaboration ● make effective use of relevant and accurate examples from the text 	<ul style="list-style-type: none"> ● may be brief, with little elaboration, but are sufficiently developed to answer the questions ● provide some examples and details from the text ● may include minor inaccuracies 	<ul style="list-style-type: none"> ● may be brief, with little elaboration or development ● provide few examples and details from the text ● may include minor inaccuracies 	<ul style="list-style-type: none"> ● provide very few text-based examples and details ● may include some inaccurate details 	<ul style="list-style-type: none"> ● provide almost no text-based examples and details ● may include inaccurate information
Organization: The extent to which the response exhibits direction, shape, and coherence	<ul style="list-style-type: none"> ● establishes and maintains a clear focus ● shows a logical sequence of ideas through the use of appropriate transitions or other devices 	<ul style="list-style-type: none"> ● is generally focused, though may include some irrelevant details ● shows a clear attempt at organization 	<ul style="list-style-type: none"> ● shows an attempt to maintain focus, though may include some tangents ● shows an attempt at organization 	<ul style="list-style-type: none"> ● may show an attempt to establish a focus ● may include some irrelevant information ● shows little attempt at organization 	<ul style="list-style-type: none"> ● shows little attempt to establish a focus ● may be repetitive, focusing on minor details or irrelevant information ● shows little attempt at organization
Language Use: The extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	<ul style="list-style-type: none"> ● is fluent and easy to read, with a sense of engagement or voice ● uses varied sentence structure and some above-grade-level vocabulary 	<ul style="list-style-type: none"> ● is readable, with some sense of engagement or voice ● primarily uses simple sentences and basic vocabulary 	<ul style="list-style-type: none"> ● is readable, with some sense of engagement or voice ● primarily uses simple sentences and basic vocabulary 	<ul style="list-style-type: none"> ● is readable, with little sense of engagement or voice ● uses minimal vocabulary ● may indicate fragmented thoughts 	<ul style="list-style-type: none"> ● is difficult to read, with little or no sense of engagement or voice ● uses minimal vocabulary ● may indicate fragmented thoughts

SCORE POINT 0 = The responses are completely incorrect, irrelevant, or incoherent.

Quality	5-4 Points	3-2 Points	1 Point
Conventions: The extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage.	The writing demonstrates control of the conventions of written English. There are few, if any, errors and none that interfere with comprehension. Grammar, syntax, capitalization, punctuation, and paragraphing are essentially correct. Any misspellings are minor or repetitive; they occur primarily when a student takes risks with sophisticated vocabulary.	The writing demonstrates partial control of the conventions of written English. It contains errors that may interfere somewhat with readability but do not substantially interfere with comprehension. There may be some errors of grammar, syntax, capitalization, punctuation, or spelling.	The writing demonstrates minimal control of the conventions of written English. There may be many errors of grammar, syntax, capitalization, punctuation, and spelling that interfere with readability and comprehension.

SCORE POINT 0 = The writing demonstrates a lack of control of the conventions of written English. The errors make the writing incomprehensible.

