

Grade 6 Writing Rubric

Name Date

Proficient = universal supports
Approaching proficiency = targeted supports
Limited = specialized supports

Beginning Grade 6 Writing Rubric

Use the criteria below to determine whether the student's writing sample is at a proficient, approaching or limited level. This information will identify a starting point for choosing the level of supports needed to enhance this student's success. Select the set of statements that best describe the writing sample.

	Proficient	Approaching proficiency	Limited
Content	<input type="checkbox"/> <ul style="list-style-type: none"> The context is clearly established and appropriate The ideas and/or events are intentionally chosen for the context established Supporting details are specific and generally effective The writing is considered and engages the reader's interest 	<input type="checkbox"/> <ul style="list-style-type: none"> The context is established and generally appropriate The ideas and/or events are adequate for the context established Supporting details are general and may be predictable The writing is straightforward 	<input type="checkbox"/> <ul style="list-style-type: none"> Is beginning to attempt to use words, symbols and/or pictures to tell brief narratives about own ideas and experiences Is beginning to approximate writing with scribbles, drawings and/or use of pictures, symbols and/or words

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	Proficient	Approaching proficiency	Limited
Organization	<input type="checkbox"/> <ul style="list-style-type: none"> The introduction clearly establishes events, characters and/or setting, and provides direction for the writing Events and/or details are developed in paragraphs, in a purposeful order, and coherence is generally maintained Connections and/or relationships among events, actions, details and/or characters are maintained The ending provides an appropriate finish for events and/or actions 	<input type="checkbox"/> <ul style="list-style-type: none"> The introduction directly presents information about events, characters and/or setting Events and/or details are developed in a discernible order, although coherence may falter occasionally Connections and/or relationships among events, actions, details and/or characters are generally maintained The ending is predictable and/or contrived but is connected to events and/or actions 	<input type="checkbox"/> <ul style="list-style-type: none"> Is beginning to attempt to organize words, symbols and/or pictures in sequence to demonstrate understanding of a story or event
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	Proficient	Approaching proficiency	Limited
Sentence structure	<input type="checkbox"/> <ul style="list-style-type: none"> • Sentence structure is controlled • Sentence type and sentence length are usually effective and varied • Sentence beginnings are often varied 	<input type="checkbox"/> <ul style="list-style-type: none"> • Sentence structure is generally controlled, but lapses may occasionally impede the meaning • Sentence type and sentence length are sometimes effective and/or varied • Some variety of sentence beginnings is evident 	<input type="checkbox"/> <ul style="list-style-type: none"> • Is beginning to approximate ordering letters or words into statements • Is beginning to approximate the structuring of simple sentences using words, symbols and/or pictures
Vocabulary	<input type="checkbox"/> <ul style="list-style-type: none"> • Words and expressions are often used accurately • Specific words and expressions are frequently used to create images and/or to add clarity to details • Words and expressions are descriptive and often enhance the student's voice 	<input type="checkbox"/> <ul style="list-style-type: none"> • Words and expressions are generally used appropriately • General words and expressions are used adequately to clarify meaning • Words and expressions generally enhance the student's voice 	<input type="checkbox"/> <ul style="list-style-type: none"> • Is beginning to attempt to use words, symbols and/or pictures to support/express ideas
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Conventions	<input type="checkbox"/> <ul style="list-style-type: none"> Quality of the writing is sustained because it contains only minor convention errors Errors that are present rarely reduce the clarity or interrupt the flow of the communication 	<input type="checkbox"/> <ul style="list-style-type: none"> Quality of the writing is maintained through generally correct use of conventions Errors that are present occasionally reduce the clarity and sometimes interrupt the flow of the communication 	<input type="checkbox"/> <ul style="list-style-type: none"> Is beginning to demonstrate some awareness of print conventions
Notes			