|  |  |  |  |
| --- | --- | --- | --- |
| **6th grade - On Demand Argument**  **Formative Assessment Scores** | | **FALL BASELINE** | **MID-YEAR**  **ASSESSMENT** |
| **Criteria** | **1 - Beginning** | Student # | Student # |
| **Purpose and Focus**  W6.1.a-d; W6.4 | * Launches directly into the topic and/or opinion without an introduction. * Shows limited awareness of purpose. * Shows limited awareness of audience’s needs by providing little or no context. |  |  |
| **Idea Development**  W6.1.a-d; W6.4 | * Provides reason(s) for an opinion or implied opinion that may be illogical. * Attempts to support reason(s) with facts, details, but makes irrelevant connections. * Ends seemingly in the middle of a section with no sense of closure. |  |  |
| **Structure**  W6.1.a-d; W6.4 | * Does not organize ideas and information coherently due to a lack of introduction, body and conclusion. * Includes Information that appears to be in no particular order. * Does not use transitional words and phrases to link opinion and reason(s). |  |  |
| **Research\***  W6.7-9 | * Does not include any researched information. * Does not list sources. |  |  |
| **Language**  **and**  **Conventions**  L6.1-3 | * Shows little evidence of correct grammar and usage. * Makes convention errors (e.g., capitalization, punctuation, and spelling) that impede communication. * Shows little or no evidence of using knowledge of language and its conventions to create reader interest and style. * Shows little or no awareness of good word choice to convey appropriate tone for audience (e.g., formal vs. informal). |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **2 – Approaching** |  |  |
| **Purpose and Focus**  W6.1.a-d; W6.4 | * Attempts an introduction to the topic/text. * Shows some awareness of purpose by stating or implying an opinion. * Shows some awareness of audience’s needs by providing some context. |  |  |
| **Idea Development**  W6.1.a-d; W6.4 | * Provides reasons for stated or implied opinion. * Includes facts and details; connects them to the reasons they support, but makes some inaccurate or illogical connections or fails to account for some information. * Provides a concluding statement or sentences that may feel abrupt or insufficient. |  |  |
| **Structure**  W6.1.a-d; W6.4 | * Organizes ideas and information in an attempted introduction, body and conclusion. * Organizes related ideas into sections or paragraphs that feel mostly cohesive, but may also include some information that does not seem to fit. These sections or paragraphs appear to be in no particular order. * Uses some transitional words and phrases, but may be repetitive. |  |  |
| **Research\***  W6.7-9 | * Attempts to summarize or paraphrase researched information. * Provides some source information. |  |  |
| **Language**  **and**  **Conventions**  L6.1-3 | * Shows some evidence of correct grammar and usage. * Use of conventions (e.g., capitalization, punctuation, and spelling) is mostly correct; errors do not impede communication. * Shows some evidence of using knowledge of language and its conventions to create reader interest and style. * Shows some evidence of good word choice to convey an appropriate tone, but also uses language that is simple or inappropriate for audience and purpose. |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **3 – Competent** |  |  |
| **Purpose and Focus**  W6.1.a-d; W6.4 | * Orients the reader with an introduction to the topic/text. * Establishes a purpose by clearly stating an opinion. * Shows an awareness of audience’s needs by providing relevant contextual details. |  |  |
| **Idea Development**  W6.1.a-d; W6.4 | * Provides clear, logical reasons for opinion. * Provides clear explanation of how information (facts, details) supports opinion. * Provides a satisfactory concluding statement or section related to the opinion. |  |  |
| **Structure**  W6.1.a-d; W6.4 | * Organizes ideas and information into logical introduction, body and conclusion. * Organizes related ideas into sections or paragraphs that are logically ordered. * Uses a variety of transitional words, phrases, and clauses (e.g., *consequently, specifically*) to link opinion to reasons and reasons to supporting facts and details. |  |  |
| **Research\***  W6.7-9 | * Summarizes or paraphrases the information researched. * Provides list of resources. |  |  |
| **Language**  **and**  **Conventions**  L6.1-3 | * Shows command of the conventions of standard English grammar and usage. * Shows command of the conventions of standard English capitalization, punctuation, and spelling. * Uses knowledge of language and its conventions to create reader interest and style, e.g., expands, combines, and/or reduces sentences. * Chooses words to convey an appropriate tone for audience and purpose. |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **4 - Advanced** |  |  |
| **Purpose and Focus**  W6.1.a-d; W6.4 | * Engages reader with angled and compelling introduction to topic/text. * Establishes purpose by stating a convincing opinion or making a claim; maintains focus throughout. * Shows strong awareness of audience’s needs by anticipating the reader’s response to the opinion or claim. |  |  |
| **Idea Development**  W6.1.a-d; W6.4 | * Provides insightful reasons for opinion or claim. * Provides insightful explanation of how information supports opinion/claim. * Provides a compelling conclusion or section that builds on the claim. |  |  |
| **Structure**  W6.1.a-d; W6.4 | * Organizes ideas and information into purposeful, coherent introduction, body and conclusion. * Organizes related ideas strategically to strengthen impact of claim (e.g., presenting /refuting opposing side or ordering reasons from least to most compelling).   Uses transitional words, phrases, and clauses, including some that are more sophisticated (e.g., showing cause/effect, compare/contrast, sequence, etc.). |  |  |
| **Research\***  W6.7-9 | * Summarizes or paraphrases the information researched with accuracy. * Provides comprehensive list of resources. |  |  |
| **Language**  **and**  **Conventions**  L6.1-3 | * Shows and maintains a consistent command of the conventions of standard English grammar and usage. * Shows and maintains a consistent command of the conventions of standard English capitalization, punctuation, and spelling. * Uses knowledge of language and its conventions to skillfully connect with audience. * Chooses words carefully to convey and maintain an appropriate tone for audience and purpose. |  |  |

\* Not assessed in On Demand Writing