



Core Ready Writing Rubric

Grade 6 The Obligation of Citizenship: Comparing and Contrasting Speeches and Biographies

The following Core Ready Writing Rubric is designed to help you record each student’s overall understanding across four levels of achievement as it relates to the lesson set goals. We recommend that you use this rubric at the end of the lesson set as a performance-based assessment tool. Use the Milestone Performance Assessments as tools to help you gauge student progress toward these goals. Reteach and differentiate instruction as needed. See the foundational book, *Be Core Ready: Powerful, Effective Steps to Implementing and Achieving the Common Core State Standards*, for more information about the Core Ready Reading and Writing Rubrics.

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
Identify and define the elements of argumentative writing.	Student cannot identify or define the elements of argumentative writing.	Student attempts to identify and/or define the elements of argumentative writing. Points may be unclear or may not provide textual evidence.	Student identifies and defines the elements of argumentative writing. Points supported by sufficient textual evidence.	Student accurately and thoroughly identifies and defines the elements of argumentative writing. Points consistently supported by strong textual evidence.	RI.6.1 RI.6.2 RI.6.3 RI.6.6 RI.6.8 RI.6.10 W.6.1 W.6.4 W.6.5 W.6.9 W.6.10 SL.6.1 SL.6.2 SL.6.4 SL.6.6 L.6.1 L.6.3 L.6.6

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
Plan, write, and revise a persuasive speech with clear claims, organized reasons and evidence, credible sources, effective word choice, a formal style, and a concluding section.	Student shows little or no evidence of planning, writing, or revising a persuasive speech with clear claims, organized reasons and evidence, credible sources, effective word choice, a formal style, and a concluding section.	Student shows some evidence of planning, writing, and revising a persuasive speech with clear claims, organized reasons and evidence, credible sources, effective word choice, a formal style, and a concluding section. May lack some components and/or sufficient development.	Student shows solid evidence of planning, writing, and revising a persuasive speech with clear claims, organized reasons and evidence, credible sources, effective word choice, a formal style, and a concluding section. Meets all or nearly all criteria; some components may be more developed than others.	Student shows exceptional evidence of planning, writing, and revising a persuasive speech with clear claims, organized reasons and evidence, credible sources, effective word choice, a formal style, and a concluding section. Meets all criteria and all components are well developed.	RI.6.1 RI.6.10 W.6.1 W.6.4 W.6.5 W.6.7 W.6.8 W.6.9 W.6.10 SL.6.1 SL.6.2 SL.6.3 SL.6.4 SL.6.6 L.6.1 L.6.2 L.6.3 L.6.6
Research an issue, gathering relevant information from multiple print and digital sources.	Student shows little or no evidence of researching an issue by gathering relevant information from multiple print and digital sources.	Student shows some evidence of researching an issue by gathering relevant information from multiple print and digital sources. May lack components and contain errors.	Student shows solid evidence of researching an issue by gathering relevant information from multiple print and digital sources. Meets all or nearly all criteria; some components may be more developed than others; contains few errors.	Student shows exceptional evidence of researching an issue by gathering relevant information from multiple print and digital sources. Meets all criteria and all components are well developed.	RI.6.1 RI.6.2 RI.6.3 RI.6.8 RI.6.10 W.6.4 W.6.7 W.6.8 W.6.9 W.6.10 SL.6.1 SL.6.2 SL.6.4 SL.6.6 L.6.1 L.6.3 L.6.6

Core Ready Writing Rubric, Grade 6, *continued*

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
Take effective notes, paraphrase, and cite and list sources.	Student shows little or no evidence of taking effective notes, paraphrasing, and citing and listing sources.	Student shows some evidence of taking effective notes, paraphrasing, and citing and listing sources. May lack components and contain errors.	Student shows solid evidence of taking effective notes, paraphrasing, and citing and listing sources. Meets all or nearly all criteria; some components may be more developed than others; contains few errors.	Student shows exceptional evidence of taking effective notes, paraphrasing, and citing and listing sources. Meets all criteria and all components are well developed.	RI.6.1 RI.6.2 RI.6.3 RI.6.8 RI.6.10 W.6.7 W.6.8 W.6.9 W.6.10
Enhance and clarify own speech presentation with effective visuals and/or multimedia components and evaluate the soundness of others' arguments.	Student does not add effective visual and/or multimedia components to clarify and enhance his or her own speech presentations. Inaccurately evaluates the soundness of others' arguments.	Student attempts to add visuals and/or multimedia components. Some may lack clarity and not effectively enhance the writing. Attempts, with some success, to evaluate the soundness of others' arguments.	Student adds visuals and/or multimedia components that clarify and enhance his or her writing. Evaluates the soundness of others' arguments thoughtfully and accurately.	Student adds highly effective visuals and/or multimedia components that clarify and enhance his or her writing. May demonstrate outstanding variety, creativity, or effect on audience. Thoroughly and with great insightfulness, evaluates the soundness of others' arguments.	SL.6.2 SL.6.3 SL.6.4 SL.6.5 SL.6.6 L.6.1 L.6.3 L.6.6
By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Student shows little or no evidence of reading and comprehending texts appropriate for the grades 6–8 text complexity band even with scaffolding.	Student shows some evidence of reading and comprehending texts appropriate for the grades 6–8 text complexity band with scaffolding.	Student shows solid evidence of reading and comprehending texts appropriate for the grades 6–8 text complexity band proficiently but may need scaffolding at the high end of the range.	Student shows solid evidence of reading and comprehending texts above the grades 6–8 text complexity band proficiently.	RI.6.10
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Student makes little or no attempt to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Shows little or no attention to the conventions of standard English.	Student attempts to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Shows some command for the conventions of standard English. May contain significant errors or lack clarity.	Student develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach. Shows solid command for the conventions of standard English. May contain some errors or lack clarity.	Student extensively develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach. Shows exceptional command for the conventions of standard English. Few or no errors or lapses of clarity evident.	W.6.5

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
In collaborative discussions, demonstrate evidence of preparation and exhibit responsibility for the rules and roles and purpose of conversation.	Student demonstrates little or no success at coming to discussions prepared and often disregards the rules, deadlines, and roles of conversation even with prompting and redirection.	Student participates in collaborative discussions with some success. Lacks thorough preparation at times. Sometimes observes the rules, deadlines, and roles of conversation but needs frequent prompting or redirection.	Student consistently participates in collaborative discussions and comes to discussions prepared. Student observes the rules, deadlines, and roles of conversation with little prompting or redirection.	Student participates in collaborative discussions with purpose and enthusiasm. Arrives to all discussions thoroughly prepared. Student carefully observes the rules, deadlines, and roles of conversation with no prompting or redirection.	SL.6.1a SL.6.1b
In collaborative discussions, identify, share, and develop ideas in a manner that enhances understanding of the topic, text, or issue being discussed and demonstrate an understanding of multiple perspectives.	Student demonstrates little or no success asking and answering specific questions with relevant comments that enhance discussion or demonstrating comprehension of multiple perspectives through reflection and paraphrasing, even with prompting.	Student demonstrates some success asking and answering specific questions with relevant comments that enhance discussion or demonstrating comprehension of multiple perspectives through reflection and paraphrasing. May need frequent prompting or redirection.	Student demonstrates solid success asking and answering specific questions with relevant comments that enhance discussion or demonstrating comprehension of multiple perspectives through reflection and paraphrasing with little prompting or redirection.	Student demonstrates outstanding success asking and answering specific questions with relevant, insightful comments that consistently enhance discussion. Demonstrates thorough comprehension of multiple perspectives through reflection and paraphrasing. No prompting or redirection needed.	SL.6.1c SL.6.1d
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Student shows little or no evidence of success adapting speech to a variety of contexts and tasks. Demonstrates very little command of formal English when indicated or appropriate.	Student shows some evidence of success adapting speech to a variety of contexts and tasks. Demonstrates basic command of formal English when indicated or appropriate.	Student effectively adapts speech to a variety of contexts and tasks. Demonstrates solid command of formal English when indicated or appropriate.	Student shows exceptional evidence of adapting speech to a variety of contexts and tasks. Demonstrates sophisticated command of formal English when indicated or appropriate.	SL.6.6
Demonstrate command of standard English and its conventions and use the knowledge when writing, speaking, reading, and listening.	Student demonstrates very little command of standard English and its conventions. Little or no evidence of application of knowledge when writing, speaking, reading, and listening.	Student shows some command of standard English and its conventions and attempts use the knowledge when writing, speaking, reading, and listening.	Student shows solid command of standard English and its conventions and uses the knowledge when writing, speaking, reading, and listening.	Student shows exceptional command of standard English and its conventions and demonstrates sophisticated use of the knowledge when writing, speaking, reading, and listening.	L.6.1 L.6.2 L.6.3

Core Ready Writing Rubric, Grade 6, *continued*

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, strategically building vocabulary knowledge when needed.	Student shows little or no evidence of the acquisition and accurate use of grade-appropriate general academic and domain-specific words and phrases. Little or no success using vocabulary building strategies.	Student shows some evidence of the acquisition and accurate use of grade-appropriate general academic and domain-specific words and phrases. Effectively uses vocabulary building strategies at times.	Student shows solid evidence of the acquisition and accurate use of grade-appropriate general academic and domain-specific words and phrases. Effectively uses vocabulary building strategies with frequency.	Student shows outstanding evidence of the acquisition and accurate use of grade-appropriate general academic and domain-specific words and phrases sophisticated for the grade level. Proactively uses a wide variety of vocabulary building strategies with success.	L.6.6