

Forward Exam English Language Arts (ELA) Short Write Task DRAFT Rubrics for Grade 6

These are DRAFT Rubrics for grade 6. Rubrics for all grade levels will not be finalized until after the [ELA Rangefinding meeting](#) which will occur in April. Finalized grade-level rubrics will not be released until late summer or early fall.

When reviewing these DRAFT Rubrics, keep in mind:

- The rubrics are written at an educator level, not student level. Educators should use rubrics to provide guidance to students about expectations when answering these items.
- There will be separate rubrics for each grade.
- Rubrics may not be used during testing.
- Rubrics are based on W2 and W3 in the ELA writing standards for each grade-level.
- [ELA Test Design Changes and New Short Write Tasks](#) (includes FAQ).

Grade 6 Argumentative Rubric

3 Points	2 Points	1 Point
<p>The response to the prompt is appropriate and maintains a clear and concise focus that accurately reflects the argumentative style of the writing. The response:</p>	<p>The response to the prompt is limited in its focus and may inconsistently reflect the argumentative style of the writing. The response:</p>	<p>The response to the prompt lacks focus and may be inappropriate to the argumentative style of the writing. The response:</p>
<ul style="list-style-type: none"> Creates an introduction that makes an argument about a topic. 	<ul style="list-style-type: none"> Creates an introduction that makes a limited argument about a topic. 	<ul style="list-style-type: none"> Lacks an introduction that makes and argument about a topic.
<ul style="list-style-type: none"> Organizes relevant reasons that support the argument and develop the paragraph. 	<ul style="list-style-type: none"> Partially organizes connected reasons that support the argument. 	<ul style="list-style-type: none"> Lacks reasons that support the argument and develop the paragraph.
<ul style="list-style-type: none"> Uses relevant transitions and vocabulary to build connections in the paragraph. 	<ul style="list-style-type: none"> Uses transitions and vocabulary to connect information and convey meaning in the paragraph. 	<ul style="list-style-type: none"> Lacks transitions and vocabulary to build connections in the paragraph.
<ul style="list-style-type: none"> Establishes a conclusion that supports the argument and is appropriate to the argumentative style of writing. 	<ul style="list-style-type: none"> Provides an ambiguous conclusion that may be inappropriate to the argumentative style of writing. 	<ul style="list-style-type: none"> Lacks a clear ending or conclusion.
<ul style="list-style-type: none"> Demonstrates a command of language and may contain errors, but the errors do not significantly interfere with the overall meaning of the response. 	<ul style="list-style-type: none"> Demonstrates a limited command of language. Some errors may interfere with the overall meaning of the response. 	<ul style="list-style-type: none"> Demonstrates little to no command of language and contains errors that significantly interfere with the overall meaning of the response.

Grade 6 Informative Rubric

3 Points	2 Points	1 Point
<p>The response to the prompt is appropriate and maintains a clear and concise focus that accurately reflects the informative style of the writing. The response:</p>	<p>The response to the prompt is limited in its focus and may inconsistently reflect the informative style of the writing. The response:</p>	<p>The response to the prompt lacks focus and may be inappropriate to the informative style of the writing. The response:</p>
<ul style="list-style-type: none"> Creates an introduction that communicates the topic and engages the reader. 	<ul style="list-style-type: none"> Creates an introduction that connects to the topic. 	<ul style="list-style-type: none"> Lacks an introduction that connects to the topic.
<ul style="list-style-type: none"> Organizes information and details to convey a desired idea or concept. 	<ul style="list-style-type: none"> Includes partially organized information and details to develop the paragraph. 	<ul style="list-style-type: none"> Lacks information or details to develop the paragraph.
<ul style="list-style-type: none"> Uses relevant transitions and vocabulary to build connections in the paragraph. 	<ul style="list-style-type: none"> Uses transitions and vocabulary to connect information and convey meaning in the paragraph. 	<ul style="list-style-type: none"> Lacks transitions and vocabulary to connect information and convey meaning in the paragraph.
<ul style="list-style-type: none"> Establishes a conclusion that supports the topic and is appropriate to the informative style of writing. 	<ul style="list-style-type: none"> Provides an abrupt ending or conclusion that may be inappropriate to the informative style of writing. 	<ul style="list-style-type: none"> Lacks a clear ending or conclusion.
<ul style="list-style-type: none"> Demonstrates a command of language and may contain errors, but the errors do not significantly interfere with the overall meaning of the response. 	<ul style="list-style-type: none"> Demonstrates a limited command of language. Some errors may interfere with the overall meaning of the response. 	<ul style="list-style-type: none"> Demonstrates little to no command of language and contains errors that significantly interfere with the overall meaning of the response.

Grade 6 Narrative Rubric

3 Points	2 Points	1 Point
<p>The response to the prompt is appropriate and maintains a clear and concise focus that accurately reflects the narrative style of the writing. The response:</p>	<p>The response to the prompt is limited in its focus and inconsistently reflects the narrative style of the writing. The response:</p>	<p>The response to the prompt lacks focus and may be inappropriate to the narrative style of the writing. The response:</p>
<ul style="list-style-type: none"> Creates an introduction that establishes the situation and characters of a real or imagined experience that engages the reader. 	<ul style="list-style-type: none"> Creates an introduction that establishes the situation or characters of a real or imagined experience. 	<ul style="list-style-type: none"> Lacks an introduction that establishes the situation or characters of a real or imagined experience.
<ul style="list-style-type: none"> Uses narrative techniques and descriptive details in a logical sequence to develop characters, experiences, and events. 	<ul style="list-style-type: none"> Uses narrative techniques and descriptive details in a semi logical sequence to develop experiences and events. 	<ul style="list-style-type: none"> Lacks narrative techniques and descriptive details to develop characters, experiences, and events.
<ul style="list-style-type: none"> Uses relevant transitions and vocabulary to build connections in the narrative. 	<ul style="list-style-type: none"> Uses transitions and vocabulary to connect details in the narrative. 	<ul style="list-style-type: none"> Lacks transitions and vocabulary to connect details in the narrative.
<ul style="list-style-type: none"> Establishes a conclusion that provides a resolution to the narrative. 	<ul style="list-style-type: none"> Provides an ambiguous resolution to the narrative. 	<ul style="list-style-type: none"> Lacks a clear ending or resolution to the narrative.
<ul style="list-style-type: none"> Demonstrates a command of language and may contain errors, but the errors do not significantly interfere with the overall meaning of the response. 	<ul style="list-style-type: none"> Demonstrates a limited command of language. Some errors may interfere with the overall meaning of the response. 	<ul style="list-style-type: none"> Demonstrates little to no command of language. The response contains errors that significantly interfere with the overall meaning of the response.