

## Informative / Argument Scoring Guidelines Grade 6

### Topic Introduction (W.6.1/2)

*Context: who/what, did what. Include: time/place, definition or title and brief gist*

- In (high tide) essay, at least 1 sentence gives context. In (low tide) paragraph, topic statement includes context {For full high tide essay, context more developed, but still not a 'retell'. If context is overdone, subtract ½ point.}

*Focused Thesis / Claim*

- State topic / claim + (**respond to prompt**) central idea(s) about topic / claim.
  - *The sources use examples, imagery and offer a vision to show how social media can further good causes.*
  - *The video, blog and Kumar text use different methods to convey this message, but all inspire action.*
- If "because" is used in topic statement, it leads to an overview of ideas or reasons, not diving into one idea.

### Important Evidence / Reasons and Detailed Examination / Elaboration (W.6.1/2)

*Important Evidence / Reason: relevant facts, definitions, details, or quotes inform*

- 1pt = Set up: To be reader friendly, group related information in a clearly-named category (mini-claim / sub-topic / point - often 1-2 words), and clearly introduce evidence (1-2 sentences - paragraph; own paragraph - essay)
- 1pt = Relevance: quote(s) or 2-3 rich details on par with complexity of text read, clearly develop/support points
- Include 3 body sections to develop/support points. If only 2 sections, be clear why
  - If more than three sections, evaluate first 3 (or any representative 3)
  - Information represents, but not necessarily exhausts, each idea

*Detailed Examination helps reader make new meanings about central idea. (High tide = more detail)*

- 2 pts = synthesizes different parts of text or conveys new insights beyond stating the obvious.
- 1 pt = may use stem i.e. "this shows that..." or predictable explanation but does not offer a strong inference.

### Ending (W.6.1/2)

- 1 pt = wraps up central idea in novel way. Does not repeat topic statement, but synthesizes. (Low tide = 2 pts)
- 2 pts = extends to bigger picture. Addresses "so what?"
  - *Together these approaches are more likely to inspire action than one alone might.*

### Links (W.6.1.c)

- Words and phrases connect similar ideas within a group of information, or link to the topic. Give partial credit for formulaic such as first, next, last -- but begin here if no links, and move ahead soon to repeating central idea.
- In high tide essay, each paragraph begins with a topic sentence or phrase that serves as a link to central idea.

### Language (L.6.2.b and L.6.3.a)

- Vocabulary: **Skim 50 body words**. Count strong words. (Exclude fully copied quotes, but do count integrated words lifted from text). Deduct 'banned' words (stuff, things). 8+ words (15%).
  - (In class: students circle all strong words & write # at top; teachers set 1-2 pt criteria for each piece.)
- Varied sentences: **Skim 5 body sentences** for complexity, pronouns, openers, closers, adjectives, adverbial or prepositional phrases or clauses. 3/5+ or more (some still simple) well constructed.
  - (In class: teach mini lessons/reinforce CCSS L standards, then require each after taught)

### Conventions (L.6.1-L6.2)

- Sentences complete – no fragments or run on's. See CCSS (i.e. no vague pronouns, use commas, dashes to set off parenthetical elements). 90%+ grammar correct. 98% spelled correctly; Up to 1 word misspelled per 50.