

Informative / Argument Scoring Guidelines Grade 6

Topic Introduction (W.6.1/2)

Introduce Context Clearly (who/what, did what, time/place or definition)

At least one sentence provides context in high tide essay. For low tide, context may be combined with topic statement. {For fuller essay, context more developed, but still not a 'retell'. If overdone, subtract ½ point.}

Focused Thesis / Claim

- 1 pt = state topic / claim (**restate prompt**):
 - *The sources show that social media can be used for good causes, but do so in different ways.*
- 2 pts = 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 about (not exhaust) each idea.

- Often has three body sections of categories (sentences or paragraphs). If only two body sections, be clear why.
 - Each body section has 2-3 rich details on par with complexity of text read, or well-explained quote.
 - Each of these sections' 2-3 facts may be woven into one rich sentence (low tide paragraph) or multiple, separate, more detailed full paragraph on each category (high tide essay).
- When more than three groups of ideas / reasons, evaluate the first 3 (or any random 3).
- Information (supporting evidence) grouped logically, relevant, from credible sources and show understanding.
- Ideas, concepts and information organized by definition, classification, compare/contrast, cause/effect etc.

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). 5 words (10%) = 1 pt, 8 words (15%) = 2 pts.
 - (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. All simple = 0; 2/5 vary = 1 pt; 3/5 or more (some still simple) = 2 pts.
 - (In class: teach mini lessons/reinforce CCSS L standards, then require each after taught - for these 2 pts)

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.