

Central Bucks School District
6th Grade Assessment
Written Report Rubric

	Advanced	Proficient	Basic	Below Basic
FOCUS Addresses the research question	Response to research question is sharp, distinct and controlling	Response to research question is clear	Response to research question is attempted, but unclear	Response does not relate to research question
CONTENT The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations	Sophisticated, substantial, and well-developed ideas	Sufficiently developed ideas and essentially accurate information	Ideas are scattered and need further development	Written response is confusing and needs more information
ORGANIZATION The order developed and sustained within and across paragraphs using transitional devices	Information is presented in effective order; paragraphs and transitions help paper flow smoothly	Information is presented in logical order with paragraphs and transitions	Details and examples show inconsistent organization	Details and examples show confused organization; paper hard to follow
INTRODUCTION	Introductory paragraph has a sharp, distinct, engaging focus	Introductory paragraph contains a focus	Introductory paragraph is without focus	Introductory paragraph is not included
CONCLUSION	The closing paragraph summarizes and draws a clear and effective conclusion	The closing paragraph summarizes and draws a conclusion	The closing paragraph attempts to summarize and/or draw a conclusion	Concluding paragraph is not included
STYLE The choice, use and arrangement of words and sentence structure that create tone and voice	Precision and variety in sentence structure and word choice enhances the report	Some precision and variety in sentence structure and word choice apparent	Limited sentence variety and word choice	Lack of sentence and word choice variety
CONVENTIONS Grammar, mechanics, spelling, usage and sentence formation	Evident control of grammar, mechanics, spelling, usage and sentence formation	Sufficient control of grammar, mechanics, spelling, usage and sentence formation	Mechanical and usage errors interfere somewhat with writer's purpose	Repeated weaknesses in mechanics and usage interfere with writer's purpose