**Summative Assessment Scoring Guide**

If the final scoring guide is overwhelming, feel free to develop your own or use other rubric creation sources such as www.rubistar.com.

      1.          Correlation:  R1F, CA3, 1.5, 1.6

                   2 Points: Students provided three accurate pieces of information or details.

                   1 Point: Students provided one or two accurate pieces of information or details.

  0 Points: Students provided an incomplete or an inaccurate response.

      2.          Correlation:  R1F, R3A, CA3, 1.4, 1.5, 1.6

                   2 Points: Students provided two accurate examples of text features.

                   1 Point: Students provided one accurate example of text features.

                   0 Points: Students provided an incomplete or an inaccurate response.

      3.          Correlation:  R1F, CA3, 1.5, 1.6

                   2 Points: Students provided three appropriate predictions.

                   1 Point: Students provided one or two appropriate predictions.

                   0 Points: Students provided an incomplete or an inaccurate response.

      4.          Correlation:  R1F, CA3, 1.5, 1.6

                   1 Point: Students provided an appropriate response.

                   0 Points: Students provided an incomplete or an inaccurate response.

      5.          Correlation:  R1H, CA3, 1.6, 3.5

                   Answers:  1. D; 2. C; 3. B; 4. E; 5. F; 6. A

                   6 Points: One point for each correct answer.

                   0 Points: Students provided an incomplete or an inaccurate response.

      6.          Correlation:  R1H, CA3, 1.6, 3.5

                   2 Points: Students provided a post-reading skill and appropriately explained its use.

             1 Point: Students provided a post-reading skill but did not explain its use, or explained a use but did not identify a skill.

             0 Points: Students provided an incomplete or an inaccurate response.

        7.          Correlation:  R3B, CA3, 1.5, 1.6

                     1 Point: Students provided an appropriate response.

                     0 Points: Students provided an incomplete or an inaccurate response.

        8.          Correlation:  R3B, CA3, 1.5, 1.6

                     1 Point: Students provided an appropriate response.

                     0 Points: Students provided an incomplete or an inaccurate response.

        9.          Correlation:  R3B, CA3, 1.5, 1.6

                     Answer: B

                     1 Point: Students selected the correct letter.

                     0 Points: Students selected an incorrect letter.

        10.        Correlation:  R3B, CA3, 1.5, 1.6

                     1 Point: Students provided an appropriate response.

                     0 Points: Students provided an incomplete or an inaccurate response.

        11.        Correlation:  R3C, CA3, 1.6, 3.1, 3.5, 3.6

                     2 Points: Students provided author’s purpose **and** two or more supporting examples.

                     1 Point: Students provided author’s purpose **or** two or more supporting examples.

                     0 Points: Students provided an incomplete or an inaccurate response.

        12.        Correlation:  R3C, CA3, 1.6, 3.1, 3.5, 3.6

                     2 Points: Students correctly completed the graphic organizer containing two similarities and differences.

                     1 Point: Students completed the graphic organizer containing one correct similarity and one correct difference.

                     0 Points: Students did not complete the graphic organizer or provided inaccurate responses.

        13.        Correlation:  R3C, CA3, 1.6, 3.1, 3.5, 3.6

                     A:

                     2 Points: Students provided a reason and two appropriate details.

                     1 Point: Students provided a reason and one appropriate detail.

                     0 Points: Students provided an incomplete or an inaccurate response.

                     B:

                     2 Points: Students provided two possible solutions.

                     1 Point: Students provided possible solution.

                     0 Points: Students provided an incomplete or an inaccurate response.

                     C:

                     2 Points: Students provided a solution and an appropriate explanation.

                     1 Point: Students provided a solution with no appropriate explanation.

                     0 Points: Students provided an incomplete or an inaccurate response.

        14.        Correlation:  R3C, CA3, 1.6, 3.1, 3.5, 3.6

                     4 Points: Students included one or more reasons people move **and** one or more effects of moving in a well-written story.

                     3 Points: Students included one or more reasons people move **and** one or more effects of moving in their story.

                     2 Points: Students included one or more reasons people move **or** one or more effects of moving.

                     1 Point: Students attempted the assignment but did not provide causes or effects.

                     0 Points: Students provided an incomplete or an inaccurate response.

        15.        Correlation:  W3C, CA4, 1.8, 2.1

Scoring Guide

Writing Assessment – Grade 6

Exemplary Response:

The exemplary response is described by the four score point in the following scoring guide.

4 Points – The paper:

·     Has a clear beginning, middle, and end.

·     contains a strong controlling idea.

·     Is written in a logical order.

·     Uses effective cohesive devices (such as transitions, repetition, pronouns, parallel structure) between and/or within paragraphs.

·     Clearly addresses the topic and provides specific and relevant details/examples.

·     Uses precise and vivid language.

·     Contains sentences that are clear and varied in structure.

·     Uses writing techniques (such as imagery, humor, point of view, voice) that reveal some complexity, freshness of thought, and/or individual perspective.

·     Clearly demonstrates an awareness of audience and purpose.

·     Contains few errors in grammar/usage, punctuation, capitalization and/or spelling.

        3 Points – The paper:

·     Has a beginning, middle, and end.

·     Contains a controlling idea.

·     Is generally written in a logical order.

·     May use cohesive devices.

·     Addresses the topic and uses relevant details/examples.

·     Uses language that is usually precise.

·     Contains sentences that are clear and may vary in structure.

·     Attempts to use writing techniques that reveal some complexity, freshness of thought, and/or individual perspective.

·     Demonstrates an awareness of audience and purpose.

·     May contain errors in grammar/usage, punctuation, capitalization and/or spelling which are not distracting to the reader.

        2 Points – The paper:

·     Has evidence of a beginning, middle, and end.

·     Contains some sense of direction, but may lack focus.

·     May not progress in a logical order.

·     At times seems awkward and lacks cohesion.

·     Addresses the topic, but may contain some details that are not relevant.

·     Uses general and/or inconsistent language.

·     Contains sentences which are generally clear, but lack variety in structure.

·     May attempt to use writing techniques that reveal some complexity, freshness of thought, and/or individual perspective.

·     Demonstrates some notion of audience and purpose.

·     Contains errors in grammar/usage, punctuation, capitalization and/or spelling which may be distracting to the reader.

        1 Point – The paper:

·     May lack evidence of a beginning, middle, and end.

·     Is difficult to follow and lacks focus.

·     Does not progress in a logical order, and may digress to unrelated topics.

·     Is awkward and lacks cohesion.

·     May address the topic, but lacks development.

·     Uses imprecise language.

·     Contains sentences that are unclear and lack variety in structure.

·     Does not use writing techniques that reveal complexity, freshness of thought, or individual perspective.

·     Demonstrates little or no awareness of audience or purpose.

·     Contains repeated errors in grammar/usage, punctuation, capitalization and/or spelling which are distracting to the reader.