



Los Angeles Unified School District
Secondary Literacy/English Language Arts

Interim Assessment Two: Grade 6 Overview

Purpose and Use:

In response to the feedback from teachers on the spring 2014 assessment, grade 6 teachers have available two assessments to choose from. This assessment which is designed for five days, or the argument assessment unit, approximately three weeks, administered in spring 2014. Grade 6 teachers are encouraged to collaborate with their colleagues and administrators to determine which assessment to administer.

The ELA assessments are designed as extended constructed response tasks that address the four strands of the Common Core State Standards (CCSS). Assessment items have been designed using the CCSS and CORE Assessments, and are similar in construction to the expectations outlined in the Smarter Balanced Assessment system. The assessment will take approximately five class periods, though more time may be allotted if necessary.

Part of the assessment process is the *Plan-Deliver-Reflect-Refine/Revise* cycle. Teachers should analyze the assessments in grade-level teams in order to *plan* for instruction leading up to the delivery of the assessments; *deliver* the assessments; *reflect* on the student work produced, and also on the instruction and assessment processes; and, determine next steps for *refining/revising* instruction. Teachers should work together in professional development banked time or grade-level meeting time to engage in conversations around analysis of student work.

During the first part of the assessment the students are reading, discussing, analyzing, and synthesizing information from text(s). Even though these discussion activities are not being assessed, they are critical in this assessment process. Various scaffolds have been built into each grade-level's assessment in the form of graphic organizers. **Depending upon the needs of students, teachers may take some time to clarify any misconceptions or vocabulary that cannot be determined from context. Additional time may be taken to provide up front vocabulary instruction/study for English learners.**

Scoring:

The Smarter Balanced rubrics have been adapted to meet the grade level and task. The rubrics are included in the Teacher Directions.

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Content Area	English Language Arts
Assessment	Argument – Teens and Social Media
Grade Level	Grade 6
Target Area	Extended Constructed Response - Argument
ELA Common Core State Standards (Assessed standards are indicated in bold)	<p>RI 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI 6.2 Determine a central idea of a text and how it is conveyed through particular details, provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI 6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI 6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understand of a topic or issue.</p> <p>RI6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>W 6.1 Write arguments to support claims with clear reasons and relevant experiences.</p> <p>W 6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W. 6.9 Draw evidence fom literary or informational texts to support analysis, reflection, and research.</p> <p>SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L 6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
SBAC Assessment Claims	<p>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> <p>Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</p> <p>Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</p>
Assessment Overview	This assessment task will be completed over five days. The prewriting/planning in part one will involve reading, plus note-taking and speaking and listening. In part two, students will be asked to write an argumentative essay.



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ELA Grade 6 Argumentative Writing Assessment Teacher Directions

This CCSS Interim Assessment can be given over five or six days of approximately 50 – 60 minute sessions or in three days of a block schedule. The directions below outline the steps to follow for a five-day administration.

The first two days of this assessment focus on the students interacting with the texts. On days one and two, students read the texts independently, annotate the texts, engage in a number of small group and whole group discussions, and begin the graphic organizers. On day three, the students complete a graphic organizer on idea development and engage in a small group discussion. Students answer evidence-based questions and complete a short piece of writing on day four. On day five, students complete the writing task. If necessary, the writing process continues on day six.

Teacher Preparation

The explosive growth of social media outlets has presented users with new and powerful ways to communicate and to engage in community. While research exists on the increasing levels of social media usage, there is little definitive understanding on precisely how social media usage affects the way in which teens develop their identities. There is also research on how much more of their private information teens share every year. In addition, there is a growing concern about the impact on teens of their social media use.

This assessment is aligned with one of the 6th grade Essential Questions for the Ancient Civilizations unit, which were created by the History/Social Science Fellows:

- *How do innovation and technological change influence our lives?*

After reading an anchor text and a supplemental text, engaging in analysis of the texts using graphic organizers, analyzing data on social media usage, engaging in small and whole group discussions focused on the texts, and answering constructed response questions, students will **write an argumentative essay** in which they answer the following prompt:

How concerned should parents and other adults be about the level of teen connection to social media? Not at all concerned, extremely concerned, or somewhat concerned?



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Student Texts

Madden, M., Lenhart, A., Cortesi, S., Gasser, U., Dugan, M., Smith, A., Beaton, M., & Pew Research. (2013). *Teens, social media, and privacy*. Retrieved from:
<http://www.pewinternet.org/2013/05/21/teens-social-media-and-privacy/>

Thompson, Clive. (2013). *Teenagers and social networking – it might actually be good for them*. (Adapted). Retrieved from
<http://www.theguardian.com/lifeandstyle/2013/oct/05/teens-social-networking-good-for-them>

Note: *The Guardian* is a British publication. Certain words and usage will be different.

A Note on Text Complexity

The anchor text, *Teenagers and social networking...*, has a Lexile level of 880L. The supplementary text, *Teens, Social media, and Privacy*, has one paragraph of text that is more challenging due to the syntax. **The focus of the supplementary text is the data included in the bullet points.** However, students might need additional support to comprehend the introductory paragraph in the supplementary text.

Materials:

- Reading Text Passages (The Thompson text is included with a graphic organizer)
- Evidence/Analysis/Relevance Graphic Organizer
- Thompson text with note-taking graphic organizer (**anchor text**)
- Madden et al. text (**supplementary text**)
- Development of Ideas Graphic Organizer
- Evidence-based Questions
- Writing Task
- Lined Paper for Essay



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Day 1

1. **Set the Purpose**
(Approximately 5 minutes)

Share with students the following background:

The use of social media and digital communication is relatively recent. New forms are being introduced continually. Existing forms are changing rapidly. We have research that tells us how young people use social media and other forms of digital communication. We do not have research on how it will affect you in your future lives.

Tell students that over the next few days they will read, analyze, and discuss two texts; analyze and discuss some research on social media; and then write an argumentative essay. The purpose of the essay is to practice development of an argument in writing.

2. **Review the Writing Task and the Prompt**
(Approximately 5 minutes)

Project the writing task and the prompt for the students. Read the task and prompt aloud to the students and answer any general questions. Be sure to let them know you will review it again on the day they do the task.

3. **Read and Analyze Text: RI 6.1, RI 6.2, RI 6.4, RI 6.7, SL 6.1, SL 6.1, SL 6.3, SL 6.4**
(Approximately 25 minutes)

Hand out the text entitled *Teens, Social Media, and Privacy*. Read the text aloud to the students and then have them read it silently. In addition, you might also want to project this data as an infographic that Pew Research produced (Figure 1). The infographic is available at: <http://www.pewinternet.org/2013/05/21/teens-social-media-and-privacy-3/>. Direct students to take a few minutes to silently review the charts (and view the data in the infographic, if you chose to project that as well).



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Figure 1 – *Pew Research Infographic*

PewResearch Internet Project

MAY 21, 2013

Teens, Social Media, and Privacy

Explore what teens choose to share and keep private and with whom in this infographic.



When students are ready, direct them to write down three or four statistics from the text on the **Evidence** section of the chart. Tell them they are to write down only what they see; they are not to try and interpret the data at this point.

Next, have them share in pairs or triads for a minute or two on what they wrote in the **Evidence** section. Again, they are to only discuss what they wrote, not try to interpret it. Give them an additional minute to add to their **Evidence** section anything from the discussion.

When they are done, have them analyze and interpret the **Evidence** section by explaining the points in their **Analysis** column. Instruct them that they are only to explain the evidence in this column, not say why they find it important.

When they are ready, give them another opportunity to discuss in their pairs or triads, and to add to the column after the discussion.

Finally, have the students complete the **Relevance** column by adding comments to explain the importance of the evidence they chose.

Give them a final opportunity to discuss the **Relevance** column. When done, tell them you will give them thirty seconds for pairs or triads to decide on one piece of evidence to report out in a quick whole group 'whip around'.



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4. **QuickWrite W 6.9**
(Approximately 5 minutes)

Students answer the following prompt in a quickwrite:

How does your experience with social media align or not align with the information presented by Pew Research?

Day 2

5. **Reading RI 6.1, RI 6.2, RI 6.3, RI 6.4, RI 6.5, RI 6.6, RI 6.8**
(Approximately 15 minutes)

Give students the text, *Teenagers and social networking – it might actually be good for them* (Adapted). Read the passage out loud to the students and then instruct students to re-read it silently.

6. **Annotating the Text RI 6.1, RI 6.2, RI 6.3, RI 6.4, RI 6.5, RI 6.6, RI 6.8, W 6.9, SL 6.1, SL 6.4**
(Approximately 30 minutes)

Read the annotation directions to the students and answer any questions they have at this point. Tell them you will give them approximately five minutes to take notes on each page. Also tell them you will give them one minute at the end to briefly share their ideas with a partner.

Day 3

1. **Review Text Annotation**
(Approximately 5 minutes)

Give the students approximately 5 minutes to review their annotation.

2. **Analyze Development of Ideas RI 6.1, RI 6.2, RI 6.3, RI 6.5, RI 6.6**
(Approximately 20 minutes)

Hand out the *Development of Ideas* graphic organizer. Instruct the students that they will use their organizer to categorize their notes from the text.



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Direct the students to complete the top three parts of the organizer by reviewing the notes they took on *Teenagers and social networking*, and aligning them to the different perspectives indicated by the column headings (Adult, Teenager, What the Research Shows). To clarify this activity, students might ask themselves, “What point of view does this statement support?”

3. **Presenting Claims SL 6.1, SL 6.4**
(Approximately 10 minutes)

After students have completed the task of sorting their notes, they should share their findings with a partner and discuss how they made the decision to categorize their evidence into each category. Students may make adjustments to their charts by adding or reorganizing their information as a result of their partner conversation.

4. **Write with a Purpose W 6.9**
(Approximately 10 minutes)

When they have finished the sorting and discussion activity, students should complete the bottom portion of the organizer by answering the question, “How does your own experience connect to this perspective?”

Day 4

1. **Evidence-based Questions RI 6.1, RI 6.2, RI 6.3, RI 6.4, RI 6.5, RI 6.6, RI 6.8, W 6.9**
(Approximately 25 minutes)

Hand out the *Text Dependent Questions Sheet* for and ask students to individually write their responses to the questions on a separate sheet of paper.

1. Why does the author of *Teenagers and social networking...* begin this piece with so much evidence against teen overuse of social media? Cite evidence from the text to support your response.
2. In *Teenagers and social networking...* Clive Thompson states in the fourth paragraph, “Franzen feared that young people were becoming emoticon-addled¹ zombies who could not connect, think, or make eye contact. Is this true?” How does Thompson use this zombie image to advance his point of view on adults’ perspective of teens and digital media? How does ending this paragraph with a question set up the reader for the next paragraph? Cite evidence from the text to support your response.

¹ Emoticon: Digital symbol to express emotion. Example 😊 Addled: Confused or bewildered.



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3. Some parents or adults might be concerned with teens' investment of time in social media activities. Explain whether these concerns are valid or not and why you take this position. Cite evidence from the texts to support your response.
4. In the final paragraph of *Teenagers and social networking...* teenager Tavi Gervinson states, "For a lot of people my age, it's not like we meet online and only talk online. The goal is to meet in person and to forge² that connection." Some people might be concerned about safety issues. Explain your position on this issue. What is the writer's position?
5. What conclusions does the author draw about the benefits and risks of social media?

Day 5

Writing Task: W 6.1, W 6.4, W 6.9

(Approximately 50 minutes)

Provide students with the writing prompt. Let them know that they will have 50 minutes to respond to the prompt in writing. Have them use their graphic organizers, notes, and responses to the evidence-based questions to inform their writing.

Writing Prompt

The use of social media and digital communication is relatively recent. New forms are being introduced continually. Existing forms are changing rapidly. We have research that tells us how young people use social media and other forms of digital communication. We do not have research on how it will affect them in their future lives.

Write an argumentative essay in which you answer the following prompt:

How concerned should parents and other adults be about the level of teen connection to social media? Not at all concerned, extremely concerned, or somewhat concerned?

Be Sure To:

- Refer to both texts and include supporting evidence from both
- Include relevant facts, definitions, concrete details, quotes or other information
- Use appropriate transitions
- Use precise language and vocabulary to inform or explain your topic
- Establish and maintain a formal style

² To form or make, especially by concentrated effort.



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- Provide a concluding section that follows from and supports your explanation

Teenagers and social networking – it might actually be good for them (Adapted)

Retrieved from <http://www.theguardian.com/lifeandstyle/2013/oct/05/teens-social-networking-good-for-them>

¶ 1 I asked a teenage girl how often she texts. “250 times a day, or something,” she tells me. Shocking!

¶ 2 The digital lives of students are under weekly attack. Novelist Jonathan Franzen argued in a *Guardian* essay that online socializing created a shallow, trivial culture. He said it made kids unable to socialize in person. American comedian Louis CK said he would not give his daughters cellphones. He thought they would not develop empathy for others. Scientist and writer Susan Greenfield warned that kids would live only in an online world and become detached from the real world.

¶ 3 As a parent of two young boys, I worry about these issues. You don’t have to be a parent to worry about the effect of technology on young people. Newspapers talk about online addictions and the aggression caused by violent video games. These stories do not tell the whole story of everyday teenage behavior: online chat, texting, surfing, and other areas of online life.

¶ 4 Franzen feared that young people were becoming emoticon-addled¹ zombies who could not connect, think, or make eye contact. Is this true?

¶ 5 I don’t think so. The girl who said she texted 250 times a day is an extreme case. I included her to startle you. Two other girls said they only text 10 times a day. One girl was a Facebook ‘refusenik’. She said, “I’m all Instagram, pictures of what I’m doing in the city, with my friends. We’re visual people.”

¶ 6 A few of the young people I interviewed used Snapchat, the app that lets you send a picture or text that is destroyed after one viewing, like a secret message. One young person’s phone was filled with charming and goofy emoticons. Another said, “I’m a skilled writer. People sometimes misunderstand tone, so you have to be precise.” My interviews matched research. Fewer than 20% of kids send more than 200 texts a day. Approximately 31% send 20 texts or fewer.

¶ 7 New technologies always concern older generations. It has more to do with adults’ fears than teenagers’ lives. In the 1930s, parents worried about the hold radio had on children. In the ‘80s, the Sony Walkman did the same.

¹ Emoticon: Digital symbol to express emotion. Example ☹ Added: Confused or bewildered.

¶ 8 The facts about today's digital activity are more positive than you might think. Social scientists who study teens have found digital use to be inventive and possibly beneficial. This is true for teens' social lives as well as their education. Amanda Lenhart of the Pew Research Centre found kids who texted the most were also the ones most likely to spend face-to-face time with friends. One type of socializing doesn't replace the other. It contributes to it. Lenhart also found that social networking decreased as teens got older.

¶ 9 Rebecca Eynon, from the Oxford Internet Institute, studied British teens over three years. She found they adjusted their online behavior as they learned new communication skills.

¶ 10 Parents are wrong to worry kids don't care about privacy. Kids spend hours tweaking Facebook settings and using quick-delete sharing tools like Snapchat. They also post pictures on Instagram, discuss them with friends, and then delete them.

¶ 11 Sometimes kids do use poor judgment. They make mistakes. Sometimes the mistakes are serious ones. Learning how to behave online is a new social skill. Research says cyber-bullying might not be as bad as some have said. A Pew Centre study said only 15% of teens said someone had been mean or cruel to them in the last 12 months.

¶ 12 Several Pew Centre surveys found teachers say kids use too much casual language and 'text-speak' in writing. It said kids don't have much patience for long readings or complex assignments. But a Stanford study that looked at freshman writing papers from 1917 to today found the errors were identical. The length of essays has increased over six times. They are no longer 'what I did this summer' essays. They are arguments with evidence. Why? Computers have increased students' abilities to research, find different points of view, and write more smoothly.

¶ 13 Fewer kids might be avid book readers than they were 30-40 years ago. A literacy expert, Wendy Griswold, stated that only 20% were heavy readers then. She blamed cable television rather than the Internet for students' decreased interest in pleasure reading.

¶ 14 The digital world gives students more opportunities to become literate, to be creative, and to publish their ideas to the world. Kids push themselves harder when they write for a larger audience. Mills College researcher Joseph Kahne found that teens that participated online in fan and hobby sites were also more likely to volunteer. The same does not hold true for teens that only use Facebook.

¶ 15 You could argue that parents should encourage their kids to spend less time on Facebook and more on sites devoted to their interests. Tavi Gevinson is a 17 year-old student who founded and

edits *Rookie*, a site with articles for and about young women. She said that online socializing is “the opposite of isolation – it’s all about connection. I’ve made some of my closest friends online, through blogging communities.”

¶ 16 Another problem of high online usage could be student distraction. Studies also show students sometimes don’t check the validity of online information used in research. Too much time online can also affect homework and sleep. Parents still need to set boundaries. Parents should also model good online habits. Everyone should know that moderation is the key.

¶ 17 Tavi Gevinson admits there is a dark side to the online world. But she sees advantages. “For a lot of people my age, it’s not like we meet online and only talk online. The goal is to meet in person and to forge² that connection.”

² To form or make, especially by concentrated effort

Excerpted from the following text:

May 21, 2013

Teens, Social Media, and Privacy

By [Mary Madden](#), [Amanda Lenhart](#), [Sandra Cortesi](#), [Urs Gasser](#), [Maeve Duggan](#), [Aaron Smith](#) and [Meredith Beaton](#)

...Teens are sharing more information about themselves on social media sites than they did in the past.

Teens are increasingly sharing personal information on social media sites, a trend that is likely driven by the evolution of the platforms teens use as well as changing norms around sharing. A typical teen's MySpace profile from 2006 was quite different in form and function from the 2006 version of Facebook as well as the Facebook profiles that have become a hallmark of teenage life today. For the five different types of personal information that we measured in both 2006 and 2012, each is significantly more likely to be shared by teen social media users on the profile they use most often.

- 91% post a **photo of themselves**, up from 79% in 2006.
- 71% post their **school name**, up from 49%.
- 71% post the **city or town where they live**, up from 61%.
- 53% post their **email address**, up from 29%.
- 20% post their **cell phone number**, up from 2%.

In addition to the trend questions, we also asked five new questions about the profile teens use most often and found that among teen social media users:

- 92% post their **real name** to the profile they use most often.
- 84% post their **interests**, such as movies, music, or books they like.
- 82% post their **birth date**...

Retrieved from: <http://www.pewinternet.org/2013/05/21/teens-social-media-and-privacy/>

Smarter Balanced Argumentative Writing Rubric (Grade 6)

Sample Generic 4-point Argumentative Writing Rubric (Grade 6)

Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
4	<p>The response demonstrates intention and focus in the inclusion of information</p> <ul style="list-style-type: none"> Claim is clearly stated Cohesion from start to finish A claim is introduced and stance is established 	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> Clear progression of ideas from beginning to end Strong connections among ideas, with syntactic variety Conclusion connects all ideas, claims and reasons in a logical way 	<p>The response provides thorough and convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> Textual evidence is relevant and strongly supports analysis Analysis demonstrates a deep understanding of the topic or text 	<p>The response clearly and effectively expresses ideas, using precise language;</p> <ul style="list-style-type: none"> Effectively uses language to make clear and relevant connections among claims and reasons Effectively employs academic and domain specific vocabulary Effectively establishes and maintains a formal, authoritative tone 	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> Few if any errors in conventions, spelling, and grammar

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Smarter Balanced Argumentative Writing Rubric (Grade 6)

Sample Generic 4-point Argumentative Writing Rubric (Grade 6)

Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
3	<p>The response demonstrates focus in the inclusion of information</p> <ul style="list-style-type: none"> • Claim is clearly stated • Response is mostly cohesive from start to finish • A claim is introduced and a stance is established 	<p>The response has a clear organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> • Logical progression of ideas from beginning to end • Most connections among ideas are strong, with some syntactic variety • Conclusion connects most ideas, claims and reasons 	<p>The response provides mostly thorough and convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves depth that is specific and relevant:</p> <ul style="list-style-type: none"> • Textual evidence is relevant and mostly supports analysis • Analysis demonstrates an understanding of the topic or text 	<p>The response clearly and effectively expresses ideas, using precise language;</p> <ul style="list-style-type: none"> • Uses language to make clear and relevant connections among claims and reasons • Employs academic and domain specific vocabulary • Establishes a formal, authoritative tone 	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> • May contain some errors in conventions, spelling, and grammar. Errors do not interfere with the reader’s ability to follow the argument

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Smarter Balanced Argumentative Writing Rubric (Grade 6)

Sample Generic 4-point Argumentative Writing Rubric (Grade 6)

Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
2	<p>The response may lose some focus in the inclusion of information</p> <ul style="list-style-type: none"> • Claim may be vaguely stated or implied • Response may lack cohesion • A claim on an issue is introduced and a stance is established. 	<p>The response has some organizational structure:</p> <ul style="list-style-type: none"> • Inconsistent progression of ideas from beginning to end • Ideas may be loosely connected, and there is little syntactic variety • Conclusion loosely connects ideas, claims, and reasons 	<p>The response attempts to provide convincing support/evidence for the writer’s claim that includes the use of at least one source, facts, and details. The response may lack depth:</p> <ul style="list-style-type: none"> • Textual evidence may be provided, but lacks relevance and/or does not support analysis • Analysis demonstrates a limited understanding of the topic or text 	<p>The response expresses ideas using mostly clear language;</p> <ul style="list-style-type: none"> • Attempts to employ academic and domain specific vocabulary, but may have some errors in use • Attempts to establish a formal or authoritative tone 	<p>The response may demonstrate a lack of command of conventions:</p> <ul style="list-style-type: none"> • May contain many errors in conventions, spelling, and grammar, however, errors do not interfere with the reader’s ability to follow the argument.

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Smarter Balanced Argumentative Writing Rubric (Grade 6)

Sample Generic 4-point Argumentative Writing Rubric (Grade 6)

Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
1	<p>The response lacks focus</p> <ul style="list-style-type: none"> • Claim is unrelated to the prompt or is lacking altogether • Response lacks cohesion 	<p>The response lacks organizational structure:</p> <ul style="list-style-type: none"> • Inconsistent progression of ideas • Ideas may be loosely connected, and there is little or no syntactic variety 	<p>The response fails to provide support/evidence for the writer’s claim, and/or does not include the use of at least one source, facts, and details. The response lacks depth:</p> <ul style="list-style-type: none"> • Little or no textual evidence is provided • Analysis is lacking • Evidence, if provided, lacks relevance • Response lacks analysis • Response fails to demonstrate an understanding of the topic or text 	<p>The response expresses ideas using mostly vague or confusing language;</p> <ul style="list-style-type: none"> • Does not attempt to employ academic and domain specific vocabulary, or has many errors in use • Does not establish a formal, authoritative tone 	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> • Contains many errors in conventions, spelling, and grammar; errors interfere with the reader’s ability to follow the argument.

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