



**1**

**WRITING RUBRIC**

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## EMERGENCY MANAGEMENT

## Evening

Students write a feature article on one of these topics: The Effects of Dante on Port Douglas—What’s Working, What’s Not or Getting Help in the Aftermath of Dante—What’s Available, Where.

**Addressed Standard:** [CCSS.W.6.2](#) - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SCORE	1 Poor	2 Fair	3 Adequate/Good	4 Excellent
<b>W.6.2.a</b> <a href="http://www.corestandards.org/ELA-Literacy/W/6/2/a/">http://www.corestandards.org/ELA-Literacy/W/6/2/a/</a>	<p>The introduction in the lead article, if done at all, is <b>poor</b> because it:</p> <ul style="list-style-type: none"> <li>fails to grab the reader’s attention with a surprising fact, question, or controversial statement</li> <li>fails to state, or only vaguely states or implies, the main idea of the article</li> <li>does not set up the reader’s expectations for the body of the article</li> </ul>	<p>The introduction in the lead article is <b>not entirely adequate</b> because it demonstrates strength in <u>only one</u> of following ways:</p> <ul style="list-style-type: none"> <li>grabs the reader’s attention with a surprising fact, question, or controversial statement</li> <li>states or implies the main idea of the article</li> <li>sets up reader’s expectations for the body of the article</li> </ul>	<p>The introduction in the lead article is <b>adequate or good</b> because it demonstrates strength in <u>just two</u> of following ways:</p> <ul style="list-style-type: none"> <li>grabs the reader’s attention with a surprising fact, question, or controversial statement</li> <li>states or generally implies the main idea of the article,</li> <li>sets up reader’s expectations for the body of the article</li> </ul>	<p>The introduction in the lead article is <b>excellent</b> in all of the following ways:</p> <ul style="list-style-type: none"> <li>grabs the reader’s attention with a surprising fact, question, or controversial statement</li> <li>states or clearly implies the main idea of the article</li> <li>clearly sets up the reader’s expectations for the body of the article</li> </ul>
<b>W.6.2.b</b> <a href="http://www.corestandards.org/ELA-Literacy/W/6/2/b/">http://www.corestandards.org/ELA-Literacy/W/6/2/b/</a>	<p>The body of the lead article, if done at all, is <b>poor</b> because it:</p> <ul style="list-style-type: none"> <li>either does not have a main idea, or</li> <li>a main idea is not appropriately supported with facts that draw on evidence from the game texts in the unit</li> <li>is not logically organized and strays from the topic</li> </ul>	<p>The body of the lead article is <b>not entirely adequate</b>. It demonstrates strength in <u>only one</u> of following ways:</p> <ul style="list-style-type: none"> <li>does not refer to a main idea</li> <li>refers to a main idea but does not appropriately support it with facts that draw on evidence from the game texts in the unit, <u>or</u></li> <li>is not fully or logically organized</li> </ul>	<p>The body of the lead article is <b>adequate or good</b>. It demonstrates strength in <u>just two</u> of following ways:</p> <ul style="list-style-type: none"> <li>explicitly or implicitly refers to the main idea</li> <li>draws on evidence from the game texts in the unit</li> <li>is logically organized and generally stays on topic</li> </ul>	<p>The body of the lead article is <b>excellent</b> in <u>all</u> of the following ways:</p> <ul style="list-style-type: none"> <li>explicitly or implicitly refers to the main idea</li> <li>does a thorough job of drawing on evidence from the game texts in the unit</li> <li>is organized very logically and consistently stays on topic</li> </ul>



SCORE	1 Poor	2 Fair	3 Adequate/Good	4 Excellent
<p>W.6.2.f</p> <p><a href="http://www.corestandards.org/ELA-Literacy/W/6/2/f/">http://www.corestandards.org/ELA-Literacy/W/6/2/f/</a></p>	<p>The conclusion of the lead article, if done at all, is <b>poor</b> because it:</p> <p>demonstrates the student has no understanding of the purpose of a conclusion, i.e., to summarize important points, restate the main idea, answer questions not answered in the body, or make a statement that will leave the reader thinking about the topic</p>	<p>The conclusion of the lead article is <b>not entirely adequate</b> because it:</p> <p>demonstrates the student has minimal understanding of the purpose of a conclusion, i.e., to summarize important points, restate the main idea, answer questions not answered in the body, or make a statement that will leave the reader thinking about the topic</p>	<p>The conclusion to the lead article does an <b>adequate</b> job because it:</p> <p>demonstrates student's understanding of the purpose of a conclusion, i.e., to summarize important points, restate the main idea, answer questions not answered in the body, or make a statement that will leave the reader thinking about the topic</p>	<p>The conclusion of the lead article is <b>excellent</b> because it:</p> <p>demonstrates student's full understanding of the purpose of a conclusion by doing a strong job of summarizing important points, restating the main idea, answering questions not answered in the body, or making a statement that will leave the reader thinking about the topic</p>

\* Writing Rubrics for *After the Storm* are meant as a guide for evaluating student writing in Grade 6 CCSS for Informative and Persuasive Writing. If you would like to average the scores in all or some of the rubric categories, you may enter that average in the space provided under the core button on the writing activity screen of your dashboard.

