**6th Grade Common Writing Assessment**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher Name\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions:** *Read the writing prompt. Write your answer to the prompt in complete sentences on the following page. Then use the check list to make sure you have written your best piece of writing.*

*One morning you open your front door, and there’s a large package sitting outside. What’s in it? Who put it there? What do you do with it? Write a story about the package, using specific details to make the story come alive.*

**CHECKLIST**

**DIRECTIONS:** Use this checklist after you have completed your response to revise and edit your writing.

 \_\_\_\_  Did I stay focused on the topic and the task?  
  
 \_\_\_\_  Did I develop my ideas with details and examples?  
  
 \_\_\_\_  Did I use logical order so my writing makes sense?  
  
 \_\_\_\_  Did I use a variety of words, phrases, and sentences?  
  
 \_\_\_\_  Did I spell, capitalize, and punctuate correctly?

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**Writing Rubric For Common Assessment**

**Ideas and Organization**

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| ***Ideas 5***  **My paper is clear, focused, and filled with details not everybody knows.**   * You can tell I know a lot about the topic. * My writing is full of interesting tidbits, but it doesn’t overwhelm you. * I can sum up my main point in one clear sentence. * You can picture what I’m talking about. I *show* things happening; I don’t just *tell* about them. | ***Organization 5***  **My paper is as clear as a good road map. It takes readers by the hand and guides them along every step.**   * My beginning hints at what’s coming and makes you want to read on. * Every detail falls in just the right place. * Nothing seems out of order. * You never feel lost or confused, but there could be a surprise or two. * Everything connects to my main point or main story. * My paper ends at just the right spot and ties everything together. |  |  |
| ***Ideas 3***  **Even though my writing grabs your attention here and there, it could use some spicy details.**   * I know *just* enough about the topic—but more information would make it more interesting. * Some “details” are things most people already know. * My topic is too big. I’m trying to tell too much. Or it is too skimpy. * It might be hard to picture what I’m talking about. Not enough *showing.* * I’m afraid my reader will get bored and go raid the refrigerator. | ***Organization 3***  **You can begin to see where I’m headed. If you pay attention, you can follow along pretty well.**   * I have a beginning. Will my reader be completely hooked, though? * Most things fit where I have put them. I might move *some* things around. * Usually you can see how one idea links to another. * I guess everything should lead up to the most important part. Let’s see, *where* would that *be*? * My paper has an ending, but does it tie up loose ends? |  |  |
| ***Ideas 1***  **I’m just figuring out what I want to say.**   * I need a LOT more information before I’m really ready to write. * I’m still thinking on paper. What’s my main idea? * I’m not sure *anyone* reading this could picture *anything*. * I wouldn’t want to share this aloud. It’s not ready. * Could I sum it up in one clear sentence? No way! It’s a list of stuff. | ***Organization 1***  **Where are we headed? I’m lost myself.**   * A beginning? Well, I might have just repeated the assignment. * I didn’t know where to go next, so I wrote the first thing that came to me. * I’m not really sure which things to include—or what order to put them in. * It’s a collection of stuff—kind of like a messy closet! * An ending? I just stopped when I ran out of things to say. |  |  |