

**Writing Prompt: Scoring Notes and PARCC Rubric Notes**

# 6th Informational-Scientific: “Tarantulas”

**Prompt:**

In paragraphs 1 and 2, the author briefly describes the size of tarantulas, why they are not dangerous to people, and why some are becoming endangered. The author then structures the rest of the article with specific details about tarantulas. Write an essay in which you state your position about whether or not the information in paragraphs 1 and 2 is important to the rest of the article. Be sure to explain how these two paragraphs make the article either more or less effective. Remember to use textual evidence to support your ideas. Develop your essay with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Be sure to provide a concluding statement or section that follows from and supports your response.

**Primary Common Core Standard Assessed:**

**W.6.1 -** Write arguments to support claims with clear reasons and relevant evidence.

[**W.6.1a**](http://www.corestandards.org/ELA-Literacy/W/6/1/a/) Introduce claim(s) and organize the reasons and evidence clearly.

[**W.6.1b**](http://www.corestandards.org/ELA-Literacy/W/6/1/b/) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

**W.6.1c** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

[**W.6.1d**](http://www.corestandards.org/ELA-Literacy/W/6/1/d/) Establish and maintain a formal style.

[**W.6.1e**](http://www.corestandards.org/ELA-Literacy/W/6/1/e/) Provide a concluding statement or section that follows from the argument presented.

**Common Core Objective:**

Organize reasons/evidence clearly in an argumentative piece.

**Depth of Knowledge: 4**

# Scoring Notes

**Passage Name:**

“Tarantulas”

**Argument A:**

Paragraphs 1 and 2 are not relevant to the rest of the article because the information in them is not connected very well to the facts in the other paragraphs.

**Evidence to Support Argument:**

* The first paragraph does not provide a topic sentence that fits the article because it makes tarantulas sound scary, yet the main idea of the article is to provide basic facts about tarantulas.
* The author states in the second paragraph that “the exotic pet trade, however, is endangering some rare species in Australia and Mexico,” but doesn’t continue that information into the rest of the article.
* The only connection between the first and second paragraphs and the rest of the article is the information about how tarantulas “kill prey by biting it with their fangs and releasing venom into its body,” and the hair on tarantulas bodies.
* The second paragraph talks about how tarantulas are friendly and how they relate to humans, but there is no mention of this in the following paragraphs which only give facts of what they eat, their habitat, and life stages.
* Paragraph 2 could have been more effective if the author had explained why tarantulas are popular pets in the third paragraph, but instead the author immediately started discussing that “Tarantulas are native to tropical and desert zones.”

**Argument B:**

Paragraphs 1 and 2 are relevant to the rest of the article because the author uses them to give the reader an introduction to tarantulas before going into more specific details.

**Evidence to Support Argument:**

* In paragraph 1, the author grabs the reader’s attention by describing tarantulas as “the biggest spiders in the world” that have “fangs that inject deadly venom into their prey.” This description is more exciting than if the author had introduced the article with the topic sentence of paragraph 3, which states, “Tarantulas are native to tropical and desert zones.”
* In the first paragraph, the author states that tarantulas “have fangs that inject deadly venom into their prey.” This information connects with the topic of paragraph 9, which gives more facts about venom, stating tarantulas “kill prey by biting it with their fangs and releasing venom into its body.”
* The author states in paragraph 2 that there are more than 1,400 species of tarantulas and links this information to the rest of the article by describing various species, such as the “Goliath Birdeater from Brazil and Venezuela” and “Tropical tarantulas” which can be cobalt blue, orange-and-black striped, bottle green, or red-haired.”
* In paragraph 2, the author gives readers a connection to tarantulas by stating “Many people think tarantulas are scary. But people do not need to be afraid of them.”
* The information provided in paragraphs 1 and 2 provide interesting facts about tarantulas, such as “The exotic pet trade…is endangering some rare species in Australia and Mexico,” that may not fit under one of the subheadings in the following paragraphs but are still important to the article.

\*In scoring responses, bear in mind that the above scoring notes are suggestions and not inclusive of all possible correct interpretations, claims, or analyses.

# Additional Standards Assessed

**Reading:**

* **RI.6.1** **-** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
* **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.
* **RI.6.5** **-** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
* **RI.6.10 -** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing:**

* **W.6.4** **-** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
* **W.6.7 -** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
* **W.6.8** **-** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
* **W.6.9** **-** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Language:**

* **L.6.1** **-** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
* **L.6.2** **-** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
* **L.6.3** **-** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
* **L.6.6** **-** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Grade 6 Writing Prompt Rubric**

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| --- | --- | --- | --- | --- | --- |
| **Construct Measured** | **Score Point 4** | **Score Point 3** | **Score Point 2** | **Score Point 1** | **Score Point 0** |
| **Reading**    **Comprehension of**  **Key Ideas and Details**    *\*Note: Type of textual evidence required is grade- and promptspecific and included in the scoring guide.* | The student response provides an accurate analysis of what the text says explicitly and inferentially and cites convincing textual evidence to support the analysis, showing full comprehension of complex ideas expressed in the text(s). | The student response provides a mostly accurate analysis of what the text says explicitly and inferentially and cites textual evidence to support the analysis, showing extensive comprehension of ideas expressed in the text(s). | The student response provides a generally accurate analysis of what the text says  explicitly or inferentially and cited textual evidence, shows a basic comprehension of ideas expressed in the text(s). | The student response provides a minimally accurate analysis of what the text says and cited textual evidence, shows limited comprehension of ideas expressed in the text(s). | The student response provides an inaccurate analysis or no analysis of the  text, showing little to no comprehension of ideas expressed in the text(s). |
| **Writing**    **Written Expression** | The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.    The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas.    The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, | The student response addresses the prompt and provides effective development of the claim, topic and/or narrative elements by using clear reasoning, details, text- based evidence, and/or description; the development is largely appropriate to the task, purpose, and audience.    The student response demonstrates a great deal of coherence, clarity, and cohesion, and includes an introduction, conclusion, and a logical progression of ideas, making it fairly easy to follow the writer’s progression of ideas.      The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses mostly precise language, including descriptive words and phrases, sensory details, linking and transitional words, | The student response addresses the prompt and provides some development of the claim, topic and/or narrative elements by using some reasoning, details, text- based evidence, and/or description; the development is  somewhat  appropriate to the task, purpose, and audience.    The student response demonstrates some coherence, clarity, and/or cohesion, and includes an introduction, conclusion, and logically grouped ideas, making the writer’s progression of ideas usually discernible but not obvious.    The student response establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. The response uses some precise language, including descriptive words and phrases, sensory details, | The student response addresses the prompt and develops the claim, topic and/or narrative elements minimally by using limited reasoning, details, text- based evidence and/or description; the development is limited in its appropriateness to the task, purpose, and/or audience.    The student response demonstrates limited coherence, clarity, and/or cohesion, making the writer’s progression of ideas somewhat unclear.    The student response has a style that has limited effectiveness, with limited awareness of the norms of the discipline. The response includes limited descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary. | The student response is underdeveloped and therefore inappropriate to the task, purpose, and/or audience.    The student response demonstrates a lack of coherence, clarity and cohesion.    The student response has an inappropriate style. The student writing shows little to no awareness of the norms of the discipline. The response includes little to no precise language. |
|  | sensory details, linking and transitional words, words to indicate tone, and/or domain- specific vocabulary. | words to indicate tone, and/or domainspecific vocabulary. | linking and transitional words, words to indicate tone and/or domainspecific vocabulary. |  |  |
| **Writing**    **Knowledge of**  **Language and**  **Conventions** | The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response. | The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear. | The student response demonstrates inconsistent command of the conventions of standard English. There are a few patterns of errors in grammar and usage that may occasionally  impede understanding. | The student response demonstrates limited command of the conventions of standard English. There are multiple errors in grammar and usage demonstrating minimal control over language. There are multiple distracting errors in grammar and usage that sometimes impede understanding. | The student response demonstrates little to no command of the conventions of standard English. There are frequent and varied errors in grammar and usage, demonstrating little or no control over language. There are frequent distracting errors in grammar and usage that often  impede understanding. |

Partnership for Assessment of Readiness for College and Careers (PARCC). Draft Rubrics - ELA/Literacy, August 2013. *http://www.parcconline.org/samples/english-language-artsliteracy/grades-6-11-generic-rubrics-draft*