

Grade 6 English Language Arts and Literature – Non-fiction Writing Assignment
2025–2026 Scoring Guide



	IDEAS AND EVIDENCE	STRUCTURE AND ORGANIZATION	SENTENCE STRUCTURE	VOCABULARY AND CLARITY	CONVENTIONS AND ACCURACY
FOCUS	<p>When marking IDEAS AND EVIDENCE appropriate for the Grade 6 Non-fiction Writing Assignment, the marker should consider how effectively the student</p> <ul style="list-style-type: none"> explores ideas in relation to the topic supports ideas with facts, details, examples, and/or explanations considers audience and purpose 	<p>When marking STRUCTURE AND ORGANIZATION appropriate for the Grade 6 Non-fiction Writing Assignment, the marker should consider how effectively the student</p> <ul style="list-style-type: none"> introduces the response orders and develops the response provides a conclusion to the response 	<p>When marking SENTENCE STRUCTURE appropriate for the Grade 6 Non-fiction Writing Assignment, the marker should consider the extent to which</p> <ul style="list-style-type: none"> sentence structure is controlled sentence type and sentence length are effective and varied sentence beginnings are varied <p>Proportion of error to length and complexity of response must be considered.</p>	<p>When marking VOCABULARY appropriate for the Grade 6 Non-fiction Writing Assignment, the marker should consider the</p> <ul style="list-style-type: none"> accuracy of words and expressions clarity of words and expressions appropriateness of the tone created by the student <p>Proportion of error to length and complexity of response must be considered.</p>	<p>When marking CONVENTIONS appropriate for the Grade 6 Non-fiction Writing Assignment, the marker should consider the extent to which the writing demonstrates control of</p> <ul style="list-style-type: none"> mechanics (spelling, punctuation, capitalization, etc.) grammar (subject-verb agreement, pronoun-antecedent agreement, etc.) fluency of the response <p>Proportion of error to length and complexity of response must be considered.</p>
Excellent E	<ul style="list-style-type: none"> The ideas explored in relation to the topic are insightful and/or carefully chosen. Supporting facts, details, examples, and/or explanations are precise and/or comprehensive. The purpose of the writing is effectively fulfilled and skillfully engages the audience. 	<ul style="list-style-type: none"> The introduction provides a perceptive focus and/or definitive direction. Transitions fluently connect the development of ideas and/or details within and/or between sentences and/or paragraphs. The conclusion is astute. 	<ul style="list-style-type: none"> Sentence structure is effectively and consistently controlled. Sentence type and sentence length are consistently effective and varied. Sentence beginnings are consistently varied. 	<ul style="list-style-type: none"> Words and expressions are used accurately. Precise words and expressions enrich details. The tone created by the student is convincing. 	<ul style="list-style-type: none"> The quality of the writing is enhanced because it is essentially free from errors in mechanics. Minute errors in grammar, if any, do not interrupt communication. Errors, if present, do not reduce fluency.
Proficient Pf	<ul style="list-style-type: none"> The ideas explored in relation to the topic are thoughtful and/or considered. Supporting facts, details, examples, and/or explanations are specific and/or thorough. The purpose of the writing is fulfilled and capably engages the audience. 	<ul style="list-style-type: none"> The introduction provides a well-defined focus and/or clear direction. Transitions sensibly connect the development of ideas and/or details within and/or between sentences and/or paragraphs. The conclusion is well considered. 	<ul style="list-style-type: none"> Sentence structure is consistently controlled. Sentence type and sentence length are usually effective and varied. Sentence beginnings are often varied. 	<ul style="list-style-type: none"> Words and expressions are often used accurately. Specific words and expressions show some evidence of careful selection. The tone created by the student is competent. 	<ul style="list-style-type: none"> The quality of the writing is sustained because it contains only minor errors in mechanics. Inconsequential errors in grammar seldom interrupt communication. Errors infrequently reduce fluency.
Satisfactory S	<ul style="list-style-type: none"> The ideas explored in relation to the topic are straightforward and/or generalized. Supporting facts, details, examples, and/or explanations are relevant and/or generic. The purpose of the writing is generally fulfilled and/or occasionally engages the audience. 	<ul style="list-style-type: none"> The introduction provides a general focus and/or some direction. Transitions mechanically connect the development of ideas and/or details within and/or between sentences and/or paragraphs. The conclusion is functional. 	<ul style="list-style-type: none"> Sentence structure is generally controlled, but lapses may occasionally impede meaning. Sentence type and sentence length are sometimes effective and/or varied. Some variety of sentence beginnings is evident. 	<ul style="list-style-type: none"> Words and expressions are generally used accurately. General words and expressions are used. The tone created by the student is evident but may be inconsistent. 	<ul style="list-style-type: none"> The quality of the writing is sustained through generally correct use of mechanics. Occasional errors in grammar sometimes interrupt communication. Errors periodically reduce fluency.
Limited L	<ul style="list-style-type: none"> The ideas explored in relation to the topic are superficial and/or incomplete. Supporting facts, details, examples, and/or explanations are ambiguous and/or abbreviated. The purpose of the writing is partially fulfilled and infrequently engages the audience. 	<ul style="list-style-type: none"> The introduction provides little focus. Transitions awkwardly connect the development of ideas and/or details within and/or between sentences and/or paragraphs. The conclusion is not functional and/or abrupt. 	<ul style="list-style-type: none"> Sentence structure often lacks control, and this may impede meaning. Sentence type and sentence length are seldom effective and/or varied. There is little variety of sentence beginnings. 	<ul style="list-style-type: none"> Words and expressions are often used inaccurately. Imprecise words and expressions are used. The tone created by the student is not clearly established. 	<ul style="list-style-type: none"> The quality of the writing is weakened by the frequently incorrect use of mechanics. Recurrent errors in grammar often interrupt communication. Errors regularly reduce fluency.
Poor P	<ul style="list-style-type: none"> The ideas explored in relation to the topic are underdeveloped and/or inadequate. Supporting facts, details, examples, and/or explanations are inappropriate and/or lacking. The purpose of the writing is unfulfilled and does not engage the audience. 	<ul style="list-style-type: none"> The introduction provides no focus and/or is missing. Transitions haphazardly connect the development of ideas and/or details within and/or between sentences and/or paragraphs. The conclusion is ineffective and/or absent. 	<ul style="list-style-type: none"> Sentence structure generally lacks control, and this often impedes meaning. There is essentially no variety in sentence type or sentence length. There is essentially no variety of sentence beginnings. 	<ul style="list-style-type: none"> Words and expressions are generally used inaccurately. Overgeneralized words and expressions are used. The tone created by the student is inappropriate. 	<ul style="list-style-type: none"> The quality of the writing is impaired by the consistently incorrect use of mechanics. Jarring errors in grammar interrupt communication. Errors severely reduce fluency.
Insufficient INS	<ul style="list-style-type: none"> The marker can discern no evidence of an attempt to fulfill the assignment, or the student has written so little that it is not possible to assess Ideas and Evidence. 	<ul style="list-style-type: none"> The response has been deemed insufficient in Ideas and Evidence. 	<ul style="list-style-type: none"> The response has been deemed insufficient in Ideas and Evidence. 	<ul style="list-style-type: none"> The response has been deemed insufficient in Ideas and Evidence. 	<ul style="list-style-type: none"> The response has been deemed insufficient in Ideas and Evidence.

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	IDEAS AND IMPRESSIONS	STRUCTURE AND FORM	SENTENCE STRUCTURE	VOCABULARY AND STYLE	CONVENTIONS AND EFFECT
FOCUS	<p>When marking IDEAS AND IMPRESSIONS appropriate for the Grade 6 Fiction Writing Assignment, the marker should consider how effectively the student</p> <ul style="list-style-type: none"> establishes a creative context and presents ideas in relation to the topic incorporates details in context to enhance creative thinking aligns purpose with chosen audience 	<p>When marking STRUCTURE AND FORM appropriate for the Grade 6 Fiction Writing Assignment, the marker should consider how effectively the student</p> <ul style="list-style-type: none"> opens the response coherently develops the response brings an ending to the response 	<p>When marking SENTENCE STRUCTURE appropriate for the Grade 6 Fiction Writing Assignment, the marker should consider the extent to which</p> <ul style="list-style-type: none"> sentence structure is controlled sentence type and sentence length are effective and varied sentence beginnings are varied <p>Proportion of error to length and complexity of response must be considered.</p>	<p>When marking VOCABULARY appropriate for the Grade 6 Fiction Writing Assignment, the marker should consider the</p> <ul style="list-style-type: none"> appropriateness of the words and expressions artistry of the words and expressions effectiveness of the voice created by the student <p>Proportion of error to length and complexity of response must be considered.</p>	<p>When marking CONVENTIONS appropriate for the Grade 6 Fiction Writing Assignment, the marker should consider the extent to which the student has control of</p> <ul style="list-style-type: none"> mechanics (spelling, punctuation, capitalization, indentation for new speakers, etc.) grammar (subject-verb agreement, pronoun-antecedent agreement, etc.) clarity and flow of the response <p>Proportion of error to length and complexity of response must be considered.</p>
Excellent E	<ul style="list-style-type: none"> The ideas presented are discerning and/or deliberately related to the context established. Contextual details are creative and/or original. The purpose of the writing is confident and skillfully aligns with the chosen audience. 	<ul style="list-style-type: none"> The opening provides insightful direction and is cohesively sustained. Connections among ideas and/or details within and/or between sentences and/or paragraphs are consistently discernible. The ending is effective. 	<ul style="list-style-type: none"> Sentence structure is effectively and consistently controlled. Sentence type and sentence length are consistently effective and varied. Sentence beginnings are consistently varied. 	<ul style="list-style-type: none"> Words and expressions are used deliberately. Precise words and expressions are used to create vivid images. The voice created by the student is sophisticated. 	<ul style="list-style-type: none"> The quality of the writing is enhanced because it is essentially free from errors in mechanics. Minute errors in grammar, if any, do not interrupt communication. Errors, if present, do not reduce fluency.
Proficient Pf	<ul style="list-style-type: none"> The ideas presented are purposeful and/or intentionally related to the context established. Contextual details are specific and/or elaborated. The purpose of the writing is intentional and capably aligns with the chosen audience. 	<ul style="list-style-type: none"> The opening provides clear direction that is capably sustained. Connections among ideas and/or details within and/or between sentences and/or paragraphs are clearly discernible. The ending is apt. 	<ul style="list-style-type: none"> Sentence structure is consistently controlled. Sentence type and sentence length are usually effective and varied. Sentence beginnings are often varied. 	<ul style="list-style-type: none"> Words and expressions are often used competently. Specific words and expressions show some awareness of connotative effect. The voice created by the student is distinct. 	<ul style="list-style-type: none"> The quality of the writing is sustained because it contains only minor errors in mechanics. Inconsequential errors in grammar seldom interrupt communication. Errors infrequently reduce fluency.
Satisfactory S	<ul style="list-style-type: none"> The ideas presented are clear and/or adequately related to the context established. Contextual details are appropriate and/or predictable. The purpose of the writing is evident and occasionally aligns with the chosen audience. 	<ul style="list-style-type: none"> The opening provides direction that is generally sustained. Connections among ideas and/or details within and/or between sentences and/or paragraphs are generally discernible. The ending is straightforward. 	<ul style="list-style-type: none"> Sentence structure is generally controlled, but lapses may occasionally impede meaning. Sentence type and sentence length are sometimes effective and/or varied. Some variety of sentence beginnings is evident. 	<ul style="list-style-type: none"> Words and expressions are generally used appropriately. General words and expressions adequately convey meaning. The voice created by the student is established but may be uneven. 	<ul style="list-style-type: none"> The quality of the writing is sustained through generally correct use of mechanics. Occasional errors in grammar sometimes interrupt communication. Errors periodically reduce fluency.
Limited L	<ul style="list-style-type: none"> The ideas presented are vague and/or tenuously related to the context established. Contextual details are insignificant and/or repetitive. The purpose of the writing is unclear and partially aligns with the chosen audience. 	<ul style="list-style-type: none"> The opening lacks direction. Connections among ideas and/or details within and/or between sentences and/or paragraphs are not clearly discernible. The ending is contrived and/or lacking. 	<ul style="list-style-type: none"> Sentence structure often lacks control, and this may impede meaning. Sentence type and sentence length are seldom effective and/or varied. There is little variety of sentence beginnings. 	<ul style="list-style-type: none"> Words and expressions are often used inaccurately. Imprecise words and expressions predominate. The voice created by the student is indistinct. 	<ul style="list-style-type: none"> The quality of the writing is weakened by the frequently incorrect use of mechanics. Recurrent errors in grammar often interrupt communication. Errors regularly reduce fluency.
Poor P	<ul style="list-style-type: none"> The ideas presented are scant and/or unrelated to the context established. Contextual details are disjointed and/or minimal. The purpose of the writing is unfulfilled and does not align with a chosen audience. 	<ul style="list-style-type: none"> The opening provides no direction and/or is ineffective. Connections among ideas and/or details within and/or between sentences and/or paragraphs are incoherent. The ending is unconnected or missing. 	<ul style="list-style-type: none"> Sentence structure generally lacks control, and this often impedes meaning. There is essentially no variety in sentence type or sentence length. There is essentially no variety of sentence beginnings. 	<ul style="list-style-type: none"> Words and expressions are generally used inaccurately. Ineffective words and expressions predominate. The voice created by the student is obscure. 	<ul style="list-style-type: none"> The quality of the writing is impaired by the consistently incorrect use of mechanics. Jarring errors in grammar impede communication. Errors severely reduce fluency.
Insufficient INS	<ul style="list-style-type: none"> The marker can discern no evidence of an attempt to fulfill the assignment, or the student has written so little that it is not possible to assess Ideas and Impressions. 	<ul style="list-style-type: none"> The response has been deemed insufficient in Ideas and Impressions. 	<ul style="list-style-type: none"> The response has been deemed insufficient in Ideas and Impressions. 	<ul style="list-style-type: none"> The response has been deemed insufficient in Ideas and Impressions. 	<ul style="list-style-type: none"> The response has been deemed insufficient in Ideas and Impressions.