

History/Social Science
Interim Assessment
Grade 6 Teacher Administration Guide

This writing assessment is designed to be completed over a period of 2 - 3, 50 minute class periods. Students should begin by analyzing the documents in groups, with the teacher acting as facilitator. This analysis should take no longer than two days.

Students should be provided one entire class period to write a response to the prompt. All responses should use evidence to craft a well thought out response to the prompt. All evidence should be drawn from the primary and secondary sources included within this assessment.

Teachers are expected to share the scoring rubric with students before they begin a written response to the prompt.

Standards Alignment

Please note that while students might be incorporating other Common Core State Standards for Literacy in History/Social Studies, they are being assessed only on the standard(s) listed below.

History/Social Science Grade 6 Content Standards

6.2.4 Know the significance of Hammurabi's Code.

Literacy in History/Social Studies Common Core State Standards

Reading Standards for Literacy in History/Social Studies

Key Ideas and Details

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

Text Types and Purpose

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain a topic.
 - e. Establish and maintain a formal style and objective tone.

- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.