

Informative/Explanatory Writing Rubric Grade 6

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> introduces the topic(s) clearly, previewing what is to follow (7W2a) skillfully organizes ideas, concepts and information using strategies such as definition, classification, comparison/contrast and cause/effect (7W2a) uses appropriate transitions to create cohesion and clarify relationships among ideas and concepts (7W2c) provides a concluding statement or section that follows from and supports the information or explanation presented (7W2f) skillfully produce clear and coherent writing appropriate to task, purpose, and audience (7W4) 	<p>The writing –</p> <ul style="list-style-type: none"> introduces a topic (6W2a) organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect (6W2a) uses appropriate transitions to clarify the relationships among ideas and concepts (6W2c) provides a concluding statement or section that follows from the explanation presented (6W2f) produce clear and coherent writing appropriate to task, purpose, and audience (6W4) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to introduce a topic attempts to organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect attempts to use appropriate transitions to clarify the relationships among ideas and concepts attempts to provide a concluding statement or section that follows from the explanation presented attempts to produce clear and coherent writing appropriate to task, purpose, and audience 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to introduce a topic makes little or no attempt to organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect makes little or no attempt to use appropriate transitions to clarify the relationships among ideas and concepts makes little or no attempt to provide a concluding statement or section that follows from the explanation presented makes little or no attempt to produce clear and coherent writing appropriate or task, purpose, and audience 	<p style="text-align: center;">Organization/Purpose 2 x ____ = ____</p>
<p>The writing –</p> <ul style="list-style-type: none"> skillfully develops the topic with relevant facts, definitions and concrete details, quotations, or other information and examples (7W2b) skillfully includes formatting, graphics, and multimedia when useful to aiding comprehension (7W2a) skillfully uses precise language and domain-specific vocabulary to inform about or explain the topic (7W2d) skillfully uses relevant information from multiple print and digital sources (7W8) skillfully quotes or paraphrases the data and conclusions of others while avoiding plagiarism (7W8) follows a standard format for citation, when appropriate (7W8) 	<p>The writing –</p> <ul style="list-style-type: none"> develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples (6W2b) includes formatting, graphics, and multimedia when useful to aiding comprehension (6W2a) uses precise language and domain-specific vocabulary to inform about or explain the topic (6W2d) uses relevant information from multiple print and digital sources (6W8) quotes or paraphrases the data and conclusions of others while avoiding plagiarism (6W8) provides basic bibliographic information for sources, when appropriate (6W8) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples attempts to include formatting, graphics, and multimedia when useful to aiding comprehension attempts to use precise language and domain-specific vocabulary to inform about or explain the topic attempts to use relevant information from multiple print and digital sources attempts to quote or paraphrase the data and conclusions of others while avoiding plagiarism attempts to provide basic bibliographic information for sources, when appropriate 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples makes little or no attempt to include formatting, graphics, and multimedia when useful to aiding comprehension makes little or no attempt to use precise language and domain-specific vocabulary to inform about or explain the topic makes little or no attempt to use relevant information from multiple print and digital sources makes little or no attempt to quote or paraphrases the data and conclusions of others while avoiding plagiarism makes little or no attempt to provide basic bibliographic information for sources, when appropriate 	<p style="text-align: center;">Evidence/Elaboration 2 x ____ = ____</p>

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> skillfully establishes and maintains a formal style (7W2e) skillfully maintains consistency in style and tone (L3*) demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (7WL1-2)* has errors that do not interfere with understanding (7WL1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> establishes and maintains a formal style (6W2e) maintains consistency in style and tone (6L3b)* demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (6WL1-2)* has errors that do not interfere with understanding (6WL1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to establish and maintain a formal style attempts to maintain a consistent style and tone attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> make little or no attempt to establish and maintain a formal style makes little or no attempt to maintain a consistent style and tone makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that interfere with understanding 	<p>Language/Conventions</p> <p>1 x =</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

*Conventions Chart p. 3

CONVENTION CHART GRADE 6

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Spells words at grade level and below correctly (6L2b) 	<ul style="list-style-type: none"> Uses capitalization rules from the previous grades (L2a) 	<p>Commas, parenthesis or dash (6W1a)</p> <ul style="list-style-type: none"> To set off nonrestrictive/parenthetical information (e.g., appositives, explanatory phrases/clauses such as Batman, the famous caped crusader, battled the Joker; Our teacher, who loves cake, enjoyed the birthday party we threw her)* 	<p>Pronouns:</p> <ul style="list-style-type: none"> Correctly uses pronoun case (subject, object, possessive) (6L1a) Correctly uses intensive pronouns (e.g., myself; ourselves) (6L1b) Avoids inappropriate shifts in pronoun number and person* (6L1c) Avoids vague or ambiguous or unclear pronoun references* (6L1d) <p>Verbs:</p> <ul style="list-style-type: none"> Avoids inappropriate shifts in verb tense* (previous grade) (L1) <p>Agreement:</p> <ul style="list-style-type: none"> Pronouns and antecedents agree (<i>Everybody wants his or her own book bag VS They all want their own book bags</i>) (previous grade) (L1) Subjects and verbs agree (<i>People who forget the words just hum the tune</i>) (previous grade) (L1) <p>Frequently Confused Words:</p> <ul style="list-style-type: none"> Uses frequently confused words* correctly (L1g) 	<ul style="list-style-type: none"> Varies sentence patterns for meaning, reader/listener interest, and style* (6WL3a)

* as appropriate for grade level (see progression chart on page 56, of the CCSS, for progressive skills)

Adapted from the Smarter Balanced – Conventions Chart – April, 2014

* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.