

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>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>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 | Language/Conventions 1 x = |

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.