

GRADE 6 – INFORMATIVE/EXPLANATORY WRITING TEACHER RUBRIC

	4 (Exceeds expectations)	3 (Meets expectations)	2 (Partially meets expectations)	1 (Does not yet meet expectations)
Focus on Task and Text	<ul style="list-style-type: none"> Provides thorough responses to all elements of the prompt (ns) Maintains a tone that is appropriate to the task and audience; maintains focus throughout (ns) Demonstrates insight into a topic or text(s) by discussing relevant events, main ideas, themes, or central ideas (ns) 	<ul style="list-style-type: none"> Provides complete responses to all elements of the prompt (ns) Maintains a tone that is appropriate to the task and audience; maintains focus throughout (ns) Demonstrates sophisticated analysis of text(s); discusses the topic and main ideas; enhances explanation by discussing relevant events, main ideas, and/or key details (W.6.9) 	<ul style="list-style-type: none"> Responds to some elements of the prompt, or provides partial responses to all elements of the prompt (ns) Establishes a tone that is appropriate at times to the task and audience (ns) Demonstrates comprehension of a topic or text(s) by briefly discussing main ideas and/or details, with some inaccuracies (ns) 	<ul style="list-style-type: none"> Does not respond to any elements of the prompt; veers off topic (ns) Establishes a tone that is appropriate at times to the task and audience (ns) Demonstrates basic comprehension of a topic or text(s) by discussing main ideas and/or details (ns)
Organization	<ul style="list-style-type: none"> Introduces the topic clearly and thoroughly, previewing what is to follow by presenting an engaging lead (W.7.2.A) Organizes ideas, concepts, and information clearly, using multiple strategies such as definition, classification, comparison/contrast, and cause/effect (W.7.2.A) Includes formatting, illustrations, or multimedia to help the reader understand how information connects (W.6.2.A) Uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts (W.7.2.C) 	<ul style="list-style-type: none"> Introduces the topic formally and clearly, providing an observation and focus, in a manner that engages the reader (W.6.2.A, W.6.2.E) Organizes ideas, concepts, and information; using multiple strategies (W.6.2.A) Includes formatting, illustrations, or multimedia to help the reader understand how information connects (W.6.2.A) Uses appropriate and varied transitions to clarify the relationships among ideas and concepts (W.6.2.C) 	<ul style="list-style-type: none"> Introduces the theme/topic, providing a general observation and focus as part of the introduction to the main ideas (W.5.2.A) Organizes information into a logical progression from beginning to end using multiple paragraphs; groups related information together within and across paragraphs (W.5.2.A) Inconsistently includes formatting (e.g., headings), illustrations, and multimedia to help the reader understand how information connects (W.5.2.A) Introduces the theme/topic, providing a general observation and focus as part of the introduction to the main ideas (W.5.2.A) 	<ul style="list-style-type: none"> Introduces the topic; conveys the main ideas in simplest form (W.3.2.A) Organizes information; uses paragraph structure to group related evidence (W.4.2.A) Includes formatting, illustrations, and multimedia that do not add to the clarity of the writing (W.4.2.A) Introduces the topic; conveys the main ideas in simplest form (W.3.2.A)

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Organization (cont.)	<input type="checkbox"/> Demonstrates coherence, clarity, and cohesion, making it easy to follow the writer's progression of ideas (W.7.4) <input type="checkbox"/> Provides a strong concluding statement or section that follows from, supports, and expands on the focus (W.7.2.F)	<input type="checkbox"/> Demonstrates coherence, clarity, and cohesion in order to follow the writer's progression of ideas with minimal gaps (W.6.4) <input type="checkbox"/> Provides a strong concluding statement or section that relates to and expands on the main idea (W.6.2.F)	<input type="checkbox"/> Organizes information into a logical progression from beginning to end using multiple paragraphs; groups related information together within and across paragraphs (W.5.2.A) <input type="checkbox"/> Inconsistently includes formatting (e.g., headings), illustrations, and multimedia to help the reader understand how information connects (W.5.2.A)	<input type="checkbox"/> Organizes information; uses paragraph structure to group related evidence (W.4.2.A) <input type="checkbox"/> Includes formatting, illustrations, and multimedia that do not add to the clarity of the writing (W.4.2.A)
Development and Support	<input type="checkbox"/> Develops the topic with three or more well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples to explain the topic and the central ideas further (W.7.2.B) <input type="checkbox"/> Produces clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; provides specific and clear details to illuminate the topic and solidify the development of the topic (W.7.4) <input type="checkbox"/> Draws evidence from literary or informational texts to support analysis, reflection, and research of complex arguments and claims in texts (W.7.9)	<input type="checkbox"/> Develops the topic with the relevant facts, definitions, concrete details, quotations, or other information and related examples to explain the topic and the central ideas further (W.6.2.B) <input type="checkbox"/> Produces clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; provides specific and clear details to illuminate the topic and solidify the development of the topic (W.6.4) <input type="checkbox"/> Draws relevant evidence from literary and informational texts to support analysis, reflection, and research strongly (W.6.9)	<input type="checkbox"/> Develops the topic with general facts, definitions, concrete details, quotations, or other information and examples related to the topic (W.5.2.B) <input type="checkbox"/> Produces coherent writing in which the development and organization are appropriate to the task, purpose, and audience (W.5.4) <input type="checkbox"/> Draws evidence from literary and informational texts to support analysis, reflection, and research, with some irrelevance (W.5.9)	<input type="checkbox"/> Develops the topic with irrelevant or inaccurate evidence from text(s) (W.5.2.B) <input type="checkbox"/> Produces writing that may contain elements that are incoherent or not related to the task, purpose, and audience (W.5.4) <input type="checkbox"/> Includes inaccurate or irrelevant evidence from literary or informational texts (W.5.9)

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Language	<ul style="list-style-type: none"> Establishes an appropriate style; maintains consistency in style and tone; uses a style that is mostly effective and attends to the norms and conventions of the discipline (W.7.4) Uses precise language and academic and domain-specific vocabulary appropriate to the task and audience, with minimal errors (L.7.6) Varies sentence patterns for clarity and meaning; uses a variety of simple sentences, compound sentences, complex sentences, and complex-compound sentences (L.7.3.A) Uses language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy (L.7.3.A) 	<ul style="list-style-type: none"> Establishes and maintains an appropriate style; may contain minor instances of inconsistency (W.6.4) Uses academic and domain-specific vocabulary that is clearly appropriate for the writing mode and purpose (L.6.6) Varies sentence patterns for clarity and meaning; uses a variety of simple sentences, compound sentences, complex sentences, and complex-compound sentences (L.6.3.A) 	<ul style="list-style-type: none"> Frequently departs from an established style (W.6.4) Uses general vocabulary that is mostly appropriate for the genre and purpose or uses academic and domain-specific vocabulary incorrectly (L.6.6) Varies sentence structure inconsistently; may include few varied sentences or sentences that vary without rhyme or reason (L.6.3.A) 	<ul style="list-style-type: none"> Does not establish and maintain a consistent style (W.6.4) Uses limited vocabulary that is inappropriate for the genre, audience, and purpose (L.6.6) Uses basic and repetitive sentence patterns; uses frequent fragments and run-on sentences (L.6.3.A)
Conventions	<ul style="list-style-type: none"> Shows proficient command of grammar, mechanics, and usage, with few errors that do not impede readability or comprehension; uses phrases and clauses to effect, avoiding dangling modifiers (L.7.1) Shows proficient command of capitalization, punctuation, and spelling, with minimal or no errors (L.7.2) 	<ul style="list-style-type: none"> Shows command of grammar, mechanics, and usage; may include errors that do not significantly impede meaning or readability, including using pronouns correctly (L.6.1) Shows command of capitalization, punctuation, and spelling; occasional errors do not significantly impede meaning or readability, including using commas, parentheses, and dashes correctly (L.6.2) 	<ul style="list-style-type: none"> Shows inconsistent command of grammar, mechanics, and usage; includes errors that interfere with meaning or readability (L.6.1) Shows inconsistent command of capitalization, punctuation, and spelling; some errors interfere with meaning and/or readability (L.6.2) 	<ul style="list-style-type: none"> Shows poor command of grammar, mechanics, and usage; includes errors that significantly impede overall meaning and readability (L.6.1) Shows poor command of capitalization, punctuation, and spelling; errors significantly impede overall meaning and readability (L.6.2)