



INFORMATIVE/EXPLANATORY WRITING RUBRIC

California Common Core Standards Based - SIXTH GRADE



Level	INFORMATIVE/EXPLANATORY WRITING	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	<ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Introduces topic or thesis statement clearly, previewing what is to follow <input type="checkbox"/> Displays effective use of sources to support the topic <input type="checkbox"/> Topic is very well developed and conclusion is clear and well stated 	<p>Mostly correct use of language conventions, and some above grade level skills used, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Uses phrases and clauses within a sentence, avoiding dangling modifiers <input type="checkbox"/> Refers to reference material to determine best word choices in writing 	<p style="text-align: center;">Guidance & Support</p> <p>Level of guidance and support from adults before writing:</p> <p>Check off what was done before the student wrote the piece being scored.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion <input type="checkbox"/> Read aloud or shared reading <input type="checkbox"/> Drawing <input type="checkbox"/> Vocabulary word bank <input type="checkbox"/> Shared or interactive writing <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Language frames
3 Meets	<p>INFORMATIVE/EXPLANATORY WRITING (W2)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduces a topic or thesis statement (W2a) <input type="checkbox"/> Organizes ideas using strategies such as definition, classification, compare/contrast, cause/effect (W2a) <input type="checkbox"/> Develops topic with relevant facts, definitions, concrete details, quotations or other information and examples (W2b) <input type="checkbox"/> Uses appropriate transitions to clarify relationships among ideas/concepts (W2c) <input type="checkbox"/> Uses precise language and domain-specific vocabulary to inform/explain (W2d) <input type="checkbox"/> Establishes and maintains a formal style (W2e) <input type="checkbox"/> Provides a concluding statement/section that follows from information presented (W2f) <hr/> <p>WRITING PROCESS (W4-W8)</p> <ul style="list-style-type: none"> <input type="checkbox"/> WGASFA* (some) Develops and strengthens writing by planning, revising, and editing, rewriting, or trying a new approach (W5) <input type="checkbox"/> Uses technology to produce writing (W6) <input type="checkbox"/> Uses keyboarding skills to type a minimum of 3 pages in a single sitting (W6) <input type="checkbox"/> Conducts research drawing on several resources (W7) <input type="checkbox"/> Assesses credibility of sources; quotes or paraphrases the data and conclusions (W8) <input type="checkbox"/> Avoids plagiarism and provides basic bibliographic information (W8) <input type="checkbox"/> Draws evidence from text to support analysis (W9) 	<p>Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of pronouns effectively (L1a-d) <input type="checkbox"/> Uses a variation of simple, compound, complex, and compound-complex sentences for meaning and interest (L3a) <input type="checkbox"/> Ensures that verbs agree with compound subjects <input type="checkbox"/> Uses commas when linking two clauses with a conjunction in compound sentences <input type="checkbox"/> Uses correct capitalization <input type="checkbox"/> Spells correctly (L2b) 	
2 Almost Meets	<ul style="list-style-type: none"> <input type="checkbox"/> Has topic or thesis statement that may be somewhat unclear <input type="checkbox"/> Has clear introduction but conclusion is weak <input type="checkbox"/> Uses some evidence from sources, but may be repetitive or vague <input type="checkbox"/> Uses few words/phrases to clarify relationships between ideas/concepts <input type="checkbox"/> Has formal style but may not be maintained throughout document <input type="checkbox"/> Has good facts/definitions, but may be disorganized <input type="checkbox"/> Has minimal evidence of planning, revising and editing 	<p>Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contains some run-on sentences <input type="checkbox"/> Uses mostly simple or compound sentences <input type="checkbox"/> Uses propositional phrases, appositives, dependent and independent clauses, transitions or conjunctions incorrectly <input type="checkbox"/> Contains some punctuation errors <input type="checkbox"/> Contains some capitalization and/or spelling errors 	
1 Does Not Meet	<ul style="list-style-type: none"> <input type="checkbox"/> Is missing introduction and/or conclusion <input type="checkbox"/> Is missing or disorganized information <input type="checkbox"/> Uses limited evidence from sources <input type="checkbox"/> Uses style not appropriate to audience, purpose or task <input type="checkbox"/> Copies sentences directly from text in articles in prompt 	<p>Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contains many run-on sentences <input type="checkbox"/> Contains many punctuation errors <input type="checkbox"/> Contains many capitalization and/or spelling errors 	

• **WGASFA:** “with guidance and support from adults”

This rubric was adapted from rubrics at sbud.org and information from Smarter Balanced Assessments (www.smarterbalanced.org) using the California Common Core Standards at www.cde.ca.gov.