**6th Grade Informational / explanatory Writing Rubric**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Informative/Explanatory Writing Standard 6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| **CCSS** | **4 - Exemplary** | **3 – Meeting** | **2 - Approaching** | **1 - Insufficient** | **Score** |
| **Research** **W 6.8-** Assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | **The writer -** * effective use of print and digital resources
* 3 or more pieces of text evidence well-chosen and woven naturally into the writing
* 3 or more pieces of text evidence integrated in a variety of ways (paraphrased/quoted)
* 3 or more pieces of text evidence come from all sources listed
* includes bibliography page with at least three sources
 | **The writer -** * adequate use of print and digital resources
* 3 or more pieces of evidence but may seem forced into the writing or not the best choice to be quoted or paraphrased
* 3 or more pieces of evidence come from all sources listed
* includes bibliography page with at least three sources
 | **The writer -** * limited use resources
* only uses digital resources
* less than 3 pieces of text evidence (regardless of whether well-chosen or not)
* less than 3 pieces of text evidence come from only one or two sources
* includes bibliography page with at least two sources
 | **The writer -** * inadequate use of available resources
* has at least 1 piece of text evidence but it is completely out of place in the writing
* no text evidence
* does not include bibliography page or includes bibliography page with only one source
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| **Organization / Idea Development****W 6.2a-** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect;; include formatting, graphics, and multimedia when useful to aiding comprehension. | **The writer –** * at least 6 sentences that effectively address all aspects of the prompt
* clear thesis that effectively introduces the writer’s topic
* effective use of transition word and sentence describing what will be covered in body paragraph
 | **The writer –** * has at least 6 sentences that address the prompt
* thesis that introduces the writer’s topic
* uses transition word and sentence to describe what will be covered in body paragraph
 | **The writer –** * has 6 or fewer sentences that partially address the prompt
* thesis does not clearly introduce the writer’s topic
* lacks transition word and sentence describing what will be covered in body paragraph
 | **The writer –** * has fewer than six sentences that minimally address the prompt
* doesn’t offer a thesis that introduces the writer’s topic
* does not have an intro paragraph at all
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| **W 6.2b-** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | * all factual information from the writing expectations checklist
* well-developed discussion of the factual information so that the writing looks and sounds like a professional informative piece
* effective use of transition words to connect all the factual information and the discussion of the factual information
 | * most or all of the factual information from the writing expectations checklist
* includes some discussion of those facts but the facts may still sound like a list
* transition words connect some of the information
 | * some or most of the factual information from the writing expectations checklist
* limited discussion of facts so it sounds like a list
* few to no transition words so that it doesn’t feel like ideas are connected
 | * little or some of the factual information from the writing expectations list
* no discussion of facts so it’s just a list of facts
* no transition words so that ideas don’t seem connected
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| **W 6.2f-** Provide a concluding statement or section that follows from the information or explanation presented. | * has a well thought-out concluding section with at least 6 sentences that restate the thesis and support the information presented
 | * has a concluding section with at least 6 sentences that is related to and supports the information presented
 | * has a concluding section with less than 6 sentences, but it doesn’t restate or support the information presented well
 | * needs a concluding section or concluding section is off topic
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| **Sentence Fluency****W 6.2c-** Use appropriate transitions to clarify the relationships among ideas and concepts. | **The writer –** * has 4 or more of transition words or phrases effectively introduce reasons within and between paragraphs
* has sentences that are skillfully constructed with appropriate variety in length and structure
 | **The writer -** * has 3 or more transition words or phrases introduce reasons within and between paragraphs
* has sentences that are generally complete with sufficient variety in length and structure
 | **The writer -** * has 1 or 2 transition words or phrases introduce reasons within and between paragraphs
* has some sentence formation errors and/or a lack of sentence variety
 | **The writer -** * needs transition words or phrases
* has frequent and severe sentence formation errors and/or a lack of sentence variety
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| **Word Choice****W 6.2d-** Use precise language and domain-specific vocabulary to inform or explain the topic. | * appropriate academic and religious vocabulary
* effective use of unique adjectives, precise nouns, & strong verbs
 | * appropriate academic and religious vocabulary
* uses adjectives, precise nouns, & strong verbs
 | * limited use of appropriate academic and religion vocabulary
* and/or rarely uses descriptive language
 | * fails to use academic and religious vocabulary or descriptive language
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| **Conventions****L 6.1-** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**L 6.2-** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | **The writer -** * has few if any errors in capitalization, usage, punctuation, spelling or grammar
* errors do not interfere with readability
 | **The writer -** * has some errors in capitalization, usage, punctuation, spelling or grammar
* errors do not interfere with readability
 | **The writer -** * has many errors in capitalization, usage, punctuation, spelling or grammar
* errors interfere somewhat with readability
 | **The writer -** * has significant errors in capitalization, usage, punctuation, spelling or grammar
* errors interfere significantly with readability
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|  | **Overall Score** |  |

**Rubric Tri-Fold:**

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| Powered by iRubric**Saint project**  |
|   | **Poor****1 pts** Below 20 = D/F | **Fair****2 pts** 21-23 = C-/C+ | **Good****3 pts** 24-27 = B-/B+ | **Excellent****4 pts** 28-30 points = A- - A+ |  |
| **Colorful/Engaging tri-fold**Uses creativity in creating an accurate representation of the saint. | Poor | Fair | Good | Excellent |  |
| **Information** Includes accurate information about the saint, and answers all questions. | Poor | Fair | Good | Excellent |  |
| **Writing** Student follows the outline given. The correct amount of information is given, structure, Bibliography, etc.  | Poor | Fair | Good | Excellent |  |
| **Grammar/Mechanics** Student uses good sentence structure with no punctuation or spelling mistakes. | Poor | Fair | Good | Excellent |  |
| **Class Presentation**Student speaks clearly and loudly. Student knows the material and does not just read from the board. | Poor | Fair | Good | Excellent |  |