**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 |  |
| **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 |  |
| **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 |  |
| **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 |  |
| **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 |  |
| **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 |  |
| **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 |  |
|  | | | | **Overall Score** |  |

**Rubric Tri-Fold:**

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| [Powered by iRubric](http://www.irubric.com/)**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 |  |