**TTSD 6th Grade Informative/Explanatory Writing Rubric**

CCSS: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection , organization, and analysis of relevant content.

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| **Scoring Guide** | **Exemplary (4) - EPS** | **Proficient (3) - MPS** | **Approaching (2) - APS** | **Developing (1) - DPS** |
| **Statement of Purpose/Focus**CCSS: W-2 W-4 | * Addresses all aspects of the writing task with a tightly focused and detailed response
* Writing clearly attends to purpose and audience
 | * Addresses the writing task with a focused response
* Writing attends to purpose and audience
 | * Addresses the writing task with an inconsistent focus
* Writing occasionally attends to purpose and audience
 | * Attempts to address the writing task, but lacks focus
* Writing rarely attends to purpose and audience
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| **Organization**CCSS: W-2a W-2c W-2e W-2f | * Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with a clear thesis, structured body, and insightful conclusion
* Uses varied transitions and syntax to link the major sections of the text and clarify relationship among ideas and concepts
 | * Organizes ideas and information into logical introductory, body, and concluding paragraphs
* Uses transitions and syntax to link the major sections of text and clarify relationship among ideas and concepts
 | * Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body, and conclusion
* Uses simplistic transitions to connect ideas and concepts
 | * Does not organize ideas and information coherently due to lack of paragraph structure and/or missing introduction, body, or conclusion
* Uses little to no transitions to connect ideas and concepts
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| **Elaboration of Evidence**CCSS: RIT-1 W-2b W-8 W-9 | * Demonstrates a strong understanding of the topic/text(s)
* Skillfully develops the topic using facts, definitions, concrete details, or other information and examples that are relevant and sufficient
* Effectively includes quoted evidence that enhances writing ideas
 | * Demonstrates an understanding of topic/text(s)
* Develops the topic using facts, definitions, concrete details, or other information and examples that are relevant and sufficient
* Effectively includes appropriate quoted evidence
 | * Demonstrates limited understanding of topic/text(s)
* Insufficiently develops the topic using facts, definitions, concrete details, or other information and examples that are relevant and sufficient
* Makes some attempt to include quoted evidence
 | * Demonstrates little to no understanding of the topic/text(s)
* Develops the topic using facts, definitions, concrete details, or other information and examples that are irrelevant and insufficient
* Uses few to no credible sources
* Makes no attempt to include quoted evidence
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| **Language and Vocabulary**CCSS: L-1 W-2d W-3a W-4 | * Creatively uses precise academic and subject-specific vocabulary appropriate for audience and purpose
* Uses purposeful and varied sentence structures to enhance meaning
 | * Uses precise language and subject-specific vocabulary appropriate for audience and purpose
* Uses correct and varied sentence structures to enhance meaning
 | * Uses some precise language and subject-specific vocabulary that may at times be inappropriate for the audience or purpose (e.g., slang)
* Uses some repetitive sentence structure to enhance meaning
 | * Uses little to no subject-specific vocabulary with little sense of audience or purpose; wordy and redundant
* Sentence structures are basic and do not enhance meaning
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| **Conventions**CCSS: L-2 W-8 | * Demonstrates creativity and flexibility when using punctuation, capitalization, and spelling to enhance meaning
* Demonstrates a strong command of grammar usage
 | * Demonstrates appropriate use of punctuation, capitalization, and spelling; errors are minor and do not interfere with the meaning
* Demonstrates few errors in grammar usage
 | * Demonstrates some appropriate use of punctuation, capitalization, and spelling, but errors may interfere with the meaning
* Demonstrates some errors in grammar usage; may obscure meaning
 | * Demonstrates limited understanding of punctuation, capitalization, and spelling, and errors interfere with the meaning
* Errors in grammar usage are frequent and meaning is often obscured
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| **Bibliographic****Information and Citation** | * Quoted and/or paraphrased evidence demonstrates completely accurate citation
* Correctly cites bibliographic information for sources
* Titled work cited is completely accurate in content and format
 | * Quoted and/or paraphrased evidence demonstrates mostly accurate citation
* Provides basic bibliographic information for sources
* Includes a titled work cited that demonstrates minimal errors
 | * Quoted and/or paraphrased evidence demonstrates limited citation
* Provides limited bibliographic information for sources
* Has a partially completed work cited or work cited has significant errors
 | * Quoted and/or paraphrased evidence demonstrates no attempt at citation
* Provides no bibliographic information for sources
* Has no evidence of a work cited
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\*CCSS - Common Core State Standards alignment (“W” = Writing Strand; “L” = Language Strand) Revised 3/16 (ER)