**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 |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |

\*CCSS - Common Core State Standards alignment (“W” = Writing Strand; “L” = Language Strand) Revised 3/16 (ER)