

**KPBSD Pilot – Informational/Explanatory Text-Based Rubric, Grade 6**

	<b>4 (Above Grade Level)</b>	<b>3 (At Grade Level)</b>	<b>2 (Approaching Grade Level)</b>	<b>1 (Below Grade Level)</b>
<b>Focus/ Information</b> AKSS*: ➤ RL 6.1	<ul style="list-style-type: none"> <li>• Responds skillfully to all parts of the prompt</li> <li>• Demonstrates a strong understanding of topic/text(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to all parts of the prompt</li> <li>• Demonstrates an understanding of topic/text(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to most parts of the prompt</li> <li>• Demonstrates limited understanding of topic/text(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to some or no parts of the prompt</li> <li>• Demonstrates little to no understanding of topic/text(s)</li> </ul>
<b>Organization</b>  AKSS: ➤ W 6.2a ➤ W 6.2c ➤ W 6.2f ➤ W 6.4	<ul style="list-style-type: none"> <li>• Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion</li> <li>• Logically groups related information into paragraphs or sections, including formatting</li> <li>• Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes ideas and information into logical introductory, body, and concluding paragraphs</li> <li>• Groups related information into paragraphs or sections, including formatting (e.g., headings)</li> <li>• Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion</li> <li>• Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive)</li> <li>• Uses some simplistic transitions to connect ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion</li> <li>• Does not group related information together</li> <li>• Uses no transitions to connect ideas</li> </ul>
<b>Support/ Evidence</b>  AKSS: ➤ W 6.2b ➤ W 6.9	<ul style="list-style-type: none"> <li>• Skillfully uses relevant and substantial text support from the resources with accuracy</li> <li>• Uses credible and varied sources</li> <li>• Develops the topic with well-integrated facts, definitions, concrete details, quotations, or other information and examples</li> </ul>	<ul style="list-style-type: none"> <li>• Uses relevant and sufficient text support from the resources with accuracy</li> <li>• Uses credible sources</li> <li>• Develops the topic with facts, definitions, concrete details, quotations, or other information and examples</li> </ul>	<ul style="list-style-type: none"> <li>• Uses mostly relevant text support but may lack sufficient evidence and/or accurate use</li> <li>• Uses mostly credible sources</li> <li>• Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples</li> </ul>	<ul style="list-style-type: none"> <li>• Does not use relevant or sufficient text support from the resources with accuracy</li> <li>• Uses few to no credible sources</li> <li>• Does not support opinion with facts, details, and/or reasons</li> </ul>
<b>Language</b> AKSS: ➤ L 6.1 ➤ L 6.2 ➤ L 6.3a ➤ W 6.2d ➤ W 6.2e	<ul style="list-style-type: none"> <li>• Uses purposeful and varied sentence structures</li> <li>• Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning/readability</li> <li>• Utilizes precise and domain-specific vocabulary accurately throughout student writing</li> </ul>	<ul style="list-style-type: none"> <li>• Uses correct and varied sentence structures</li> <li>• Demonstrates grade level appropriate conventions; errors are minor and do not interfere with the readability</li> <li>• Utilizes precise language and domain-specific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some repetitive yet correct sentence structure</li> <li>• Demonstrates some grade level appropriate conventions, but errors may interfere with the readability</li> <li>• Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately</li> </ul>	<ul style="list-style-type: none"> <li>• Does not demonstrate sentence mastery</li> <li>• Demonstrates limited understanding of grade level conventions, and errors interfere with the readability</li> <li>• Does not utilize precise language or domain-specific vocabulary</li> </ul>

\*AKSS – Common Core State Standards alignment (“W” = Writing strand; “RIT”=Reading – Informational Text; “L”= Language strand)

**AK State Standards Alignment**

<b>Strand</b>	<b>5th</b>	<b>6th</b>	<b>7th</b>
<b>Writing</b>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>8. Gather relevant information from multiple print and digital sources; 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.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>

	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.”). b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.”).
<b>Reading- Informational Text</b>	1. Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>Language</b>	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.