

Informative/Explanatory Standard Referenced Rubric 6th Grade

	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
<p style="text-align: center;">Ideas and Organization Establishes context and purpose</p> <p>6.W.2a Introduce a topic; organize ideas, concepts, and information into purposeful, coherent paragraphs.</p>	<p>The student directly and creatively addresses the prompt, and previews the ideas for the following paragraphs.</p> <p>Paragraphs have clear, insightful topics with details that support that topic.</p>	<p>The student answers the prompt directly by clearly introducing the topic, and previews the ideas for the following paragraphs.</p> <p>Paragraphs have clear topics with details that support that topic.</p>	<p>The student introduces the topic, but does not directly answer the prompt, and/or does not preview the topics for the following paragraphs.</p> <p>Paragraphs have vague or nonexistent topics and details do not always support topics.</p>	<p>A topic is not introduced, or does not answer the prompt.</p> <p>Paragraphs lack any topic and/or have random thoughts.</p>
<p style="text-align: center;">Content and Development Demonstrates critical thinking in order to develop the topic</p> <p>6.W.2b Develop the topic with relevant facts definitions, concrete details, quotations, or other information and examples.</p>	<p>Each claim is supported with 2 or more explained, well-chosen pieces of relevant support.</p>	<p>Each claim is supported with 2 pieces of relevant support.</p>	<p>Each claim is supported with less than 2 relevant pieces of support.</p>	<p>The claims are not explained with relevant support.</p>
<p style="text-align: center;">Transitions and Conclusions</p> <p>6.W.2c Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>6.W.2f Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>Each paragraph is introduced with varied transition words.</p> <p>The essay is ended by a concluding statement that follows from the information or explanation presented in a skillful way.</p>	<p>Each paragraph is introduced with a transition word.</p> <p>The essay is ended by a concluding statement that follows from the information or explanation presented.</p>	<p>Some paragraphs are introduced with transition words.</p> <p>The essay is ended by a concluding statement that partially follows from the information or explanation presented.</p>	<p>Paragraphs are not introduced with transition words.</p> <p>The essay has no concluding statement that follows from the information or explanation presented.</p>

<p style="text-align: center;">Language, Style and Sentence Structure</p> <p>6.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>6.W.2e Establish and maintain a formal style.</p> <p>6.L.3a Vary sentence patterns for meaning, reader/listener interest, and style.</p>	<p>Skillfully uses accurate and relevant sixth grade academic vocabulary.</p> <p>Formal language is used throughout the essay.</p> <p>Uses multiple sentence types throughout the essay for creativity and reader's interest.</p>	<p>Frequently uses accurate and precise sixth grade academic vocabulary.</p> <p>Formal language is used through most of the essay.</p> <p>Uses 1-2 sentence types per paragraph.</p>	<p>Uses general or non-academic vocabulary.</p> <p>Some formal language is used.</p> <p>Uses 1-2 sentence types in the whole essay and not per paragraph</p>	<p>Vocabulary is general, not specific to the topic.</p> <p>Informal language (slang) is used throughout the essay.</p> <p>Uses no variety in sentence structure.</p>
<p style="text-align: center;">Conventions</p> <p>6.L.1 Demonstrate command of the conventions of standard English grammar and usage.</p> <p>6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation.</p> <ul style="list-style-type: none"> ● Use punctuation, including commas, parentheses, and dashes correctly. ● Spell correctly 	<p>Pronouns are used correctly. Student demonstrates correct use of clauses most of the time. (7th grade standard.)</p> <p>There are no noticeable mistakes with commas or spelling.</p>	<p>Pronouns are used correctly. Grammar does not hinder meaning.</p> <p>Mistakes in commas and spelling are limited and do not hinder meaning.</p>	<p>Pronouns, if used, are sometimes correct. Grammar hinders meaning.</p> <p>Mistakes in commas and spelling occasionally hinder meaning.</p>	<p>Pronouns, if used, are used incorrectly. Misuse of grammar significantly hinders meaning.</p> <p>Mistakes with commas and spelling are found throughout and greatly hinder meaning.</p>

Alaska State Standards Alignment

NOTES: In the left criterion boxes of the rubric, the AK-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (7th) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 7th grade standards were referenced.

The letter abbreviations are as follows:

W = Writing

RIT= Reading – Informational Text

L=Language

Strand	6th	7th	8th
<p align="center">Writing</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 (or thesis statement) ; 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 and organization and style are appropriate to task, purpose, and audience.</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 (or thesis statement) 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.</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> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</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 (or thesis statement) clearly, previewing what is to follow; organize ideas, concepts, and information, into broader categories; 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.</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> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

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Reading- Informational 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.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Language	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.