



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

<b>Holistic Score</b>	<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> CCSS*: ➤ RIT – 1 ➤ W – 2	<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> CCSS: ➤ W – 2a ➤ W – 2c ➤ W – 2e ➤ W – 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> CCSS: ➤ RIT – 1 ➤ W – 2b ➤ W – 8 ➤ W – 9b	<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> CCSS: ➤ L – 1 ➤ L – 2 ➤ W – 2d	<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>

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

**CA Common Core State Standards (CCSS) Alignment**

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (6<sup>th</sup>) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 7<sup>th</sup> grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards W = Writing RIT= Reading – Informational Text L=Language

Strand	5th	6th	7th
<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>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 <b>or thesis statement</b>; 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 (including multi-paragraph texts) in which the development and organization 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>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 <b>or thesis statement</b> clearly, previewing what is to follow; <b>organize</b> 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>
<b>Reading-Informational Text</b>	<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<b>Language</b>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>