

Informative

- | | | |
|-----------------|---|---|
| Exceeds | 4 | <input type="checkbox"/> Meets all expectations set forth in Meets (3) category <input type="checkbox"/> Introduces a topic clearly, and previews what is to follow <input type="checkbox"/> Establishes and maintains a formal style <input type="checkbox"/> Uses vivid and descriptive language that support genre |
| Meets | 3 | <input type="checkbox"/> Paper examines a topic and conveys ideas, concepts, and information through the selection, organizations and analysis of relevant content (ccss 2) <input type="checkbox"/> Introduces a topic clearly, organizes ideas, concepts and information using definitions, classifications, comparison/contrast, cause and effect (ccss 2a) <input type="checkbox"/> Includes headings, graphics (tables, charts, graphs), and/or multimedia, when useful to aiding comprehension (ccss 2a) <input type="checkbox"/> Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples (ccss 2b) <input type="checkbox"/> Uses appropriate transitions to clarify the relationships among ideas and concepts (ccss 2c) <input type="checkbox"/> Uses precise language and domain-specific vocabulary to inform about or explain the topic (ccss 2d) <input type="checkbox"/> Provide a concluding statement or section that follows from the information or explanation presented (ccss 2e) <input type="checkbox"/> Uses various sources to gather information about the topic (internet, media, speakers, books, newspapers, and magazines) <input type="checkbox"/> Notes are organized, used, and information is shared in own words Provides a list of sources |
| Partially Meets | 2 | <input type="checkbox"/> Describes some aspects of topic, but lacks topic sentence <input type="checkbox"/> Includes few facts & details for focus <input type="checkbox"/> Draws information from one source <input type="checkbox"/> Notes are not organized or not used |
| Does Not Meet | 1 | <input type="checkbox"/> Limited information on topic <input type="checkbox"/> Includes little to no facts for focus <input type="checkbox"/> No outside sources |

Organization and Focus

- | | | |
|-----------------|---|--|
| Exceeds | 4 | <input type="checkbox"/> Meets all expectations set forth in Meets (3) category <input type="checkbox"/> Paper is well-developed with smooth transitions and indentations |
| Meets | 3 | <input type="checkbox"/> Includes well-developed supporting facts and details <input type="checkbox"/> Uses transition words to move the reader from one detail to the next <input type="checkbox"/> Clearly planned writing with graphic organizer, rough draft or notes <input type="checkbox"/> Document is neat and legible |
| Partially Meets | 2 | <input type="checkbox"/> Includes simple supporting details that follow a logical order <input type="checkbox"/> Rough draft, graphic organizer or notes are incomplete |
| Does Not Meet | 1 | <input type="checkbox"/> Disjointed ideas <input type="checkbox"/> Organization not well planned <input type="checkbox"/> No evidence of rough draft, graphic organizer or notes |

Language Conventions

Writing Rubric Grade-Level Standards
CC WS1 Informative- Sixth Grade

Name: _____

- Exceeds 4
- Meets all expectations set forth in Meets (3) category
 - Ensures that pronouns are in the proper case (subjective, objective, or possessive). (CCSS L 1a)
 - Uses all pronouns, including intensive pronouns correctly (CCSS L 1b)
 - Recognizes and corrects vague pronouns (i.e., ones with unclear or ambiguous antecedents (CCSS L 1d)
 - Uses correct punctuation (parentheses, dashes, hyphens or brackets) (CCSS L2a)
 - Spells correctly (CCSS L 2b)
- Meets 3
- Uses a variation of simple, compound, complex, and compound- complex sentences for meaning and interest (CCSS L 3a)
 - Use effective coordination and subordination of ideas to express complete thoughts
 - Uses indefinite pronouns and present perfect, past perfect, and future perfect verb tenses correctly
 - Ensures that verbs agree with compound subjects
 - Uses colons after the salutation in business letters, and lists when applicable
 - Uses semicolon to connect independent clauses
 - Uses commas when linking two clauses with a conjunction in compound sentences
 - Uses correct capitalization
 - Spells frequently misspelled words correctly (their, there, they're, by, buy, bye)
- Partially Meets 2
- Contains some run-on sentences
 - Uses mostly simple or compound sentences
 - Uses propositional phrases, appositives, dependent and independent clauses, transitions or conjunctions incorrectly
 - Uses verbs that are often misused (lie/lay, sit/set, rise/raise) incorrectly
 - Contains some punctuation errors Contains some capitalization errors Contains some spelling errors
- Does Not Meet 1
- Contains many run-on sentences
 - Contains many punctuation errors
 - Contains many capitalization errors
 - Contains many spelling errors

Informative: _____

Organization and Focus: _____

Language Conventions: _____

Total Score: _____

| Scoring Guide | | | |
|----------------------|----------|---|---------------------|
| Exceeds | 10-12pts | A | E: Excellent |
| Meets | 7-9pts | B | VG: Very Good |
| Partially Meets | 4-6pts | C | S: Satisfactory |
| Does Not Meet | 1-3pts | D | AC: Area of Concern |