

Grade 6 Informational/Explanatory Writing (based upon end-of-year expectations)

Trait	CCSS	4 -Achieved with Honors	3 - Achieved Proficiency	2 -Nearly Achieved	1 -Beginning
Idea Development	Developing Topic (Elaboration and Support)	Achieved all Proficient criteria <i>plus</i> : ___ Makes frequent and appropriate references to text or research. ___ Concluding statement makes insightful connections to research, the real world and/or states a question for future investigations and/or is deeply reflective of the topic.	___ Clearly states focus using important words from prompt, focus question, or topic. ___ Well-developed, organized ideas with relevant, well-chosen facts, data, definitions, concrete details, and proper text citations. ___ Provides a thoughtful concluding statement or section that ties ideas together and relates back to main idea which may connect to real world, previous investigations/research, or may state a question for future investigations/research.	___ Focus is stated yet lacks clarity. Introduction may be vague or general. ___ Development of ideas is attempted but lacks full clarity or explanation of ideas. ___ Concluding statement is vague or general. ___ Improper citation, lacking title, author, or misquoted.	___ Introduction missing or off-topic. ___ Ideas stated but lack explanation or explanation off-topic. ___ Conclusion missing or off-topic. ___ No text citations.
Organization	Format/ Structure Data/ Observation	Achieved all Proficient criteria <i>plus</i> : ___ Creative formatting that enhances comprehension. ___ Organizational strategies significantly contribute to the presentation of the topic.	___ Clearly presents ideas, concepts, information, data or observations using organizational strategies, including definitions, classification, compare and contrast, cause and effect. ___ Uses formatting (headings, graphics, charts, tables, indents paragraph beginnings) appropriate to purpose that aids comprehension.	___ Ideas are somewhat organized ___ Formatting distracts from purpose, vague indenting, or uneven left margin.	___ Writing lacks organization. ___ No formatting has been attempted; does not indent new paragraphs.
Transitions		___ Effectively uses a variety of transitional words and/or phrases to make insightful connections between ideas and concepts.	___ Frequently uses a variety of appropriate transitions to clarify the relationships among ideas and concepts.	___ Transitions used but lack variety, specificity to writing task or used inappropriately.	___ Few or no transitions used.
Conventions	Conventions Grammar Usage Punctuation	___ No spelling errors. ___ Consistently demonstrates control of conventions. ___ Sentence length and structure create a sophisticated style.	___ Spells most words correctly < 2 ___ Uses grade-appropriate capitalization and punctuation with few errors. ___ Demonstrates control of grade-appropriate grammar and conventions. ___ Appropriate pronoun/antecedent agreement. ___ No fragments or run-ons.	___ Multiple spelling errors ___ Multiple errors in capitalization or punctuation. ___ Multiple errors in grammar and conventions. ___ Vague pronoun/antecedent agreement. ___ Some fragments and/or run-ons.	___ Serious errors in spelling, capitalization and/or punctuation. ___ Serious errors in grammar or conventions. ___ Serious errors in pronoun/antecedent agreement. ___ Multiple fragments and/or run-ons.
Word Choice	Precise language Domain-specific vocabulary Audience	___ Uses a variety of sophisticated vocabulary to thoroughly convey depth of meaning.	___ Uses precise language and/or domain specific vocabulary to accurately inform or explain topic. ___ Uses a variety of appropriate word choices to convey meaning and achieve an appropriate effect.	___ Uses limited domain-specific vocabulary. ___ Uses limited precise language.	___ Lacks domain-specific vocabulary. ___ Lacks precise language.
Voice	Style	___ Writing conveys strong command of subject. ___ Demonstrates a clear understanding of audience.	___ Establishes and maintains a formal style and tone. ___ Writes with a sense of audience. ___ Maintains a consistent point of view.	___ Attempts to establish a formal style and tone. ___ Writes with little sense of audience. ___ Point of view not consistent.	___ No evidence of formal style and tone. ___ No sense of audience.