

Grade 6 Informational/ Explanatory Rubric

Criteria: <i>Statement of Purpose</i>			
4	3	2	1
The response is fully sustained and consistently and purposefully focused:	The response is adequately sustained and generally focused:	The response is somewhat sustained and may have a minor drift in focus:	The response may be related to the topic but may provide little or no focus:
The central or main idea of a topic is focused, clearly stated, and strongly maintained.	The focus is clear and for the most part maintained, though some loosely related material may be present.	May be clearly focused on the controlling or main idea, but is insufficiently sustained.	There is no central or main idea of focus.
The central or main idea of a topic is introduced and communicated clearly within the purpose, audience, and task.	Some context for the central or main idea of the topic is adequate within the purpose, audience, and task.	The central or main idea may be unclear and somewhat unfocused.	There may be a major drift; focus may be confusing or ambiguous.
Criteria: <i>Focus and Organization</i>			
4	3	2	1
The response has a clear and effective organizational structure creating unity and completeness:	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:	The response has an inconsistent organizational structure, and flaws are evident:	The response has little or no discernible organizational structure:
Effective, consistent use of a variety of transitional strategies between and among ideas.	Adequate use of transitional strategies with some variety between and among ideas.	Inconsistent use of transitional strategies with little variety.	Few or no transitional strategies are evident.
Logical progression of ideas from beginning to end.	Adequate progression of ideas from beginning to end.	Uneven progression of ideas from beginning to end.	Frequent extraneous ideas may intrude.
Effective introduction and conclusion for purpose, audience, and task.	Adequate introduction and conclusion.	Conclusion and introduction, if present, are weak.	No conclusion and introduction.
Strong connections among ideas, with some sentence variety.	Adequate, if slightly inconsistent, connection among ideas.	Weak connection among ideas.	No connections among ideas.

*Adapted from the Utah State Board of Education rubrics that assess the Utah Core Standards

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Criteria: Evidence			
4	3	2	1
<p>The response provides thorough and convincing support/evidence for the central or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p>	<p>The response provides adequate support/evidence for the central or main idea that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:</p>	<p>The response provides uneven, cursory support/ evidence for the central or main idea that includes partial or uneven use of sources, facts, and details, and achieves little depth:</p>	<p>The response provides minimal support/evidence for the central or main idea that includes little or no use of sources, facts, and details:</p>
<p>Use of evidence from sources is cited, smoothly integrated, complete, relevant, and purposefully selected.</p>	<p>Some evidence from sources is integrated, though citations may be general or imprecise.</p>	<p>Evidence from sources is weakly integrated, and citations, if present, are weak or uneven.</p>	<p>Use of evidence from sources is minimal, absent, in error, or irrelevant.</p>
Criteria: Elaboration			
4	3	2	1
<p>The response clearly and effectively expresses ideas, using precise language:</p>	<p>The response adequately expresses ideas, employing a mix of precise with more general language:</p>	<p>The response expresses ideas unevenly, using simplistic language:</p>	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p>
<p>Effective use of a variety of elaborative techniques.</p>	<p>Adequate use of some elaborative techniques</p>	<p>Weak or uneven use of elaborative techniques.</p>	<p>No elaboration.</p>
<p>Use of academic and content specific vocabulary is clearly appropriate for the audience and purpose.</p>	<p>Use of content specific vocabulary is generally appropriate for the audience and purpose.</p>	<p>Use of content specific vocabulary may at times be inappropriate for the audience and purpose.</p>	<p>Uses limited language or content specific vocabulary that may have little sense of audience or purpose.</p>
Criteria: Conventions/Editing			
2	1	0	
<p>The response demonstrates an adequate command of conventions:</p>	<p>The response demonstrates an adequate command of conventions:</p>	<p>The response demonstrates an adequate command of conventions:</p>	
<p>Some errors in usage and sentence formation may be present, but not consistently.</p>	<p>Errors in usage obscure meaning.</p>	<p>The response demonstrates a lack of command of conventions.</p>	
<p>Adequate use of punctuation, capitalization, and spelling.</p>	<p>Inconsistent use of punctuation, capitalization, and spelling.</p>	<p>Numerous punctuation, capitalization and/or spelling errors.</p>	