

6th Grade Informative Essay Rubric

	1 Below-level	2 Slightly below-level	3 At-level	4 Exceeds-level
Topic	Student responds to some or no parts of the prompt, conveying little or no understanding of the topic.	Student responds to most of the prompt, conveying some understanding of the topic.	Student responds to the entire prompt, conveying an understanding of the topic.	Student skillfully responds to the entire prompt, conveying a strong understanding of the topic.
Organization	Student does not organize the essay into logical paragraphs or sections, and does not use proper formatting. Student does not structure the essay with an introduction, body, and conclusion. Student does not use transitions to link the sections of the essay.	Student attempts to organize the essay into logical paragraphs or sections that may contain some unrelated information and occasionally use proper formatting. Student attempts to structure the essay with an introduction, body, and conclusion. Student uses simple or below grade-level transitions to link the sections of the essay.	Student organizes the essay into paragraphs or sections that use proper formatting. Student structures the essay with an introduction, body, and concluding paragraph. Student uses grade-level appropriate transitions to link the sections of the essay.	Student organizes the essay into logical paragraphs or sections that contain related information and use proper formatting. Student structures the essay with a strong thesis in the introduction, a body that includes relevant details and analysis, and an analytical conclusion. Student uses grade-level appropriate transitions to link the sections of the essay.
Support	Student does not or rarely develops the topic by using relevant facts, definitions, details, quotations, and/or other information. Student provides little or no analysis of relevant supporting content in an attempt to develop the topic.	Student attempts to develop the topic by using some relevant facts, definitions, details, quotations, and/or other information. Student provides some analysis of relevant supporting content in an attempt to develop the topic.	Student develops the topic by using relevant facts, definitions, details, quotations, and/or other information. Student provides an analysis of relevant supporting content.	Student skillfully develops the topic by using significant relevant facts, definitions, concrete details, quotations and/or other information. Student provides an accurate analysis of relevant supporting content that helps to develop the topic.

Style & Language	Student does not use a formal style. Student demonstrates little to no understanding of writing conventions, making writing difficult to understand. Student does not or inaccurately uses grade-appropriate academic and domain-specific words or phrases. Such usage detracts from the overall efficacy of the essay.	Student occasionally uses a formal style. Student demonstrates incomplete mastery of writing conventions, that may interfere with meaning. Student occasionally uses grade-appropriate academic and domain-specific words or phrases. Such usage may detract from the efficacy of the argument.	Student mostly uses a formal style. Student demonstrates good command of writing conventions. Mistakes are barely noticeable and do not interfere with meaning. Student mostly uses grade-appropriate academic and domain-specific words or phrases. Student occasionally misuses words or phrases, but such usage does not detract from the overall efficacy of the argument.	Student consistently uses a formal style. Student demonstrates excellent command, using writing conventions to enhance the overall meaning of the essay. Student consistently and appropriately uses grade-appropriate academic and domain-specific words or phrases. Such usage bolsters the efficacy of the essay.
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