Common Core Writing Rubrics, Grade 6

The following writing rubrics for the Common Core were developed by the Elk Grove Unified School District in Elk Grove, California. There are rubrics for each major writing type described in Writing Standards 1–3: argument, exposition, and narration. Posted with permission from the EGUSD Curriculum and Professional Learning Department.
Argument (W.1)
### EGUSD – Opinion/Argument Rubric, Grade 6

<table>
<thead>
<tr>
<th>Focus/Opinion</th>
<th>4 (Above Grade Level)</th>
<th>3 (At Grade Level)</th>
<th>2 (Approaching Grade Level)</th>
<th>1 (Below Grade Level)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS</strong>:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W - 1a</td>
<td>Responds skillfully</td>
<td>Responds to all</td>
<td>Responds to most parts</td>
<td>Responds to some or</td>
</tr>
<tr>
<td>W - 1b</td>
<td>to all parts of the</td>
<td>parts of the</td>
<td>parts of the prompt</td>
<td>no parts of the</td>
</tr>
<tr>
<td>W - 4</td>
<td>prompt</td>
<td>prompt</td>
<td>prompt</td>
<td>prompt</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Organizes ideas and</td>
<td>Organizes ideas</td>
<td>Organizes ideas and</td>
<td>Does not organize</td>
</tr>
<tr>
<td><strong>CCSS</strong>:</td>
<td>information into</td>
<td>and information</td>
<td>information in an</td>
<td>ideas and information</td>
</tr>
<tr>
<td>W - 1a</td>
<td>purposeful, coherent</td>
<td>into logical</td>
<td>attempted paragraph</td>
<td>coherently due to</td>
</tr>
<tr>
<td>W - 1c</td>
<td>paragraphs that</td>
<td>introductory, body,</td>
<td>structure that includes</td>
<td>lack of paragraph</td>
</tr>
<tr>
<td>W - 1d</td>
<td>include an elaborated</td>
<td>and concluding</td>
<td>a sense of introduction,</td>
<td>structure and/or</td>
</tr>
<tr>
<td>W - 4</td>
<td>introduction, body,</td>
<td>paragraphs</td>
<td>body and conclusion</td>
<td>missing introduction,</td>
</tr>
<tr>
<td></td>
<td>and insightful</td>
<td></td>
<td></td>
<td>body, or conclusion</td>
</tr>
<tr>
<td><strong>Support/Evidence</strong></td>
<td>Supports opinion</td>
<td>Supports opinion</td>
<td>Supports opinion</td>
<td>Does not support</td>
</tr>
<tr>
<td><strong>CCSS</strong>:</td>
<td>skillfully with</td>
<td>with sufficient</td>
<td>with limited and/or</td>
<td>opinion with evidence</td>
</tr>
<tr>
<td>RIT – 1</td>
<td>substantial and</td>
<td>and relevant</td>
<td>superficial evidence</td>
<td>and/or evidence is</td>
</tr>
<tr>
<td>W - 1b</td>
<td>relevant evidence</td>
<td>evidence</td>
<td></td>
<td>irrelevant or</td>
</tr>
<tr>
<td>W - 9b</td>
<td></td>
<td></td>
<td></td>
<td>inaccurate</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>Uses purposeful and</td>
<td>Uses correct and</td>
<td>Uses some repetitive yet</td>
<td>Does not demonstrate</td>
</tr>
<tr>
<td><strong>CCSS</strong>:</td>
<td>varied sentence</td>
<td>varied sentence</td>
<td>correct sentence</td>
<td>sentence mastery</td>
</tr>
<tr>
<td>L – 1</td>
<td>structures</td>
<td>structures</td>
<td>structure</td>
<td>Demonstrates limited</td>
</tr>
<tr>
<td>L – 2</td>
<td></td>
<td></td>
<td></td>
<td>understanding of grade</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>level appropriate</td>
</tr>
</tbody>
</table>

*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 (5th) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 6th grade standards were referenced.

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

<table>
<thead>
<tr>
<th>Strand</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
</tr>
</thead>
</table>
| Writing         | 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
|                 |   a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.  
|                 |   b. Provide logically ordered reasons that are supported by facts and details.  
|                 |   c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).  
|                 |   d. Provide a concluding statement or section related to the opinion presented.  
|                 | 4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.  
|                 | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
| Reading-        | 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  |
| Informational   |                                                                                               | 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| Text            | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
|                 | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| Language        | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
|                 | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
|                 | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
|                 | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
Informational/Expository (W.2)
## EGUSD – Informational/Explanatory Text-Based Rubric, Grade 6

<table>
<thead>
<tr>
<th>Focus/Information</th>
<th>4 (Above Grade Level)</th>
<th>3 (At Grade Level)</th>
<th>2 (Approaching Grade Level)</th>
<th>1 (Below Grade Level)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS*:</td>
<td>RIT – 1, W – 2</td>
<td></td>
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<tr>
<td></td>
<td>Responds skillfully to all parts of the prompt</td>
<td>Responds to all parts of the prompt</td>
<td>Responds to most parts of the prompt</td>
<td>Responds to some or no parts of the prompt</td>
</tr>
<tr>
<td></td>
<td>Demonstrates a strong understanding of topic/text(s)</td>
<td>Demonstrates an understanding of topic/text(s)</td>
<td>Demonstrates limited understanding of topic/text(s)</td>
<td>Demonstrates little to no understanding of topic/text(s)</td>
</tr>
<tr>
<td>Organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCSS:</td>
<td>W – 2a, W – 2c, W – 2e, W – 4</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion</td>
<td>Organizes ideas and information into logical introductory, body, and concluding paragraphs</td>
<td>Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion</td>
<td>Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion</td>
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<tr>
<td></td>
<td>Logically groups related information into paragraphs or sections, including formatting</td>
<td>Groups related information into paragraphs or sections, including formatting (e.g., headings)</td>
<td>Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive)</td>
<td>Does not group related information together</td>
</tr>
<tr>
<td></td>
<td>Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts</td>
<td>Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts</td>
<td>Uses some simplistic transitions to connect ideas</td>
<td>Uses no transitions to connect ideas</td>
</tr>
<tr>
<td>Support/Evidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCSS:</td>
<td>RIT – 1, W – 2b, W – 8, W – 9b</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Skillfully uses relevant and substantial text support from the resources with accuracy</td>
<td>Uses relevant and sufficient text support from the resources with accuracy</td>
<td>Uses mostly relevant text support but may lack sufficient evidence and/or accurate use</td>
<td>Does not use relevant or sufficient text support from the resources with accuracy</td>
</tr>
<tr>
<td></td>
<td>Uses credible and varied sources</td>
<td>Uses credible sources</td>
<td>Uses mostly credible sources</td>
<td>Uses few to no credible sources</td>
</tr>
<tr>
<td></td>
<td>Develops the topic with well-integrated facts, definitions, concrete details, quotations, or other information and examples</td>
<td>Develops the topic with facts, definitions, concrete details, quotations, or other information and examples</td>
<td>Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples</td>
<td>Does not support opinion with facts, details, and/or reasons</td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCSS:</td>
<td>L – 1, L – 2, W – 2d</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Uses purposeful and varied sentence structures</td>
<td>Uses correct and varied sentence structures</td>
<td>Uses some repetitive yet correct sentence structure</td>
<td>Does not demonstrate sentence mastery</td>
</tr>
<tr>
<td></td>
<td>Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning/readability</td>
<td>Demonstrates grade level appropriate conventions; errors are minor and do not interfere with the readability</td>
<td>Demonstrates some grade level appropriate conventions, but errors may interfere with the readability</td>
<td>Demonstrates limited understanding of grade level conventions, and errors interfere with the readability</td>
</tr>
<tr>
<td></td>
<td>Utilizes precise and domain-specific vocabulary accurately throughout student writing</td>
<td>Utilizes precise language and domain-specific vocabulary</td>
<td>Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately</td>
<td>Does not utilize precise language or domain-specific vocabulary</td>
</tr>
</tbody>
</table>

*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 (6th) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 7th grade standards were referenced.

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

<table>
<thead>
<tr>
<th>Strand</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
</tr>
</thead>
</table>
| **Writing** | 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
   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.  
   b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  
   c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).  
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
   e. Establish and maintain a formal style.  
   f. Provide a concluding statement or section that follows from the information or explanation presented. | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
   a. Introduce a topic or thesis statement; 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.  
   b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  
   c. Use appropriate transitions to clarify the relationships among ideas and concepts.  
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
   e. Establish and maintain a formal style.  
   f. Provide a concluding statement or section that follows from the information or explanation presented. | 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
   a. Introduce a topic or thesis statement clearly, previewing what is to follow; 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.  
   b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  
   c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  
   e. Establish and maintain a formal style.  
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **Reading-Informational Text** | 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

CPL 12.10.2012
<table>
<thead>
<tr>
<th>Strand</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
</tbody>
</table>
Narrative (W.3)
<table>
<thead>
<tr>
<th>Focus/ Setting</th>
<th>4 (Above Grade Level)</th>
<th>3 (At Grade Level)</th>
<th>2 (Approaching Grade Level)</th>
<th>1 (Below Grade Level)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS</strong>:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>W – 3a</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>W – 4</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Responds skillfully to all parts of the prompt</strong></td>
<td><strong>Responds to all parts of the prompt</strong></td>
<td><strong>Responds to most parts of the prompt</strong></td>
<td><strong>Responds to some or no parts of the prompt</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Purposefully engages and orients the reader by skillfully establishing a vivid context and introducing characters and/or a narrator</strong></td>
<td><strong>Engages and orients the reader by establishing a context and introducing characters and/or a narrator</strong></td>
<td><strong>Might engage or orient the reader by establishing a context and does not introduce characters and/or a narrator</strong></td>
<td><strong>Fails to engage or orient the reader by establishing a context and does not introduce characters and/or a narrator</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Organization/ Plot</strong></td>
<td><strong>Organizes a well-structured event sequence that unfolds logically and naturally</strong></td>
<td><strong>Organizes a clear event sequence that unfolds logically and naturally</strong></td>
<td><strong>Organizes an event sequence that unfolds naturally but may not be logical</strong></td>
<td><strong>Event sequence unfolds unnaturally and/or illogically</strong></td>
</tr>
<tr>
<td><strong>CCSS</strong>:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>W – 3a</strong></td>
<td></td>
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<td></td>
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<tr>
<td><strong>W – 3c</strong></td>
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<tr>
<td><strong>W – 3e</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>W – 4</strong></td>
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</tr>
<tr>
<td><strong>Skillfully connects a variety of transitional words, phrases, and clauses to manage the sequence of events</strong></td>
<td><strong>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts</strong></td>
<td><strong>Provides a conclusion that is connected to the narrated experiences or events</strong></td>
<td><strong>Uses few to no transition words, phrases, and/or clauses to convey sequence</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Provides a conclusion that clearly follows and reflects on the narrated experiences or events</strong></td>
<td><strong>Provide a conclusion that follows from the narrated experiences or events</strong></td>
<td><strong>Provides a conclusion that is not connected to the narrated experiences or events</strong></td>
<td><strong>Provides no conclusion or one that is not connected to the narrated experiences or events</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Narrative Techniques</strong></td>
<td><strong>Creatively uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters</strong></td>
<td><strong>Uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters</strong></td>
<td><strong>Uses some limited narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters</strong></td>
<td><strong>Uses few or no narrative techniques</strong></td>
</tr>
<tr>
<td><strong>CCSS</strong>:</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>W – 3b</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>W – 3d</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sophisticated use of precise words and phrases, relevant descriptive details, and sensory language to convey rich experiences and events</strong></td>
<td><strong>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events</strong></td>
<td><strong>Attempts to use concrete words or phrases, descriptive details, and sensory language</strong></td>
<td><strong>Fails to use concrete words or sensory details. Descriptive details, if present, are not concrete.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td><strong>Uses purposeful and varied sentence structures</strong></td>
<td><strong>Uses correct and varied sentence structures</strong></td>
<td><strong>Uses some repetitive yet correct sentence structure</strong></td>
<td><strong>Does not demonstrate sentence mastery</strong></td>
</tr>
<tr>
<td><strong>CCSS</strong>:</td>
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<tr>
<td><strong>L – 1</strong></td>
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<tr>
<td><strong>L – 2</strong></td>
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<tr>
<td><strong>Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning</strong></td>
<td><strong>Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning</strong></td>
<td><strong>Demonstrates some grade level appropriate conventions, but errors obscure meaning</strong></td>
<td><strong>Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Utilizes precise and sophisticated word choice</strong></td>
<td><strong>Utilizes strong and grade-level appropriate word choice</strong></td>
<td><strong>Utilizes vague or basic word choice</strong></td>
<td><strong>Utilizes incorrect and/or simplistic word choice</strong></td>
<td></td>
</tr>
</tbody>
</table>

*CCSS – Common Core State Standards alignment ("W" = Writing strand; "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 (5th) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 6th grade standards were referenced.

The letter abbreviations are as follows:  
- CCSS = Common Core State Standards
- W = Writing
- L = Language

<table>
<thead>
<tr>
<th>Strand</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing</strong></td>
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</tr>
<tr>
<td>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
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<tr>
<td>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</td>
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<tr>
<td>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</td>
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<tr>
<td>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</td>
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<tr>
<td>e. Provide a conclusion that follows from the narrated experiences or events.</td>
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<tr>
<td>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Language |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |