

Word Choice					
6+1 Writing Traits Rubric (3-12)	5	4	3	2	1
A.					
<i>5 = Words are specific and accurate.*</i>					
3 = Words are adequate and correct in a general sense.					
1 = Language is vague.					
B.					
5 = Words and phrases create pictures and linger in your mind.					
3 = Familiar words and phrases communicate.					
1 = "Blah, blah, blah"					
C.					
5 = The language is natural and not overdone.					
3 = Attempts at colorful language					
1 = Words are used incorrectly.					
D.					
<i>5 = Striking words and phrases often catch the reader's eye.*</i>					
3 = Passive verbs, everyday nouns and adjectives, lack of interesting adverbs.					
1 = Limited vocabulary, misuse of parts of speech.					
E.					
<i>5 = Lively verbs, precise nouns and modifiers.*</i>					
3 = Words are only occasionally refined.					
1 = Jargon or cliches, persistent redundancy.					
F.					
<i>5 = Precision is obvious.*</i>					
3 = The words and phrases are functional with only a moment or two of sparkle.					
1 = The words just don't work in this piece.					
Final Score					
5					
Words convey the intended message in a precise, interesting , and natural manner.					
3					
The language is functional, even if it lacks much energy.					
1					
The writer struggles with a limited vocabulary.					
	*Italic indicates correlation with ISTEP				

Key Question: Do the words and phrases create vivid pictures and linger in your mind?

Voice	
6+1 Writing Traits Rubric K-2	Score
5 -Experienced	
Uses text to elicit a variety of emotions	
Takes some risks to say more than what is expected	
Point of view is evident	
<i>Writes with a clear sense of audience*</i>	
Cares deeply about the topic	
4 -Capable	
Writing is individual and expressive	
Individual perspective becomes evident	
Personal treatment of a standard topic	
Writes to convey a story or idea to the reader	
Attempts non-standard point of view	
3 -Developing	
Expresses some predictable feelings	
Moments of individual sparkle, but then hides	
Repetition of familiar ideas reduces energy	
Awareness that the writing will be read by someone	
Reader has limited connection to writer	
2- Emerging	
Hints of voice present in words and phrases	
Looks different from most others	
Energy/mood is present	
Treatment of topic predictable	
Audience is fuzzy-could be anybody, anywhere	
1- Experimenting	
Communicates feeling with size, color, shape in drawing or letter imitation	
Work is similar to everyone else's	
Unclear response to task	
Awareness of audience not present	
Final Score and Comments	
<p>*Italic indicates correlation with INSTEP</p>	

Key Question: Did the writer stay focused and share original and fresh information or perspective about the topic?

Sentence Fluency	
6+1 Writing Traits Rubric K-2	Score
5 -Experienced	
Consistently uses sentence variety	
<i>Sentence structure is correct and creative*</i>	
Variety of sentence beginnings	
<i>Natural rhythm, cadence and flow*</i>	
Sentences have texture which clarify the important ideas	
4 -Capable	
Simple and compound sentences present and effective	
Attempts complex sentences	
Not all sentences begin the same	
Sections of writing have rhythm and flow	
3 -Developing	
Uses simple sentences	
Sentences tend to begin the same	
Experiments with other sentence patterns	
Reader may have to reread to follow the meaning	
Dialogue present but needs interpretation	
2- Emerging	
Strings words together to phrase	
Attempts simple sentences	
Short, repetitive sentence patterns	
Dialogue present but not understandable	
1- Experimenting	
Mimics letters and words across the page	
Words stand alone	
Patterns for sentences not in evidence	
Sentence sense not yet present	
Final Score and Comments	
<p>*Italic indicates correlation with ISTEP</p>	

Key Question: Did the writer stay focused and share original and fresh information or perspective about the topic?

Organization	
6+1 Writing Traits Rubric K-2	Score
5 -Experienced	
An original title is present (if requested)	
Transitions connect main ideas	
<i>The opening attracts*</i>	
<i>An effective ending is tried*</i>	
Important ideas stand out	
4 -Capable	
An appropriate title is present (if requested)	
Attempts transitions from sentence to sentence	
Beginning works well and attempts an ending	
<i>Logical sequencing*</i>	
Key ideas begin to surface	
3 -Developing	
A title is present (if requested)	
Limited transitions present	
Beginning but no ending except "The End"	
Attempts at sequencing and transitions	
2- Emerging	
No title (if requested)	
Experiments with beginnings	
Begins to group words/pictures	
Transitions or evidence of sequencing are haphazard	
1- Experimenting	
Ability to order or group not yet present	
No sense of beginning or end	
Connections between ideas are confusing	
Final Score and Comments	
<p>*Italic indicates correlation with ISTEP</p>	

Key Question: Did the writer stay focused and share original and fresh information or perspective about the topic?

Ideas	
6+1 Writing Traits Rubric K-2	Score
5 -Experienced	
Presents a fresh/original idea	
<i>Topic is narrow and focused*</i>	
<i>Develops one clear, main idea*</i>	
<i>Uses interesting, important details for support*</i>	
<i>Writer understands topic well*</i>	
4 -Capable	
Writing tells a story or makes a point	
Illustration (if present) enhances the writing	
Idea is generally on the topic	
Details are present but not developed (lists)	
3 -Developing	
Attempts a story or to make a point	
Illustration supports the writing	
Meaning of the general idea is recognizable/understandable	
Some ideas clear but some are still fuzzy	
2- Emerging	
Some recognizable words present	
Labels pictures	
Uses drawings that show detail	
Pictures are supported by some words	
1- Experimenting	
Uses scribbles for writing	
Dictates labels or a story	
Shapes that look like letters	
Line forms that imitate text	
Writes letters randomly	
Final Score and Comments	
<p>*Italic indicates correlation with ISTEP</p>	

Key Question: Did the writer stay focused and share original and fresh information or perspective about the topic?

Conventions	
6+1 Writing Traits Rubric K-2	score
5 -Experienced	
<i>High frequency words are spelled correctly and very close on other words*</i>	
<i>Capitals used for obvious proper nouns as well as sentence beginnings*</i>	
Basic punctuation is used correctly and/or creatively	
Indents consistently to show paragraphs	
Shows control over standard grammar	
4 -Capable	
Transitional spelling on less frequent words	
Spelling on high frequency words usually correct	
Capitals at the beginning of sentences and variable use on proper nouns	
End punctuation is correct and other punctuation is attempted	
Paragraphing variable but not present	
Noun/pronoun agreement, verb tenses, <i>subject/verb agreement*</i>	
3 -Developing	
Uses phonetic spelling on personal words	
Spelling of high frequency words still spotty	
Uses capitals at the beginning of sentences	
<i>Usually ends punctuation correctly*</i>	
Experiments with other punctuation	
Long paper may be written as one paragraph	
Attempts standard grammar	
2- Emerging	
Attempts semi-phonetic spelling	
Uses mixed upper and lower case letters	
Uses spaces between letters and words	
Consistently makes effective use of top to bottom spacing	
Random punctuation	
Nonstandard grammar is common	
1- Experimenting	
Writes letter strings	
Attempts to create standard letters	
Attempts spacing or words, letters, symbols, or pictures	
Attempts to write left to right	
Attempts to write top/down	
Punctuation, capitalization, etc not making sense yet	
Student interpretation needed to understand text/picture	
Final Score and Comments	
<p>*Italic indicates correlation with ISTEP</p>	

Name

Type of Writing

OVERALL SCORE					
6+1 Writing Traits Rubric (K-2)	5	4	3	2	1
IDEAS					
ORGANIZATION					
VOICE					
WORD CHOICE					
SENTENCE FLUENCY					
CONVENTIONS					
PRESENTATION					
Total Score					
SCORE MEANING					
5					
EXPERIENCED- shows control and skill in this trait; many strengths present					
4					
CAPABLE- on balance, the strengths outweigh the weaknesses; a small amount of revision is needed					
3					
DEVELOPING- strengths and need for revision are about equal; about halfway home					
2					
EMERGING- need for revision outweighs strengths; isolated moments hint at what the writer has in mind					
1					
EXPERIMENTING- a bare beginning; writer not yet showing any control					