

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?

Sentence Fluency					
6+1 Writing Traits Rubric (3-12)	5	4	3	2	1
A.					
<i>5 = Sentences enhance the meaning.*</i>					
3 = Sentences get the job done in a routine way.					
1 = Sentences are choppy, incomplete, rambling, or awkward. Phrasing does not sound natural.					
B.					
<i>5 = Sentences vary in length as well as structure.*</i>					
3 = Sentences are usually constructed correctly.					
1 = No "sentence sense" present.					
C.					
<i>5 = Purposeful and varied sentence beginnings.*</i>					
3 = Sentence beginnings are not ALL alike; some variety is attempted.					
1 = Sentences begin the same way.					
D.					
<i>5 = Creative and appropriate connectives.*</i>					
3 = The reader sometimes has to hunt for clues.					
1 = Endless connectives.					
E.					
5 = The writing has cadence.					
3 = Parts of the text invite expressive oral reading; others may be stiff, awkward, choppy, or gangly.					
1 = Does not invite expressive oral reading.					
Final Score					
5					
The writing has an easy flow, rhythm and cadence. Sentences are well built.					
3					
The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical.					
1	*Italic indicates correlation with ISTEP				
The reader has to practice quite a bit in order to give this paper a fair interpretive reading.					

Key Question: Can you FEEL the words and phrases flow together as you read aloud?

Voice					
6+1 Writing Traits Rubric (3-12)	5	4	3	2	1
A.					
5 = <i>The reader feels a strong interaction with the writer.*</i>					
3 = The writing communicates in an earnest, pleasing way.					
1 = Writer speaks in a kind of monotone.					
B.					
5 = <i>The writer takes a risk.*</i>					
3 = Only one or two moments surprise, delight or move the reader.					
1 = Writing is humdrum and risk-free.					
C.					
5 = <i>The tone and voice give flavor and texture to the message and are appropriate for the purpose and audience.*</i>					
3 = Writer weighs ideas carefully and discards personal insights in favor of safe generalities.					
1 = Writer is not concerned with the audience; writer's style is a complete mismatch for the intended reader.					
D.					
5 = Narrative writing seems honest, personal. Expository or persuasive writing reflects a strong commitment to the topic.					
3 = Narrative writing seems sincere; expository or persuasive writing lacks constant engagement.					
1 = Writing is lifeless or mechanical.					
E.					
5 = Narrative writing makes you think about and react to the author's ideas and point of view.					
3 = Narrative writing does not reflect unique or individual perspective on the topic.					
1 = The development of the topic is so limited that no point of view is present.					
Final Score					
5					
The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and has personality.					
3					
The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.					
1					

Key Question: Would you keep reading this piece if it were longer? MUCH longer?

Ideas					
6+1 Writing Traits Rubric (3-12)	5	4	3	2	1
A.					
<i>5 = The topic is narrow and manageable.*</i>					
3 = The topic is fairly broad.					
1 = The writer is still searching for a topic.					
B.					
<i>5 = Relevant, telling, quality details go beyond the obvious.*</i>					
3 = Support is attempted.					
1 = Information is limited or unclear or the length is not adequate for development.					
C.					
<i>5 = Reasonably accurate details.*</i>					
3 = Ideas are reasonably clear.					
1 = The idea is a simple restatement or a simple answer to the question.					
D.					
5 = Writing from knowledge or experience; ideas are fresh and original.					
3 = . Writer has difficulty going from general observations to specifics					
1 = The writer has not begun to define the topic.					
E.					
5 = Reader's questions are anticipated and answered.					
3 = The reader is left with questions.					
1 = Everything seems as important as everything else.					
F.					
5 = Insight					
3 = The writer generally stays on topic.					
1 = The text may be repetitious, disconnected, and contains too many random thoughts.					
Final Score					
5					
This paper is clear and focused. It holds the reader's attention.					
3					
The writer is beginning to define the topic, even though development is still basic or general.					
1					
The paper has no clear sense of purpose or central theme. The reader must make inferences on sketchy or missing details.					
					*Italic indicates correlation with ISTEP

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

Organization					
6+1 Writing Traits Rubric (3-12)	5	4	3	2	1
A.					
5 = An inviting intro draws the reader in.					
3 = <i>The paper has a recognizable intro and conclusion.*</i>					
1 = No real lead.					
B.					
5 = Thoughtful transitions.					
3 = Transitions often work well.					
1 = Connections between ideas are confusing.					
C.					
5 = <i>Sequencing is logical and effective. *</i>					
3 = Sequencing shows some logic, yet structure takes attention away from content.					
1 = Sequencing needs work.					
D.					
5 = Pacing is well controlled.					
3 = Pacing is fairly well controlled.					
1 = Pacing feels awkward.					
E.					
5 = The title, if desired, is original.					
3 = A title, if desired, is present.					
1 = No title is present					
F.					
5 = <i>Flows so smoothly the reader hardly thinks about it.*</i>					
3 = Organization sometimes supports the main point or story line.					
1 = Problems with organization make it hard for the reader to get a grip on the main point or story line.					
Final Score					
5	*Italic indicates correlation with ISTEP				
The organizational structure of this paper enhances and showcases the central idea or theme of the paper. Satisfying intro and conclusion.					
3					
The organizational structure is strong enough to move the reader through the text without too much confusion.					
1					
The writing lacks a clear sense of direction.					

Key Question: Does the organizational structure enhance the ideas and make it easier to understand? Or does it overpower the ideas like too much perfume in a crowded elevator?

Conventions					
6+1 Writing Traits Rubric (3-12)	5	4	3	2	1
A.					
<i>5 = Spelling is generally correct.*</i>					
3 = Spelling is usually correct or reasonably phonetic on common words.					
1 = Spelling errors are frequent.					
B.					
<i>5 = Punctuation is accurate.*</i>					
3 = End punctuation is usually correct.					
1 = Punctuation missing or incorrect.					
C.					
<i>5 = Capitalization skills are present.*</i>					
3 = Most words are capitalized correctly.					
1 = Capitalization is random.					
D.					
<i>5 = Grammar and usage are correct.*</i>					
3 = Problems with grammar and usage are not serious.					
1 = Errors in grammar and usage are very noticeable.					
E.					
<i>5 = Paragraphing tends to be sound.*</i>					
3 = Paragraphing is attempted.					
1 = Paragraphing is missing.					
F.					
<i>5 = The writer may manipulate conventions for stylistic effect: and it works.</i>					
3 = Moderate (a little of this, a little of that) editing					
1 = The reader must read once to decode, then again for meaning.					
Final Score					
5					
The writer demonstrates a good grasp of standard writing conventions.					
3					
The writer shows reasonable control over a limited range of standard writing conventions.					
1	*Italic indicates correlation with ISTEP				
Errors in spelling, punctuation, capitalization, usage and grammar and or paragraphing repeatedly distract the reader and make text difficult to read.					

Key Question: How much editing would have to be done for the writing to be ready to share with an outside source?

Presentation					
6+1 Writing Traits Rubric	5	4	3	2	1
A.					
5 = Text Structuring- If handwritten, slant is consistent, letters are clearly formed, spacing is uniform. If word-processed, appropriate use of font, and font sizes are used.					
3 = Handwriting is readable. Letter form, slant, and shape is attempted. Experimentation with font, and font size.					
1 = Difficult to read and understand text because of letter form, slant, shape and spacing. Multiple fonts used creating an unbalanced appearance.					
B.					
5 = Titles, side heads, page numbering, bullets used to assist reader in processing information.					
3 = The use of markers is attempted.					
1 = Lack of markers used. Misinterpretation by the reader may result.					
C.					
5 = Visuals (When appropriate) Effective integration of text and visuals.					
3 = Integration of visuals is attempted.					
1 = Visuals do not support text.					
D.					
5 = Appearance- The use of white space (spacing between paragraphs, sentences, topics and margins, etc) is appropriate.					
3 = Some text is crowded the edges, margins are not consistent.					
1 = Spacing is random and confusing to the reader. Little or no white space used on page.					
Final Score					
5					
The form and presentation of the text enhances the ability for the reader to understand and process the message. It is pleasing to the eye.					
3					
The writer's message is understandable in this format, but visuals cues aren't used to guide the reader's understanding.					
1					
The reader receives a garbled message due to problems relating to the presentation of the text.					

Key Question: What are the textual and visual features needed to focus the reader's attention?

Name

Type of Writing

OVERALL SCORE					
6+1 Writing Traits Rubric (3-12)	5	4	3	2	1
IDEAS					
0					
ORGANIZATION					
0					
VOICE					
0					
WORD CHOICE					
0					
SENTENCE FLUENCY					
0					
CONVENTIONS					
0					
PRESENTATION					
0					
Total Score					
SCORE MEANING					
5					
STRONG- shows control and skill in this trait; many strengths present					
4					
COMPETENT- 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					
NOT YET- a bare beginning; writer not yet showing any control					