**Student Name Date Writing Topic**

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| **6+1 Traits of Writing Rubric** |
|  | **6** | **5** | **4** | **3** | **2** | **1** |
| **Ideas** | I am an expert on my topic. The main idea is crystal clear. I have details that are unusual and not everyone already knows.  | I know a lot about my topic. It’s easy to tell the main idea. I have great details to explain the main idea.  | I understand the topic but could narrow it a little more. I can tell what the main idea is all about. I have some good details to explain the main idea.  | I stick to the topic most of the time. It might be better if the topic was smaller. I think you can figure out my main idea. I need to include more information in my details.  | II have a topic that is too big or one I don’t know much about. I think I have a main idea, but I’m not sure. I only have a few details.  | I don’t know what I want to say yet. I don’t have a main idea. I don’t have details.  |
| **Organization** | Super organization makes my ideas clear and easy to follow. My lead is a “WOW!” My conclusion is a “WOW!” Everything connects. You never wonder how I got from beginning to end.  | Every idea is in just the right place. I have a lead that introduces the paper and a conclusion that wraps it up. I have transitions that connect ideas smoothly.  | Most ideas are in the right spot. I have a lead and conclusion. I have transitions that connect most ideas.  | I have ideas that are not always in order and are confusing. I have a lead and conclusion, but they need work. I have some transitions that connect ideas clearly.  | I have ideas that go off in many directions. I have a lead or conclusion, but it needs work. I have a couple of transitions, but they don’t connect ideas clearly.  | I have ideas all jumbled up together. I have no lead or conclusion. Transitions – what are those?  |
| **Voice** | This is me. It’s as individual as my fingerprints. I am writing just for you – my reader.  | My voice is clear, and I think it sounds like me. I work hard to make my writing interesting so it will stand out.  | It sounds like me in parts of this writing. I match the audience with the purpose.  | I have a tiny part of me in this writing. I don’t usually think about the audience. I just write.  | I think there could be a moment of voice here or there. My audience? Well, who are they anyhow? | I wouldn’t read this myself if I didn’t have to. I don’t care if anyone reads this writing.  |

**PREWRITING /10** **ADDITIONAL COMMENTS:**  **ROUGH DRAFT(S) /10
PEER REVISED /10
PEER EDITED /10
TEACHER CHECK OFF /10 + PROPER SUBMISSION /8 + 6+1 TRAITS /42 = TOTAL /100**

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|  | **6** | **5** | **4** | **3** | **2** | **1** |
| **Word Choice** | I use powerful words that create a clear message. I have strong verbs, sensory words, precise nouns, and modifiers. My words paint a vivid picture in the reader’s mind.  | I use words that are clear, make sense, and are interesting. I have strong verbs, sensory words, and precise nouns. My words do point a picture in the reader’s mind. | I use words that are clear and make sense. I have some strong verbs adjectives, and adverbs. I have some unneeded words or phrases to take out, but a picture is beginning to form in my mind.  | A lot of my words are ordinary and everyone uses them. Some of my words are not strong or lively. I have too many unneeded words, so there is no clear picture in the reader’s mind.  | Use the first words that come to my mind. My words are sometimes confusing. My words do not paint a picture.  | I use words that do not seem to work. I use words I don’t understand. I use the same words over and over again.  |
| **Sentence Fluency** | The writing has an easy flow and rhythm. I use a variety of sentence types and patterns. If I used dialogue, it sounds like the way people talk and makes my writing stronger.  | The writing is easy to read aloud with expression. I use a variety of sentence beginnings and lengths, so the writing flows smoothly. Dialogue sounds the way people talk.  | The writing is easy to read aloud. I use a variety of sentence beginnings and lengths. If I used dialogue, it sounds like the way people talk most of the time.  | Choppy sentences slow the read down. I use some variety in sentences. Dialogue sounds like the way people talk some of the time.  | This is a little hard to read aloud. I used some choppy sentences and run-ons. The dialogue does not sound like the way people talk.  | This is very hard to read aloud. I mostly used choppy sentences or long, rambling sentences. Dialogue does not make sense.  |
| **Conventions** | I use conventions (grammar, spelling, punctuation, capitalization) effectively, so my writing is spectacular.  | I use conventions correctly, so my writing is easy to understand. I have few errors to fix.  | I have quite a few errors, but they don’t make my writing difficult to understand. I should do some more editing.  | My errors are beginning to make it difficult to understand my writing. Basic editing is correct. I need to do more editing.  | There are too many errors which make it difficult to understand my writing. I need to edit nearly every line.  | I have so many errors it is impossible to understand my writing.  |
| **Presentation** | All of my letters are formed correctly. My handwriting is consistent in font, size, and spacing. I fully followed appropriate formatting.  | Most of my letters are formed correctly. My handwriting is usually consistent in font, size, and spacing. I usually followed correct formatting.  | My handwriting is ok. I wasn’t consistent in font, size, and spacing. I forgot to include certain format requirements.  | My letters slant in different ways. My font, size, and spacing is inconsistent and makes my writing difficult to read. My formatting needs some work.  | It is difficult to read my handwriting. My choice of font, sizing, and spacing make it very difficult to read. I did not follow appropriate formatting procedures.  | I cannot read my own handwriting. The font, size, and spacing of the paper make it impossible to read. I ignored appropriate formatting.  |