Northeast Range Teacher's Guide 6+1 Traits Writing Rubric

Trait	1 Beginning	2 Emerging	3 Developing	4 Proficient	5 Strong	6 Exemplary
Ideas & Content *main theme, supporting, details*	• Lacks central idea, does not have clear main idea or supporting details	• Topic is too broad or too narrow, includes only a few details	• Includes main idea, some supporting details	• Evident main idea, some supporting details which may be general or limited	• Clear, focused, interesting main idea with appropriate details	• Exceptionally clear, focused, engaging with relevant, strong supporting details
Organization *structure, introduction, conclusion*	• Lack of coherence; confusing • Ideas jumbled up together • No introduction or conclusion	• Lack of structure, hard to follow • Ideas run off in too many directions • Missing or weak introduction and conclusion	• Ideas and details are not in order • Beginning and ending not fully developed • Transitions connecting some of the ideas	•Organization is appropriate • Attempt at introduction and conclusion • Some transitions connecting most of the ideas	• Strong order and structure • Inviting intro and satisfying closure • Smooth transitions	• Effectively organized in logical and creative manner • Creative and engaging intro and conclusion • Everything is connected from beginning to end
Voice *personality, sense of audience*	• Writing is lifeless • No hint of the writer	• Writing tends to be flat or stiff • Little or no hint of writer behind words	• Voice may be inappropriate or non-existent • Writing may seem mechanical • No thought of audience	• Evident commitment to topic • Inconsistent or dull personality • Audience matches purpose	• Appropriate to audience and purpose • Writer behind the words comes through • Writing is interesting to audience	• Expressive, engaging, sincere • Strong sense of audience • Shows emotion: humor, honesty, suspense or life • Writing is specifically for the audience
Word Choice *precision, effectiveness, imagery*	• Limited range of words • Some vocabulary misused • Uses the same words over and over	• Words are often repetitious, sometimes words are used inappropriately and incorrectly • Words do not paint a picture in reader's mind	• Words may be correct but mundane, ordinary • Does not include strong, lively verbs • Does not paint a picture in the reader's mind	• Language is functional, appropriate and the words make sense • Includes some strong verbs, adjectives and adverbs • Descriptions may be overdone	• Word choice is clear, makes sense, and is interesting • Includes strong verbs, some sensory words and precise nouns • Words paint a picture in the reader's mind most of the time	• Carefully chosen words that are clear, make sense, and are interesting • Strong, fresh, verbs, sensory words, and precise nouns • Words paint a picture in the reader's mind

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Sentence Fluency *rhythm, flow, variety*	• Difficult to follow or read aloud • Short choppy sentences, • If dialogue is used it does not make sense	• Some parts may be difficult to read aloud • Choppy and run-on sentences • If dialogue is used it does not sound like the way people talk	• Choppy sentences slow the reader down • Some variety in sentence beginnings and length • If dialogue is used it sounds natural some of the time	• Writing is easy to read aloud • Variety in sentence beginnings and length • If dialogue is used it sounds natural most of the time	• Easy to read aloud with expression • Good variety in length and structure • If dialogue is used it sounds like the way people talk	• Easy flow and rhythm • Variety of sentence beginnings, lengths, and flows smoothly • Dialogue enhances writing, sounds like the way people talk
Conventions *age appropriate, spelling, caps, punctuation, grammar*	• Numerous errors distract the reader and make the text difficult to read • Needs editing	• Frequent significant errors that affect readability • Nearly every line needs editing	• Limited control of conventions; frequent errors interfere with understanding • Basic (periods, caps, simple spelling) are correct • Still needs a lot of editing	• Control of most writing conventions; occasional errors with high risks • Use a variety of conventions correctly (semicolons, ellipses, dashes, etc) • Some editing	• Strong control of conventions; errors are few and minor, writing easy to understand •Uses a variety of conventions correctly and makes impression with writing • Very few corrections needed	• Exceptionally strong control of standard conventions of writing • Style added to paper through the use of conventions • No corrections needed, ready to be published or for presentation
Presentation *requirements, visuals, technology*	• Handwriting is not legible • Does not follow assignment requirements (font, style, spacing) • Selected features and visuals do not support ideas • Technology does not match project or topic	• Handwriting is difficult to read • Attempts to follow assignment requirements • Selected features and visuals make project seem unorganized • Technology choice may not match project or topic	• Handwriting is inconsistent • Follows some of the assignment requirements • Selected features and visuals may make project difficult to read • Technology choice works with the topic for the most part	• Handwriting is clear • Follows most of the assignment requirements • Selected features and visuals make project OK • Technology choice works with the topic	• Handwriting is consistent • Follows the assignment requirements inconsistently • Selected features and visuals enhance the project • Technology choice supports the topic	• Handwriting is flawless • Follows all of the assignment requirements • Selected features and visuals make project appealing visually • Technology choice strengthens and enhances the topic