**Six Traits Writing Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **6**  **Exemplary** | **5**  **Strong** | **4**  **Proficient** | **3**  **Developing** | **2**  **Emerging** | **1**  **Beginning** |
| **Ideas & Content**  *🖎  main theme*  *🖎  supporting details* |    Exceptionally clear, focused, engaging with relevant, strong supporting detail |    Clear, focused, interesting ideas with appropriate detail |    Evident main idea with some support which may be general or limited |    Main idea may be cloudy because supporting detail is too general or even off-topic |    Purpose and main idea may be unclear and cluttered by irrelevant detail |    Lacks central idea; development is minimal or non-existent |
| **Organization**  *🖎  structure*  *🖎 introduction*  *🖎  conclusion* |    Effectively organized in logical and creative manner     Creative and engaging intro and conclusion |    Strong order and structure     Inviting intro and satisfying closure |    Organization is appropriate, but conventional     Attempt at introduction and conclusion |    Attempts at organization; may be a “list” of events     Beginning and ending not developed |    Lack of structure; disorganized and hard to follow     Missing or weak intro and conclusion |    Lack of coherence; confusing     No identifiable introduction or conclusion |
| **Voice**  *🖎 personality*  *🖎 sense of audience* |    Expressive, engaging, sincere     Strong sense of audience     Shows emotion: humour, honesty, suspense or life |    Appropriate to audience and purpose    Writer behind the words comes through |    Evident commitment to topic    Inconsistent or dull personality |    Voice may be inappropriate or non-existent    Writing may seem mechanical |    Writing tends to be flat or stiff    Little or no hint of writer behind words |    Writing is lifeless    No hint of the writer |
| **Word Choice**  *🖎 precision*  *🖎effectiveness*  *🖎  imagery* |    Precise, carefully chosen    Strong, fresh, vivid images |    Descriptive, broad range of words    Word choice energizes writing |    Language is functional and appropriate    Descriptions may be overdone at times |    Words may be correct but mundane    No attempt at deliberate choice |    Monotonous, often repetitious, sometimes inappropriate |    Limited range of words    Some vocabulary misused |
| **Sentence Fluency**  *🖎 rhythm, flow*  *🖎variety* |    High degree of craftsmanship    Effective variation in sentence patterns |    Easy flow and rhythm    Good variety in length and structure |    Generally in control    Lack variety in length and structure |    Some awkward constructions    Many similar patterns and beginnings |    Often choppy    Monotonous sentence patterns    Frequent run-on sentences |    Difficult to follow or read aloud    Disjointed, confusing, rambling |
| **Conventions**  *🖎age appropriate, spelling, caps, punctuation, grammar* |    Exceptionally strong control of standard conventions of writing |    Strong control of conventions; errors are few and minor |    Control of most writing conventions; occasional errors with high risks |    Limited control of conventions; frequent errors do not interfere with understanding |    Frequent significant errors may impede readability |    Numerous errors distract the reader and make the text difficult to read |