Six Trait Student Rubric for Ideas

6

- My paper is crystal clear from the first sentence to the last. It is very easy to tell what my main idea is.
- Every detail related plainly to my main idea. My paper is focused.
- I know this topic well, and the reader can tell that by reading my paper.
- I was careful to choose interesting, unusual details that would keep readers reading.

5

- This paper makes sense. It is not confusing or vague. I think this topic is well-defined and manageable; it’s not too big.
- Almost everything I write relates to my main idea.
- I know quite a bit about this topic.
- Most of my details go beyond the obvious. The reader may gain some insight or learn one or two interesting things by reading.

4

- The reader can tell what my main idea is. I may have a moment of confusing or vague writing. This topic still needs to be smaller.
- Most of what I write relates to my main idea.
- I know some things about this topic. If I knew more, or if I’d thought about it more, the paper would be stronger.
- Some interesting or unusual details stand out. At other moments, I let my writing get too general, or I repeated things.

3

- The reader can probably guess what my main idea is. Some parts are not clear, though. I think it would help to make this topic smaller.
- Some of this information is not really related to my main idea.
- I needed to know more about this topic to do a really good job.
- I have a few interesting details, but the reader must hunt for them. A lot of this writing is general information everyone knows.

2

- My main idea is hard to figure out. I think the reader will wonder what it is I am trying to say. Maybe my topic is too big-or it is just unclear.
- A lot of this information does not relate to my main idea.
- I do not know much about my topic. Mostly I wrote to fill space.
- I need a lot more detail. This does not say much.

1

- I do not even have a main idea. I wrote whatever came into my head.
- This is just a list of facts or events
- This is unclear and confusing. Most readers will not keep reading
- I really do not include any details
Student Rubric for Organization

6
- I stick with one topic. I never wander
- I chose an organization pattern that fits my topic, purposes, and audience very well. This pattern helps make my meaning clear.
- My transitions build strong bridges from sentence to sentence, from idea to idea.
- My lead will grab the reader’s attention, and my conclusion is great.

5
- I stick with one topic most of the time.
- My organizational pattern fits my topic, purpose, and audience.
- Most of my transitions work.
- My lead introduces the reader to the paper, and my conclusion wraps up main points effectively.

4
- I might have wandered a little from my main topic – but I got back on track.
- I have an organizational pattern. I think it fits the task OK.
- I used some transitions, but the reader needs to make some connections.
- My lead goes with the rest of my paper, and my conclusion lets the reader know the paper is finished.

3
- I wandered from my main topic now and then
- I tried to follow an organizational pattern. I am not sure it fits my purpose.
- I thought about transitions, but the reader needs to make a lot of connections.
- I have a lead and a conclusion, but they both need work.

2
- I wrote about too many things. I forgot what my main topic was.
- I do not think there is a pattern here. This is more like a messy closet!
- I might have one or two transitions, but I am not sure they connect things clearly.
- I think I forgot to write a lead, and I think I forgot my conclusion, too. Many I wrote "The End".

1
- This does not make any sense. I do not even have a main topic yet.
- Pattern? Are you kidding? Nothing goes with anything else.
- How could I have transitions when nothing goes with anything else?
- There is no lead or conclusion
Student Rubric for Voice

6

• This paper is so distinctive; the reader can tell at once that it is my voice.
• I think the reader will definitely want to share this paper aloud.
• I love this topic, and my enthusiasm will make the reader like it also.
• I thought of the needs and interests of my audience throughout the paper.
• The voice of this piece is perfect for my purpose.

5

• This voice stands out from others. It is personal.
• The reader might want to share this paper aloud – I would.
• I like this topic, so a lot of energy comes through.
• I considered my audience, and I think this voice is right.
• The voice is just right for my purpose.

4

• My voice comes through clearly in parts.
• The reader might share moments here and there.
• I like this topic for the most part. The writing has some energy.
• I think the voice is an OK match for my audience.
• My voice seems OK for my purpose.

3

• I am not sure whether this paper sounds like me or not.
• This paper is not quite ready to share aloud yet.
• I could not get too excited about this topic.
• I was writing to get done, not writing for an audience.
• I do not know whether this voice fits my purpose.

2

• I do not think this sounds much like me.
• This paper is not ready to share aloud. There is not enough voice.
• I did not like this topic. I think I sound a little bored or tired.
• I just wanted it to be over. I do not care whether anyone reads this.
• Since I am not sure what my purpose is, I do not know whether my voice fits or not.

1

• I do not hear any voice in this writing.
• Share this aloud? Not for anything!
• This topic was so-o-o-o boring – plus I did not know much about it!
• Why would anyone want to read this? I do not even like it myself.
• I do not know what my purpose for writing this is.
Student Rubric for Word Choice

6
- Every word contributes to the main message.
- My verbs are powerful and give the writing energy and life.
- Sensory words and phrases paint a clear, vivid picture in the reader’s mind.
- I got rid of any clutter. Every word counts.

5
- I used a lot of strong verbs.
- I used sensory words to help paint pictures in the reader’s mind.
- I got rid of most clutter. I do not think it is a problem.

4
- My words are usually clear. The reader can figure out my main idea.
- I used some strong verbs. I guess I could use more.
- Some of my words paint pictures. Some are vague or general.
- My writing has some clutter. I could cut some words or phrases.

3
- My word choice is unclear in many places. The reader might guess my main idea.
- I think I have some verbs. I am sure I need more.
- The reader might be able to picture what I am talking about if he or she works at it.
- My writing is cluttered. I used too many words I did not need, or else my descriptions are too sketchy.

2
- My words are very unclear. I did not always know the meaning myself.
- I do not know for sure whether I used verbs. I am not sure what a verb is.
- When I read this aloud, I think it is hard to picture what I am talking about.
- I do not know for sure whether I used too many words or not enough words. I just wrote.

1
- My words are hard to understand. They are vague – or I just guessed which word to use.
- I do not know whether I used verbs. What is a verb?
- When I read this aloud, a lot of the words do not make sense to me.
- Maybe I used too many words. Maybe I used the wrong words. I do not know.
Student Rubric for Sentence Fluency

6

- My writing is clear, smooth, and easy to read. It flows!
- Sentences begin in many different ways. They range from short and snappy to long and smooth.
- It is easy to read this paper aloud with lots of expression.
- I avoided run-ons that could make my ideas hard to follow.
- If I used dialogue, it sounds like real people talking.

5

- My writing is clear and smooth most of the time. It is fairly easy to read.
- I notice a lot of variety in both length and structure.
- The variety makes it easy to read with some expression
- I avoided run-ons. I think I caught them all.
- If I used dialogue, I did a good job. It sounds real to me.

4

- Some of my writing is smooth. Some is choppy or repetitive.
- There is some variety in length and structure – some repetition too, though!
- The reader can make this writing sound expressive if he or she works at it!
- I may have one or two run-ons, but I do not think they hurt the overall flow.
- My dialogue (if I used any) sounds fairly natural; it could use a little work.

3

- Short, choppy sentences or repetition slows the reader down.
- Many sentences begin the same way. Many are the same length.
- It is not easy to read this paper aloud, but you can do it.
- In reading again, I notice some run-ons – or else my writing is too choppy.
- If I used dialogue, I think I need to make it sound more natural.

2

- This writing is bumpy, full of choppy sentences, run-ons, and repetition.
- Too many sentences begin the same way. Too many are the same length.
- It is hard to read this aloud. I tried and it was hard even for me!
- Run-ons abound. It is hard to tell where sentences begin and end.
- I do not think my dialogue sounds like real people talking.

1

- I can not tell one sentence from another. Are these sentences?
- I am not sure whether the beginnings are different. I am not sure how long my sentences are!
- This is very hard to read aloud. I do not even want to try it myself.
- I am pretty sure I used run-on sentences, but it is so hard to tell!
- Did I use dialogue? I am not sure. It is hard to pick out the dialogue!
Student Rubric for Conventions

6
- You have to be really picky to find any errors in my paper!
- I used conventions to make my message clear and to bring out the voice.
- I thoroughly edited this paper and feel confident that I found and corrected all errors.
- I looked and listened for mistakes more than once. This is ready to publish.

5
- You might find a few errors – but you will really have to hunt for them!
- I think my conventions help make my message clear.
- I checked my paper over pretty thoroughly, and I am sure I corrected the major errors.
- I looked and listened for mistakes. I might have missed some small things. It is almost ready to publish, though.

4
- You will probably notice some errors. I need to edit more carefully.
- My message is still clear, I think.
- Though I did check it over quickly, I should probably take one more look.
- This paper still needs careful editing before its ready to publish.

3
- I have too many errors. This draft is still pretty rough!
- I did some things correctly. Still – I am not sure my message is always clear.
- Just looking the paper over, I see enough errors in spelling, punctuation, or grammar to slow a reader down.
- This could use a lot of editing. It is not ready to publish.

2
- I have a lot of errors! Wow! This is hard to read.
- I did a few things correctly, but mistakes get in the way of my message.
- The errors in spelling, punctuation, and grammar will definitely slow a reader down.
- I need to read this aloud and edit it line by line before I publish it.

1
- I made so many mistakes I can hardly read this myself.
- It is hard to find things done correctly or even to tell what my message is.
- I see many errors – and many kinds of errors – here.
- I need to read this aloud, work with a partner, and edit my paper word by word before I publish it.