

Language Policy – Appendix 8 - Writing Trait Rubrics

Six traits rubric for Primary writers K-2

	IDEAS	ORGANISATION	VOICE	WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
5. EXPERIENCED	<ul style="list-style-type: none"> -Ideas are fresh and original -Topic is narrow and focused -Develops one clear, main idea -Uses interesting, important details for support 	<ul style="list-style-type: none"> -Original title -Transitions connect main ideas -Effective opening and ending -Easy to follow -Important ideas stand out 	<ul style="list-style-type: none"> -Words elicit emotions -Says more than is expected -Point of view is evident -Clear sense of audience -Cares about the topic 	<ul style="list-style-type: none"> -Everyday words used well -Precise, fresh, original words -Vivid images -Avoids repetition, clichés, vagueness -Attempts figurative language 	<ul style="list-style-type: none"> -Consistent use of sentence variety -Sentence structure is correct and creative -Varied beginnings -Natural rhythm and flow -Texture denotes main ideas 	<ul style="list-style-type: none"> -High frequency words spelled correctly -Capitals for proper nouns and beginnings -Basic punctuation correct -Indents consistently -Shows control over grammar
4. CAPABLE	<ul style="list-style-type: none"> -Writing tells a story or makes a point -Illustration enhances writing -Idea is generally on topic -Details are present but not developed 	<ul style="list-style-type: none"> -Appropriate title -Attempts transitions sentence-to-sentence -Good beginning and attempted ending -Logical sequencing -Key ideas begin to surface 	<ul style="list-style-type: none"> -Individual and expressive -Perspective becomes evident -Personal treatment of standard topic -Conveys ideas to reader -Attempts non-standard point of view 	<ul style="list-style-type: none"> -Uses favourite words correctly -Experiments with new words -Tries to use words for specificity -Attempts to use descriptive words to create images 	<ul style="list-style-type: none"> -Simple and compound sentences present and effective -Attempts complex sentences -Varied beginnings -Sections have rhythm and flow 	<ul style="list-style-type: none"> -Most high frequency words spelled correctly -Capitals for beginnings and some proper nouns -End punctuation correct, other attempted -Variable paragraphing -s/v and n/p agreement, correct verb tense
3. DEVELOPING	<ul style="list-style-type: none"> -Attempts a story or a point -Illustration supports writing -Meaning of the general idea is recognisable -Some ideas are clear, but some are still fuzzy 	<ul style="list-style-type: none"> -Title present -Limited transitions -Beginning but no ending, except 'The End' -Attempts at sequencing 	<ul style="list-style-type: none"> -Expresses predictable feelings -Moments of individual 'sparkle' -Repetition of familiar ideas -Awareness that writing will be read, but limited connection to reader 	<ul style="list-style-type: none"> -General, ordinary words -Attempts new words, but they don't always work -Settles for the word that 'will do' -Big words only used to impress reader -Relies on slang, repetition, clichés 	<ul style="list-style-type: none"> -Simple sentences -Same beginnings -Experiments with other patterns -Meaning not always clear on first read -Dialogue present but needs clarification 	<ul style="list-style-type: none"> -Phonetic spelling -Capitals for beginnings -Most end punctuation correct -Experiments with other punctuation -No paragraphing -Attempts standard grammar
2. EMERGING	<ul style="list-style-type: none"> -Some recognisable words present -Pictures labelled and supported by words -Drawings show details 	<ul style="list-style-type: none"> -Writes left-to-right -Writes top-to-bottom -Experiments with beginnings -Begins to group like words/pictures 	<ul style="list-style-type: none"> -Hints of voice -Predictable treatment of topic -Energy is present -Audience could be anybody 	<ul style="list-style-type: none"> -Recognisable words -Environmental words used correctly -Attempts phrases -Functional language 	<ul style="list-style-type: none"> -Strings words together -Attempts simple sentences -Short, repetitive patterns -Dialogue present but not understandable 	<ul style="list-style-type: none"> -Attempts phonetic spelling -Uses mixed upper and lower case letters -Random punctuation -Non-standard grammar is common
1. EXPERIMENTING	<ul style="list-style-type: none"> -Uses scribbles for writing -Dictates labels or story -Shapes that look like letters -Line forms that imitate text 	<ul style="list-style-type: none"> -Attempts to write left-to-right and top-to-bottom -No sense of beginning and end yet -Experiments with spacing 	<ul style="list-style-type: none"> -Communicates feeling in drawings -Work is similar to everybody else's -Ambiguous response to task -Not aware of audience 	<ul style="list-style-type: none"> -Writes letters in strings -Imitates word patterns -Pictures stand for words -Copies environmental print 	<ul style="list-style-type: none"> -Mimic letters and words -No patterns for sentences evident 	<ul style="list-style-type: none"> -Letter strings not phonetic -Attempts standard letters -Attempts spacing

Name _____ Humanities color _____ Score _____ / 30 = _____ %

Personal Narrative - Six Traits Rubric

Ideas	Organization	Voice	Word Choice	Sentence Fluency	Conventions
5 The narrative tells about an unforgettable experience. The details make the story truly memorable.	5 The organization makes the narrative enjoyable and easy to read.	5 The writer's voice creates an unforgettable experience for the reader.	5 The writer's exceptional word choice captures the experience.	5 The sentences are skillfully written and original. They keep the reader's attention.	5 Grammar and punctuation are correct, and the writing is free of spelling errors.
4 The writer tells about an interesting experience. Details help create the interest.	4 The narrative is well organized, with a clear beginning, middle & end. Transitions used well.	4 The writer's personal voice creates interest in the story. Dialogue is used.	4 Specific nouns, strong verbs, and well-chosen modifiers create vivid pictures and express clear feelings.	4 The sentences show variety and are easy to read and understand.	4 The narrative has a few minor errors in punctuation, spelling, or grammar.
3 The writer tells about an interesting experience. More details are needed.	3 The narrative is well organized. Most of the transitions are helpful.	3 The writer's voice creates interest in the story. More dialogue is needed.	3 Specific nouns and strong verbs are used. Modifiers needed to create a clearer picture.	3 The sentences are varied, but some should flow more smoothly.	3 The narrative has several errors in punctuation, spelling, or grammar.
2 The writer needs to focus on one experience. Some details do not relate to the story.	2 The order of events needs to be corrected. More transitions needed. One part is weak.	2 A voice can usually be heard. More dialogue is needed.	2 Strong nouns, verbs, and modifiers are needed to create a clear picture.	2 A Better variety of sentences is needed. Sentences do not read smoothly.	2 Some errors confuse the reader.
1 The writer needs to focus on one experience. Details are needed.	1 The beginning, middle and end all run together. The order is unclear.	1 The voice is weak. Dialogue is needed.	1 General and over-used words do not create a clear picture.	1 Many short or incomplete sentences make the writing choppy.	1 Many errors make the narrative confusing and hard to read.