

*Ideas*

*Words*

*Voice*

*Fluency*

**SIX TRAITS  
RUBRICS  
AND  
RESOURCES**

*Conventions*

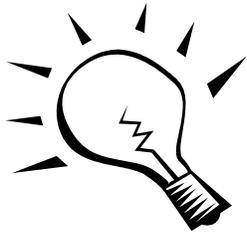
*Organization*

**Poway Unified School District**  
**Traits Based Rubric – Elementary Version – Draft**

<b>Organization</b>	<b>Word Choice</b>	<b>Conventions</b>
<b>6</b>	<b>6</b>	<b>6</b>
<ul style="list-style-type: none"> <li>- Pieces have a clearly described theme, balanced with carefully connected details.</li> <li>- The choice of organization fits perfectly with the purpose and audience</li> <li>- An engaging lead hooks the reader</li> <li>- Transitions are varied and natural</li> <li>- Pacing feels natural; the reader does not get stuck in too many details or repetition</li> <li>- The ending ties the piece together and clearly demonstrates it is finished.</li> <li>- Internal organization is varied, and does not appear formulaic</li> </ul>	<ul style="list-style-type: none"> <li>- Word choice is precise and interesting. The reader sees that the author has worked to find interesting words that are carefully placed to convey an engaging and clear message.</li> <li>- The writer uses expressive verbs, phrasing and figurative language that is not overdone.</li> <li>- Varied vocabulary, onomatopoeia, synonyms, slang or understatement are used purposefully and are not overstated.</li> <li>- The choices of words are appropriate for the audience and the purpose of the piece.</li> </ul>	<ul style="list-style-type: none"> <li>- Writing demonstrates excellent control over writing mechanics</li> <li>- Writing shows command of punctuation, grammar, spelling and paragraphing even in long complex sentences or writing pieces.</li> <li>- At times non-standard uses of conventions are controlled for stylistic affect.</li> <li>- Paragraphing is consistently applied throughout</li> <li>- Very minor editing required.</li> </ul>
<b>4</b>	<b>4</b>	<b>4</b>
<ul style="list-style-type: none"> <li>- Organization is acceptable and coherent.</li> <li>- Piece contains a beginning, middle and end and supporting details.</li> <li>- The piece attends to audience and purpose</li> <li>- A beginning and conclusion are in place but limited in development.</li> <li>- Body is in a logical order and pacing is developing</li> <li>- Transitions are usually present, but may be formulaic, repetitious or emerging</li> <li>- A sense of pacing exists, though organization may be overly structured</li> </ul>	<ul style="list-style-type: none"> <li>- Words acceptably convey the message and the vocabulary is generally effective for the audience and purpose of the writing.</li> <li>- The writing shows some attempts at varying types of words used, expressive verbs and/or figurative language</li> <li>- Some attempts are made to use rich and varied vocabulary though they may not fit</li> <li>- Openings or use of stylistic devices like onomatopoeia or slang are attempted, but may be formulaic or overused</li> </ul>	<ul style="list-style-type: none"> <li>- Writing demonstrates an adequate control and consistent use of conventions. Some mistakes in grammar, punctuation and spelling are evident but they do not significantly detract from the content.</li> <li>- Text and sentence structure may be limited, but mechanics are generally correct.</li> <li>- Non standards use of conventions may be attempted, but are at times feel out of place</li> <li>- Paragraphing is basically in place</li> <li>- A moderate amount of editing is required.</li> </ul>
<b>2</b>	<b>2</b>	<b>2</b>
<ul style="list-style-type: none"> <li>- Writing lacks coherence and confuses the reader. There is some sense of structure emerging, though very limited.</li> <li>- Details are randomly placed or listed</li> <li>- Lack of transitions</li> <li>- Pacing is consistently awkward, either burdened by trivia or rushed.</li> </ul>	<ul style="list-style-type: none"> <li>- Language is monotonous and limited in range of vocabulary</li> <li>- Often words are incorrect, flat or repeated throughout.</li> <li>- Words are general and vague</li> <li>- Word choice is distracting from the message.</li> </ul>	<ul style="list-style-type: none"> <li>- Many errors in mechanics, punctuation, spelling, and usage</li> <li>- Simple punctuation rules inconsistently applied, or missing.</li> <li>- Numerous spelling errors impacting the delivery of the message.</li> <li>- Significant need for editing</li> </ul>

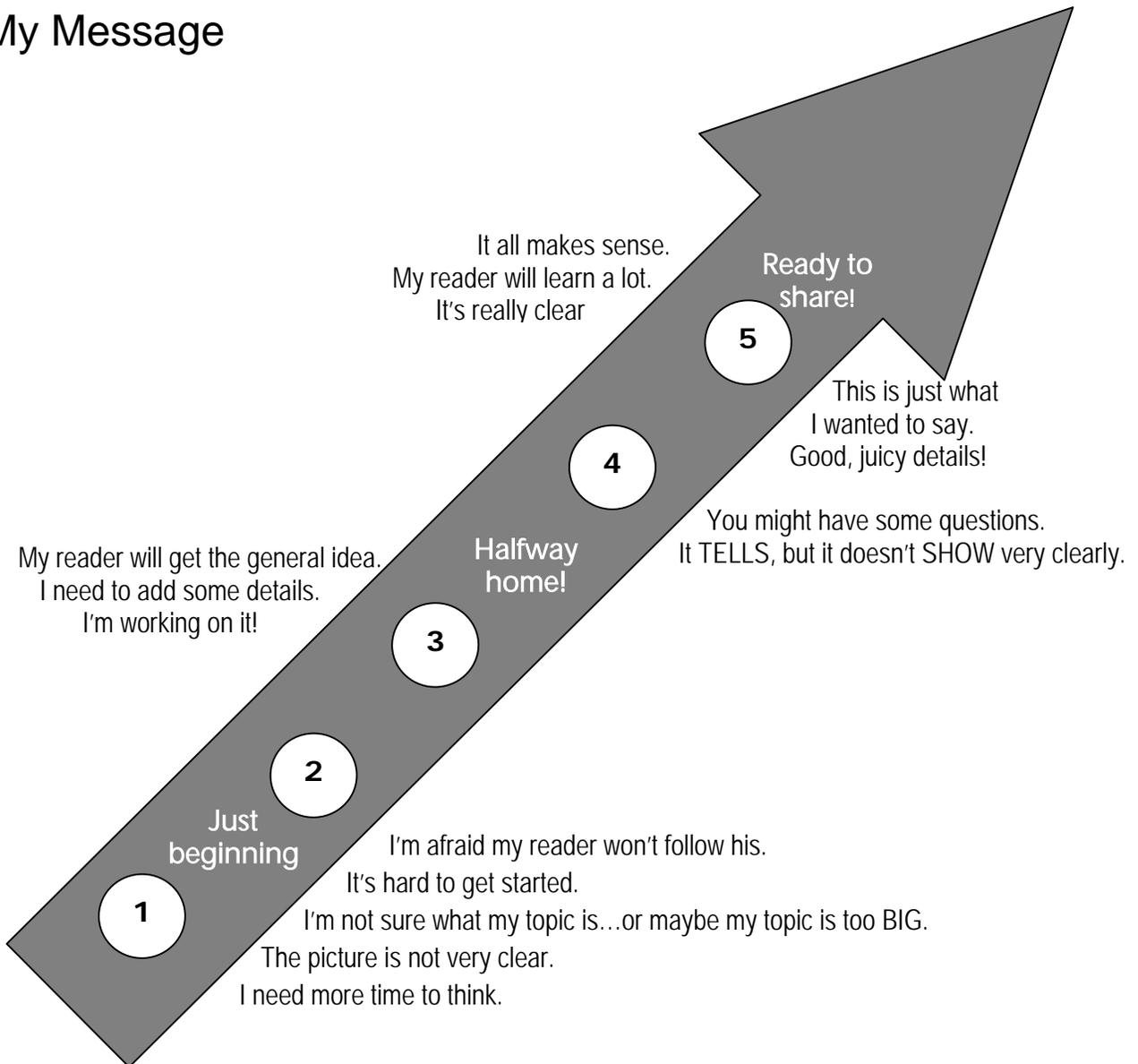
**Poway Unified School District**  
**Traits Based Rubric – Elementary Version – Draft**

Idea Development	Sentence Fluency	Voice
<p style="text-align: center;"><b>6</b></p> <ul style="list-style-type: none"> <li>- The writing is fluent, fully developed, engaging and highly focused</li> <li>- The author demonstrates knowledge of the audience and fulfills the purpose of the piece</li> <li>- Main ideas are supported with engaging use and careful placement of rich details</li> <li>- Details are linked together to give the piece a strong sense of balance and maintains focus</li> <li>- The writer uses insight, previous experience or unique perspective to illustrate themes or main idea(s).</li> </ul>	<p style="text-align: center;"><b>6</b></p> <ul style="list-style-type: none"> <li>- The author uses sophisticated and varied sentence structures to enhance style and give and expressive sense to the writing</li> <li>- The mix of sentences gives the writing a sense of flow and rhythm</li> <li>- The beginnings build on the sentence before and add interest overall</li> <li>- Stylistic devices such as dialogue, and fragments are crafted to add style</li> <li>- The piece invites oral recitation</li> </ul>	<p style="text-align: center;"><b>6</b></p> <ul style="list-style-type: none"> <li>- The writer has chosen a style that shows close attention to interacting with the audience and monitoring the purpose.</li> <li>- The writing presents a personal expression that gives the paper a personal character.</li> <li>- The writing seems committed to the topic, is expressive, engaging or sincere.</li> <li>- Narrative text has a strong, lively, personal voice that is open and honest</li> <li>- Expository text is provocative, and designed to hold the reader’s attention.</li> </ul>
<p style="text-align: center;"><b>4</b></p> <ul style="list-style-type: none"> <li>- The writing is focused and allows the reader to clearly understand the main idea.</li> <li>- The author is aware of audience and purpose</li> <li>- Supporting details are present, but are often general, limited in depth or patterned</li> <li>- Some attempt at linking details</li> <li>- Placement of details may be out of balance with the main ideas.</li> <li>- Some attempt at incorporating unique perspective, personal experience or insight.</li> </ul>	<p style="text-align: center;"><b>4</b></p> <ul style="list-style-type: none"> <li>- The writing has a sense of natural flow, and attempts at natural phrasing</li> <li>- Sentence pattern may be mechanical, or patterned in structure</li> <li>- Sentence variety is evident</li> <li>- Sentence structure and usage are correct.</li> <li>- Some sentences may have varied beginnings</li> <li>- Stylistic devices such as dialogue, if used, sound natural but may be formulaic</li> <li>- The piece is easy to read orally, though sentence choice may rely on repetitive patterns</li> </ul>	<p style="text-align: center;"><b>4</b></p> <ul style="list-style-type: none"> <li>- The writer deals with the topic effectively, and a voice is present, though at times inconsistent.</li> <li>- The writer has a sense of audience and purpose, but may not be applying a voice to engage the audience.</li> <li>- Liveliness, humor or sincerity are attempted but may miss the mark or be inappropriately placed.</li> <li>- The work may be overly structured, or formulaic and lack a personal touch.</li> </ul>
<p style="text-align: center;"><b>2</b></p> <ul style="list-style-type: none"> <li>- Attempt at main idea and development of idea, but in general the paper is unfocused and the main idea is hard to distinguish</li> <li>- The author does not attempt to write to a purpose or understand the audience.</li> <li>- The reader is forced to rely on inference.</li> <li>- Irrelevant or burdensome details present</li> </ul>	<p style="text-align: center;"><b>2</b></p> <ul style="list-style-type: none"> <li>- The writing is characterized by simple sentences and choppy or abrupt rhythm.</li> <li>- No variety exists in sentence use. Transitions are missing or highly repetitive</li> <li>- Serious errors in structure or usage make the paper hard to tell where sentences begin and end and difficult to read aloud.</li> </ul>	<p style="text-align: center;"><b>2</b></p> <ul style="list-style-type: none"> <li>- The writing is straightforward and simple.</li> <li>- There is little commitment to the audience, purpose or a style in writing.</li> <li>- Little attempt is made to engage the reader</li> <li>- The writing is highly repetitious or lacks attempts at humor, thoughts or personal touch.</li> </ul>



# Ideas

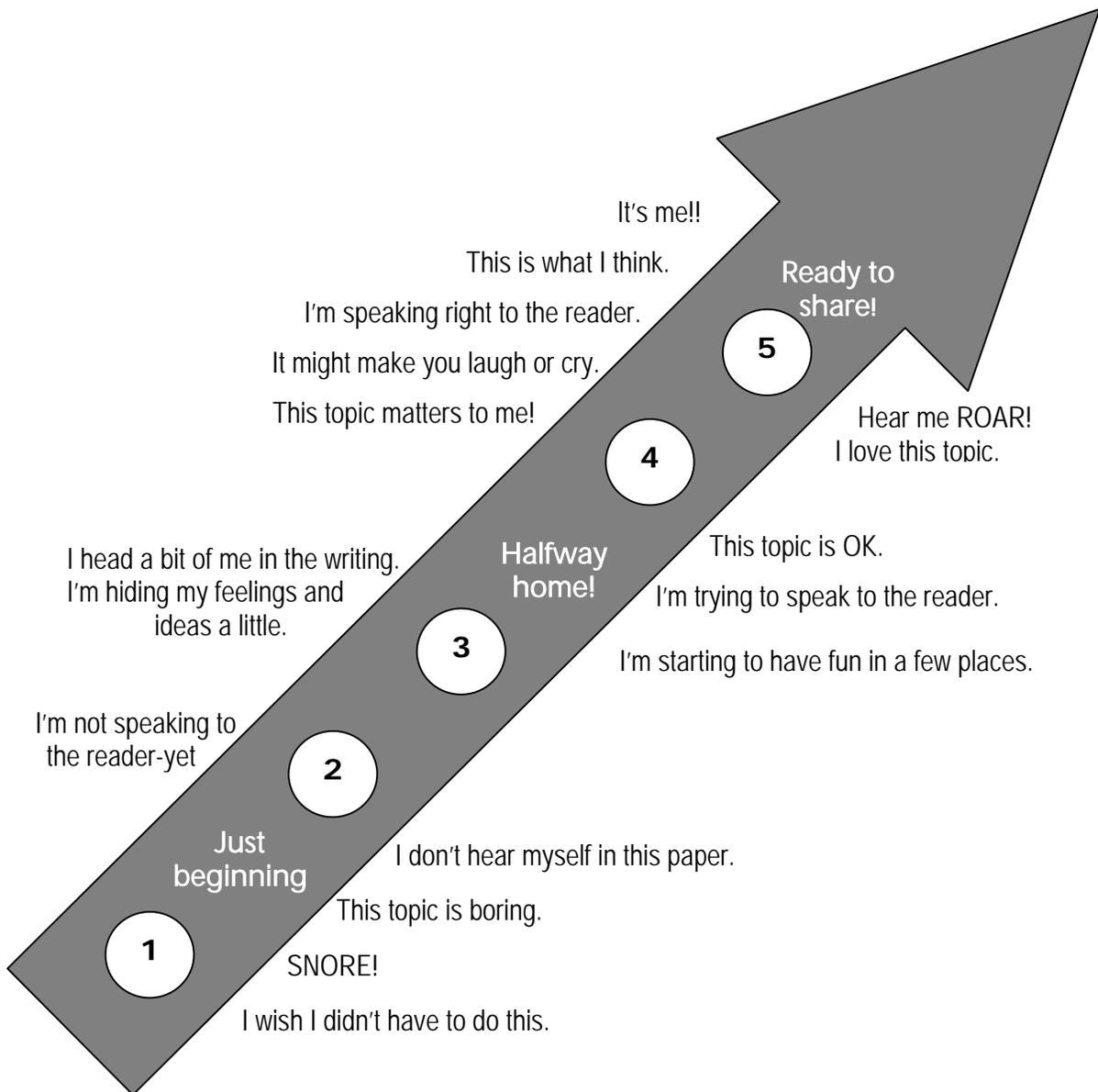
## My Message





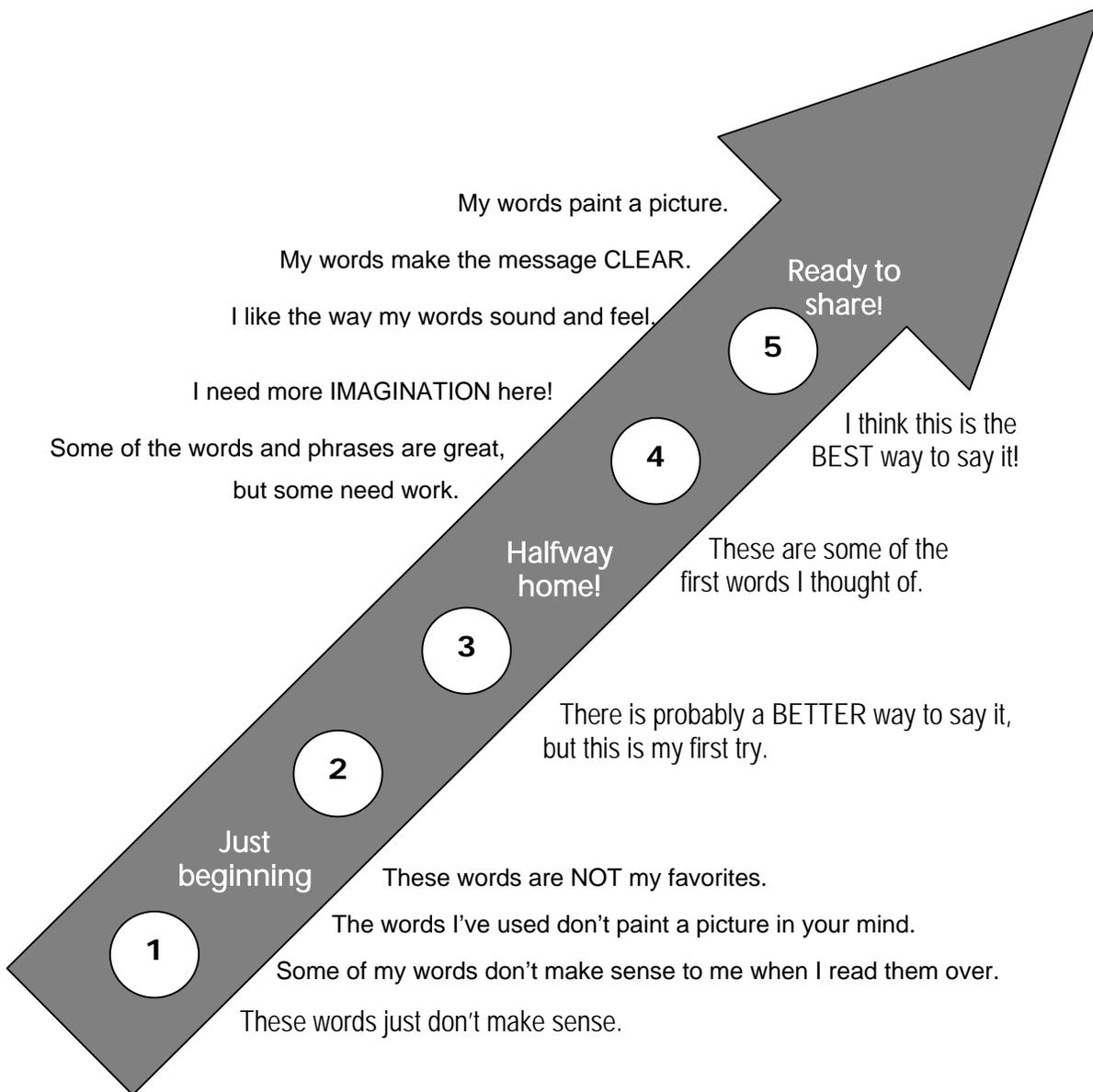
# Voice

## Putting Myself in My Writing



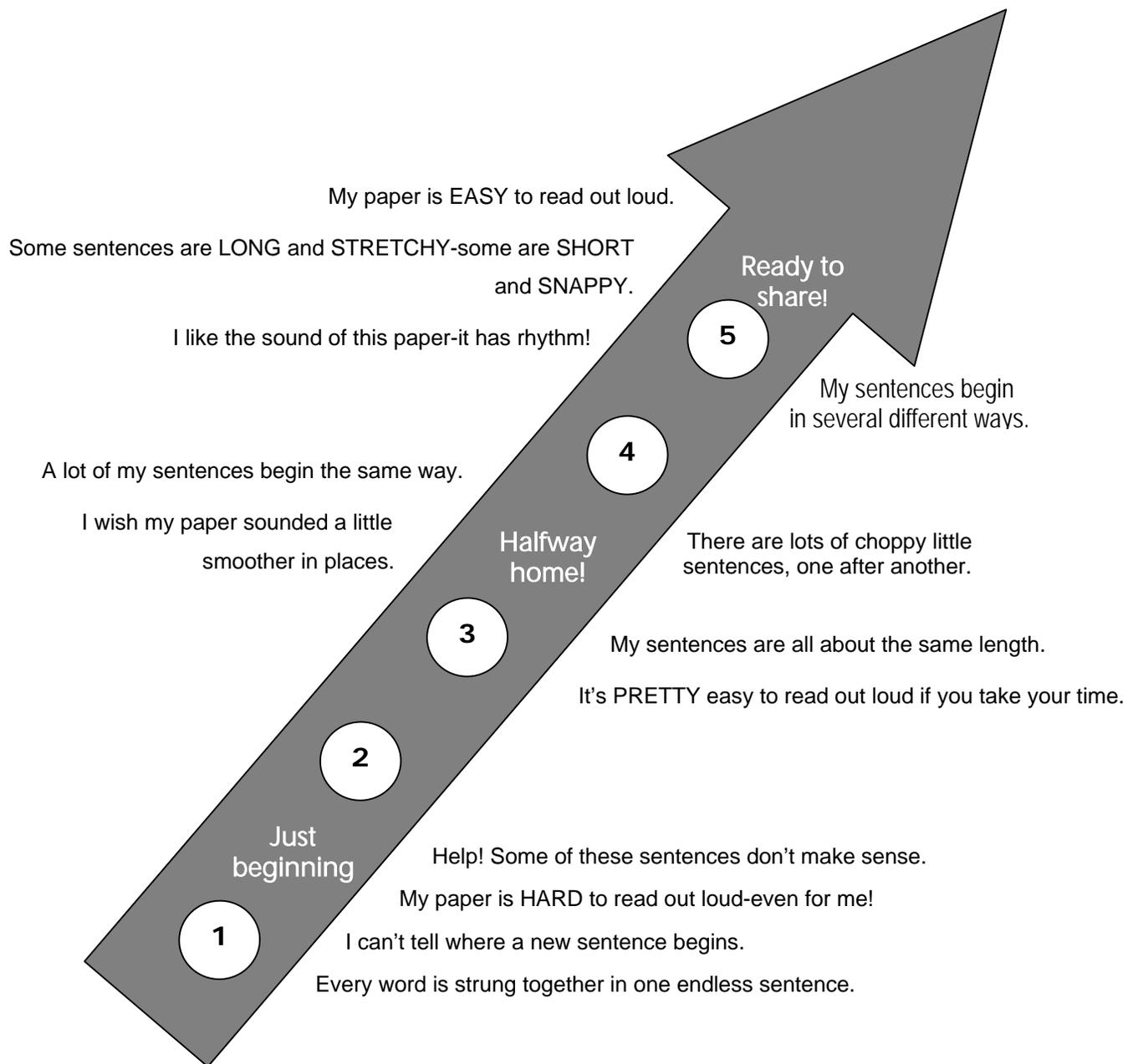
# Word Choice

## Playing With Language



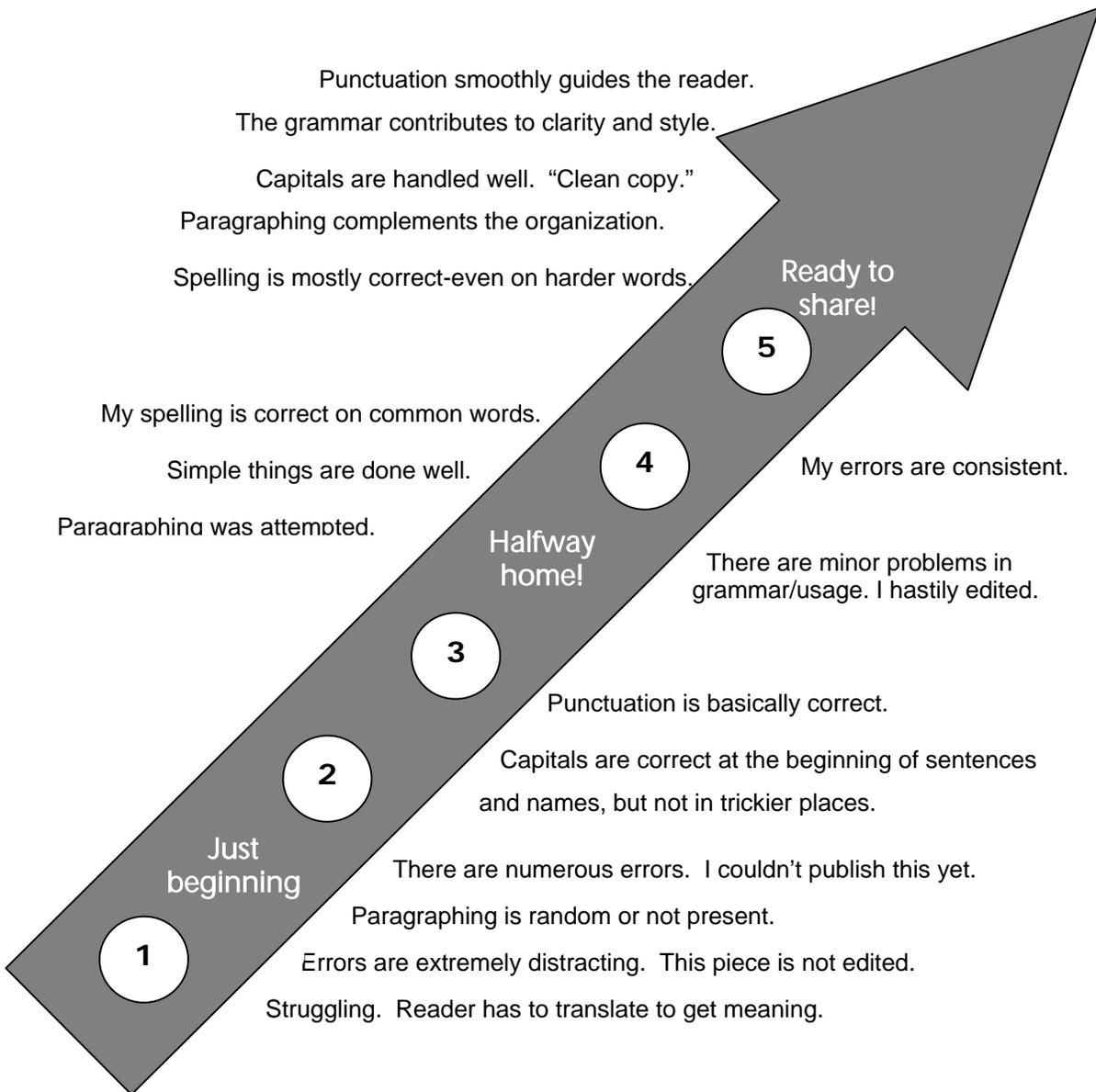
# Sentence Fluency

## Listening to the Sound



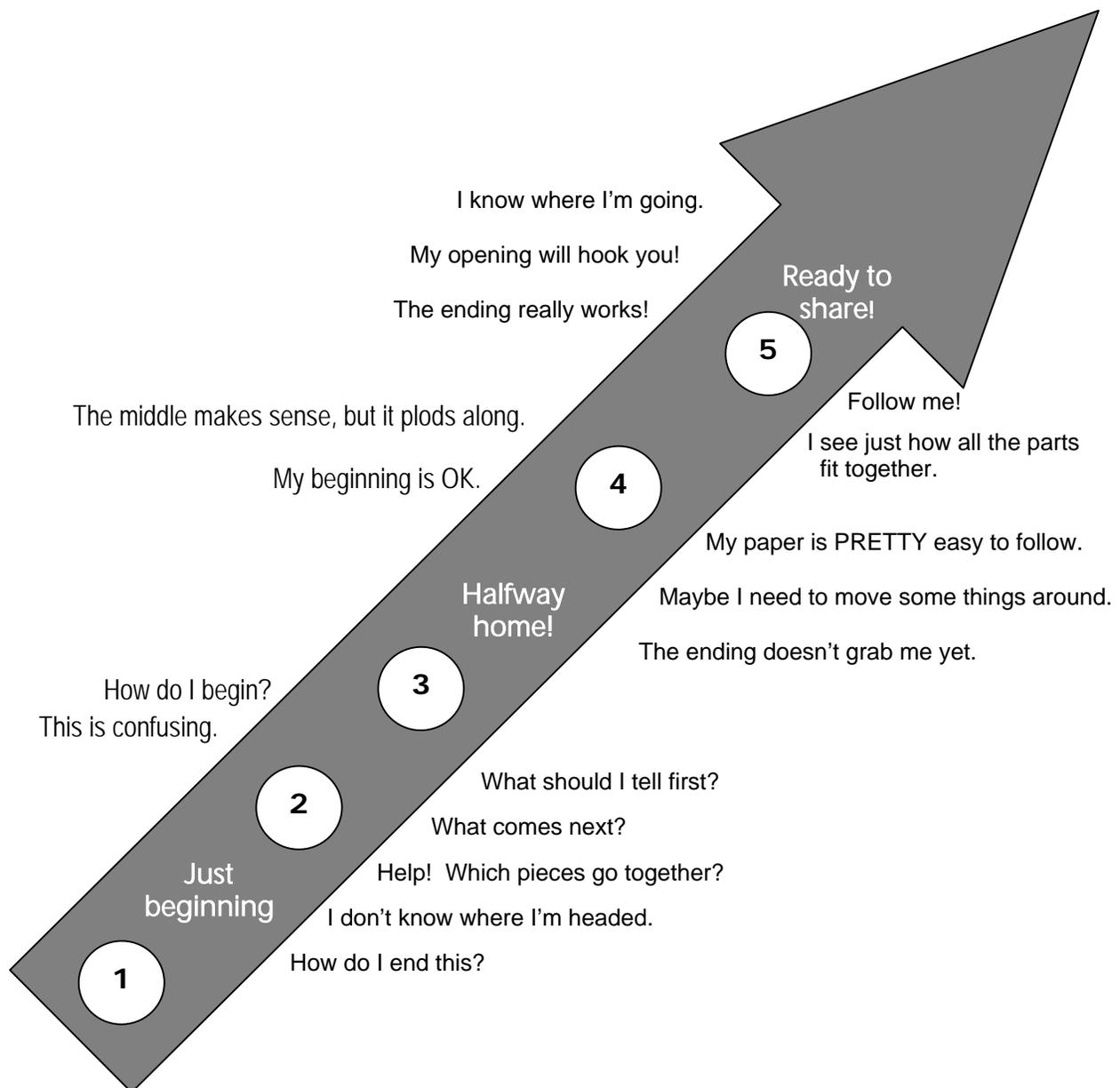
# Conventions

## Editing



# Organization

## From Beginning to End



# Presentation

## How the Writing Looks on the Page

