

6-Traits • Scoring Rubric • Grade 1

Name: _____ Date: _____

<input type="checkbox"/> Writing to Express Personal Ideas <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Writing to Persuaade	1 point Emerging	2 points Developing	3 points Competent	4 points Strong
Ideas and Development <ul style="list-style-type: none"> • Relates sentences to topic • Writes simple story, makes a point, or informs about a topic • Supports writing with illustrations • Includes several sentences in writing • Includes 2 or more details related to story or point 				
Organization <ul style="list-style-type: none"> • Writes a strong beginning • Attempts an ending • Consistently uses spacing between words • Uses logical sequencing • Links sentences with transitions • Uses multiple sentences that support story or main idea 				
Voice <ul style="list-style-type: none"> • Expresses personal thoughts and feelings about the topic • Begins to express some consistent feelings about the topic • Begins to reflect individuality in writing 				
Word Choice <ul style="list-style-type: none"> • Uses known high frequency words • Begins to use descriptive words • Begins to write words specific to a topic • Begins to use specific verbs 				
Sentence Fluency <ul style="list-style-type: none"> • Uses simple and compound sentences • Varies sentence beginnings • Is easy to read aloud • Uses conjunctions correctly 				
Conventions <ul style="list-style-type: none"> • Demonstrates beginning, middle, ending sounds • Uses phonetics spelling that is closer to correct spelling • Spells phonetic or standard spelling to write independently • Spells learned high frequency words correctly • Capitalizes beginning of sentences, names, and months • Places periods, question marks, or exclamation points at end of sentence 				
Column Sub-totals of Points ▶				

TOTAL NUMBER OF POINTS ▶

ANALYTIC SCORE	<p>1 - Emerging: Demonstrates minimal application of the criteria</p> <p>2 - Developing: Demonstrates developing application of the criteria</p> <p>3 - Competent: Demonstrates general or fundamental application of the criteria</p> <p>4 - Strong: Demonstrates a thorough or complete application of the criteria</p>
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TOTAL SCORE	<p>Below 12 Minimal application</p> <p>12-17 Developing application</p> <p>18-20 General or fundamental application</p> <p>21-24 Thorough or complete application</p> <p>Non-Scoreable (NS) Is illegible/incoherent/blank</p>
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6-Traits • Scoring Rubric • Grade 2

Name: _____ Date: _____

<input type="checkbox"/> Writing to Express Personal Ideas <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Writing to Persuaade	1 point Emerging	2 points Developing	3 points Competent	4 points Strong
Ideas and Development <ul style="list-style-type: none"> • Develops ideas that are clear and connected • Tells a complete story or makes a point with support • Includes illustrations that add detail to text • Includes topic sentence and supporting sentences in informational writing • Includes multiple (3 or more) details to story or point • Demonstrates expanded knowledge of topic 				
Organization <ul style="list-style-type: none"> • Writes a strong beginning, middle, and end when telling a story • When writing to inform, groups “like” information together • Writes a topic sentence • Writes an opening that attracts • Writes definite conclusion sentences • Uses transitional words to connect ideas 				
Voice <ul style="list-style-type: none"> • Shows evidence of point of view • Demonstrates writing that is individual and expressive • Characterizes voice: humorous, serious, angry, etc. • Demonstrates attention to audience 				
Word Choice <ul style="list-style-type: none"> • Writes words specific to the topic and audience • Experiments with new and different words • Uses a variety of words with little repetition • May use figurative language such as similes and metaphors 				
Sentence Fluency <ul style="list-style-type: none"> • Begins to vary rhythm by using simple, compound, and complex sentences • Uses a variety of sentence beginnings • Uses a variety of sentence lengths • Uses a variety of sentence types (declarative, imperative, interrogative, exclamatory) • Employs smooth transitions from one sentence to the next 				
Conventions <ul style="list-style-type: none"> • Uses correct spelling for most words • Uses phonetic spelling that is closer to correct spelling • Spells assigned high frequency words correctly • Capitalizes proper nouns and beginnings of sentences • Places punctuation correctly (endings, commas, quotation marks) • Indents or separates paragraphs 				
Column Sub-totals of Points ▶				

TOTAL NUMBER OF POINTS ▶

ANALYTIC SCORE	<p>1 - Emerging: Demonstrates minimal application of the criteria</p> <p>2 - Developing: Demonstrates developing application of the criteria</p> <p>3 - Competent: Demonstrates general or fundamental application of the criteria</p> <p>4 - Strong: Demonstrates a thorough or complete application of the criteria</p>
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TOTAL SCORE	<p>Below 12 Minimal application</p> <p>12-17 Developing application</p> <p>18-20 General or fundamental application</p> <p>21-24 Thorough or complete application</p> <p>Non-Scoreable (NS) Is illegible/incoherent/blank</p>
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