

Grade 6

Six Traits Rubric for Narrative Writing

<p style="text-align: center;"><u>Ideas</u></p> <p>6 The narrator tells about an unforgettable experience. The details make the experience truly memorable.</p> <p>5 The writer tells about an interesting experience. Details help create the interest.</p> <p>4 The writer tells about an interesting experience. More details are needed.</p> <p>3 The writer needs to focus on one experience. Some details do not relate to the story.</p> <p>2 The writer needs to focus on one experience. Details are needed.</p> <p>1 The writer needs to tell about an experience and use details.</p>	<p style="text-align: center;">Word Choice</p> <p>6 The writer’s exceptional word choice captures the experience. Figurative language used well.</p> <p>5 Strong nouns, verbs, and well chosen adverbs and adjectives create vivid, clear pictures. Figurative language is used.</p> <p>4 Adverbs/adjectives are used. Strong nouns / active verbs would improve sensory images. Figurative language attempted. Some repetition; try synonyms.</p> <p>3 Strong nouns, verbs, adjectives and adverbs are needed to create sensory images. No figurative language. Much repetition.</p> <p>2 General and overused words do not create sensory images.</p> <p>1 The writer has not considered word choice.</p>
<p style="text-align: center;"><u>Organization</u></p> <p>6 The organization makes the narrative enjoyable and easy to read.</p> <p>5 The narrative is well organized with a clear beginning, middle and end. Transitions are used well.</p> <p>4 The narrative is well organized. Most of the transitions are helpful. One part of the narrative is weak.</p> <p>3 The order of events needs to be corrected. More transitions need to be used</p> <p>2 The beginning, middle, and ending all run together. The order is unclear.</p> <p>1 The narrative needs to be organized.</p>	<p style="text-align: center;"><u>Sentence Fluency</u></p> <p>4 The sentences are skillfully written with few or no errors.</p> <p>3 There are some sentence errors. More sentence variety is needed.</p> <p>2 The response has many sentence problems. Sentence variety is needed.</p> <p>1 Sentence construction confuses the reader.</p>
<p style="text-align: center;"><u>Voice</u></p> <p>6 The writer’s voice helps create an unforgettable experience for the reader.</p> <p>5 The writer’s voice sounds natural and creates interest in the story. Dialogue is used.</p> <p>4 The writer’s voice creates interest in the story. More dialogue is needed. “You” is used to address reader a couple of times.</p> <p>3 A voice can usually be heard. More dialogue is needed. “You” is used too often to address the reader.</p> <p>2 The voice is weak. Dialogue is needed.</p> <p>1 The writer has not gotten involved in the story. Dialogue is needed.</p>	<p style="text-align: center;"><u>Conventions</u></p> <p>4 The response has few or minor errors. Paper shows evidence of proofreading.</p> <p>3 The response has some errors in punctuation, spelling or grammar. Proofreading is recommended.</p> <p>2 The response has errors that may confuse the reader.</p> <p>1 The number of errors confuses the reader and makes the essay hard to read.</p>

Scoring Guide:

32: 100%	26: 88%	21: 78%	16: 68%	11 or below: Failing
31: 98	25: 86	20: 76	15: 66	
30: 96	24: 84	19: 74	14: 64	
29: 94	23: 82	18: 72	13: 62	
28: 92	22: 80	17: 70	12: 60	
27: 90				

Grade 6

Six Traits Rubric for Response to Literature

<p style="text-align: center;"><u>Ideas</u></p> <p>6 The response has a clear thesis statement, sufficient evidence and relevant details that show real insight into reading.</p> <p>5 The response has a clear thesis, appropriate evidence, and all the necessary details.</p> <p>4 The response has a clear thesis. Either more evidence is needed and/or some unnecessary details need to be cut.</p> <p>3 The response has a thesis statement. More specific evidence is needed and/or contains unnecessary details.</p> <p>2 The thesis statement is not developed. Details and evidence are needed.</p> <p>1 The response needs a thesis statement, details, and evidence from the text.</p>	<p style="text-align: center;"><u>Word Choice</u></p> <p>6 Exceptional word choice. Some literary terms are used to engage the reader: (flashback, foreshadow, plot, theme, conflict, mood, characterization, setting, etc.)</p> <p>5 Strong nouns, verbs, and well chosen adverbs and adjectives are used.</p> <p>4 Adverbs/adjectives are used. Stronger nouns and vivid verbs would improve writing. Some repetition; try synonyms.</p> <p>3 Stronger nouns, verbs, adjectives and adverbs are needed. Too much repetition.</p> <p>2 General and overused words do not create sensory images.</p> <p>1 The writer has not considered word choice.</p>
<p style="text-align: center;"><u>Organization</u></p> <p>6 The opening, middle, and ending lead the reader smoothly through the response.</p> <p>5 The organization pattern fits the thesis and purpose. Paragraphs have topic and closing sentences, and transitions.</p> <p>4 The organization pattern fits the thesis and purpose. Paragraph structure needs more development and more transitions are needed.</p> <p>3 The organization fits the response’s purpose. Several parts need more development. Topic sentence, closing sentence and transitions need improvement.</p> <p>2 The essay is not organized effectively in paragraphs.</p> <p>1 A plan needs to be followed.</p>	<p style="text-align: center;"><u>Sentence Fluency</u></p> <p>4 The sentences are skillfully written with few or no errors.</p> <p>3 There are some sentence errors. More sentence variety is needed.</p> <p>2 The response has many sentence problems. Sentence variety is needed.</p> <p>1 Sentence construction confuses the reader.</p>
<p style="text-align: center;"><u>Voice</u></p> <p>6 The writer’s voice expresses interest and complete understanding. It engages the reader.</p> <p>5 The writer’s voice expresses interest and understanding.</p> <p>4 The writer’s voice appears knowledgeable but addresses the audience too casually.</p> <p>3 The writer’s voice is too casual (informal). “I am going to tell you about. . .“</p> <p>2 The writer’s voice does not express understanding.</p> <p>1 The writer needs to understand how to create voice.</p>	<p style="text-align: center;"><u>Conventions</u></p> <p>4 The response has few or minor errors. Paper shows evidence of proofreading.</p> <p>3 The response has some errors in punctuation, spelling or grammar. Proofreading is recommended.</p> <p>2 The response has errors that may confuse the reader.</p> <p>1 The number of errors confuses the reader and makes the essay hard to read.</p>

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Grade 6

Six Traits for Expository Writing

<p style="text-align: center;"><u>Ideas</u></p> <p>6 The response has a clear thesis statement, sufficient evidence and relevant details.</p> <p>5 The response has a clear thesis, appropriate evidence, and all the necessary details.</p> <p>4 The organization pattern fits the thesis and purpose.</p> <p>3 The response has a thesis statement. More specific evidence is needed and/or contains irrelevant details.</p> <p>2 Thesis statement is unclear. Contains irrelevant details.</p> <p>1 The essay is not organized effectively in paragraphs. A plan must be followed.</p>	<p style="text-align: center;"><u>Word Choice</u></p> <p>6 The writer’s exceptional word choice captures the experience. Figurative language used well.</p> <p>5 Strong nouns, verbs, and well chosen adverbs and adjectives create vivid, clear pictures. Figurative language is used.</p> <p>4 Adverbs/adjectives are used. Strong nouns / active verbs would improve sensory images. Figurative language attempted. Some repetition; try synonyms.</p> <p>3 Strong nouns, verbs, adjectives and adverbs are needed to create sensory images. No figurative language. Much repetition.</p> <p>2 General and overused words do not create sensory images.</p> <p>1 The writer has not considered word choice</p>
<p style="text-align: center;"><u>Organization</u></p> <p>6 The opening, middle, and ending lead the reader smoothly through the response.</p> <p>5 The organization pattern fits the thesis and purpose. All parts of the response are well developed.</p> <p>4 The organization pattern fits the thesis and purpose. A part of the response needs better development.</p> <p>3 The organization fits the response’s purpose. Several parts need more development.</p> <p>2 The organization does not fit the purpose.</p> <p>1 A plan needs to be followed.</p>	<p style="text-align: center;"><u>Sentence Fluency</u></p> <p>4 The sentences are skillfully written with few or no errors.</p> <p>3 There are some sentence errors. More sentence variety is needed.</p> <p>2 The response has many sentence problems. Sentence variety is needed.</p> <p>1 Sentence construction confuses the reader.</p>
<p style="text-align: center;"><u>Voice</u></p> <p>6 The writer’s voice expresses interest and complete understanding. It engages the reader.</p> <p>5 The writer’s voice expresses interest and understanding.</p> <p>4 The writer’s voice appears knowledgeable but addresses the audience too casually.</p> <p>3 The writer’s voice is too casual (informal) and/or explains to the reader what he/she is going to tell.</p> <p>2 The writer’s voice does not express understanding.</p> <p>1 The writer needs to understand how to create voice.</p>	<p style="text-align: center;"><u>Conventions</u></p> <p>4 The response has few or minor errors. Paper shows evidence of proofreading.</p> <p>3 The response has some errors in punctuation, spelling or grammar. Proofreading is recommended.</p> <p>2 The response has errors that may confuse the reader.</p> <p>1 The number of errors confuses the reader and makes the essay hard to read.</p>

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Grade 6

Six Traits Rubric for Persuasive Writing

<p style="text-align: center;"><u>Ideas</u></p> <p>6 The thesis statement has clear reasoning, informs, and convinces the reader.</p> <p>5 The essay has a clear thesis statement. Logical reasons support the writer’s thesis.</p> <p>4 The thesis statement is clear, and most reasons support the writer’s opinion.</p> <p>3 The thesis statement is clear. Reasons and details are not as complete as they need to be.</p> <p>2 The thesis statement is unclear. Reasons and details are needed.</p> <p>1 A thesis statement, reasons, and details are needed.</p>	<p style="text-align: center;"><u>Word Choice</u></p> <p>6 Precise words create a clear message to persuade the audience.</p> <p>5 Precise words create a clear message and fit the purpose.</p> <p>4 Accurate words create a message; some repetition; try synonyms.</p> <p>3 More precise words necessary. Much repetition.</p> <p>2 General and overused words do not create clear images.</p> <p>1 The writer has not considered word choice.</p>
<p style="text-align: center;"><u>Organization</u></p> <p>6 The organization makes the essay enjoyable and easy to read.</p> <p>5 The essay is well organized with a clear beginning, middle and end. Transitions are used well.</p> <p>4 The essay is well organized. Most of the transitions are helpful. One part of the narrative is weak.</p> <p>3 Several parts of the essay are weak. Some paragraphs do not stick to the topic. More transitions need to be used.</p> <p>2 The beginning, middle, and ending all run together. The order is unclear.</p> <p>1 The writing needs to be organized.</p>	<p style="text-align: center;"><u>Sentence Fluency</u></p> <p>4 The sentences are skillfully written with few or no errors.</p> <p>3 There are some sentence errors. More sentence variety is needed.</p> <p>2 The response has many sentence problems. Sentence variety is needed.</p> <p>1 Sentence construction confuses the reader.</p>
<p style="text-align: center;"><u>Voice</u></p> <p>6 The writer’s voice is confident, positive, and completely convincing.</p> <p>5 The writer’s voice is confident and helps persuade the reader.</p> <p>4 The writer’s voice is confident. It needs to persuade the reader. “You” is used to address the reader a couple of times.</p> <p>3 The writer’s voice needs to be more confident and persuade the reader. “You” is used too often to address the reader.</p> <p>2 The writer’s voice sounds bored.</p> <p>1 The writer’s voice can’t be heard.</p>	<p style="text-align: center;"><u>Conventions</u></p> <p>4 The response has few or minor errors. Paper shows evidence of proofreading.</p> <p>3 The response has some errors in punctuation, spelling or grammar. Proofreading is recommended.</p> <p>2 The response has errors that may confuse the reader.</p> <p>1 The number of errors confuses the reader and makes the essay hard to read.</p>

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