

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**Grade 7****Six Traits Rubric for Response to Literature**

<p style="text-align: center;"><b><u>Ideas</u></b></p> <p><b>6</b> The thesis statement, evidence, and related details show real insight into the reading.</p> <p><b>5</b> The response has a clear thesis statement, appropriate evidence, and necessary details.</p> <p><b>4</b> The response has a clear thesis statement, some adequate evidence, but some unnecessary details.</p> <p><b>3</b> The thesis statement is too broad; appropriate evidence is needed.</p> <p><b>2</b> The thesis statement is not developed. Details and evidence are needed.</p> <p><b>1</b> The response needs a thesis statement, details, and evidence.</p>	<p style="text-align: center;"><b><u>Word Choice</u></b></p> <p><b>6</b> Clear word choice creates a response that engages the reader.</p> <p><b>5</b> Connotative words and literary terms create a clear message.</p> <p><b>4</b> Literary terms create a clear message but connotative words would add feeling.</p> <p><b>3</b> Too many general words are used. More clear, concise words are needed.</p> <p><b>2</b> General or overused words make this essay hard to understand.</p> <p><b>1</b> The writer needs help finding specific words.</p>
<p style="text-align: center;"><b><u>Organization</u></b></p> <p><b>6</b> The organization presents a smooth flow of Ideas from beginning to end.</p> <p><b>5</b> The beginning contains the thesis statement. The middle provides clear support. The ending reinforces the writer's thesis statement.</p> <p><b>4</b> The beginning contains the thesis statement. The middle provides support. The ending needs work.</p> <p><b>3</b> The beginning has a thesis statement. The middle and ending need more work.</p> <p><b>2</b> The thesis statement is unclear. Paragraphs and transitions are needed; beginning, middle and end all run together.</p> <p><b>1</b> The thesis statement, reasons, and details are needed.</p>	<p style="text-align: center;"><b><u>Sentence Fluency</u></b></p> <p><b>4</b> The sentences are skillfully written with few or no errors.</p> <p><b>3</b> There are some sentence errors. More sentence variety is needed.</p> <p><b>2</b> The response has many sentence problems. Sentence variety is needed.</p> <p><b>1</b> Sentence construction confuses the reader.</p>
<p style="text-align: center;"><b><u>Voice</u></b></p> <p><b>6</b> The voice expresses interest and complete understanding. It engages the reader.</p> <p><b>5</b> The voice expresses interest and complete understanding.</p> <p><b>4</b> The voice expresses interest but needs to show more understanding.</p> <p><b>3</b> The voice needs to be evident and express and understanding.</p> <p><b>2</b> The voice is and does not express an understanding.</p> <p><b>1</b> The writer needs to understand how to create voice.</p>	<p style="text-align: center;"><b><u>Conventions</u></b></p> <p><b>4</b> The response has few or minor errors. Paper shows evidence of proofreading.</p> <p><b>3</b> The response has some errors in punctuation, spelling or grammar. Proofreading is recommended.</p> <p><b>2</b> The response has errors that may confuse the reader.</p> <p><b>1</b> 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	
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Grade **7**

**Six Traits Rubric for Narrative Writing**

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

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**Grade 7****Six Traits Rubric for Persuasive Writing**

<b><u>Ideas</u></b>	<b><u>Word Choice</u></b>
<p><b>6</b> The clear thesis statement informs and convinces the reader.</p> <p><b>5</b> The essay has a clear thesis statement. Persuasive details support the writer's opinion.</p> <p><b>4</b> The thesis statement is clear, and most details support the writer's opinion.</p> <p><b>3</b> The thesis statement is clear. More persuasive details are needed.</p> <p><b>2</b> The thesis statement is unclear. Persuasive details are needed.</p> <p><b>1</b> A thesis statement, reasons, and details are needed.</p>	<p><b>6</b> Precise words create a clear message to engage and persuade the audience.</p> <p><b>5</b> Precise words create a clear message and fit the purpose.</p> <p><b>4</b> Accurate words create a message. More persuasive words are needed.</p> <p><b>3</b> More precise and accurate words are needed to create a clear message.</p> <p><b>2</b> The words do not create a clear message.</p> <p><b>1</b> Word choice has not been considered.</p>
<b><u>Organization</u></b>	<b><u>Sentence Fluency</u></b>
<p><b>6</b> The organization presents a smooth flow of ideas from beginning to end.</p> <p><b>5</b> The beginning contains the thesis statement. The middle provides clear support. The ending reinforces the writer's opinion.</p> <p><b>4</b> The beginning contains the thesis statement. The middle provides support. The ending needs work.</p> <p><b>3</b> The beginning has an thesis statement. The middle and ending need more work.</p> <p><b>2</b> The thesis statement is unclear. Persuasive details are needed.</p> <p><b>1</b> The thesis statement, reasons, and details are needed.</p>	<p><b>4</b> The sentences are skillfully written with few or no errors.</p> <p><b>3</b> There are some sentence errors. More sentence variety is needed.</p> <p><b>2</b> The response has many sentence problems. Sentence variety is needed.</p> <p><b>1</b> Sentence construction confuses the reader.</p>
<b><u>Voice</u></b>	<b><u>Conventions</u></b>
<p><b>6</b> The writer's voice is confident, positive, and completely convincing.</p> <p><b>5</b> The writer's voice is confident and helps persuade the reader.</p> <p><b>4</b> The writer's voice is confident. It needs to persuade the reader.</p> <p><b>3</b> The writer's voice needs to be more confident and persuade the reader.</p> <p><b>2</b> The writer's voice rambles on without any confidence.</p> <p><b>1</b> The writer's voice can't be heard.</p>	<p><b>4</b> The response has few or minor errors. Paper shows evidence of proofreading.</p> <p><b>3</b> The response has some errors in punctuation, spelling or grammar. Proofreading is recommended.</p> <p><b>2</b> The response has errors that may confuse the reader.</p> <p><b>1</b> The number of errors confuses the reader and makes the essay hard to read.</p>

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**Grade 7**

**Six Traits Rubric for Expository Writing**

<u>Ideas</u>	<u>Word Choice</u>
<p><b>6</b> The well developed topic, clear thesis statement, and rich details make the essay truly memorable.</p> <p><b>5</b> The essay is informative with a clear thesis statement and specific details.</p> <p><b>4</b> The essay is informative with a clear thesis statement. More specific details are needed. The thesis statement of the essay needs to be clearer, and more specific details are needed.</p> <p><b>2</b> The topic needs to be narrowed or expanded. Many more specific details are needed.</p> <p><b>1</b> A new topic needs to be selected.</p>	<p><b>6</b> The word choice makes the essay very clear and informative.</p> <p><b>5</b> Specific nouns and action verbs make the essay clear and informative. Unfamiliar terms are defined.</p> <p><b>4</b> Some nouns and verbs could be more specific. Unfamiliar terms are defined.</p> <p><b>3</b> Too many general words are used. Specific nouns and verbs are needed. Some words need to be defined. General or missing words make this essay hard to understand.</p> <p><b>1</b> The writer needs help finding specific words.</p>

<u>Organization</u>	<u>Sentence Fluency</u>
<p><b>6</b> The organization makes the essay informative and easy to read.</p> <p><b>5</b> The beginning interests the reader. The middle supports the focus. The ending works well. Logical transitions are used.</p> <p><b>4</b> The essay is divided into a beginning, middle, and an ending. Some transitions are used.</p> <p><b>3</b> The beginning or ending is weak. The middle needs a paragraph for each main point. More transitions are needed.</p> <p><b>2</b> The beginning, middle, and ending all run together. Paragraphs and transitions are needed.</p> <p><b>1</b> The essay should be reorganized.</p>	<p><b>4</b> The sentences are skillfully written with few or no errors.</p> <p><b>3</b> There are some sentence errors. More sentence variety is needed.</p> <p><b>2</b> The response has many sentence problems. Sentence variety is needed.</p> <p><b>1</b> Sentence construction confuses the reader.</p>

<u>Voice</u>	<u>Conventions</u>
<p><b>6</b> The writer's voice sound confident, knowledgeable, and enthusiastic.</p> <p><b>5</b> The writer's voice sounds knowledgeable and confident.</p> <p><b>4</b> The writer's voice sounds well-informed most of the time.</p> <p><b>3</b> The writer sometimes sounds unsure.</p> <p><b>2</b> The writer sounds unsure.</p> <p><b>1</b> The writer needs to learn about voice.</p>	<p><b>4</b> The response has few or minor errors. Paper shows evidence of proofreading.</p> <p><b>3</b> The response has some errors in punctuation, spelling or grammar. Proofreading is recommended.</p> <p><b>2</b> The response has errors that may confuse the reader.</p> <p><b>1</b> The number of errors confuses the reader and makes the essay hard to read.</p>

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