Name:_____   Title:_____   Date:_____

Grade_8__   Six Traits Rubric for Response to Literature

Ideas	**Word Choice**
6 The thesis statement, evidence, and related details show real insight into the reading.	6 Clear word choice creates a response that engages the reader.
5 The response has a clear thesis statement, appropriate evidence, and necessary details.	5 Connotative words and literary terms create a clear message.
4 The response has a clear thesis statement, some adequate evidence, but some unnecessary details.	4 Literary terms create a clear message but connotative words would add feeling.
3 The thesis statement is too broad; appropriate evidence is needed.	3 Too many general words are used. More clear, concise words are needed.
2 The thesis statement is not developed. Details and evidence are needed.	2 General or overused words make this essay hard to understand.
1 The response needs a thesis statement, details, and evidence.	1 The writer needs help finding specific words.

Organization	**Sentence Fluency**
6 The organization presents a smooth flow of ideas from beginning to end.	4 The sentences are skillfully written with few or no errors.
5 The beginning contains the thesis statement. The middle provides clear support. The ending reinforces the writer's thesis statement.	3 There are some sentence errors. More sentence variety is needed.
4 The beginning contains the thesis statement. The middle provides support. The ending needs work.	2 The response has many sentence problems. Sentence variety is needed.
3 The beginning has a thesis statement. The middle and ending need more work.	1 Sentence construction confuses the reader.
2 The thesis statement is unclear. Paragraphs and transitions are needed; beginning, middle and end all run together.	
1 The thesis statement, reasons, and details are needed.	

Voice	**Conventions**
6 The voice expresses interest and complete understanding. It engages the reader.	4 The response has few or minor errors. Paper shows evidence of proofreading.
5 The voice expresses interest and complete understanding.	3 The response has some errors in punctuation, spelling or grammar. Proofreading is recommended.
4 The voice expresses interest but needs to show more understanding.	2 The response has errors that may confuse the reader.
3 The voice needs to be evident and express and understanding.	1 The number of errors confuses the reader and makes the essay hard to read.
2 The voice is inconsistent and does not express an understanding.	
1 The writer needs to understand how to create voice.	

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				

Name:_____ Title:_____ Date:_____

Grade___8___   **Six Traits Rubric for Narrative Writing**

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

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27: 90				

Name:_____   **Title:**_____

Date:_____

Grade___8___   **Six Traits Rubric for Persuasive Writing**

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

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Name:_____   Title:_____
                                      Date:_____

Grade___8___   **Six Traits Rubric for Expository Writing**

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

Organization	**Sentence Fluency**
6 The organization makes the essay informative and easy to read.	**4** The sentences are skillfully written with few or no errors.
5 The beginning interests the reader. The middle supports the focus. The ending works well. Logical transitions are used.	**3** There are some sentence errors. More sentence variety is needed.
4 The essay is divided into a beginning, middle, and an ending. Some transitions are used.	**2** The response has many sentence problems. Sentence variety is needed.
3 The beginning or ending is weak. The middle needs a paragraph for each main point. More transitions are needed.	**1** Sentence construction confuses the reader.
2 The beginning, middle, and ending all run together. Paragraphs and transitions are needed.	
1 The essay should be reorganized.	
Voice	**Conventions**
6 The writer's voice sound confident, knowledgeable, and enthusiastic.	**4** The response has few or minor errors. Paper shows evidence of proofreading.
5 The writer's voice sounds knowledgeable and confident.	**3** The response has some errors in punctuation, spelling or grammar. Proofreading is recommended.
4 The writer's voice sounds well-informed most of the time.	**2** The response has errors that may confuse the reader.
3 The writer sometimes sounds unsure.	**1** The number of errors confuses the reader and makes the essay hard to read.
2 The writer sounds unsure.	
1 The writer needs to learn about voice.	

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