

REVIEWING YOUR WRITING (grade 4)

IDEAS & CONTENT	<ul style="list-style-type: none">• Does your writing contain a topic sentence?• Did you support your idea with basic details reasons, examples?• Does your writing make sense?• Does your writing show that you know the topic well?• Does your writing make the reader want to continue reading?
ORGANIZATION	<ul style="list-style-type: none">• Does your writing start out with a wow lead?• Does your writing have a beginning, middle and end?• Does your writing use paragraphing (introduction, information, concluding)?• Does everything tie together?• Does your writing have transition words?
VOICE	<ul style="list-style-type: none">• Can your reader tell you care about this topic?• Your writing sounds like you?• Does your writing clearly show awareness of audience and purpose?
WORD CHOICE	<ul style="list-style-type: none">• Does your writing paint a picture for the reader?• Does your writing use strong verbs?• Does your writing “show vs. tell”?• Is your writing easy to read aloud?
SENTENCE FLUENCY	<ul style="list-style-type: none">• Did your sentences begin in different ways?• Are some of your sentences long and some short?• Does your writing sound good when you read it?
CONVENTIONS	<ul style="list-style-type: none">• Does your writing have any mistakes?• Have you used capitals correctly?• Are periods, exclamation marks, and commas in the right places?• Is almost every word spelled correctly?• Did you remember to indent each paragraph?• Would your writing be easy to get ready to publish?

6 Traits Rubric

District Writing Assessment

Fourth-Seventh Grade

	4	3	2	1
Conventions	Contains few errors in grammar/usage, punctuation, capitalization, and or spelling	May contain some errors in grammar/usage, punctuation, capitalization, and/or spelling that are not distracting to the reader	Contains errors in grammar/usage, punctuation, capitalization, and or spelling that may be distracting to the reader	Contains repeated errors in grammar/usage, punctuation, capitalization and/or spelling that may be distracting to the reader
Ideas and Content	Contains a strong controlling idea and clearly addresses the topic and provides specific; relevant details/examples.	Contains a controlling idea/ addresses the topic and uses relevant details/examples.	Contains some sense of direction, but may lack focus. Addresses the topic by may contain some details that are not relevant.	Is difficult to follow and/or lacks focus. May address topic, but lacks details
Organization	Has an effective beginning, middle, and end. Uses paragraphing appropriately; progresses in a logical order; uses effective cohesive devices (such as transitions, repetition, pronouns, parallel structure) between and/or within paragraphs.	Has a beginning, middle, and end; uses paragraphing; generally progresses in a logical order; may use cohesive devices.	Has evidence of a beginning, middle, and end. Shows evidence of paragraphing; may not progress in a logical order; at times seems awkward and lacks cohesion.	May lack evidence of a beginning, middle, and/or end; may lack evidence of paragraphing; does not progress in a logical order, and may digress to unrelated topics; is awkward and lacks cohesion.
Sentence Fluency	Contains sentences that are clear and varied in structure.	Contains sentences that are clear and show some variety in structure.	Contains sentences that are generally clear, but lack variety in structure.	Contains sentences that are unclear and lack variety in structure.
Voice	Effectively uses writing techniques (such as imagery, humor, point of view, voice); clearly shows an awareness of audience and purpose.	Uses writing techniques; shows an awareness of audience and purpose.	May use writing techniques; shows some awareness of audience and purpose.	Does not use writing techniques; shows little or no awareness of audience or purpose.
Word Choice	Uses precise and vivid language.	Uses language that is usually precise.	May use imprecise language.	Uses imprecise language.