

## REVIEWING YOUR WRITING (grade 6)

<b>IDEAS &amp; CONTENT</b>	<ul style="list-style-type: none"><li>• Does your writing contain a main idea and stick to it?</li><li>• Did you support your idea with basic details reasons, examples?</li><li>• Does your writing have a thesis statement?</li></ul>
<b>ORGANIZATION</b>	<ul style="list-style-type: none"><li>• Does your writing have a beginning, middle and end?</li><li>• Does your writing have an effective audience hook/lead?</li><li>• Does your writing use paragraphing effectively: topic sentence, supporting details, conclusion, and transitions?</li><li>• Does your conclusion restate the thesis?</li><li>• Does your writing progress in logical order?</li></ul>
<b>VOICE</b>	<ul style="list-style-type: none"><li>• Does your writing clearly show awareness of audience and purpose?</li><li>• Does your writing develop techniques through the use of imagery, humor, point of view and voice?</li><li>• Does your writing develop an individual perspective?</li></ul>
<b>WORD CHOICE</b>	<ul style="list-style-type: none"><li>• Does your writing use precise and vivid language?</li><li>• Does your writing use “show vs. tell” language?</li><li>• Does your writing avoid overused language and vague pronoun references</li><li>• Does your writing have strong verbs, adjectives and specific nouns?</li></ul>
<b>SENTENCE FLUENCY</b>	<ul style="list-style-type: none"><li>• Does your writing contain different sentence beginnings?</li><li>• Does your writing have a variety of sentence lengths?</li><li>• Did you effectively use cohesive devices (transitional words) between and within paragraphs?</li><li>• Does your writing have rhythm appropriate to content?</li><li>• Are your sentences clear and varied?</li></ul>
<b>CONVENTIONS</b>	<ul style="list-style-type: none"><li>• Does your writing contain few errors after revision in grammar, usage, punctuation (appositives, possessives) capitalization and spelling?</li><li>• Does your writing contain complete sentences?</li></ul>

## 6 Traits Rubric

### District Writing Assessment

### Fourth-Seventh Grade

	4	3	2	1
<b>Conventions</b>	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
<b>Ideas and Content</b>	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
<b>Organization</b>	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.
<b>Sentence Fluency</b>	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.
<b>Voice</b>	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.
<b>Word Choice</b>	Uses precise and vivid language.	Uses language that is usually precise.	May use imprecise language.	Uses imprecise language.

