

6 Trait Information Writing Rubric

Ideas	Organization
<p>6</p> <ul style="list-style-type: none"> — Clear, focused, explicit thesis -- writer has a vision — Expansively, accurately answers well-defined questions and/or responds to the prompt — Synthesizes information from multiple sources — Offers support and examples that enhance reader's understanding <p>5</p> <ul style="list-style-type: none"> — Clear, focused thesis — Answers important questions and/or responds to the prompt — Pulls information from more than one source — Offers credible, helpful support and examples <p>4</p> <ul style="list-style-type: none"> — Thesis easy to identify — Addresses at least one question/issue with broad overview — Relies on outside sources combined with personal knowledge — Offers some support for or expansion of main topic <hr style="width: 20%; margin: 10px auto;"/> <p>3</p> <ul style="list-style-type: none"> — Thesis can be inferred — Gives broad brushstroke view of topic — Limited research and knowledge, much reliance on common knowledge — Evidence and support sketchy, limited <p>2</p> <ul style="list-style-type: none"> — Thesis still emerging — Insufficient knowledge leaves many questions unanswered — Broad generalizations, lists of undeveloped ideas — Unsupported assertions, observations <p>1</p> <ul style="list-style-type: none"> — No thesis -- topic undefined — No informational base, reader left with many questions — Best guesses, random thoughts — Writing mainly to fill page 	<p>6</p> <ul style="list-style-type: none"> — Thoughtful structure guides reader purposefully from point to point — Lead sets up discussion, ending helps reader draw conclusions — Transitions suggest connections reader might not think of — Design supports reader's understanding of the topic <p>5</p> <ul style="list-style-type: none"> — Design supports development of thesis — Lead introduces topic, ending brings discussion to closure — Transitions make important connections clear — Design makes discussion easy to follow <p>4</p> <ul style="list-style-type: none"> — Design lets reader follow discussion without difficulty — Functional lead kicks things off, conclusion signals end of discussion — Helpful transitions often suggest connections — Structure helpful, though sometimes predictable <hr style="width: 20%; margin: 10px auto;"/> <p>3</p> <ul style="list-style-type: none"> — Reader must work to stay on track -- OR he or she always knows what's coming. — Lead creates unfulfilled expectations, ending seems abrupt — Transitions sometimes missing or unclear — Reader must pause or reread -- OR everything is predictable <p>2</p> <ul style="list-style-type: none"> — Reader asks, "Where is this going?" — Lead does not set up discussion, ending provides no resolution — Transitions unclear, missing, or not helpful in linking ideas — Information comes at the wrong time -- or is continually repeated <p>1</p> <ul style="list-style-type: none"> — Reader feels lost — Starts right in (no lead) -- perhaps points <i>aren't</i> connected — Nothing seems related to anything else -- a random list.

Sentence Fluency

- 6**
- Sentences consistently clear, direct, to the point
 - Text both graceful and designed to promote rapid, easy reading
 - Purposeful beginnings and transitions help reader follow the text.
 - Sentences are varied and balanced -- no extremes of long or short.

- 5**
- Sentence structure clear and direct
 - Smooth phrasing enhances readability
 - Purposeful beginnings and transitions connect ideas
 - Sentences are balanced without extremes of long or short

- 4**
- Sentences clear and readable
 - No noticeable awkward moments to slow reader
 - Possible repetition -- more transitions would help
 - Sentences could use some variety -- nothing overly long or short

- 3**
- Careful reading required
 - Awkward moments make rapid reading difficult
 - Repetitive beginnings noticeable, more transitions needed
 - Sentences tend to be repetitive and choppy -- or never-ending

- 2**
- Processing meaning takes time, effort, attention
 - Confusing structure makes reader pause, go back
 - Beginnings repetitious -- or just had to spot
 - Tangles, awkward, choppy sentences -- repeated patterns

- 1**
- Confusing structure requires constant mental editing
 - Missing words, awkward moments, irregular structure slow the reader significantly
 - Hard to tell where sentences begin and end
 - Non-sentences or endlessly connected clauses, word strings

Conventions

- 6**
- Thoroughly edited -- and only the pickiest editors will spot errors
 - Conventions *enhance* meaning, voice
 - Sources correctly cited using appropriate format
 - *Optional:* Enticing layout creates strong, effective overall impression
 - Virtually ready to publish

- 5**
- Edited well -- minor errors that are easily overlooked
 - Conventions support meaning, voice
 - Sources correctly cited
 - *Optional:* Striking layout guides reader to key points
 - Ready to publish with light touch-ups

- 4**
- Noticeable errors -- reader breezes right through, however
 - Errors do not interfere with meaning
 - Sources cited -- light corrections needed
 - *Optional:* Layout adequate, pleasing
 - Good once-over needed prior to publication

- 3**
- Noticeable, distracting errors -- editing erratic, things missed
 - Errors may slow reader or affect message in spots
 - Citations need checking -- some may be omitted
 - *Optional:* Problems with layout (e.g., small print, no subheads)
 - Thorough, careful editing needed prior to publication

- 2**
- Frequent distracting errors reflect minimal editing
 - Errors slow reader, affect clarity
 - Citations missing, faulty
 - *Optional:* Layout problematic (e.g., no margins, hard to read fonts)
 - Line-by-line editing needed prior to publication

- 1**
- Serious, frequent errors -- not yet edited or proofed
 - Reader must slow down, fill in, decode
 - Sources not cited
 - *Optional:* No apparent attention to layout
 - Word-by-word editing needed prior to publication

Voice

Word Choice

- 6**
- Professional, enthusiastic voice welcomes readers into discussion
 - Confidence reflects knowledge, inspires readers’ trust
 - Writer’s clear enthusiasm for topic is compelling, contagious
 - Reader feels eager to share the piece aloud

- 5**
- Professional, sincere voice connects with readers
 - Confidence makes readers open to message
 - Writer’s enthusiasm for topic is evident
 - A likely read-aloud candidate

- 4**
- Sincere, appropriate voice signals writer’s presence
 - Confident moments reflect writer’s valuable knowledge of topic
 - Enthusiastic moments encourage readers to hang in
 - Some passages could be shared aloud



- 3**
- Writer hides behind facts, generalities
 - Confidence and comfort with topic seem limited
 - Quiet voice dampens reader’s enthusiasm for topic
 - Not quite ready to share aloud -- though moments are close

- 2**
- Voice distant, encyclopedic -- or just wrong for audience, topic
 - Limited knowledge of topic keeps voice in check
 - Reader must work to pay attention
 - Not a read-aloud candidate yet

- 1**
- Voice inappropriate -- or just a faint whisper
 - Writer doesn’t seem to know or like this topic
 - Reader feels shut out of discussion
 - Feels stiff, mechanical if read aloud

- 6**
- Explicit, precise words make message consistently clear for reader
 - Writer uses language of content area with ease and skill
 - Writer helps reader feel at home with important terms, concepts
 - Language builds a bridge to understanding

- 5**
- Carefully chosen words add to clarity
 - Writer clearly knows language of content area
 - Writer clarifies most new words or concepts for reader
 - Language supports readers’ understanding of the message

- 4**
- Functional language makes message clear on general level
 - Writer seems familiar with basic terminology of content area
 - New terms are often defined, explained
 - Reader can readily make sense of the message



- 3**
- Some parts are unclear or ambiguous
 - Writer not fully comfortable with language of the content area
 - New terms not always clearly defined, explained
 - Reader can figure out meaning with some effort, thought

- 2**
- Imprecise or vague language creates confusion or incomplete picture
 - Terms sometimes used incorrectly -- or omitted, even if needed
 - Language is general, unclear, wordy, or jargonistic
 - Reader must work hard to “get it”

- 1**
- What is the writer trying to say?
 - Writer lacks terminology to make message clear
 - Language does not speak to reader
 - Reader left to guess at writer’s meaning

Raw Score	36	35	34	33	32	31	30	29	28	27	26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	0
Conversion	97+	96	94	92	90	88	86	84	82	80	78	76	74	72	70	65	63	60	58	57	56	55	54	53	52	51	50	0
Your Score																												

Copy Editors' Symbols

e	Delete the material.	There are six ² six traits.
(SP)	Spell it out.	I LOVE the ^{SP} 6 traits.
∩	Close the gap.	Organi [∩] zation is critical.
∩	Delete material and close the gap.	Barry Lane has a [∩] wry sense of humor.
stet.	Return to the original.	Never ever ^{stet} write without voice. a powerful, original
^	Insert a letter, word, or phrase.	Mem Fox has [^] voice.
^	Change a letter or letters.	He's a ⁱ slack writer.
^	Make a space.	The lead must [^] be a grabber.
U	Transpose letters or words.	Gary Paulsen says, "Read ^U like wolf eats."
^	Insert a comma.	Write with voice, [^] spirit, and detail.
o	Add a period.	Say what you think. ^o Tell the truth. ^o
^	Insert a semicolon.	Good conventions won't make up for lack of thought [^] they cannot rescue voiceless writing.
^	Insert a colon.	Use these punctuation marks sparingly: [^] colons, parentheses and exclamation points.
^	Insert an em dash (like two hyphens).	Kate DiCamillo, [^] what a fine writer. [^]
^	Add a question mark.	Who stole my scoring guide? [^]
^	Insert an apostrophe.	Garrison Keillor's [^] essay on letter writing inspired me.
=	Insert a hyphen.	Novelist ⁼ poet Maya Angelou rocks the room when she reads.
=	Change lower case to capital.	Roald ⁼ dahl never shrinks from reality—even if it's ugly.
/	Change capital to lower case.	The [/] ruth lies in the [/] etails.
¶	Start a new paragraph.	"What can one exclamation point tell us?" queried Watson. [¶] "You'd be surprised," retorted Holmes.
2	Run lines together.	<i>Lonesome Dove</i> is a long book. ²
No¶	No new paragraph.	^{No¶} Of course, <i>Moby-Dick</i> is long, too, but not everyone finishes <i>Moby-Dick</i> .
" "	Add quotation marks.	^{" "} I try to leave out the parts people skip, ^{" "} said Elmore Leonard.
ital.	Italicize.	A <u>Prayer for Owen Meany</u> left me breathless—and laughing. <i>ital.</i>
	Align.	My favorite books are these: <i>Lonesome Dove</i> <i>Angela's Ashes</i> <i>Fried Green Tomatoes</i>
] [Center.] The Origin of Six-Trait Assessment [