Student Friendly Writing Rubric
(From a School Using the 6 Traits of Writing)

IDEAS AND CONTENT	WORD CHOICE	CONVENTIONS
5 – Focused, clear, specific. It keeps the reader's attention. a) I know a lot about this topic and added interesting tidbits. b) I showed what was happening instead of telling. c) My topic was small enough to handle. d) I can easily answer the question, "What is the point of this paper/story?"	**5 – Extremely clear, visual, and accurate. I picked the right words for the right places.** a) My words are colorful, snappy, vital, brisk and fresh. You won't find overdone, vague or flowery language. b) All the words in my paper fit. Each one seems just right. c) Look at all my energetic verbs! d) Some of the words and phrases are so vivid the reader won't soon forget them.	**5 – Mostly correct. There are very few errors in my paper.** a) My spelling is accurate. b) I have used capitals correctly. c) Every paragraph is indented to show where a new idea begins. d) Periods, commas, exclamation marks, and quotation marks are in the right places. e) My grammar/usage is consistent and shows control.
3 – Some really good parts, some not there yet! a) Some things are new, other things everyone else already knows. b) Details are general (nice, fun, some, good.) c) I'm still thinking aloud on paper. I'm looking for a good idea. d) Maybe I'll write about this or maybe I'll write about that.	**3 – Correct but not striking. The words get the message across, but don't capture the reader's attention.** a) I used everyday words pretty well but I did not stretch for a new and better way to say things. b) Most of the time the reader will figure out what I mean even if a few words are messed up. c) My words aren't real specific. Better, juicy details. d) I used tired out cliches or phrases.	**3 – About halfway there. A number of bothersome mistakes need cleaning up.** a) Spelling is correct on simple words. It may not be right on harder words. b) Most sentences and proper nouns begin with capitals, but a few have been over looked. c) At least one paragraph is present. Others might not all begin in the right spots. d) Problems in punctuation make the reader stumble and pause now and then. e) Several grammar problems are evident.
1 – Just beginning to figure out what I want to say. a) I haven't shared much information. I don't seem to know much about this topic. b) My details are so vague it's hard to picture anything. c) I'm still thinking aloud on paper. I'm looking for a good idea. d) Maybe I'll write about this or maybe I'll write about that.	**1 – Confusing. The reader is often asking "What did they mean by this?"** a) A lot of words and phrases are vague. (We were friends and stuff.) b) My words don't make pictures yet. (It was awesome.) c) Some of my words are misused. d) Over and over I used the same words over and over, until my paper was over.	**1 – Editing not under control yet. It would take a first reading to decode and a second reading to get the message.** a) Spelling errors are common, even simple words. b) Capital letters are scattered all over or not at all. c) I haven't got the hang of paragraphs yet. d) Punctuation is very limited and makes reading this paper difficult. e) Frequent grammatical errors, I haven't spent much time editing this paper.

Discovered by John Norton while traveling in Alabama. Thanks to teachers at Maryvale Elementary in Mobile!

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ORGANIZATION	VOICE	SENTENCE FLUENCY
5 – Clear and compelling. I have chosen an order that works well and makes the reader want to find out what comes next. a) My beginning grabs the reader's attention and gives clues about what is coming. b) Every detail adds a little more to the main idea or story. c) My details are in the right place. d) I ended at a good sot. I have a strong conclusion or ending.	**5 – Really individual and powerful. My paper has personality and sounds different from the way anyone else writes.** a) I have put my personal stamp on this. It's me! b) Readers can tell I'm talking right to them. c) I write with confidence and security. d) My paper is full of feelings and the reader will know how I feel. e) Nobody else sounds like this.	**5 – Varied and natural. The sentences in my paper are close and delightful to read out loud.** a) Some are long and stretchy. Some are short and snappy. b) It's easy to read my paper out loud. I love the sound of it! c) Sentence beginnings vary. d) Good sentence sense. My sentence flows. e) All excess baggage has been cut out.
3 – Some really smooth parts, others need work. The order makes sense most of the time. a) I have a beginning but it doesn't really grab you or give clues about what is coming. b) Sometimes it is not clear how some of the details connect to the story or main idea. c) Some of the details should come earlier or later. I may have lingered too long in some areas and sped through others. d) I have a conclusion, but it is ho-hum.	**3 – Individuality fades in and out. What I truly think and feel only shows up sometimes.** a) Although the reader will understand what I mean, it won't make them feel like laughing, crying,, or pounding on the table. b) My writing is right on the edge of being funny, excited, scary, or honest—but it is not there yet. c) My personality pokes through here and there but gets covered u again. d) My writing is pleasant, but cautious. e) I've done more telling than showing.	**3 – Routine and functional. Some sentences are choppy and awkward, but most are clear.** a) Some of my sentences are smooth and natural, but others are halting. b) When I read my paper, most of the sentences have the same patterns. c) Many sentences begin the same way. d) My paper shows some interesting sentences. e) I have used more words than necessary.
1 – Not shaped yet. The order of my paper is jumbled and confused. a) There really isn't a beginning or introduction to my paper. It just takes off. b) I'm confused about how the details fit with the main idea or story line. c) My ideas seem scrambled, jumbled and disconnected.! d) Conclusion! Oops, I forgot.	**1 – Not me yet. I'm not comfortable or don't know what I truly think or feel yet.** a) If you didn't already know, you might not know who wrote this paper. b) I'm not comfortable sharing. I've taken the safest route by hiding my feelings. c) I sound like a robot. d) My paper makes the reader yawn. e) My paper is all telling and no showing.	**1 – Paper needs work because there isn't enough sentence sense yet.** a) As I read my paper I have to go back and read over, just to figure out the sentence. b) The sentence patterns are repetitive. c) I'm having a hard time telling where one sentence stops and another begins. d) I have to do quite a bit of oral editing to help the reader get the meaning.

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