

Plano ISD 6-Trait Writing Rubric

4. Highly Effective	3. Generally Effective	2. Somewhat Effective	1. Ineffective
<p><u>Ideas/Content</u> Writing is focused on a single topic. It is cohesive with well-developed details that support the topic and/or prompt. The sustained focus on ideas enables the reader to understand and appreciate how the ideas included are related. The writer’s presentation of ideas is thoughtful and insightful. The writer is willing to take risks and may approach the topic from an unusual perspective, use his unique experiences or view of the world as a basis for the writing, or make interesting connections between ideas. The introduction and conclusion are meaningful because they add depth to the composition. Most, if not all, of the writing contributes to the development or quality of the composition as a whole.</p>	<p><u>Ideas/Content</u> Writing is focused on a single topic with details that support the topic. It has appropriate purpose to deliver message and/or prompt. The writer shows the clear relationship between ideas, making few sudden shifts from one idea to the next. The writer attempts to develop all the ideas included in the composition and there is evidence of depth of thought. There may be little evidence that the writer has been willing to take compositional risks when developing the topic. The introduction and conclusion add to the text. Most of the writing contributes to the development or quality of the composition as a whole.</p>	<p><u>Ideas/Content</u> Writing is somewhat focused on a single topic. Although the writing may shift quickly from idea to idea, the reader has no difficulty understanding how the ideas in the composition are related. The writer attempts to develop ideas by listing or briefly explaining them. The development is superficial and limits the reader’s appreciation of the ideas. There is little evidence of depth of thinking and the thoughts are somewhat general or contrived. Although the writer may create minor gaps between ideas, the composition has a sense of purpose or completeness. The writer includes an introduction and conclusion, but they may be superficial. Some of the writing may be extraneous and not contribute to the development or quality of the composition as a whole.</p>	<p><u>Ideas/Content</u> Writing is not focused, and may shift abruptly from idea to idea. There is little or no development of ideas. The reader may have difficulty seeing how ideas are related. The writing may be a plot summary of a published piece, movie, or television show. The introduction and conclusion (if present) may be routine or superficial. Wordiness and/or repetition may stall the progress of ideas. Most of the writing is extraneous and doesn’t contribute to development or quality of the piece. The piece has little or no sense of completeness.</p>
<p><u>Organization</u> The writer’s progression of thought from sentence to sentence and paragraph to paragraph is smooth and controlled. Transitions are meaningful and logical and strengthen the progression of ideas. The organizational strategy/strategies enhance the ability to present ideas clearly and effectively.</p>	<p><u>Organization</u> The writer’s progression of thought from sentence to sentence and paragraph to paragraph is meaningful, smooth, and logical. The organizational strategy or strategies are generally effective. Wordiness and/or repetition, if present, are minor and do not stall the progression of ideas.</p>	<p><u>Organization</u> The writer’s progression of thought from sentence to sentence and/or paragraph to paragraph may not always be smooth or logical. Writer needs to use more meaningful transitions or establish a clearer link between ideas. The organization strategy used is ineffective. Wordiness and/or repetition may be evident, but does not completely stall the progression of ideas.</p>	<p><u>Organization</u> Writing shows extreme lack of organization of ideas or details that are vague or not connected. The weak progression may result from lack of transitions or from transitions that don’t make sense. No organizational strategy is evident. Ideas may be presented in a random or haphazard way, making the composition difficult to follow. Wordiness and/or repetition may stall the progression of ideas.</p>
<p><u>Voice</u> The writer engages the reader and sustains this connection throughout the composition. The composition sounds authentic and original. The writer is able to express his/her individuality or unique perspective.</p>	<p><u>Voice</u> The writer engages the reader and sustains that connection throughout most of the composition. For the most part, the composition sounds authentic and original. The writer is generally able to express his/her individuality or unique perspective.</p>	<p><u>Voice</u> There may be some moments when the writer engages the reader but fails to sustain the connection. Sections of the composition may sound authentic or original, but the writer has a difficulty expressing his/her individuality or unique perspective.</p>	<p><u>Voice</u> Writer does not engage the reader and fails to establish a connection. The piece does not sound authentic or original. The writer is unable to express his/her individuality or unique perspective.</p>
<p><u>Word Choice</u> Writing shows consistent clarity of expression and effective control of both new and everyday words.</p>	<p><u>Word Choice</u> Writing is clear but not consistently colorful. It may explore some new words that fit the topic.</p>	<p><u>Word Choice</u> Writing does not use clear or colorful language, repeats words, or uses words that detract from the meaning.</p>	<p><u>Word Choice</u> Writing has words that do not fit the task, and/or may be vague and confusing.</p>
<p><u>Sentence Fluency</u> Writing has complete sentences that can be compound and/or complex with varying types that support meaning. It’s highly readable.</p>	<p><u>Sentence Fluency</u> Writing has simple complete sentences that are effective with limited variation. It is mechanical, but readable.</p>	<p><u>Sentence Fluency</u> Writing has sentences that are understandable but may be choppy or awkward. Rereading may be necessary.</p>	<p><u>Sentence Fluency</u> Writing has incomplete, rambling or confusing sentences that are difficult to understand and hard to read.</p>
<p><u>Conventions</u> Writing shows mastery of grade level conventions and language usage. Ready to publish. See Section 2 of Reading/LA Curriculum Guide for grade level specific TEKS expectations.</p>	<p><u>Conventions</u> Writing demonstrates the use of below level conventions with some errors that do not interfere with meaning. Good once over needed before publication. See Section 2 of Reading/LA Curriculum Guide for grade level specific TEKS expectations.</p>	<p><u>Conventions</u> Writing makes frequent, noticeable mistakes that interfere with a smooth reading of the message and with meaning. Line by line editing required. See Section 2 of Reading/LA Curriculum Guide for grade level specific TEKS expectations.</p>	<p><u>Conventions</u> Writing has severe errors in most or all conventions; some parts of the text may be impossible to follow or understand. Extensive word-by-word editing. See Section 2 of Reading/LA Curriculum Guide for grade level specific TEKS expectations.</p>