Six Traits Paragraph Writing Rubric

	1 Beginning	2 Emerging	3 Developing	4 Proficient	5 Strong	6 Exemplary
Idea • main theme • supporting details	• Lacks central idea • Development is minimal or non-existent	• Purpose and main idea may be unclear and cluttered by irrelevant detail • May be unclear because paragraph has competing ideas for thesis	• Main idea may be cloudy because supporting detail is too general or even off-topic	• Evident main idea with some support which may be general or limited	• A main idea or topic is clear • Clear, focused, interesting idea with appropriate detail	• Paragraph centred around a significant idea or topic • Exceptionally clear, focused, engaging with relevant, strong supporting detail
Organization • structure • introduction • conclusion	• Lack of coherence; confusing • No identifiable beginning or ending	• Lack of structure; disorganized and hard to follow • Appears to start or stop in the middle of something	• Attempts at organization; may be a "list" of items • Beginning and ending not clear	• Organization is appropriate, but conventional • Attempt at introduction and conclusion	• Strong order and structure • Inviting intro and satisfying closure	• Effectively organized in logical and creative manner • Creative and engaging intro and conclusion
Voice • personality • sense of audience	• Writing is lifeless • No hint of the writer	• Writing tends to be flat or stiff • Stereotypic, copied tone and voice	• Voice may be inappropriate or non-existent • Writing may seem mechanical	• Evident commitment to topic • Inconsistent or formulaic personality	• Appropriate to audience and purpose • Writer behind the words comes through	• Expressive, engaging, sincere • Strong sense of audience • Shows emotion: humour, honesty, suspense or life
Word Choice • precision • effectiveness • imagery	• Limited range of words • Some vocabulary misused	• Monotonous, often repetitious, sometimes inappropriate	• Words may be correct but mundane • Common words chosen	• Language is functional and appropriate • Descriptions may be overdone at times	• Descriptive, broad range of words • Word choice energizes writing	• Precise, carefully chosen • Strong, fresh, vivid images
Sentence Fluency • rhythm, flow • variety	• Difficult to follow or read aloud • Disjointed, confusing, rambling	• Often choppy • Monotonous sentence patterns • Frequent run-on sentences • Some sentence fragments	• Some awkward constructions • Common simple pattern used • Several sentences begin the same way	• Generally in control • Lacks variety in length and structure	• Easy flow and rhythm • Good variety in length and structure	• High degree of craftsmanship • Effective variation in sentence patterns
Conventions • age appropriate for spelling, caps, punctuation, grammar	• Numerous errors distract the reader and make the text difficult to read • Errors may be made more than one way for the same pattern or structure	• Frequent significant errors may impede readability • Errors frequent in common patterns and structures	• Limited control of conventions • Some errors in common patterns or structures do not unduly interfere with understanding	• Control of most writing conventions • Errors reflect risks with unusual or sophisticated structures	• Strong control of conventions • Errors are few and minor	• Exceptionally strong control of standard conventions of writing • Complex conventions attempted