WSD Traits Writing Rubric for Grades 3-5

Name : _____   Genre / Title: _____   Date: _____

Score Key 1=Minimal,   2-3=Basic, 4=Proficient, 5-6=Advanced

	6 Exceeds Expectations (Advanced)	5 More than Meets Expectations (Advanced)	4 Meets Expectations (Proficient)	3 Meets Most Expectations (Basic)	2 Partially Meets Expectations (Basic)	1 Does Not Meet Expectations (Minimal)
Ideas ● Main theme ● Supporting details	● Focus is clear and definite ● Strong, specific supporting details written in a engaging, original way	● Focus is clear and definite ● Relevant, supporting details written in a fresh way	● Focus is clear, but in a predictable way ● Sufficient details reveal insight into topic	● Focus is somewhat defined ● Details give reader only a glimpse of aspects of topic	● Not focused on a single topic ● Details need more development or are inaccurate	● Focus is not clear ● Few, disconnected details show lack of understanding
Organization ● Introduction and conclusion ● Structure	● Memorable introduction and conclusion ● Sequencing of details is effective, logical, and creative ● Transitions effectively tie ideas together	● Original introduction and conclusion ● Sequencing of details is effective and logical ● Wisely placed transition words	● Effective introduction and conclusion ● Conventional flow of details ● Obvious, canned transitions words	● Familiar introduction and conclusion ● Somewhat sensible flow of details ● Transitions attempt to tie ideas together	● Weak introduction and conclusion ● Limited sequencing of details ● Transitions limited	● No introduction or conclusion ● Sequencing is not clear ● Transitions not evident
Voice ● Personality ● Sense of audience ● Purpose	● The writer speaks in an expressive, compelling way ● Evokes strong emotion in the reader ● Audience and purpose are clearly in writer's mind	● The writer's personality is expressed in an interesting way ● Makes the reader want to continue reading ● Audience and purpose are in writer's mind	● Established a pleasing tone, but not compelling ● Appropriate connection to audience ● Purpose is basically clear	● Glimpses of writer's personality ● Generic connection to audience ● Purpose is somewhat clear	● Writing is mechanical ● Limited connection to audience ● Purpose is unclear	● Flat and lifeless ● Connection to audience is lacking ● Writer is indifferent to the topic and it shows ● No energy to piece ● Purpose is unclear

	6 Exceeds Expectations (Advanced)	5 More than Meets Expectations (Advanced)	4 Meets Expectations (Proficient)	3 Meets Most Expectations (Basic)	2 Partially Meets Expectations (Basic)	1 Does Not Meet Expectations (Minimal)
Word Choice ● Precision ● Effectiveness ● Imagery	● Precise, carefully chosen language sounds natural ● Lively, strong verbs add energy ● Original phrasing ● Memorable language	● Descriptive, broad range of language ● Lively verbs ● Word choice energizes writing	● Correct, adequate language ● Passive voice with a few lively verbs ● Phrasing is functional and appropriate	● Ordinary language ● Passive voice ● Verb choice is general ● Phrasing lacks energy; repetitive	● Limited range of language ● Passive voice dominates the piece ● Phrasing is distracting and has little meaning	● Misused and vague language ● No strong verbs ● Phrasing lacks meaning
Sentence Fluency ● Variety ● Rhythm, flow	● High degree of craftsmanship in sentence beginnings, length, and structure ● Smooth, rhythmic sound and flow invites expressive reading	● Creatively constructs sentence variety in beginnings, length, and structure ● Most sentences read with smooth, rhythmic sound	● Adequately constructs sentence variety in beginnings, length, and structure ● Some sentences read with smooth, rhythmic sound	● Attempts to vary sentence beginnings, length, and structure ● Some awkward sentence construction	● Limited attempt to vary sentence beginnings, length, and structure ● Sentences lack rhythm when read aloud	● No attempt to vary sentence beginnings, length, and structure ● A challenge to read due to incomplete, choppy, and/or rambling sentences
Conventions ● Age appropriate spelling, capitals, punctuation, grammar, paragraphing	● Exceptionally strong control of standard writing conventions is apparent: spelling is correct even for more difficult words, grammar is correct, paragraphing (indenting) enhances organization	● Strong control of standard writing conventions is apparent: spelling is correct even for many difficult words, grammar is essentially correct, paragraphing (indenting) enhances organization of the paper	● Control of standard writing conventions is apparent: a few errors in spelling, grammar is essentially correct, evidence of paragraphing supports the organization of the paper	● Basic control of standard writing conventions is apparent: some errors in spelling, grammar is essentially correct, paragraphing may or may not be present	● Limited grasp of the standard writing conventions is apparent: many errors in spelling, grammar is mostly correct, limited to no evidence of paragraphing	● No grasp of standard writing conventions; numerous spelling and grammar errors, no evidence of paragraphing ● Unreadable