



## Analytic Trait Scoring Rubric for Writing Samples

This rubric can be used by teachers to communicate to students how well they incorporate traits of “good writing” into their writing. The rubric provides a scale from 1 to 6, with 6 as the highest level of performance.

### Ideas/Content

- 6 Exceptionally clear, focused, and interesting. Writing holds the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to the audience.
- 5 Clear, focused, and interesting. Writing holds the reader’s attention. Main ideas stand out and are developed by supporting details suitable to the audience.
- 4 Clear and focused. Reader can easily understand the main ideas. Support is present, although it may be limited or rather general.
- 3 Reader can understand main ideas, although they may be overly broad or simplistic. Detail is often limited, insubstantial, overly general, or occasionally off-topic.
- 2 Main ideas and purpose are somewhat unclear or development is attempted but minimal.
- 1 Writing lacks a central idea or purpose. Paper is too short to develop ideas.

### Organization

- 6 Organization enhances the central idea and its development. Order and structure are compelling and move the reader through the text easily.
- 5 Organization enhances the central idea and its development. Order and structure move the reader through the text.
- 4 Organization is clear and coherent. Order and structure are present but formulaic.
- 3 Attempt is made to organize writing, however, the overall structure is inconsistent or skeletal.
- 2 Lacks structure. An occasional organizational device is discernible, however, the writing is either difficult to follow or the piece is simply too short to demonstrate organizational skills.

- 1 Writing lacks coherence. Organization seems haphazard and disjointed. Reader is confused.

## Sentence Fluency

- 6 Writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable.
- 5 Writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable.
- 4 Writing flows, however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading.
- 3 Writing is mechanical rather than fluid. Occasional awkward constructions may force rereading.
- 2 Writing tends to be either choppy or rambling. Awkward constructions often force rereading.
- 1 Writing is difficult to follow. Sentences tend to be incomplete, rambling, or very awkward.

## Word Choice

- 6 Word choice is very well suited for the piece. The vocabulary is exceptionally clear and precise. Lively and memorable words paint a strong image in the reader's mind.
- 5 Word choice is well suited for the piece. The vocabulary is clear and precise. Some lively and memorable words help paint a strong image in the reader's mind.
- 4 Word choice is adequate for the piece. The vocabulary is mostly clear and concise, but economy of expression could be improved. Some well chosen words help the reader paint a mental image.
- 3 Word choice lacks precision, although it is generally acceptable. Economy of expression could be greatly improved. The reader must struggle to create a mental image because so many words lack vividness.
- 2 Word choice is generally poor. Many words lack explicitness or are used incorrectly. Some redundancy is evident. A mental image is almost impossible to create given the vagueness of the chosen vocabulary.
- 1 Word choice is very poor and may be indicative of a limited vocabulary. The chosen words are vague or are used incorrectly. Much redundancy is evident. The reader is confused and unable to paint a mental image.

## Conventions

- 6 Writing demonstrates exceptionally strong control of standard writing conventions (i.e., spelling, capitalization, and punctuation) and uses them effectively to enhance communication. Paper is free from errors or they are very minor.
- 5 Writing demonstrates strong control of standard writing conventions and uses them effectively to enhance communication. Errors are few and only noticeable if reader searches for them.
- 4 Writing demonstrates control of standard writing conventions. Minor errors, while perhaps noticeable, do not impede readability.
- 3 Writing demonstrates limited control of standard writing conventions. Errors impede readability.
- 2 Writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability.
- 1 Numerous errors in standard writing conventions make text very difficult to read. Severity and frequency of errors are overwhelming. Reader finds it difficult to focus on message and must reread.