Informative writing: six trait rubric

	4/A (50-45)	3/B (44-40)	2/C (39-35)	1/D (34-30)
Ideas & Content	▪ The writing conveys ideas in a controlled and interesting manner. ▪ The focus is stated clearly. ▪ Clear, relevant directions, examples, and/or anecdotes develop and enrich the central focus. ▪ The writing shows insight—a good sense of the world, people, situations. ▪ Primary and secondary ideas are developed in proportion to their significance; the writing is balanced.	▪ The writing presents important information about a specific topic by providing facts or directions, explaining ideas or defining terms. ▪ The focus is stated clearly. ▪ Primary and secondary ideas are developed in proportion to their significance; the writing has a sense of balance.	▪ The writing presents information about a topic by providing facts or directions, explaining ideas or defining terms. ▪ The focus is unclear. ▪ An attempt is made to develop primary and secondary ideas. ▪ The writing has a limited sense of balance.	▪ The writing presents information about a specific topic by providing facts or directions, explaining ideas, or defining terms. ▪ The focus is unclear ▪ Primary and secondary ideas lack a sense of development and/or balance.
Organization	▪ The writing is organized in a way that enhances meaning or helps to develop the central idea. ▪ The introduction is inviting. Each developmental paragraph addresses a specific aspect of the topic. The conclusion is satisfying (ends at the right spot). ▪ The sequence is effective and moves the reader through the paper—the order may or may not be conventional. ▪ Transitions work well.	▪ The writing is clearly organized. ▪ The introduction is inviting. Each developmental paragraph addresses a specific aspect of the topic. The closing reminds the reader of the importance of the subject. ▪ Transitions work well.	▪ The writing is fairly organized. ▪ The introduction is obvious. Each developmental paragraph attempts to address a specific topic. The closing is attempted. ▪ Transitions are limited.	▪ The writing needs more structure. The introduction and/or conclusion may be attempted. ▪ Developmental paragraphs are limited in focus and may be confusing. ▪ Transitions need improvement
Voice	▪ The personality of the writer is evident in the writing. ▪ The writer's enthusiasm and/or interest bring the topic to life. ▪ The writing is natural and compelling. ▪ The tone is appropriate and consistently controlled. ▪ The overall effect is individualistic, expressive, and engaging.	▪ Personality, confidence and feeling are expressed throughout the writing. ▪ A commitment to the topic is obvious. ▪ The writer connects to the audience and clearly indicates a purpose for the writing. ▪ The tone is sincere, pleasant, and generally appropriate. ▪ The writing evokes emotion in the reader.	▪ Personality, confidence, and feeling weave in and out of the writing. ▪ Commitment to the topic is limited. ▪ The tone is generally appropriate. ▪ The writing evokes some emotion in the reader.	▪ The writing lacks commitment to the topic. ▪ Connection to the audience and purpose for writing are unclear. ▪ The tone is flat or inappropriate. ▪ The writing evokes little emotion in the reader.

Word Choice	• Well-chosen words convey the intended message in an interesting, precise, and powerful way. • Lively, powerful verbs provide energy. • Specific nouns add color and clarity. • Modifiers work to provide strong imagery. • Expression is fresh and appealing: original or unusual phrasing adds to the meaning; figurative language, if used, is effective; vocabulary is striking but not overdone; technical terms and notations are effective.	• Well-chosen words convey the intended message in an interesting, precise, and natural way. • Powerful verbs, specific nouns, and descriptive modifiers enhance meaning. • Expression attempts to be fresh and appealing: original or unusual phrasing adds to the meaning; figurative language, if used, is generally effective; vocabulary is striking but, at times, overdone; technical terms and notations are effective.	• Words are reasonably accurate and convey the intended message in a general manner. • Some verbs provide energy; some simply link one point to another. • Some nouns are specific, but other nouns are fairly general. • Modifiers attempt to be descriptive. • Expression is limited: figurative language, if used, may or may not be effective; vocabulary is either common or attempts to be uncommon and leads to confusion; technical terms and notations are limited in their effectiveness.	• Word choice limits the clarity of the intended message. • Verbs, nouns, and/or modifiers lack the ability to convey an image. • Expression is lacking: vocabulary is limited and restricting or too technical.
Sentence Fluency	• Strong and varied sentence structure clearly conveys meaning and invites expressive reading. • Sentences are appropriately concise. • The writing has a natural flow and rhythm when read aloud.	• Strong and varied sentence beginnings, length, and structure help to convey meaning and invite expressive reading. • Sentences are appropriately concise. • The writing sounds smooth and rhythmic when read aloud.	• Varied sentence beginnings, length, and structure help to convey meaning. • Sentences are sometimes concise and sometimes too wordy. • The writing sounds businesslike or mechanical when read aloud.	• Sentence beginnings, length, and structure lack variation. • The writing lacks fluency when read aloud.
Conventions	• A strong grasp of the standard writing conventions is apparent: capitalization is accurate, punctuation is smooth and enhances meaning, spelling is correct even on more difficult words, grammar is essentially correct, usage is correct, paragraphing (indenting) enhances the organization of the paper. • Specialized conventions (titles, subtitles, in-text notes, table of contents, works cited) generally enhance the text.	• A strong grasp of the standard writing conventions is apparent: capitalization is correct, punctuation is smooth and enhances meaning, spelling of common words is correct; more difficult words are generally correct, grammar is essentially correct, usage is generally correct, paragraphing (indenting) works with the organization of the paper. • Specialized conventions (titles, subtitles, in-text notes, table of contents, works cited) generally enhance the text.	• A basic grasp of the standard writing conventions is apparent. • Errors in conventions may impair readability. • Specialized conventions (titles, subtitles, in-text notes, table of contents, works cited) may be disruptive or confusing.	• A minimal grasp of the standard writing conventions is apparent. • Numerous errors in conventions distract and/or confuse the reader. • Specialized conventions (titles, subtitles, in-text notes, table of contents, works cited) are disruptive or confusing.
Presentation	• Follows format expectations found either on the CyberEnglish9 web site or in *Falcon Skills and Style Handbook*, whichever applies.	• Generally follows format expectations found either on the CyberEnglish9 web site or in *Falcon Skills and Style Handbook*, whichever applies.	• There is a limited attempt to follow format expectations found either on the CyberEnglish9 web site or in *Falcon Skills and Style Handbook*, whichever applies.	• Presentation lacks consistency or a disregard for format expectations creates distractions.