

6 1 Writing Traits Rubric

6+1 Traits Writing Rubric, Northwest Education, 2022

Yrs K-2	Beginning	Emerging	Developing	Capable	Experienced	Exceptional
IDEAS The piece's content - its central message and details support that message.	Does not communicate an idea through writing, drawing, or dictation.	Attempts to share a vague idea but lacks support through writing or drawing, or support is not connected.	Shares an idea in writing in a general way (e.g., word string, sentence), but support is lacking or very weak.	Presents a simple, clear main idea (e.g., a story, information, or opinion) in writing, with some details.	Conveys a clear, focused main idea in writing, using multiple sentences with supporting details.	Conveys a rich, focused, and well-developed main idea in writing that is fresh and original.
ORGANIZATION The internal structure of the piece - the thread of logic and the pattern of meaning.	Has no obvious organization or structure.	Attempts an organizational structure in writing or drawing, but it is incomplete or confusing.	Attempts developing a simple organizational structure in writing, but it may be confusing in places; uses a limited transitions and/or random sequencing.	Uses a basic organizational structure in writing that orders ideas using transitions and logical sequencing.	Demonstrates an organizational structure in writing that connects ideas using varied transitions and sequencing that enriches meaning.	Provides an organizational structure in writing that enhances ideas using rich and varied transitions and sequencing that enriches meaning.
VOICE The tone and tenor of the piece - the personal story of the writer, which is achieved through a strong understanding of purpose and audience.	Shows indifference or distance.	Makes efforts but attempts to connect with task and/or audience.	Uses emerging voice that does not yet support task and/or purpose or engage audience.	Employs voice that supports task and purpose and audience, engaging reader adequately.	Strengthens writing with voice that fully addresses task, purpose, and audience.	Use voice compelling, demonstrating powerful ownership of task, purpose, and audience.
WORD CHOICE The vocabulary the writer uses to convey meaning and enlighten the reader.	Uses no or very few printed words; uses drawings to represent words and/or copies some environmental print, making meaning unclear.	Has some simple words that may be difficult to decode; may rely on environmental print.	Uses words, word strings, and/or phrases with possible drawings; vocabulary is limited to general, known words, and may be repetitious.	Uses basic vocabulary correctly, including basic domain-specific vocabulary if appropriate; may attempt a few creative word choices.	Uses precise, accurate, varied vocabulary, including domain-specific vocabulary if appropriate; may attempt creative word choice including figurative language.	Uses precise, accurate, varied, and/or creative vocabulary, including domain-specific vocabulary if appropriate; may employ figurative language; vocabulary reflects understanding.
SENTENCE FLUENCY The way the words and phrases flow through the piece (it is the auditory trait because we "read" for it with the ear as much as the eye.)	Has no sentences; may make random, undecodable attempts to represent words.	Includes part of a sentence that is decodable, but text contains no sense of rhythm.	Has some decodable sentences, but they are choppy and lack rhythm.	Uses simple sentences with limited transitional words; may have little variety and/or rhythm.	Uses multiple sentences with transitional words, including a variety of sentence beginnings; has rhythm that is fluid and easy to read about.	Uses a variety of sentences with varied transitional words that flow smoothly and are easy to read about.
CONVENTIONS The awareness of correctness of the piece (correct use of conventions: spelling, capitalization).	Demonstrates little or no understanding of grade-level conventions.	Has many types of convention errors scattered throughout text.	Handles conventions well at times but makes errors that impact readability.	Applies standard grade-level conventions accurately on most occasions.	Has few errors with only minor editing needed to publish; may attempt more complex conventions.	Uses conventions effortlessly without significant errors; may use conventions to creatively enhance.

1. Education Northwest developed the 6+1 Trait Writing Model of Instruction & Assessment to help educators provide clear, consistent, and evidence-based feedback on student writing. <https://edupoint.nwned.org/traits>

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LITERACY

6 1 WRITING TRAITS RUBRIC SERVES AS A COMPREHENSIVE GUIDE FOR EDUCATORS AND STUDENTS ALIKE, AIMING TO ENHANCE THE WRITING PROCESS AND IMPROVE OVERALL WRITING QUALITY. THIS RUBRIC BREAKS DOWN WRITING INTO SIX ESSENTIAL TRAITS THAT ARE CRITICAL IN ASSESSING AND DEVELOPING WRITING SKILLS. EACH TRAIT FOCUSES ON A DIFFERENT ASPECT OF WRITING, PROVIDING A HOLISTIC APPROACH TO EVALUATING AND TEACHING WRITING. BY UNDERSTANDING AND UTILIZING THE 6 1 WRITING TRAITS RUBRIC, BOTH TEACHERS AND STUDENTS CAN FOSTER A MORE EFFECTIVE WRITING ENVIRONMENT THAT ENCOURAGES GROWTH AND IMPROVEMENT.

UNDERSTANDING THE 6 WRITING TRAITS

THE 6 1 WRITING TRAITS RUBRIC ENCOMPASSES THE FOLLOWING TRAITS:

1. IDEAS
2. ORGANIZATION
3. VOICE
4. WORD CHOICE
5. SENTENCE FLUENCY
6. CONVENTIONS

THESE TRAITS FORM THE FOUNDATION OF EFFECTIVE WRITING, GUIDING BOTH INSTRUCTION AND ASSESSMENT.

1. IDEAS

THE FIRST TRAIT, IDEAS, REFERS TO THE CORE MESSAGE OR CONTENT OF THE WRITING. THIS TRAIT EMPHASIZES THE IMPORTANCE OF CLARITY AND FOCUS IN WRITING. A STRONG PIECE OF WRITING CONVEYS A CLEAR PURPOSE, PRESENTS RELEVANT DETAILS, AND ENGAGES THE READER.

- KEY FEATURES OF IDEAS:
- A CLEAR CENTRAL THEME OR MESSAGE.

- RELEVANT AND COMPELLING DETAILS THAT SUPPORT THE MAIN IDEA.
- ORIGINALITY AND CREATIVITY IN THOUGHT.

TO ASSESS IDEAS, CONSIDER THE FOLLOWING QUESTIONS:

- IS THE MAIN IDEA WELL-DEFINED?
- ARE THE SUPPORTING DETAILS RELEVANT AND SPECIFIC?
- DOES THE WRITING DEMONSTRATE ORIGINALITY?

2. ORGANIZATION

ORGANIZATION PERTAINS TO THE STRUCTURE AND FLOW OF THE WRITING. IT INVOLVES HOW WELL THE IDEAS ARE ARRANGED AND HOW LOGICALLY THEY PROGRESS FROM ONE POINT TO THE NEXT.

- KEY FEATURES OF ORGANIZATION:
- A CLEAR BEGINNING, MIDDLE, AND END.
- LOGICAL TRANSITIONS THAT GUIDE THE READER THROUGH THE TEXT.
- A COHERENT STRUCTURE THAT ENHANCES UNDERSTANDING.

TO EVALUATE ORGANIZATION, CONSIDER:

- IS THERE A CLEAR INTRODUCTION, BODY, AND CONCLUSION?
- ARE THE IDEAS SEQUENCED LOGICALLY?
- ARE TRANSITIONS USED EFFECTIVELY TO CONNECT IDEAS?

3. VOICE

VOICE REPRESENTS THE WRITER'S UNIQUE STYLE AND PERSONALITY EXPRESSED THROUGH THEIR WRITING. IT REFLECTS THE AUTHOR'S TONE, ATTITUDE, AND EMOTIONS, MAKING THE WRITING FEEL PERSONAL AND ENGAGING.

- KEY FEATURES OF VOICE:
- AUTHENTICITY AND A SENSE OF INDIVIDUALITY.
- APPROPRIATE TONE THAT MATCHES THE AUDIENCE AND PURPOSE.
- EMOTIONAL RESONANCE THAT CONNECTS WITH THE READER.

TO ASSESS VOICE, ASK:

- DOES THE WRITING FEEL PERSONAL AND ORIGINAL?
- IS THE TONE APPROPRIATE FOR THE INTENDED AUDIENCE?
- DOES THE AUTHOR CONVEY EMOTION EFFECTIVELY?

4. WORD CHOICE

WORD CHOICE FOCUSES ON THE VOCABULARY AND LANGUAGE USED IN THE WRITING. EFFECTIVE WORD CHOICE ENHANCES CLARITY AND CREATES VIVID IMAGERY, MAKING THE WRITING MORE ENGAGING AND IMPACTFUL.

- KEY FEATURES OF WORD CHOICE:
- SPECIFICITY AND PRECISION IN LANGUAGE.
- USE OF VIVID AND DESCRIPTIVE WORDS.
- APPROPRIATE USE OF TERMS THAT SUIT THE AUDIENCE.

TO EVALUATE WORD CHOICE, CONSIDER:

- ARE THE WORDS USED EFFECTIVELY TO CONVEY MEANING?
- IS THERE A VARIETY OF VOCABULARY THAT ENHANCES THE WRITING?
- ARE THERE ANY CLICHÉ S OR VAGUE TERMS THAT COULD BE IMPROVED?

5. SENTENCE FLUENCY

SENTENCE FLUENCY REFERS TO THE RHYTHM AND FLOW OF THE WRITING. IT INVOLVES THE VARIETY AND COMPLEXITY OF SENTENCES, MAKING THE TEXT ENJOYABLE TO READ.

- KEY FEATURES OF SENTENCE FLUENCY:
- A MIX OF SHORT AND LONG SENTENCES FOR VARIETY.
- SMOOTH TRANSITIONS BETWEEN SENTENCES AND IDEAS.
- A NATURAL FLOW THAT ENHANCES READABILITY.

TO ASSESS SENTENCE FLUENCY, CONSIDER:

- DO THE SENTENCES FLOW SMOOTHLY FROM ONE TO THE NEXT?
- IS THERE A GOOD MIX OF SENTENCE LENGTHS AND STRUCTURES?
- DOES THE WRITING MAINTAIN THE READER'S INTEREST?

6. CONVENTIONS

CONVENTIONS ENCOMPASS THE MECHANICAL ASPECTS OF WRITING, INCLUDING GRAMMAR, PUNCTUATION, SPELLING, AND FORMATTING. THIS TRAIT ENSURES THAT THE WRITING ADHERES TO STANDARD RULES, MAKING IT PROFESSIONAL AND POLISHED.

- KEY FEATURES OF CONVENTIONS:
- CORRECT GRAMMAR AND SYNTAX.
- PROPER PUNCTUATION AND SPELLING.
- ADHERENCE TO FORMATTING GUIDELINES.

TO EVALUATE CONVENTIONS, CONSIDER:

- ARE GRAMMAR AND PUNCTUATION USED CORRECTLY?
- IS SPELLING ACCURATE THROUGHOUT THE WRITING?
- DOES THE WRITING FOLLOW ANY SPECIFIC FORMATTING REQUIREMENTS?

APPLYING THE 6 1 WRITING TRAITS RUBRIC

USING THE 6 1 WRITING TRAITS RUBRIC INVOLVES SEVERAL STEPS THAT CAN ENHANCE BOTH TEACHING AND LEARNING EXPERIENCES IN WRITING.

1. ASSESSMENT

TEACHERS CAN USE THE RUBRIC TO ASSESS STUDENTS' WRITING BY SCORING EACH TRAIT ON A SCALE (E.G., 1 TO 6). THIS PROVIDES A COMPREHENSIVE OVERVIEW OF A STUDENT'S STRENGTHS AND WEAKNESSES.

- BENEFITS OF USING THE RUBRIC FOR ASSESSMENT:
- PROVIDES CLEAR CRITERIA FOR EVALUATING WRITING.
- OFFERS SPECIFIC FEEDBACK ON DIFFERENT TRAITS.
- HELPS IDENTIFY AREAS FOR IMPROVEMENT.

2. INSTRUCTION

THE RUBRIC CAN GUIDE INSTRUCTION BY FOCUSING ON SPECIFIC TRAITS THAT NEED DEVELOPMENT. TEACHERS CAN DESIGN LESSONS TARGETING WEAK AREAS IDENTIFIED IN STUDENT WRITING.

- INSTRUCTIONAL STRATEGIES:
- CONDUCT MINI-LESSONS FOCUSING ON ONE TRAIT AT A TIME.
- USE MENTOR TEXTS TO SHOWCASE STRONG EXAMPLES OF EACH TRAIT.
- ENCOURAGE PEER REVIEW USING THE RUBRIC TO FOSTER COLLABORATIVE LEARNING.

3. SELF-ASSESSMENT AND REFLECTION

STUDENTS CAN USE THE RUBRIC FOR SELF-ASSESSMENT, ALLOWING THEM TO REFLECT ON THEIR WRITING AND IDENTIFY AREAS FOR PERSONAL GROWTH.

- SELF-ASSESSMENT TECHNIQUES:
- HAVE STUDENTS SCORE THEIR OWN WRITING USING THE RUBRIC.
- ENCOURAGE REFLECTION ON HOW THEY CAN IMPROVE EACH TRAIT.
- SET PERSONAL WRITING GOALS BASED ON THEIR ASSESSMENT.

IMPLEMENTING THE RUBRIC IN THE CLASSROOM

TO EFFECTIVELY IMPLEMENT THE 6 1 WRITING TRAITS RUBRIC IN THE CLASSROOM, CONSIDER THE FOLLOWING STEPS:

1. INTRODUCE THE RUBRIC:
 - EXPLAIN EACH TRAIT CLEARLY TO STUDENTS.
 - PROVIDE EXAMPLES OF WRITING THAT EXEMPLIFY EACH TRAIT.
2. PRACTICE WITH EXAMPLES:
 - ANALYZE SAMPLE TEXTS TOGETHER, DISCUSSING STRENGTHS AND WEAKNESSES IN RELATION TO THE RUBRIC.
 - ENCOURAGE STUDENTS TO PRACTICE WRITING WITH A FOCUS ON ONE TRAIT AT A TIME.
3. USE FOR VARIOUS WRITING TYPES:
 - ADAPT THE RUBRIC FOR DIFFERENT TYPES OF WRITING (NARRATIVE, EXPOSITORY, PERSUASIVE).
 - ENCOURAGE STUDENTS TO APPLY THE TRAITS TO VARIOUS ASSIGNMENTS.
4. REGULAR FEEDBACK:
 - PROVIDE ONGOING FEEDBACK USING THE RUBRIC THROUGHOUT THE WRITING PROCESS.
 - USE THE RUBRIC AS A CONVERSATION STARTER FOR DISCUSSING WRITING.
5. ENCOURAGE PEER REVIEW:
 - FACILITATE PEER REVIEW SESSIONS WHERE STUDENTS USE THE RUBRIC TO EVALUATE EACH OTHER'S WORK.
 - PROMOTE CONSTRUCTIVE FEEDBACK AMONG PEERS.

CONCLUSION

THE 6 1 WRITING TRAITS RUBRIC IS AN INVALUABLE TOOL FOR BOTH EDUCATORS AND STUDENTS IN THE WRITING PROCESS. BY BREAKING DOWN WRITING INTO SIX ESSENTIAL TRAITS, THIS RUBRIC PROVIDES A CLEAR FRAMEWORK FOR ASSESSMENT, INSTRUCTION, AND SELF-REFLECTION. EDUCATORS CAN EFFECTIVELY UTILIZE THIS RUBRIC TO GUIDE THEIR TEACHING, WHILE STUDENTS CAN LEVERAGE IT FOR PERSONAL GROWTH AND IMPROVEMENT IN THEIR WRITING SKILLS. ULTIMATELY, EMBRACING THE 6 1 WRITING TRAITS RUBRIC CAN LEAD TO MORE CONFIDENT WRITERS WHO ARE SKILLED IN EXPRESSING THEIR THOUGHTS AND IDEAS EFFECTIVELY. BY FOSTERING A DEEPER UNDERSTANDING OF THESE TRAITS, THE WRITING PROCESS BECOMES MORE MANAGEABLE, ENGAGING, AND REWARDING FOR ALL INVOLVED.

FREQUENTLY ASKED QUESTIONS

WHAT ARE THE 6 TRAITS IN THE 6+1 WRITING TRAITS RUBRIC?

THE 6 TRAITS ARE: IDEAS, ORGANIZATION, VOICE, WORD CHOICE, SENTENCE FLUENCY, AND CONVENTIONS, WITH 'PRESENTATION' AS THE '+1' TRAIT.

HOW CAN THE 6+1 WRITING TRAITS RUBRIC IMPROVE STUDENT WRITING?

IT PROVIDES A CLEAR FRAMEWORK FOR EVALUATING AND ENHANCING WRITING SKILLS, HELPING STUDENTS UNDERSTAND KEY COMPONENTS OF EFFECTIVE WRITING.

IS THE 6+1 WRITING TRAITS RUBRIC SUITABLE FOR ALL GRADE LEVELS?

YES, IT IS ADAPTABLE FOR USE ACROSS VARIOUS GRADE LEVELS, FROM ELEMENTARY TO HIGH SCHOOL, MAKING IT VERSATILE FOR DIFFERENT WRITING ASSIGNMENTS.

HOW DO TEACHERS TYPICALLY USE THE 6+1 WRITING TRAITS RUBRIC IN THE CLASSROOM?

TEACHERS USE IT FOR ASSESSMENT, PROVIDING FEEDBACK, GUIDING INSTRUCTION, AND HELPING STUDENTS SELF-ASSESS THEIR WRITING.

WHAT IS THE SIGNIFICANCE OF 'VOICE' IN THE 6+1 WRITING TRAITS RUBRIC?

'VOICE' REFERS TO THE WRITER'S UNIQUE STYLE AND PERSONALITY IN THEIR WRITING, WHICH HELPS ENGAGE READERS AND CONVEY AUTHENTICITY.

CAN THE 6+1 WRITING TRAITS RUBRIC BE USED FOR PEER REVIEW?

YES, IT IS AN EFFECTIVE TOOL FOR PEER REVIEW AS IT GIVES STUDENTS SPECIFIC CRITERIA TO EVALUATE EACH OTHER'S WRITING CONSTRUCTIVELY.

WHAT ROLE DOES 'CONVENTIONS' PLAY IN THE 6+1 WRITING TRAITS RUBRIC?

'CONVENTIONS' INVOLVE THE MECHANICS OF WRITING, INCLUDING GRAMMAR, PUNCTUATION, AND SPELLING, ENSURING CLARITY AND PROFESSIONALISM IN THE TEXT.

HOW CAN STUDENTS BENEFIT FROM SELF-ASSESSING USING THE 6+1 WRITING TRAITS RUBRIC?

SELF-ASSESSING WITH THE RUBRIC HELPS STUDENTS REFLECT ON THEIR WRITING STRENGTHS AND AREAS FOR IMPROVEMENT, FOSTERING A GROWTH MINDSET.

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