

## Writing Rubric for Sixth-Grade Writing Assessment

Student's Name \_\_\_\_\_

Date: \_\_\_\_\_

	Criteria				Points
	5	4	3	2	
<b>Organization</b>	The essay is written as a five-paragraph essay and includes a creative, meaningful introductory paragraph and a strong concluding paragraph. The introductory paragraph ends with a tri-part thesis statement.	The essay is written as a five-paragraph essay and includes an introductory paragraph and a concluding paragraph. The introductory paragraph ends with a tri-part thesis statement.	The essay is written in multiple paragraphs including an introductory paragraph and a concluding paragraph. The introductory paragraph ends with a thesis statement.	The essay is a single paragraph <b>or</b> the length is not appropriate <b>or</b> the essay is multi-paragraphs but is missing an introductory paragraph and/or conclusion <b>or</b> thesis statement <b>or</b> the thesis statement does not include reasons <b>or</b> is not at the end of the paragraph	X 3 =
<b>Content/Ideas</b>	The essay includes significant multiple supporting statements and includes detailed concrete illustrations. The topic sentence of each body paragraph gives one of the reasons from the thesis statement.	The essay includes multiple supporting statements and includes concrete illustrations. Each body paragraph discusses one of the reasons from the thesis statement.	The essay does not include concrete illustrations <b>or</b> the essay includes weak supporting statements <b>or</b> a limited number of supporting statements <b>or</b> the supporting statements are not the ones given in the thesis statement.	The essay discusses only one supporting idea or is off topic.	X 3 =
<b>Style and Language</b>	The student writes creatively, has revised effectively, and uses formal language. The description is vivid and details are specific.	The student uses formal language and has some effective revision and/or the student uses a TABOO item.	Most of the language is formal, but the essay needs more revision <b>or</b> the student uses two TABOO items.	The student uses more than two TABOO items (casual wording, slang, imperative or interrogative sentences, etc.) <b>and/or</b> has not revised adequately.	X 2 =
<b>Sentence Formation</b>	Throughout the essay a variety of sentence structures are used that enhance the reading of the essay. Sentences are full and mature.	A variety of sentence structures and beginnings are used throughout the essay. Most sentences are somewhat mature.	Sentence structure and sentence beginnings are not varied enough <b>or</b> there is an error in sentence structure <b>or</b> many sentences are short.	There are problems with sentence structure (awkward wording, fragments, run-ons, and/or stringy/rambling sentences).	
<b>Mechanics and Usage</b>	Most spelling and all punctuation, capitalization, and grammar are used correctly.	Most spelling, punctuation, capitalization, and grammar are used correctly.	There are several spelling, punctuation, capitalization, and/or grammatical errors.	Spelling, punctuation, capitalization, and grammatical errors interfere with the reading of the essay.	
				<b>Total</b>	/ 50