

**Lisbon School Department
Six Traits Writing Rubric
Kindergarten**

	ETS	MTS	PMS	DNM
Trait with Corresponding Performance Indicator	4	3	2	1
<p>Ideas & Content <i>⌘ main theme</i> <i>⌘ supporting details</i> K-2: G1 – Dictate or write stories or essays which convey basic ideas, have sequences that make sense, and show evidence of a beginning, middle, and ending.</p>	<ul style="list-style-type: none"> • Writing tells a story or makes a point • Illustration (if present) enhances the writing • Idea is generally on topic • Details are present but not developed (lists) 	<ul style="list-style-type: none"> • Some story development • Illustration supports the writing • Meaning of the general idea is understandable • Some ideas clear but some are still fuzzy 	<ul style="list-style-type: none"> • Some understandable words are present • Drawings show detail • Pictures are supported by some words 	<ul style="list-style-type: none"> • Scribbles, line forms or letters are used as writing • Line forms are used to imitate text • Letters are randomly written
<p>Organization <i>⌘ structure</i> <i>⌘ introduction</i> <i>⌘ conclusion</i> K-2: G1 – Dictate or write stories or essays which convey basic ideas, have sequences that make sense, and show evidence of a beginning, middle, and ending.</p>	<ul style="list-style-type: none"> • Attempts transitions from sentence to sentence • Beginning works well and attempts an ending • Logical sequencing • Key ideas begin to surface 	<ul style="list-style-type: none"> • Limited transitions are present • Beginning but no ending except “The End” • Attempts at sequencing and transitions 	<ul style="list-style-type: none"> • Experiments with beginning • Begins to group like words/ pictures • Transitions or evidence of sequencing are haphazard 	<ul style="list-style-type: none"> • Order or grouping are not yet present • No sense of beginning or end • Connections between idea are confusing
<p>Conventions <i>⌘ age appropriate, spelling, caps, punctuation, grammar</i> K-2: F1 – Edit their own written work for standard English spelling and usage.</p>	<ul style="list-style-type: none"> • Transitional spelling on less frequent words (MONSTUR, HUMUN, CLOSED, etc.) • Spelling of high frequency words usually correct • Capitals at the beginning of sentences and variable use on proper nouns • End punctuation is correct, (!?) and other punctuation is attempted (such as commas) • Paragraphing variable but present • Noun/pronoun agreement, verb tenses, subject/verb agreement 	<ul style="list-style-type: none"> • Uses phonetic spelling • MOSTR, HUMN, KLOSD, etc.) on personal words • Spelling of high frequency words inconsistent • Uses capitals at the beginning of sentences • Usually uses end punctuation correctly (!?) • Experiments with other punctuation • Longer pieces may be written as one paragraph • Attempts standard grammar 	<ul style="list-style-type: none"> • Attempts semi-phonetic spelling (MTR, UM, etc.) • Uses mixed upper and lower case letters • Uses spaces between letters and words • Consistently writes left to right • Consistently makes effective use of top to bottom spacing • Random punctuation • Nonstandard grammar is common 	<ul style="list-style-type: none"> • Writes letter strings (pre-phonetic: dmRxzz) • Attempts to create standard letters • Attempts spacing of words, letters, symbols or pictures • Attempts to write left to right • Attempts to write top/down • Punctuation, capitalization, etc. not making sense, yet • Student interpretation needed to understand text/pictures

**Lisbon School Department
Six Traits Writing Rubric
Grades 1 & 2**

	ETS	MTS	PMS	DNM
Trait with Corresponding Performance Indicator	4	3	2	1
<p>Ideas & Content <i>⌘ main theme</i> <i>⌘ supporting details</i> K-2: G1 – Dictate or write stories or essays which convey basic ideas, have sequences that make sense, and show evidence of a beginning, middle, and ending.</p>	<ul style="list-style-type: none"> Ideas presented are fresh/original Topic is narrowed and focused Main idea is developed and clear Interesting, important details are given for support 	<ul style="list-style-type: none"> Writing tells a story or makes a point Illustration (if present) enhances the writing Idea is generally on topic Details are present but not developed (lists) 	<ul style="list-style-type: none"> Some story development Illustration supports the writing Meaning of the general idea is understandable Some ideas clear but some are still fuzzy 	<ul style="list-style-type: none"> Some understandable words are present Drawings show detail Pictures are supported by some words
<p>Organization <i>⌘ structure</i> <i>⌘ introduction</i> <i>⌘ conclusion</i> K-2: G1 – Dictate or write stories or essays which convey basic ideas, have sequences that make sense, and show evidence of a beginning, middle, and ending.</p>	<ul style="list-style-type: none"> Transitions connect main ideas The opening attracts the reader An effective ending is tried Easy to follow Important ideas stand out 	<ul style="list-style-type: none"> Attempts transitions from sentence to sentence Beginning works well and attempts an ending Logical sequencing Key ideas begin to surface 	<ul style="list-style-type: none"> Limited transitions are present Beginning but no ending except “The End” Attempts at sequencing and transitions 	<ul style="list-style-type: none"> Experiments with beginning Begins to group like words/ pictures Transitions or evidence of sequencing are haphazard
<p>Conventions <i>⌘ age appropriate,</i> <i>⌘ spelling, caps,</i> <i>⌘ punctuation, grammar</i> K-2: F1 – Edit their own written work for standard English spelling and usage.</p>	<ul style="list-style-type: none"> High frequency words are spelled correctly Capitals used for obvious proper nouns as well as sentence beginnings Basic punctuation is used correctly Indents consistently to show paragraphs Control over standard grammar 	<ul style="list-style-type: none"> Transitional spelling on less frequent words (MONSTUR, HUMUN, CLOSED, etc.) Spelling of high frequency words usually correct Capitals at the beginning of sentences and variable use on proper nouns End punctuation is correct, (!?) and other punctuation is attempted (such as commas) Paragraphing variable but present Noun/pronoun agreement, verb tenses, subject/verb agreement 	<ul style="list-style-type: none"> Uses phonetic spelling MOSTR, HUMN, KLOSD, etc.) on personal words Spelling of high frequency words inconsistent Uses capitals at the beginning of sentences Usually uses end punctuation correctly (!?) Experiments with other punctuation Longer pieces may be written as one paragraph Attempts standard grammar 	<ul style="list-style-type: none"> Attempts semi-phonetic spelling (MTR, UM, etc.) Uses mixed upper and lower case letters Uses spaces between letters and words Consistently writes left to right Consistently makes effective use of top to bottom spacing Random punctuation Nonstandard grammar is common

**Lisbon School Department
Six Traits Writing Rubric
Grades 3-8**

For Pinnacle Purposes Only →	ETS	MTS		PMS		DNM
Trait with Corresponding Performance Indicator →	6	5	4	3	2	1
<p>Ideas & Content <i>⌘ main theme</i> <i>⌘ supporting details</i> 3-4: G3 –clearly state or suggest a central idea and provide supporting detail. 5-8: G4 – identify a clear topic and reliably support that topic.</p>	<ul style="list-style-type: none"> • Main ideas is exceptionally clear and focused with effective use of strong, relevant detail 	<ul style="list-style-type: none"> • Main idea is clear and focused with appropriate detail 	<ul style="list-style-type: none"> • Main idea is evident with some support which may be general or limited 	<ul style="list-style-type: none"> • Main idea is cloudy because supporting detail is too general or even off-topic 	<ul style="list-style-type: none"> • Purpose and main idea may be unclear and cluttered by irrelevant detail 	<ul style="list-style-type: none"> • Lacks main idea; development is minimal or non-existent
<p>Organization <i>⌘ structure</i> <i>⌘ introduction</i> <i>⌘ conclusion</i> 3-4: G2 –show a definite beginning, middle, and ending 5-8: G1 Write stories with an identifiable beginning, middle, and ending</p>	<ul style="list-style-type: none"> • Effective organization in a logical manner • Effective use of transitions • Introduction offers important clues about what is to come and the conclusion reinforces important generalizations and/or resolves questions 	<ul style="list-style-type: none"> • Strong organization • Clear introduction and conclusion 	<ul style="list-style-type: none"> • Organization is appropriate, but conventional • Basic introduction and conclusion 	<ul style="list-style-type: none"> • Attempts at organization; may be a “list” of events but not necessarily in order • Attempt at introduction and conclusion but not developed 	<ul style="list-style-type: none"> • Lack of organization; disorganized and hard to follow • Missing or weak introduction and conclusion 	<ul style="list-style-type: none"> • Lack of organization; confusing • No identifiable introduction or conclusion
<p>Conventions <i>⌘ age appropriate,</i> <i>spelling, caps,</i> <i>punctuation, grammar</i> 3-4: F1 Edit their own work for standard English spelling and usage. 5-8: F1 Edit written work for standard English spelling and usage.</p>	<ul style="list-style-type: none"> • Exceptional control and sophisticated use of writing conventions 	<ul style="list-style-type: none"> • Strong control of writing conventions; errors are few and minor 	<ul style="list-style-type: none"> • Control of most writing conventions; occasional errors 	<ul style="list-style-type: none"> • Limited control of writing conventions; frequent errors do not interfere with readability or understanding 	<ul style="list-style-type: none"> • Frequent significant errors may slow readability or understanding 	<ul style="list-style-type: none"> • Numerous errors distract the reader and may prevent readability or understanding