

Six Trait Rubric - Grade 10 Informative/Explanatory

6 Trait	5	4	3	2	1
Ideas and Content	-Thesis is clear, focused, and purposeful. -Evidence provides relevant and sufficient support of the main ideas. - Relationships among complex ideas and concepts are cohesive. -Graphics and multimedia, if present, aid comprehension.		-Thesis is identifiable, but offers superficial information. -Evidence may not support the central idea of the text or is repetitious. -Ideas are mostly cohesive and clarify relationships, but leave the reader with questions. -Graphics and multimedia, if present, attempt to aid comprehension.		-Thesis is unclear. -Evidence is missing and/or irrelevant. -Ideas are not cohesive, nor do they clarify relationships. -Graphics and multimedia, if present, distract from comprehension.
Organization	-Structure guides the reader through the text. -Paragraphing is highly effective. -Introduction draws the reader in and includes an appropriately-placed thesis statement. -Well-structured body paragraphs exist throughout. -An effective conclusion ties together all main ideas. -Transitions are strong and natural throughout and connect ideas effectively.		-Structure is functional but predictable and formulaic. -Paragraphing is attempted but needs revision to be more effective. -The introduction and conclusion are recognizable and functional, but not truly effective. -The body of the essay lacks effective structure. -Transitions are usually present, but connections may be awkward.		-Structure is haphazard and disjointed and inhibits the reader's comprehension of ideas. -Paragraphing is not attempted. -Neither an introduction nor conclusion is present or effective. -The body of the essay lacks structure. -Transitions are missing or unclear.
Voice	-Language is expressive, appropriate, and honest. -Topic is developed appropriately for the audience's knowledge level. -Language is natural, yet thought-provoking. -The writer establishes and maintains appropriate style (formal/informal) and tone. -Readers are engaged and want to read on.		-Some expression is evident, but can become general or vague. -Language may seem dull, though tone is largely appropriate. -Writer usually uses appropriate style (formal/informal) and tone. -Readers are informed, but have to work to stay engaged.		-The expression is flat, lifeless, and mechanical. -Language is inappropriate for audience and purpose. -The writer has no awareness of the audience and makes no attempt at involving the reader.
Word Choice	-The writer uses precise language and academic/domain-specific vocabulary correctly in context. -The use of energetic verbs and vivid adjectives engage the reader.		-Words are usually correct, but rarely capture the reader. -Energetic verbs and vivid adjectives are occasionally used.		- Words are often incorrect, repetitious, or don't capture the reader. -Energetic verbs and vivid adjectives are not used.
Sentence Fluency	-Sentences are balanced with a variety of beginnings and a variety of sentence structures. -Sentences enhance meaning while being engaging and fluent. -The paper may be read aloud easily with ease of expression; sentences flow.		-Sentences have some variety in beginnings and structure. -Some fragments or run-ons may be present but do not interfere with meaning. -Ease of expression is inconsistent.		-Little to no variety of sentence beginnings and structure. -Persistent run-ons, fragments interfere with meaning. -Sentences do not effectively move readers from one idea to the next.
Conventions	-Few, if any, errors are present in usage and sentence formation; errors do not obscure meaning. -The writer displays effective and consistent use of punctuation, capitalization, and spelling.		-Some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed; errors may obscure meaning. -Errors in punctuation, capitalization, and spelling are noted and meaning is becoming distorted.		-Errors are severe; meaning is often obscured. -Extensive editing is required for publication. -There is little to no control over standard spelling, usage, and grammar conventions.

