

6+1 Traits Rubric for the 4-Square (Grade 3)

Name _____ Date _____

Content/Ideas: _____ Organization: _____ Sentence Fluency: _____

	EXEMPLARY “4”	PROFICIENT “3”	DEVELOPING “2”	UNSATISFACTORY “1”
CONTENT and IDEAS on the 4-Square	The center square contains the Main Idea that effectively connects all of the squares.	The center square contains the Main Idea that connects all the squares.	The center square contains the Main Idea that connects some of the category squares.	The center square does not contain a main idea, or it is not accurate.
	The top left, top right, and bottom left squares each contain a category of information (a detail) about the main idea in the center square.	Most categories match the main idea in the center square.	Some categories match the main idea in the center square.	Lack of matching categories make the main idea in the center square unclear.
	For each of the categories in the top left, top right, and bottom left squares, there are 3 supporting pieces of information (details or examples that support the category).	Most details match the category (main idea of the square).	Some details match the category (main idea of the square).	Lack of details make the category of the square unclear.
	The bottom right square contains a sentence (for the concluding paragraph) that sums up the other 3 squares.	Concluding sentence attempts to sum up all three by repeating the main idea from the center square.	Concluding sentence restates the main idea from the center square, but does not connect the categories.	Concluding sentence is missing or not accurate.
	Effective transitional words or phrases are chosen for each of the four squares.	Most of the transitional words and phrases are effective.	Some of the transitional words and phrases are effective.	Transitional words are missing.
ORGANIZATION	The introductory paragraph is taken from the center square of the 4-Square.	Mostly taken from the center square.	Some of it taken from the center square.	Missing
	Paragraphs 2 – 4 follow the recipe: <ul style="list-style-type: none"> ✓ Sentence 1: Category in box ✓ Sentence 2: Bullet #1 ✓ Sentence 3: Bullet #2 ✓ Sentence 4: Bullet #3 	Mostly follows the recipe.	Sometimes follows the recipe.	Does not follow the recipe.
	The concluding paragraph (paragraph #5) is taken from the bottom right square of the 4-Square.	Mostly taken from the bottom right square.	Some of it taken from the bottom right square.	Missing
	The transitional words on the 4-Square are used to begin paragraphs # 2 – 5.	Most of the paragraphs #2-5 begin with a transitional word or phrase.	Some of the paragraphs #2-5 begin with a transitional word or phrase.	None of the paragraphs #2-5 begin with a transitional word or phrase.
SENTENCE FLUENCY	Each phrase on the 4-Square is turned into a complete sentence that sounds right and makes sense.	Most of the phrases are turned into complete sentences that sound right and make sense.	Some of the phrases are turned into complete sentences that sound right and make sense.	Lack of complete sentences makes the writing difficult to read.
	A variety of sentences are used effectively – to help the sentences flow from one to the next in a way that makes sense. (simple, compound, beginning or ending with a prepositional phrase or dependent clause, transitional words or phrases)	Different types of sentences are attempted. Not all sentences start the same way. Some of the transitions from sentence to sentence are a little unclear or choppy.	Most sentences begin the same way (repetition makes it sound choppy).	Simple sentences and fragments only

	EXEMPLARY “4”	PROFICIENT “3”	DEVELOPING “2”	UNSATISFACTORY “1”
WORD CHOICE	A variety of “transitional words” are used. All are used effectively. (so, also, therefore, in addition, now, last, next, instead, however, even though, whether, additionally, as you can see, in conclusion)	A few “transitional words” are used. All are used effectively.	Some “transitional words” are used. Not all are used effectively.	No attempt at using “transitional words.”
	Uses many juicy words. All are used correctly (and without repetition).	A small number of juicy words are used. All are used correctly.	Some juicy words are used correctly.	No attempt at juicy words.
CONVENTIONS	All capitals are used correctly.	Most capitals are used correctly.	Some capitals are used correctly.	Lack of capitals makes the writing difficult to read.
	All punctuation is used correctly.	Most punctuation is used correctly.	Some punctuation is used correctly.	Lack of punctuation makes the writing difficult to read.
	All grammar is correct.	Most grammar is correct.	Some grammar is correct.	Lack of correct grammar makes the writing difficult to read.
	All spelling is correct.	Most spelling is correct.	Some spelling is correct.	Lack of correct spelling makes the writing difficult to read.
PRESENTATION	First line of each paragraph is indented, and all other lines make a straight edge.	First line of each paragraph is indented, but other lines do not make a straight edge.	First line of each paragraph is not indented. Other lines make a straight left edge.	First line of each paragraph is not indented. Lines do not make a straight left edge.
	Handwriting is very neat (“best handwriting”) and there is space between words.	Handwriting is readable but could be neater. There is space between words.	Handwriting is sloppy. There is space between words.	No space between words. OR Handwriting is difficult to read.