NOTE: Development of the 6+1 Traits Rubrics, for use with the alternative Language Arts Assessment Program in Grade 3 at LWW, has been an evolving process. This revision, in January 2004, marked a change in the organizational structure of the rubric, so as to make better sense for how it is used. Now that the rubrics have been overhauled again, in March 2004, so as to make one for all of Story Map Writing, and one for all of 4-Square Writing, this document may turn out to be only a "middle-step" in the evolution of these 6+1 Traits Rubrics.

New Organization of the 6+1 Traits Rubrics
for the alternative Language Arts Assessment (the "Story Map Writing")

The original rubrics were divided into two scores:
1. Organization and Content/Ideas
2. Word Choice, Conventions, and Presentation

The goal was for the students to be able to use the rubrics themselves. The most difficult section for them to assess on their own was the Content/Ideas section, as that involved the most discernment of quality. The other problem is that the Content/Ideas is really done on the Story Map, and by assessing it in the written paragraph as well, it was being assessed twice. It didn't seem fair to penalize students twice if their content wasn't of high quality.

With the assessment piece at the end of each unit, the students have 2 tasks:

1. The students read a story and fill out a graphic organizer. They are asked to fill out their Story Map in complete sentences. The traits which can be assessed are Content/Ideas and Sentence Fluency.

2. The students read a story (could be the same story), and are given a Story Map which has been photocopied for the whole class (a "standardized" story map). From that Story Map, the students write their paragraph. The purpose of using the standardized story map is to make it possible for students who have poor reading comprehension, but strong procedural knowledge of how to be organized in their written paragraph (by following the recipe), to get credit for what they are able to do.

   In their written paragraph, the traits which can be assessed are Organization, Word Choice, Conventions, and Presentation. Since it is the teacher who creates the Story Map, it doesn't make sense to score the trait of Content/Ideas on the student's rubric for their paragraph.

Since the trait of Content/Ideas was the hardest for the students to assess on their own, and since in their assessment paragraph they don't even come up with the Conent/Ideas on their own, it makes sense to take the Content/Ideas section out of the rubric being used for the written paragraph.

Therefore, I recommend there be two rubrics. The student's rubric, used for the written paragraph, can assess Organization and Word Choice on one side, and Conventions and Presentation on the other. The teacher's rubric, used for the graphic organizer, can assess Content/Ideas. It can also assess Sentence Fluency, on the other side, if the teacher so chooses.

In regards to the rubrics which follow:
1. The first two pages are the student's rubric for the written paragraph (double-sided).
2. The last two pages are the teacher's rubric for the graphic organizer (double-sided).

These rubrics have not been tried, and may not be the answer. It may be that original rubrics are easier to use, but more effective if the student fills it out with the teacher in a writing conference. As for the assessment, the Content/Ideas section could always be crossed out on the original rubric. Or, perhaps the original rubrics are more suited for the practice paragraphs throughout the unit, and these rubrics here are more suited for the assessment.

Again, the goal with 6-traits is that the students get credit for what they are able to do well. So even if the content/ideas are not correct, the student can still get credit for knowing and following the organized recipe, for using transitional words, for paying attention to capitals and periods, for remembering to indent, etc.

Ms. Camp

January, 2004

PARAGRAPH WRITING: PROBLEM – SOLUTION

6 + 1 Traits: Organization and Word Choice

Name _____ Date _____

Title _____

Six Traits: Organization: _____ Word Choice: _____

		EXEMPLARY "4"	PROFICIENT "3"	DEVELOPING "2"	UNSATISFACTORY "1"
ORGANIZATION		First sentence introduces the book and gives a clear idea of what the whole story is about – and doesn't give away the problem.	First sentence introduces the book and attempts to tell what the whole story is about – and doesn't give away the problem.	First sentence introduces the book but doesn't tell anything about it, or it gives away the problem.	First sentence does not introduce the book, or the sentence is not accurate.
		Second sentence states the problem.	The problem comes before the events, but it is the first sentence of the paragraph.	The problem is not copied correctly from the Story Map (meaning is changed or incomplete).	The problem is missing.
		All events on the Story Map are copied in order in the paragraph.	One event on the Story Map is missing in the paragraph, but the reader can still understand what's going on.	One event is not copied correctly from the Story Map (meaning is changed or difficult to understand).	More than one event on the Story Map is missing in the paragraph, copied out of order, or copied incorrectly (making it difficult to understand what's going on).
		Solution follows the events and comes before the concluding sentence (or is effectively combined with last event).	Solution follows the events, but is the last sentence in the paragraph.	Solution is not copied correctly from the Story Map (meaning is changed or incomplete).	The solution is missing, or written before the events.
		Concluding sentence is the last sentence and ties back to the first sentence.	Concluding sentence attempts to tie back to the introductory sentence.	Attempt at a concluding sentence, but it just restates the solution, or doesn't tie back to the introductory sentence.	No concluding sentence, or it is not accurate.
WORD CHOICE		A variety of "transitional words" are used (4+). All are used effectively. (first, then, next, after that, last, finally, later)	A few "transitional words" are used (3). All are used effectively.	Some "transitional words" are used (1 or 2). Not all are used effectively.	No attempt at using "transitional words."
		Uses many juicy words (4+). All are used correctly.	A few juicy words are used (3). All are used correctly.	Some juicy words are used correctly (1 or 2).	No attempt at juicy words.

PARAGRAPH WRITING

6 + 1 Traits: Conventions and Presentation

Name _____ Date _____

Title _____

Six Traits: Conventions: _____ Presentation: _____

	EXEMPLARY "4"	PROFICIENT "3"	DEVELOPING "2"	UNSATISFACTORY "1"
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 sentences are complete and grammatically correct.	Most sentences are complete and grammatically correct.	Some of the sentences are complete and grammatically correct.	Incomplete sentences makes the writing difficult to read.
	All spelling is correct. (Extremely juicy words may be misspelled).	Most spelling is correct. (Almost all words that student has access to in the story or on the graphic organizer are spelled correctly.)	Some spelling is correct. (Two or more words that student has access to in the story or on the graphic organizer are misspelled.)	Lack of correct spelling makes the writing difficult to read.
PRESENTATION	First line of paragraph is indented, and all other lines of the paragraph make a straight edge.	First line is indented, but other lines do not make a straight edge.	First line is not indented. Other lines make a straight left edge.	First line 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.

PARAGRAPH WRITING: PROBLEM – SOLUTION

6 + 1 Traits: Content/Ideas

Score taken from (check one):

GRAPHIC ORGANIZER _____

PARAGRAPH _____

Name _____ Date _____

Title _____

Six Traits: Content/Ideas: _____

	EXEMPLARY "4"	PROFICIENT "3"	DEVELOPING "2"	UNSATISFACTORY "1"
PROBLEM	Problem is clearly explained.	Problem is explained.	Problem is not clear. Or, it does describe a problem, but it is not the one that the whole story is about solving.	Problem is inaccurate or missing.
EVENTS	All important events are included.	Most important events are included.	More than one important event is missing.	There are no events **OR** an event is not accurate.
EVENTS	All events are clearly important to getting the problem solved. They either help solve the problem, or they have to happen in order for the problem to be solved.	Most events are important to getting the problem solved.	More than one event is not important to getting the problem solved.	Most events have nothing to do with getting the problem solved.
	It is clear how one event leads to the next, and how the last event leads to the solution.	It is mostly clear how each event leads to the next, and how the last event leads to the solution.	It is unclear how some of the events are connected to each other.	The events have nothing to do with each other.
SOLUTION	Solution clearly matches the problem.	Solution matches the problem but could be written more clearly.	Solution is true but doesn't match the problem.	No solution, **OR** the solution is not a true statement.

PAPARAGRAPH WRITING

6 + 1 Traits: Sentence Fluency

Score taken from (check one):

    GRAPHIC ORGANIZER   _____

    PARAGRAPH   _____

Name _____ Date _____

Title _____

Six Traits: Sentence Fluency: _____

	EXEMPLARY "4"	PROFICIENT "3"	DEVELOPING "2"	UNSATISFACTORY "1"
SENTENCE FLUENCY	• Consistently uses a variety of sentence structure that is correct and creative • Variety of sentence beginnings • Variety of sentence lengths Sentence structure reflects logic and sense, helping to show how ideas relate. Purposeful sentence beginnings guide the reader readily from one sentence to another. The writing sounds natural and fluent; it glides along with one sentence flowing easily into the next.	• Attempts complex sentences. • Not all sentences begin the same. • Sections of writing have rhythm and flow.	• Uses simple sentences. • Sentences tend to begin the same. • Reader may have to re-read to follow the meaning.	• Strings words together into phrases. • Attempts simple sentences. • Short, repetitive sentence patterns. • The writing is difficult to follow or read aloud. Most sentences tend to be choppy, incomplete, rambling, or awkward.