

Write Traits

Ontario Rubrics (*Revised*)

For Teachers & Students

Grades 3-8

These Ontario Rubrics have been designed to link the teacher and student rubrics provided in each grade of the *Write Traits*® writing program with the Achievement Chart of the Ontario Curriculum, Grade 1-8: Language, 2006.



Table of Contents

Student Rubrics

Student Rubric for Ideas.....	1
Student Rubric for Organization.....	2
Student Rubric for Voice.....	3
Student Rubric for Word Choice.....	4
Student Rubric for Sentence Fluency.....	5
Student Rubric for Conventions.....	6

Teacher Rubrics

Teacher Rubric for Ideas.....	7
Teacher Rubric for Organization.....	8
Teacher Rubric for Voice.....	9
Teacher Rubric for Word Choice.....	10
Teacher Rubric for Sentence Fluency.....	11
Teacher Rubric for Conventions.....	12

Student Rubric for Ideas

(Corresponds to Knowledge and Understanding and Communication on the Ontario Achievement Chart)

4	My paper has plenty of details that make my main idea clear. <ul style="list-style-type: none">• My readers will really enjoy and remember my story/paper.• Readers can tell that I know a lot about this topic.• I chose my details carefully. They are important and interesting.
3	My main idea is clear and well thought out. <ul style="list-style-type: none">• Readers will enjoy my story/paper.• I know enough about my topic to keep my readers interested.• My details make my topic interesting.
2	My main idea is clear in some parts, but in others it's a little scattered. <ul style="list-style-type: none">• Readers will enjoy some parts of my story/paper.• I know some things about this topic. I wish I knew more so that I could keep my readers interested.• Some of my details are interesting, but some of them are things most people already know.
1	My main idea isn't clear. I don't know what I want to say. <ul style="list-style-type: none">• I doubt my readers will want to finish reading my story/paper.• I don't know enough about this topic to write about it. My story/paper is not interesting.• I need better details. My readers won't be able to understand what I'm saying.

Student Rubric for Organization

(Corresponds to Communication on the Ontario Achievement Chart)

4	My paper is logical and stays on topic. <ul style="list-style-type: none">• My paper follows a pattern that makes sense for this topic and to the reader.• It's easy to see how things are connected to my main point.• My lead gets the reader's attention and my conclusion is just right!
3	My paper stays on topic most of the time. <ul style="list-style-type: none">• My paper follows a pattern, and grabs the reader's attention.• Most of my ideas and sentences connect to each other.• My lead is catchy and my conclusion fits my topic.
2	My paper wanders off topic some of the time. <ul style="list-style-type: none">• My paper follows a pattern some of the time.• Some of my ideas connect to my main point. Others do not.• My lead and conclusion are there, but they need to be livelier.
1	My paper is hard to follow. <ul style="list-style-type: none">• I don't see any real pattern in my paper.• My ideas and sentences do not connect to each other.• My paper does not have a lead. I just started writing. I don't really have a conclusion. My paper just stops.

Student Rubric for Voice

(Corresponds to Communication on the Ontario Achievement Chart)

4	<p>This paper is the only one of its kind and my writing clearly shows who I am.</p> <ul style="list-style-type: none">• The reader will definitely want to share this aloud with someone.• I love this topic, so lots of energy and strong feelings come through.• This is just the right voice for this topic.
3	<p>This paper shows who I am, but my writing is not that unusual.</p> <ul style="list-style-type: none">• The reader may want to share parts of this paper aloud.• I like this topic, and my interest in it is clear to the reader.• My voice is good for this topic.
2	<p>I tried to make my voice fit my topic, but my writing is a little dull.</p> <ul style="list-style-type: none">• My paper needs more work. It's not ready to be read aloud.• This topic was okay, but I couldn't get excited about it.• My voice fits my topic in some ways.
1	<p>My voice does not fit my topic well. It needs to be stronger or a completely different voice.</p> <ul style="list-style-type: none">• The reader won't want to read this paper aloud.• It doesn't sound as though I have any interest in this topic.• I don't hear my voice in this writing.

Student Rubric for Word Choice

(Corresponds to Communication on the Ontario Achievement Chart)

4	<p>Every word helps make my writing clear and interesting for the reader.</p> <ul style="list-style-type: none">• My verbs are powerful. They energize my writing.• I frequently used words that help the reader see, hear, touch, taste or smell so he/she can understand the mood of my writing.• I got rid of unnecessary words.
3	<p>My words are clear and creative. I usually use my words in the right way.</p> <ul style="list-style-type: none">• My verbs are strong and really explain what I'm saying.• I used some words that help the reader see, hear, touch, taste, or smell. These words add to the mood of my writing.• My writing is mostly clear and to the point.
2	<p>At times my words are clear, but I have used some words incorrectly.</p> <ul style="list-style-type: none">• A few of my verbs are powerful, but some could use more force.• I helped the reader see, hear, touch, taste, and smell, but sometimes I had trouble doing it, and may have done it too much.• Sometimes my writing is understandable, but I often use unnecessary words.
1	<p>My words are used incorrectly so the reader has to guess what I'm trying to say.</p> <ul style="list-style-type: none">• My verbs are not powerful. I keep using the same ones.• I did not worry about helping the reader see, hear, touch, taste, or smell. I just used the first words I thought of.• I repeated words and used some words I did not need. It's hard to tell what I'm trying to say.

Student Rubric for Sentence Fluency

(Corresponds to Communication on the Ontario Achievement Chart)

4	<p>My writing is smooth, sounds natural, and is very easy to read.</p> <ul style="list-style-type: none">• Almost all of my sentences begin in different ways. Some are long and some are short. This style helps make my paper interesting.• The reader will love reading my paper aloud. It is very expressive.• I avoided using run-on sentences and repeating myself.• If I used any dialogue, it sounds like real people talking.
3	<p>My writing is smooth and quite easy to read.</p> <ul style="list-style-type: none">• My paper contains many sentences that begin in different ways. It has a mix of long and short sentences. This style helps make my paper interesting.• The reader will enjoy reading my paper aloud.• I avoided using run-on sentences.• If I used any dialogue, it sounds natural.
2	<p>Some of my writing is smooth and easy to read. I have some choppy sentences or run-ons, though.</p> <ul style="list-style-type: none">• A few of my sentences begin differently and some are different lengths.• The reader will have to practice reading my paper aloud.• I used some run-on sentences, but my paper still makes sense.• If I used dialogue, it doesn't quite sound the way people actually speak.
1	<p>My paper is hard to read, even for me. The reader can't tell one sentence from another.</p> <ul style="list-style-type: none">• All my sentences are the same length and they all begin in the same way.• Even with practice, the reader would have to work hard to read my paper aloud.• My writing contains many run-on sentences and these make it difficult to read.• If I used dialogue, it is hard to follow and gets mixed up with the rest of my writing.

Student Rubric for Conventions

(Corresponds to Knowledge and Understanding and Communication on the Ontario Achievement Chart)

4	<p>A reader would have a hard time finding errors in my paper. If he/she does, those mistakes wouldn't change the meaning at all.</p> <ul style="list-style-type: none">• I used conventions correctly, which made the meaning very clear.• I checked the spelling, punctuation, grammar, and capitalization. They are all correct.• My paper is ready to publish.
3	<p>I made a few minor mistakes that the reader will likely notice, but my meaning is still clear.</p> <ul style="list-style-type: none">• I used conventions correctly, and this helps the reader understand the meaning.• I checked my spelling, punctuation, grammar, and capitalization. I believe most of it is correct.• Once I make a few small changes, my paper will be ready to publish.
2	<p>The reader will notice some errors. These errors may make my meaning harder to understand.</p> <ul style="list-style-type: none">• I did a lot of things right, but I also made some errors. The reader might slow down once or twice because of the errors.• I checked my spelling, punctuation, grammar, and capitalization. I corrected things I knew were wrong, but I wasn't sure if some things were right or wrong.• I have to re-read and carefully edit my paper before it will be ready to publish.
1	<p>The reader will notice lots of errors. These errors make my meaning very hard to understand.</p> <ul style="list-style-type: none">• All of the errors make my paper very hard to read.• I did not check a lot of my spelling, punctuation, grammar, and capitalization. I did not really edit this at all.• My paper is far from being ready to publish. I have to re-read it very carefully, one word at a time, and make all necessary corrections, before it will be ready to publish.

Teacher Rubric for Ideas

(Corresponds to Knowledge and Understanding and Communication on the Ontario Achievement Chart)

4	<ul style="list-style-type: none">• The paper is clear and focussed from beginning to end. The topic is small and very well-defined, so it's easy for the writer to manage.• The message/story is both engaging and memorable.• The writer seems to have a thorough understanding of the topic.• The writer is selective, sharing beyond-the-obvious details that are informing, entertaining, or both.
3	<ul style="list-style-type: none">• The reader can tell what the writer's main idea is. The topic is well-defined, and is small enough to handle in the scope of the paper.• The message/story has many engaging moments.• The writer knows enough about the topic to do a good job.• The writer has chosen many interesting details.
2	<ul style="list-style-type: none">• The reader can discern the main idea. The topic is defined to some extent, but it needs to be narrower and more manageable.• The message/story has some engaging moments.• The writer has some understanding of the topic; more information is needed to make this writing more interesting and/or helpful.• The writing contains some interesting or unusual details.
1	<ul style="list-style-type: none">• The main idea is unclear. What is this writer trying to say?• The message/story lacks engaging moments.• The writer has a limited understanding of the topic. There is not enough information to make the writing interesting or helpful.• Details are very sketchy. The reader can only guess at the writer's meaning.

Teacher Rubric for Organization

(Corresponds to Communication on the Ontario Achievement Chart)

4	<ul style="list-style-type: none">• The writer focuses on the main message throughout the paper.• The organizational pattern is well-suited to the topic, purpose, and audience; it enhances the reader's understanding of the text.• Transitions are smooth, clearly connecting sentences and ideas.• The lead is strong and compelling, and the conclusion is thoroughly satisfying.
3	<ul style="list-style-type: none">• The writer seldom wanders from the main point.• The organizational pattern fits the topic, purpose, and audience.• Transitions appropriately connect ideas.• The lead is appealing and the conclusion works.
2	<ul style="list-style-type: none">• The writer sometimes wanders from the main point, and this may distract or confuse.• The organizational pattern works some of the time, but it may be formulaic or hard to follow.• Transitions are sometimes present and effective, sometimes not.• The lead and conclusion are present; one or both need work.
1	<ul style="list-style-type: none">• Lack of order frequently leaves the reader feeling lost.• The organizational pattern is formulaic or seriously lacking.• Some transitions are attempted but are rarely effective.• The lead and/or conclusion are either missing or need a lot of work.

Teacher Rubric for Voice

(Corresponds to Communication on the Ontario Achievement Chart)

4	<ul style="list-style-type: none">• This paper stands out. The voice is recognizable if you know the writer.• The reader would likely share this piece aloud.• Moments of passion, energy, and strong feelings are evident throughout.• The voice is carefully selected to fit the purpose and audience.
3	<ul style="list-style-type: none">• This voice is distinctive, though not unique.• The reader might share parts of this piece aloud.• There are frequent moments of passion, energy, or strong feelings.• The voice is appropriate for the audience and purpose.
2	<ul style="list-style-type: none">• This is a functional, sincere voice, though not especially distinctive.• The piece does not seem quite ready to be shared aloud.• Moments of passion, energy, or strong feelings are rare. The reader needs to look for them.• The voice may or may not seem acceptable for the purpose or audience.
1	<ul style="list-style-type: none">• This voice is difficult to identify or describe, or it's the wrong voice for the writing task.• Lack of voice makes this a piece the reader would not share aloud.• Energy and excitement are lacking.• The voice is missing, or inappropriate for the audience or purpose.

Teacher Rubric for Word Choice

(Corresponds to Communication on the Ontario Achievement Chart)

4	<ul style="list-style-type: none">• The writing is clear, striking, original and precise.• The writer uses powerful verbs to give the writing energy.• Sensory language, as appropriate, greatly enhances meaning.• The writing is concise; each word counts.
3	<ul style="list-style-type: none">• The writing is clear and often original. Words are generally used accurately.• The writer relies more on strong verbs than on modifiers to enrich meaning.• Sensory language, as appropriate, adds important detail or enhances mood.• The writing is generally concise; a word or phrase here and there could be cut.
2	<ul style="list-style-type: none">• The writing is clear some of the time, but some words and phrases are vague, confusing, or inaccurate.• The writer uses some strong verbs, but relies too heavily on modifiers.• Sensory language is present, but adds little to the meaning or mood; or it may be overused.• The writing is concise in places, but is frequently wordy or cluttered.
1	<ul style="list-style-type: none">• Many words and phrases are misused, vague, or unclear. The reader must guess at the writer's main message.• Strong verbs are lacking; the writing lacks energy.• Sensory language is minimal or lacking.• Word use may be skeletal or cluttered; either way, meaning is hard to determine.

Teacher Rubric for Sentence Fluency

(Corresponds to Communication on the Ontario Achievement Chart)

4	<ul style="list-style-type: none">• The writing is smooth, natural, and easy to read.• Variety in sentence length and structure is highly effective.• The piece invites expressive oral reading that brings out the voice.• The writer avoids run-ons and repetition.• Dialogue, if used, sounds natural and conversational.
3	<ul style="list-style-type: none">• The writing is smooth and quite easy to read.• Variety in sentence length is noticeable.• The piece is a pleasure to read aloud.• Run-ons are rare, if existent at all.• Dialogue, if used, sounds natural.
2	<ul style="list-style-type: none">• The writing is sometimes easy to read. Choppy sentences or other problems may necessitate re-reading.• Some sentences begin differently; there is some variety in sentence length.• Some rehearsal is necessary before reading this piece.• Some run-ons appear, but do not seriously impair fluency.• Dialogue, if used, does not quite echo the way people actually speak.
1	<ul style="list-style-type: none">• Choppy sentences, run-ons, or other problems make this piece difficult to read.• The writer uses little or no sentence variety to add interest to the text.• This piece is hard to read aloud, even with rehearsal.• Run-ons impair fluency.• Dialogue, if used, is hard to follow, or hard to separate from other text.

Teacher Rubric for Conventions

(Corresponds to Knowledge and Understanding and Communication on the Ontario Achievement Chart)

4	<ul style="list-style-type: none">• If any errors remain, they are insignificant. Their impact on the text is minor.• The writer uses conventions skillfully to bring out meaning and/or voice.• The writer shows control over a wide range of conventions for this grade level.• This piece is ready to publish.
3	<ul style="list-style-type: none">• A few minor errors are noticeable. However, they do not affect the clarity.• The writer often uses conventions to enhance meaning or voice.• The writer shows control over most conventions appropriate for grade level.• This piece is ready to publish with minor touch-ups.
2	<ul style="list-style-type: none">• There are several minor errors, some of which may interfere with meaning or slow a reader down.• Errors in the use of conventions affect readability.• The writer uses some conventions appropriate for the grade level, but is not fully in control of them.• Thorough, careful editing is needed prior to publication.
1	<ul style="list-style-type: none">• Serious, frequent errors make this text hard to read.• Though a few things are done correctly, serious errors impair readability.• This writer does not appear to be in control of many conventions appropriate for this grade level.• Thorough, word-by-word editing is required for publication.