

Common Core State Standards Sample Student Writing Scored with 6+1[®] Traits Rubric

This collection of K-12 student papers and the accompanying annotations were taken from Appendix C: Samples of Student Writing (http://www.corestandards.org/assets/Appendix_C.pdf) of the Common Core State Standards (CCSS) in English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects. The 6+1[®] Trait scores and annotations were determined by Education Northwest staff members with expertise in writing and the 6+1 Traits with the six-point rubric (<http://educationnorthwest.org/resource/464>).

When reviewed side by side, the annotations show how the CCSS describe progress toward targeted writing objectives while the Traits assess the *quality* of that same student writing.

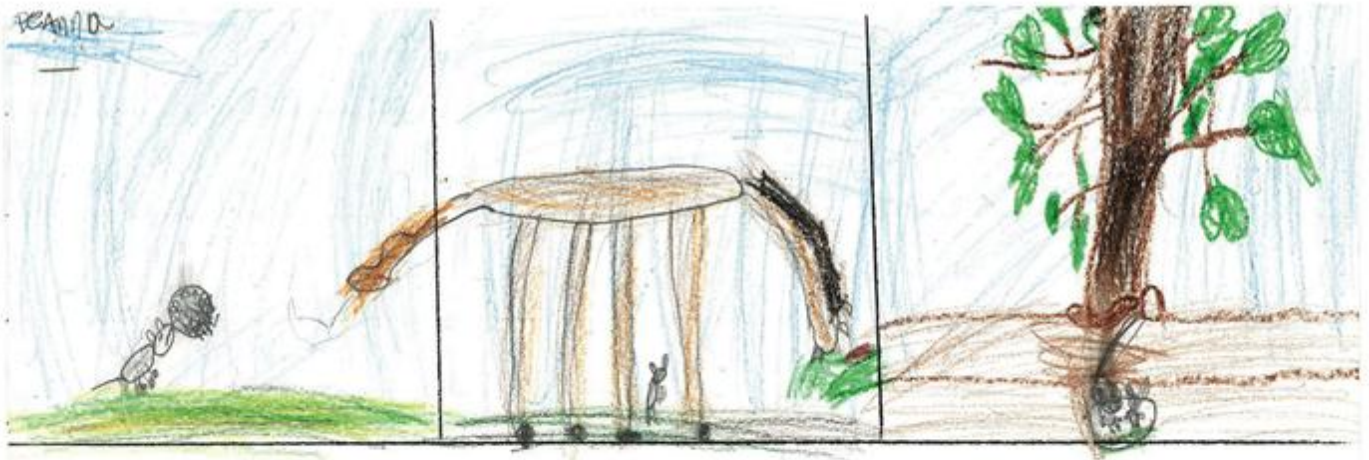
Student samples scored:

K, Argument (Opinion)	Page 6	"My fabit Book is do you Want to be my FRIEND"
Grade 1, Informative/Explanatory	Page 11	"My Big Book About Spain"
Grade 2, Narrative	Page 17	"My first tooth is gone"
Grade 3, Informative/Explanatory	Page 18	"Horses"
Grade 4, Narrative	Page 27	"Glowing Shoes"
Grade 6, Argument (Opinion)	Page 36	"Dear Mr. Sandler"
Grade 8, Narrative	Page 52	"Miss Sadie"
Grade 9, Informative/Explanatory	Page 64	Untitled essay on civil disobedience in India
Grade 11, Informative/Explanatory	Page 70	"Marching to His Own Beat"
Grade 12, Argument	Page 78	"Freedom From Structure"

Scored with 6-Point Illustrated Rubric for K-2

Student Sample: K, Argument (Opinion)

"My fabit Book is do you Want to be my FRIEND"



my fabit ^{Book,} is do you Want to be my FRIEND,
 the mas as the has if you will
 be my FRIEND the has said No. the
 mas is a FRIEND the mas as the
 with mas if you will be my FRIEND
 the with mas said Yes thex
 dig a hal in the jah my
 fait ^{pot} is the has

Student Sample: K, Argument (Opinion)

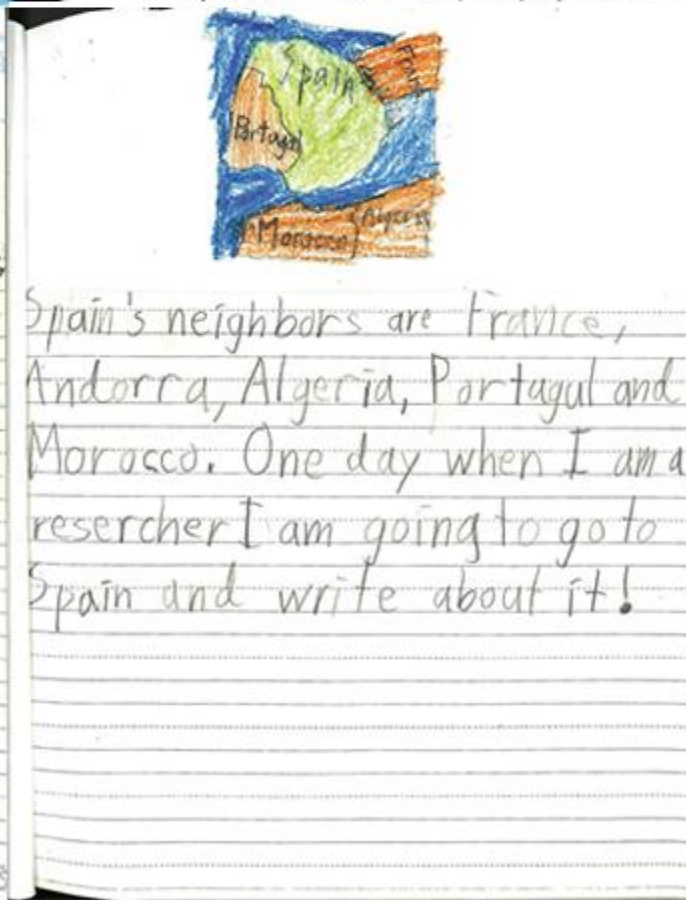
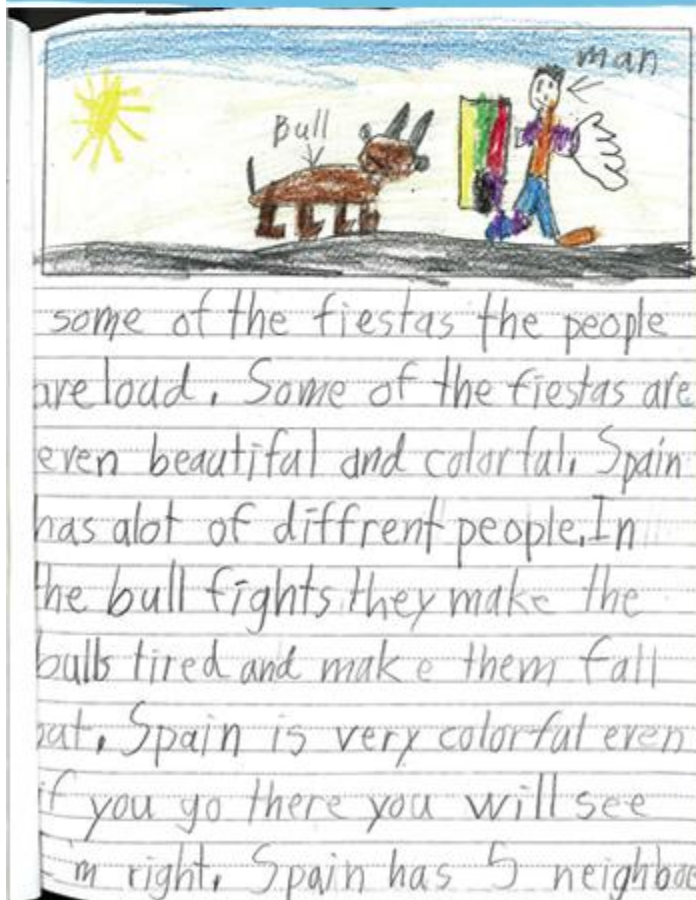
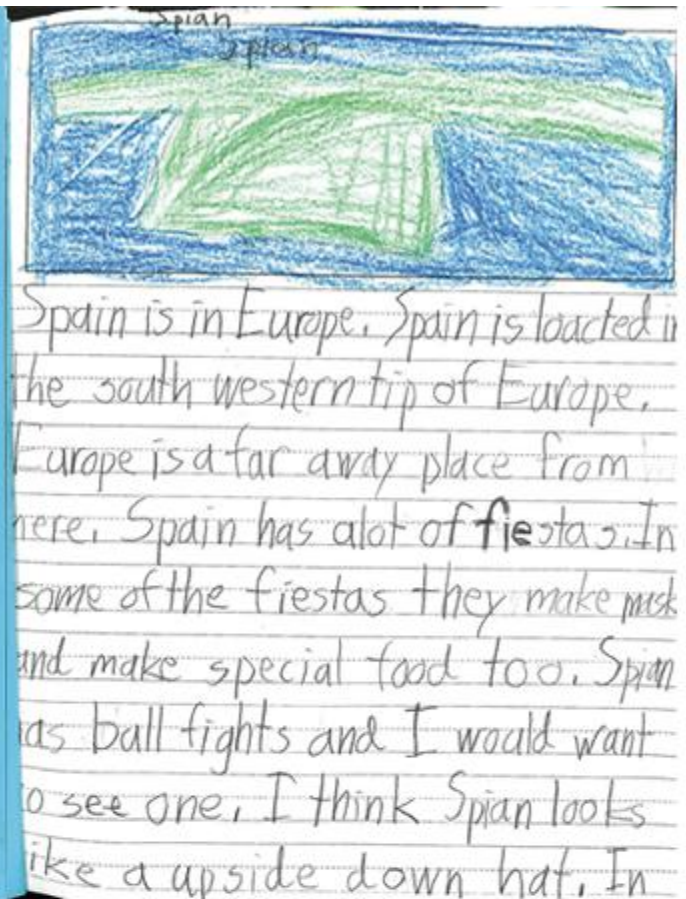
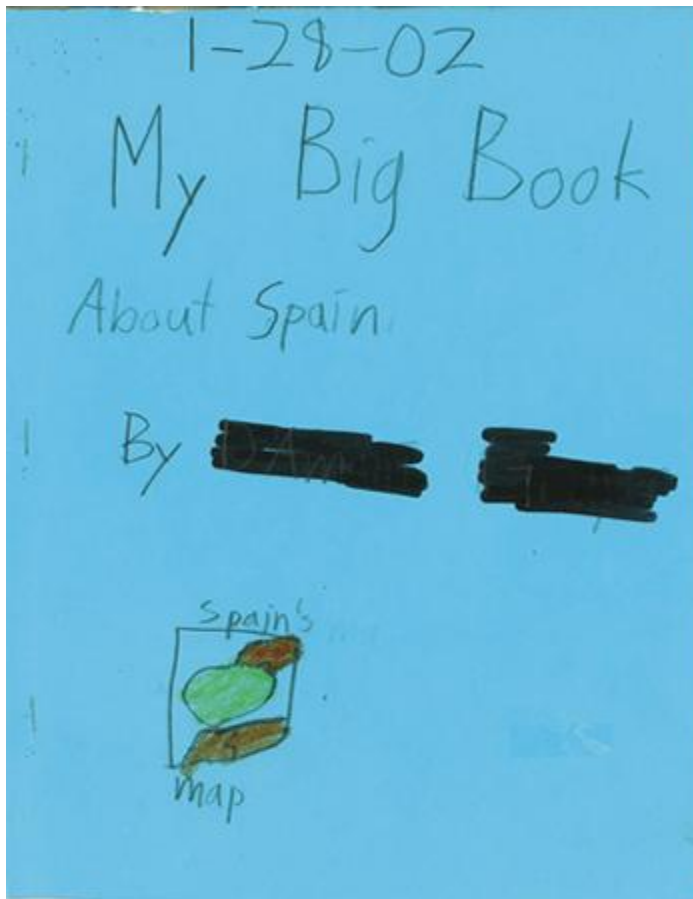
"My favorite Book is do you Want to be my FRIEND"

TRAIT	SCORES	TRAIT ANNOTATIONS	CCSS ANNOTATIONS
Ideas and Content	4/4/5	Big idea is clear, but general Support is minimal Pictures support the text Is generally on topic, with a few missteps Presents more of a summary than an argument saying why book is a favorite	Tells the reader the name of the book (in the title of the paper) States an opinion or preference about the book
Organization	5/4/5	Structure is easy to follow Pictures support the text Transitions are weak Sequencing is order of story (sound) Lead and conclusion are implied Format is clear	
Voice	3/4/4	Writer's feelings about the book emerge in the writing Pictures capture the mood in a general way Audience awareness is present Individual emerges from the text	
Word Choice	4/4/4	Words stand on their own to convey a simple message Words are basic and used correctly Vocabulary is mostly routine with a few experiments Some repetition is present	
Sentence Fluency	5/4/5	Several sentences are present and employ more than one sentence pattern Sentence beginnings are varied Rhythm is more fluid than mechanical—easy to read aloud Connectives do not interfere with fluency	
Conventions	4/3/4	Capitalization 2; punctuation 2; spelling 4; grammar/usage 5 Paragraphing 4 Capitalization is inconsistent. Only punctuation used is one period at the end of the title and another at end of an interior sentence. Phonetic spelling is decodable and some words are spelled correctly.	
Presentation		6-Point Illustrated K-2 Rubric does NOT measure Presentation, although language in the trait of Organization does address formatting	

Scored with 6-Point Illustrated Rubric for K-2

Student Sample: Grade 1, Informative/Explanatory

"My Big Book About Spain"



Student Sample: Grade 1, Informative/Explanatory

"My Big Book About Spain"

*NS = No Score

TRAIT	SCORES	TRAIT ANNOTATIONS	CCSS ANNOTATIONS
Organization	5/4/4	Structure is easy to follow Pictures support the text Transitions are missing Sequencing is sound No lead; decent conclusion Format is clear	Provides some sense of closure
Voice	5/NS/5	The writer's feelings about the subject come through loud and clear Pictures enrich the mood, atmosphere Engages the audience in a couple of moments Conveys individual and sincere expression	
Word Choice	4/5/5	Words stand on their own Words are basic and used correctly Vocabulary is mostly routine with a few experiments Some repetition is present	
Sentence Fluency	4/5/5	Provides limited sampling of sentence patterns Sentences do not always begin the same way Rhythm is more mechanical than fluid Connectives are few and far between	
Conventions	6/6/6	Capitalization 6; punctuation 6; spelling 5; grammar/usage 6 Paragraphing 4 Demonstrates a strong grasp in all facets of the standard conventions	Demonstrates command of some of the conventions of standard written English.
Presentation		6-Point Illustrated K-2 Rubric does NOT measure Presentation.	

Scored with 6-Point Illustrated Rubric for K–2

Student Sample: Grade 2, Narrative

“My first tooth is gone”

My first tooth is gone

I recall one winter night. I was four. My sister and I were running down the hall and something happend. It was my sister and I had run right into each other. Boy! did we cry. But not only did I cry, my tooth was bleeding. Then it felt funny. Then plopp! There it was lying in my hand. So that night I put it under my pillow and in the morning I found something. It was not my tooth it was two dollars. So I ran down the hall, like I wasn't supposed to, and showed my mom and dad. They were suprised because when they lost teeth the only thing they got is 50¢.

TRAIT	SCORES	TRAIT ANNOTATIONS	CCSS ANNOTATIONS
Organization	5/5/5	Structure is easy to follow Transitions are somewhat varied Sequencing is sound No lead; conclusion okay Format is clear	Recounts a well-elaborated sequence of events using temporal words to signal event order. Provides a sense of closure
Voice	6/5/5	Demonstrates exceptional expression of feeling and commitment to topic Exceptional audience awareness is present, making piece compelling Unmistakably individual and sincere; unique expression	Includes details to describe actions, thoughts, and feelings
Word Choice	5/5/4	Text is comprised of words that convey a complete message Word choice is striking, with memorable phrases Vocabulary shows precision and accuracy Repetition is rarely present	
Sentence Fluency	6/5/5	Several sentences are present that vary in structure and length Sentence beginnings are varied Sentences are fluid and pleasant to read aloud Connectives work smoothly	
Conventions	5/5/5	Capitalization 5; punctuation 5; spelling 5; grammar/usage 5 Paragraphing 4 Writer demonstrates good grasp of each type of standard conventions	Demonstrates growing command of the conventions of standard written English
Presentation		Cannot be scored as paper has been retyped	

Scored with 6-Point Rubric for Grades 3–12

Student Sample: Grade 3, Informative/Explanatory

"Horses"

Horses

by Gwen



Why I Chose This Animal

I chose horses because I like to ride them. I also like to pet them. At the camp I go to everybody gets to have horses back riding lessons. Horses are so beautiful and fun to ride.

Horse Families

A mother or female horse is called a mare. A father or male horse is called a stallion. A foal is a baby horse.

Markings

A star is a little white diamond on the forelock. The forelock is a horses forehead. A race is a white line down the middle of the horses face. A blaze is kind of like a race but wider. If the white line on it face spreads out to its eyes it is called a white face. A small amount of white on its muzzle is called a snip. A muzzle is a horses mouth.

Breeds and Color Coats

Icelandic and Shetland ponies are very small when they are full grown. Chestnuts are red-brown and Roans have white hairs on their brown coat. Cream is a rare color. Rare means you don't see the color cream very much. Brown horses are brown all over. Blacks are black all over. Piebalds have black and white spots. Skewbalds are brown and white. Duns are a sandy brown with black manes and tails. Palominos have a yellowish coat and a shiny mane and tail. Grays have black and white hairs that make the color gray. Bays are brown with black manes,tails,and legs. Whites are white all over.

Breeds I Like

I like thoroughbreds because they are such a pretty brown. I like Arabians because their different coats are very beautiful and they're one of the oldest horses. I like Morgans because they have a beautiful reddish-brown coat. I like Lipizzaners because their white coats are so very pretty. I like Icelandic and Shetland ponies because they are so very cute, pretty and small.

Horses from Different Countries

Hocaidos are from Japan, Sumbas are from Indonesia, and Pintos are from America.

Horse Movement

A horse can walk, trot, canter, and gallop. A trot is kind of like a skip. A canter is like a fast skip. And a gallop is like running.

Friendly Horses

Horses can be great friends. Some horses can be dangerous. Most horses are are very lovable.

Foals

Baby horses are called foals. When a foal is ready to be born, the mare(the mother horse) lies down. As soon as the foal is born it struggles to break out of the membrane sack. When the foal breaks out of the sack it breathes on it's own. In about less than a minute the foal tries to get up and walk on it's own. Foals are born with their hooves first and head last. They drink their mother's milk until they're nine to ten months old.

How Long a Horse Lives

They live about 12 to 14 years.

Horses Habitat

You usually find horses in a barn. Some horses are wild. You can find horses on ranches too.

What Horses Eat

Horses eat hay, grass, barley and oats. The best food for a tired horse is oatmeal. Don't give a young horse too much oatmeal, it makes them too hyper. Horses love carrots, apples, molasses and sugar cubes. A block of salt gives the horse important minerals and makes them thirsty so they will drink enough water.

The Most Dangerous Horse

The most dangerous horse is the Percheron. Some people cannot pronounce that so they call them war horses. It is only dangerous if it is a wild horse. If it is wild it can kill you in 7 to 8 minutes. If it is trained it is nice like any other horse.

The Fastest Horse

The fastest horse is the wild stallion. If you thought , like I did that the Wild stallion was really dangerous you were wrong. A wild stallion can kill you but it could take up to one hour.

The First Horses

The first horses were no bigger than a fox and looked like a donkey. They had short tails and small ears. These horses lived millions of years ago, but now they are extinct. The only way we knew there were horses like that was because the first humans (our ancestors) painted these horses on ancient cave walls. These horses lived in North America and over the years they changed into the horses we know now.

Horse Survival

Most horses live on farms or ranches, but some horses are wild. Wild horses can survive hard weather and they graze on hills, marshes and grasslands. These days wild horses are very rare. People work to keep these wild horses free.

My Description of a Horse

A horse is a mammal because it has fur, drinks milk and their babies are born alive. They have four legs and hooves. They have beautiful long manes and tails.

I like horses and I know a lot about them. I like to ride them and they're so beautiful! Their coats are beautiful, I wish I had a horse of my own!

Student Sample: Grade 3, Informative/Explanatory

"Horses"

TRAIT	SCORES	TRAIT ANNOTATIONS	CCSS ANNOTATIONS
Ideas	4/5/5	<p>Topic is clear and details clarify topic</p> <p>Author writes from own experience as well as that of others</p> <p>Many reader questions were answered</p>	<p>Introduces a topic</p> <p>Develops the topic with facts and details</p>
Organization	3/4/4	<p>Recognizable lead and conclusion</p> <p>Transitions between paragraphs accomplished by headers</p> <p>Sequencing not applicable due to header formatting</p> <p>Pacing controlled by number of subtopics within main idea</p> <p>Structure used matches informative/explanatory mode</p>	<p>Introduces a topic</p> <p>Creates an organizational structure (using headers) that groups related information together</p> <p>Uses linking words and phrases to connect ideas within categories of information</p> <p>Provides a concluding section</p>
Voice	4/4/5	<p>Voice comes through in limited way by subtopic testimonials; little risk-taking throughout</p>	
Word Choice	4/5/5	<p>Topic-specific word choice begins to shape unique, individual piece; perhaps a moment or two of sparkle/imagery emerges</p>	
Sentence Fluency	4/4/5	<p>Sentence structure is correct and begins to flow although not artfully crafted or musical</p> <p>Connectives within paragraphs work; transitions from paragraph to paragraph are covered by headers</p>	
Conventions	6/5/5	<p>Capitalization 6; punctuation 6; spelling 5; grammar/usage 6</p> <p>Paragraphing – formatted properly</p> <p>Author demonstrates understanding of most standard conventions. Mistakes exist but do not distract reader</p>	<p>Demonstrates growing command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message)</p>
Presentation		<p>Presentation not scored</p>	<p>Creates an organizational structure (using headers) that groups related information together</p>

Scored with 6-Point Rubric for 3–12

Student Sample: Grade 4, Narrative

“Glowing Shoes”

Glowing Shoes

One quiet, Tuesday morning, I woke up to a pair of bright, dazzling shoes, lying right in front of my bedroom door. The shoes were a nice shade of violet and smelled like catnip. I found that out because my cats, Tigger and Max, were rubbing on my legs, which tickled.

When I started out the door, I noticed that Tigger and Max were following me to school. Other cats joined in as well. They didn't even stop when we reached Main Street!

“Don't you guys have somewhere to be?” I quizzed the cats.

“Meeeeeeooooow!” the crowd of cats replied.

As I walked on, I observed many more cats joining the stalking crowd. I moved more swiftly. The crowd of cats' walk turned into a prance. I sped up. I felt like a rollercoaster zooming past the crowded line that was waiting for their turn as I darted down the sidewalk with dashing cats on my tail.

When I reached the school building . . . SLAM! WHACK! “Meeyow!” The door closed and every single cat flew and hit the door.

Whew! Glad that's over! I thought.

I walked upstairs and took my seat in the classroom.

“Mrs. Miller! Something smells like catnip! Could you open the windows so the smell will go away? Pleeeeease?” Zane whined.

“Oh, sure! We could all use some fresh air right now during class!” Mrs. Miller thoughtfully responded.

“Nooooooooo!” I screamed.

When the teacher opened the windows, the cats pounced into the building.

“It's a cat attack!” Melsha screamed

Everyone scrambled on top of their desks. Well, everyone except Cade, who was absolutely obsessed with cats.

“Awww! Look at all the fuzzy kitties! They're sooo cute! Mrs. Miller, can I pet them?” Cade asked, adorably.

“Why not! Pet whichever one you want!” she answered.

“Thanks! Okay, kitties, which one of you wants to be petted by Cade Dahlin?” he asked the cats. None of them answered. They were all staring at me.

“Uh, hi?” I stammered.

Rrrriiiiiing! The recess bell rang. Everyone, including Mrs. Miller, darted out the door.

Out at recess, Lissa and I played on the swings.

“Hey! Look over there!” Lissa shouted. Formed as an ocean wave, the cats ran toward me.

Luckily, Zane's cat, Buddy, was prancing along with the aroma of catnip surrounding his fur. He ran up to me and rubbed on my legs. The shoes fell off. Why didn't I think of this before? I notioned.

“Hey Cade! Catch!”

Cade grabbed the shoes and slipped them on.

The cats changed directions and headed for Cade.

“I'm in heaven!” he shrieked.

Student Sample: Grade 4, Narrative

"Glowing Shoes"

TRAIT	SCORES	TRAIT ANNOTATIONS	CCSS ANNOTATIONS
Ideas and Content	6/6/6	<p>Main idea is clear, supported and enriched by relevant anecdotes and details</p> <p>Support is strong and credible</p> <p>Writer's ideas are fresh and original</p>	<p>Orients the reader by establishing a situation and introducing the narrator and characters</p> <p>Uses dialogue and description to develop experiences and events or show the responses of characters to situations</p>
Organization	6/5/6	<p>Structure generally works well for the purpose and reader</p> <p>Sequencing makes sense and helps reader move through text</p>	<p>Orients the reader by establishing a situation and introducing the narrator and characters</p> <p>Organizes an event sequence that unfolds naturally</p> <p>Uses a variety of transitional words and phrases to manage the sequence of events</p> <p>Provides a conclusion that follows from the narrated experiences or events</p>
Voice	6/5/6	<p>Voice supports the author's purpose – to entertain and engage the reader</p> <p>Most would continue reading if piece were longer.</p>	
Word Choice	6/6/5	<p>Vocabulary is engaging and creates mental imagery</p> <p>Words are precise and accurate</p>	<p>Uses concrete words and phrases and sensory details to convey experiences and events precisely</p>
Sentence Fluency	6/5/6	<p>Rhythm works; reader can read the text aloud easily</p>	
Conventions	6/6/6	<p>Hardly any editing needed to publish.</p> <p>Author successfully manipulates conventions for stylistic effect</p> <p>Meaning is clear</p>	<p>Uses dialogue. [shortened]</p> <p>Demonstrates exemplary command of the conventions of standard written English</p>
Presentation	6	<p>Final presentation is polished, balanced, and well done</p>	

Scored with 6-Point Rubric for Grades 3–12

Student Sample: Grade 6, Argument (Opinion) – Page 36

“Dear Mr. Sandler”

For writing sample please refer to page 36 of [Appendix C: Samples of Student Writing](#)

TRAIT	SCORES	TRAIT ANNOTATIONS	CCSS ANNOTATIONS
Ideas and Content	6/5/5	<p>Main idea is well-marked by supporting details.</p> <p>Author stays focused on the topic</p>	<p>Introduces a claim</p> <p>Supports the claim with clear reasons and relevant evidence, demonstrating an understanding of the topic</p> <p>Uses words, phrases, and clauses to clarify the relationship between the claim and reasons</p>
Organization	5/5/5	<p>Letter structure generally works for the purpose</p> <p>Transitions are logical and sequencing makes sense</p>	<p>Organizes the reasons and evidence clearly</p> <p>Establishes and maintains a formal style (except for the postscript).</p> <p>Provides a concluding statement that follows from the argument presented</p>
Voice	6/5/5	<p>Author communicates in an earnest, sincere, authentic manner</p> <p>Voice matches persuasive mode and structure of letter-writing</p>	
Word Choice	4/5/5	<p>Vocabulary is precise and appropriate, communicating the author’s message clearly</p>	<p>Uses words, phrases, and clauses to clarify the relationship between the claim and reasons</p>
Sentence Fluency	5/5/5	<p>Many sentences are rhythmic and flowing.</p> <p>Variety of sentence types are structured correctly</p>	

Student Sample: Grade 6, Argument (Opinion) – Page 36

"Dear Mr. Sandler"

(cont.)

TRAIT	SCORES	TRAIT ANNOTATIONS	CCSS ANNOTATIONS
Conventions	6/5/5	Author demonstrates strong understanding of standard conventions. Some editing needed to polish for publication, but meaning is clearly communicated	Demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message)
Presentation	6	Meets all indicators of the letter format Formatting extends understanding of message	

Miss Sadie

Miss Sadie no longer sits in her rocking chair on her porch on summer days. But I still can see her. The old chair squeaking with every Swoxy of her big, brown body. Her summer dresses stained from cooking in her sweet smelling kitchen. I see her gray hair pulled back in that awful, yellow banana clip. Most of all, I hear that voice. So full of character and wisdom.

I used to bring Miss Johnson cookies every summer day of 1988. I miss the days when I would sit on that shabby old porch and listen to her stories. "Melissa!" she would holler. "What 'chu doin' here? Come see me and my poor self, hallelu?"

She once told me of her grandmother who escaped slavery, back when white men could only do anything, she would say. Her grandma ran for miles without food or water. It wasn't too long before her master came looking for her and took her home to whip her. I thought of how Blacks are treated today. I sighed. She would sing in her

soulful, blaring voice, old negro hymns passed down from her mother and grand mother. I would sit there in amazement.

Once, Jimmy Taylor came walking by us yelling, "Melissa! Whattaya want with that old, fat, Black lady, anyways?"

Before I could retaliate Miss Johnson said to me, "Now, you musn't. We must feel sorry for that terrible child. His mother must have done gone and not taught him no manners!" She actually wanted me to bow my head and pray for him. (Even though I went to his house and punched him out the next day.)

My friends would tease me for spending the whole summer with Sadie Johnson, "The Cuckoo of Connecticut," they called her. But I'm so very glad I did. She taught me then, to not care what other people thought. I learned that I could be friends with someone generations apart from my own.

My visits became less frequent when school started. I had other things to think about. Boys, clothes, grades. You know, real important stuff.

One day I was thinking, I haven't seen Miss Sadie in a while. So after school I trotted up to her house amidst the twirling, autumn leaves.

I rang her bell. The door cracked open and

the woman adjusted her glasses. "May I help you?"

"Miss Sadie, it's me, Melissa."

"T-T" she'd stammered. "I don't remember," she said and shut the door. I heard crying. I rang the door again and she screamed, "Please leave!" in a scared, confused voice.

I went home bewildered and my mother told me to stop bothering Miss Sadie. I said I wasn't bothering her. Mama said, "Miss Johnson has a disease. Alzheimer's disease. It makes her forget things... people, family even. And so, I don't want you over there anymore, you hear?"

Then, I didn't realize or comprehend, how someone so special to you could forget your own existence when you'd shared a summer so special and vivid in your mind.

That Christmas I went to bring Miss Johnson cookies. She wasn't there. I learned from a family member that she was in the hospital and that she'd die very soon. As the woman, a daughter maybe, spoke, my heart broke.

"Well, you make sure she gets those cookies," I said, my voice cracking and tears welling in my eyes.

Today, I've learned to love old people. For their innocence, for their knowledge. I've learned to always treat people with kindness, no matter how cruel they may seem. But mainly, I've learned, that you must cherish the time spent with a person. And memories are very valuable. Because Miss Sadie no longer sits in her rocking chair on her porch on summer days. I'm glad that I can still see her.

Student Sample: Grade 8, Narrative

"Miss Sadie"

TRAIT	SCORES	TRAIT ANNOTATIONS	CCSS ANNOTATIONS
Ideas and Content	6/6	<p>Main idea is clear, supported and enriched by relevant details</p> <p>Author helps reader make many connections by sharing significant insights</p>	<p>Uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and characters</p> <p>Show(s) the relationships among experiences and events. [shortened]</p>
Organization	6/6	<p>Organization enhances and showcases the central idea</p> <p>Order of information moves the reader smoothly through the text</p>	<p>Engages and orients the reader by establishing a context and point of view, and introducing a narrator and characters</p> <p>Organizes an event sequence that unfolds naturally and logically</p> <p>Uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and characters</p> <p>Uses a variety of transition words, phrases and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events</p> <p>Provides a conclusion that follows from and reflects on the narrated experiences or events</p>
Voice	6/6	<p>Author is respectful of audience and purpose, revealing self and showing individual thinking</p>	
Word Choice	6/5	<p>Vocabulary is strong, clearly communicating writer's message</p> <p>Mental imagery emerges throughout text.</p>	<p>Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</p>
Sentence Fluency	6/5	<p>Sentence structure flows well and moves reader fluidly through the text</p> <p>Correct, strong sentence construction and variety used</p>	

Student Sample: Grade 8, Narrative

"Miss Sadie"

(cont.)

TRAIT	SCORES	TRAIT ANNOTATIONS	CCSS ANNOTATIONS
Conventions	6/5	<p>Although mistakes exist, writing demonstrates mastery of all basic conventions</p> <p>Meaning is communicated and the errors do not distract</p>	<p>Uses dialogue.[shortened]</p> <p>Demonstrates good command of the conventions of standard written English with occasional errors that do not interfere materially with the underlying message</p>
Presentation	5/6	<p>Formatting extends understanding of message</p> <p>Finished appearance is of superior quality</p>	

Scored with 6-Point Rubric for Grades 3–12

Student Sample: Grade 9, Informative/Explanatory – Page 64 Untitled essay on civil disobedience in India

For writing sample please refer to page 64 of [Appendix C: Samples of Student Writing](#)

TRAIT	SCORES	TRAIT ANNOTATIONS	CCSS ANNOTATIONS
Ideas and Content	6/6/6	<p>Main idea is clear, supported, and enriched by relevant details</p> <p>Author helps reader make many connections by sharing significant insights</p>	<p>Introduces the topic</p> <p>Develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic</p>
Organization	6/6/6	<p>Organization enhances and showcases the central idea</p> <p>Order of information moves reader smoothly through the text</p>	<p>Introduces the topic</p> <p>Organizes complex ideas, concepts, and information to make important connections and distinctions</p> <p>Uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts</p> <p>Establishes and maintains a formal style [shortened]</p> <p>Provides a concluding statement that follows from and supports the information or explanation presented</p>
Voice	6/6/5	<p>Author is respectful of audience and purpose, revealing self and showing individual thinking.</p> <p>Commitment to the topic is strong</p>	<p>Establishes and maintains...objective tone (although there are some lapses into very colloquial language, such as <i>kicked off</i> and <i>figured</i>)</p>
Word Choice	6/5/6	<p>Vocabulary is strong, clearly communicating writer’s message</p> <p>Mental imagery emerges throughout text</p>	<p>Uses precise language and domain-specific vocabulary to manage the complexity of the topic</p>
Sentence Fluency	6/5/6	<p>Sentence structure flows well and moves the reader fluidly through the text</p> <p>Correct construction and variety are used and are strong</p>	

Student Sample: Grade 9, Informative/Explanatory – Page 64 Untitled essay on civil disobedience in India

(cont.)

TRAIT	SCORES	TRAIT ANNOTATIONS	CCSS ANNOTATIONS
Conventions	6/5/5	<p>Although some mistakes exist, writer demonstrates mastery of all basic conventions</p> <p>Meaning is communicated and the errors do not distract the reader</p>	<p>Demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message)</p>
Presentation	5/6	<p>Formatting extends understanding of message</p> <p>Finished appearance is of superior quality</p>	

Scored with 6-Point Rubric for Grades 3–12

Student Sample: Grade 11, Informative/Explanatory – Page 70

“Marching to His Own Beat”

For writing sample please refer to page 70 of [Appendix C: Samples of Student Writing](#)

TRAIT	SCORES	TRAIT ANNOTATIONS	CCSS ANNOTATIONS
Ideas and Content	6/6	<p>Main idea is clear, supported, and enriched by relevant anecdotes and details.</p> <p>Extremely well documented, addressing every single question in the prompt (which, frankly, were numerous).</p>	<p>Introduces a topic.</p> <p>Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>Integrates selected information into the text selectively to maintain the flow of ideas, ...and clarify the relationships among complex ideas and concepts</p> <p>... supports the information or explanation presented</p>
Organization	6/5	<p>Straightforward opening, though could have been more attention-getting;</p> <p>Satisfying conclusion. Transitions, development, and support all well done. Meets definition of an exceptional paper.</p>	<p>Introduces a topic.</p> <p>Organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.</p> <p>Uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>Establishes and maintains a formal style and objective tone while attending to the norms and connections of the discipline in which the student is writing</p> <p>Provides a concluding section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
Voice	5/5	<p>Strong word choice. Doesn’t get a 6 only because it reads as more mechanical than passionate, perfunctory rather than thoughtful. Missing something?</p>	<p>Establishes...objective tone while attending to the norms and connections of the discipline in which the student is writing</p>

(cont.)

TRAIT	SCORES	TRAIT ANNOTATIONS	CCSS ANNOTATIONS
Word Choice	6/6	Excellent, specific, yet not flamboyant word choices, including "indecorously," "scoffs," "impudent," "impatient" and "flee from the oppressive boundaries of expectations."	Uses precise language and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
Sentence Fluency	5/5	Sentence structure strong, yet does not seem to enhance meaning. Could be more fluent, more rhythmic: this is the one place this paper has room for growth.	
Conventions	6/6	Only minor editing is needed to publish. Spelling superior! No stumbling. Use of quotes properly punctuated.	Demonstrates exemplary command of the conventions of standard written English
Presentation		Cannot be scored as paper has been retyped.	Integrates selected information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

Scored with 6-Point Rubric for Grades 3–12

Student Sample: Grade 12, Argument – Page 78

“Freedom From Structure”

For writing sample please refer to page 78 of [Appendix C: Samples of Student Writing](#)

TRAIT	SCORES	TRAIT ANNOTATIONS	CCSS ANNOTATIONS
Ideas and Content	4/5	Ideas are clear but could benefit from more development and insight	<p>Introduces a precise, knowledgeable claim</p> <p>Establishes the significance of the claim, distinguishing the claim from alternate or opposing claims</p> <p>Develops the claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both</p> <p>Uses words, phrases, and clauses as well as varied syntax to clarify the relationships between claim and reasons, between reasons and evidence, and between claim and counterclaims. [shortened]</p>
Organization	4/5	<p>Paragraphs could be more clearly defined around specific topic sentences</p> <p>Title helps convey author’s intent</p>	<p>Introduces a claim [shortened]</p> <p>Creates an organization that logically sequences claim, counterclaims, reasons, and evidence</p> <p>Uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion. [shortened]</p> <p>Provides a concluding statement that follows from and supports the argument presented</p>
Voice	4/4	Author’s commitment to topic is clear	Develops the claim in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases

(cont.)

TRAIT	SCORES	TRAIT ANNOTATIONS	CCSS ANNOTATIONS
Word Choice	4/5	Vocabulary is appropriate and functional, though not highly engaging	Uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim and reasons, between reasons and evidence, and between claim and counterclaims
Sentence Fluency	4/4	Sentence structure is correct Sentence length and structure varies only slightly except in second paragraph	
Conventions	4/5	Writer demonstrates control of spelling, capitalization, and most punctuation.	Demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message)
Presentation		Cannot be scored as paper has been retyped.	

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California Department of Education:

“Miss Sadie”

The National Center on Education and the Economy, on behalf of New Standards:

“My fabit Book is do you Want to be my FRIEND”; “My Big Book About Spain”; “My first tooth is gone”; “Horses”

Washington State Office of Superintendent of Public Instruction:

“Glowing Shoes”