

Six Traits of Writing: Literary Analysis

	Ideas and Development	Organization	Voice and Audience Awareness	Word Choice	Sentence Fluency	Language Conventions
4	States thesis clearly. Develops main ideas fully with elaborations. Direct quotations from text support ideas. All information pertinent to thesis.	Introduction contains thesis statement and cites title, author of work. Ideas logically sequenced. Transition sentences link ideas. Conclusion offers some evaluation of the work.	Strong sense of person and purpose behind the words. Brings topic to life.	Words are specific, accurate, and vivid. Word choice enhances meaning and reader's enjoyment.	Writes complete sentences with varied sentence patterns and beginnings	<i>Capitalization & Punctuation</i> No errors. Indents paragraphs. <i>Grammar/Usage</i> 0–1 error <i>Spelling</i> 0–1 error
3	States thesis clearly. Develops main ideas with some elaboration. May lack direct quotations from text to support ideas. Limited amount of irrelevant information.	Introduction contains thesis statement and cites title, author of work. Ideas mostly logically sequenced. Some linkage of main ideas. Formulaic conclusion may not offer evaluation of the work.	Some sense of person and purpose behind the words. Sense of commitment to the issue. Text may be too casual for purpose.	Words are correctly used but may be somewhat general and unspecific.	Writes complete sentences with some expansion. Limited variety.	<i>Capitalization & Punctuation</i> 1 error. Indents paragraphs. <i>Grammar/Usage</i> 2 errors <i>Spelling</i> 2 errors
2	Does not state thesis clearly and/or minimal development of main ideas. No direct quotations to support ideas. Too repetitious or too much irrelevant information.	Introduction may not have clear thesis. Ideas not logically sequenced. Transitions may be missing. May lack conclusion, or conclusion in formulaic with no evaluation of the work.	Little sense of person and purpose behind the words. Very little engagement with the reader. Text may be too casual for purpose.	Word choice limited. Words may be used inaccurately or repetitively.	Writes mostly simple and/or awkwardly constructed sentences. May include some run-ons and fragments.	<i>Capitalization & Punctuation</i> 2 errors. May not indent paragraphs. <i>Grammar/Usage</i> 3 errors <i>Spelling</i> 3 errors
1	Does not address the prompt OR does not develop a thesis. Elaboration lacking or unrelated to a thesis.	No evident structure. Lack of organization seriously interferes with meaning.	No sense of person or purpose behind the words. No sense of audience.	Extremely limited range of words. Restricted vocabulary impedes message.	Numerous run-ons and/or sentence fragments interfere with meaning.	<i>Capitalization & Punctuation</i> 3+ errors. May not indent paragraphs. <i>Grammar/Usage</i> 4+ errors interfere with meaning <i>Spelling</i> 4+ errors
Value						
Comments						