

AIMS Six Point Writing Rubric

	IDEAS/CONTENT	ORGANIZATION	VOICE	WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
1	The writing lacks a central idea or focus.	The writing is haphazard and disjointed. The reader remains confused.	The writing lacks a sense of involvement and tends to be flat and lifeless. There is no sense of writing to be read.	The writing shows an extremely limited vocabulary. Misused words obscure meaning.	The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward.	The writing contains numerous errors in usage, spelling, etc. The severity and frequency of the errors overwhelm the reader.
2	Main ideas and purposes are somewhat unclear, minimal attempt at development.	No clear organizational structure exists. Either the writing is difficult to follow and must be reread or is too short to demonstrate skills.	The writing provides little sense of commitment. Voice may be informal or personal. There is no sense of “writing to be read.”	Monotonous and/or misused language detracts from meaning.	Choppy or rambling sentences force the reader to slow down or reread.	Frequent, significant errors impede readability.
3	Main ideas are broad/simplistic. Support is limited, insubstantial, general, or slightly off-topic. The reader can understand the main idea.	The writing has inconsistent overall structure; unclear sequencing “My topic is...”.	Commitment to topic seems inconsistent. Voice is either inappropriately personal or impersonal.	Ordinary language, lacking interest, precision and variety (possibly inappropriate to audience and purpose) is used.	The writing is mechanical rather than fluid. Occasional awkward sentences force the reader to slow down or reread.	Limited control of conventions is demonstrated. Errors begin to impede readability.
4	The writing is clear and focused. The main idea is understandable and has limited or general support.	The writing has clear and coherent organization that may seem formulaic.	A voice is present and there is a sense of “writing to be read.” The writing is expressive, engaging or sincere in places.	Words effectively convey the intended message. The writing employs a variety of functional words appropriate to audience and purpose.	The writing flows; however, connections between sentences and/or phrases may be less than fluid. Sentence variety is evident.	Control of conventions is demonstrated. Minor errors do not impede readability.
5	The writing is clear and focused and holds the reader’s attention. Main ideas stand out and are developed by details suitable to audience and purpose.	Organization enhances the central idea. Strong order and structure help move the reader through the text.	An appropriate voice is used. The writer seems committed to the topic and it has come to life. There is a sense of “writing to be read.”	Words effectively convey the intended message in an interesting, precise and natural way appropriate to audience and purpose.	The writing has easy flow and rhythm. Carefully crafted sentences with strong and varied structure make reading easy and enjoyable.	Strong control of conventions is demonstrated. Errors are few and minor and do not impede readability.
6	The writing, clear and focused, holds the reader’s attention throughout. Main ideas stand out and are developed by rich details suitable to the writer’s audience and purpose.	Organization enhances the central idea. Compelling order and structure move through the text.	An appropriate voice is used. The writer seems deeply committed to the topic. There is an exceptionally strong sense of audience and distance and of “writing to be read.”	A rich, broad range of words, carefully chosen for impact, conveys the message in an interesting, precise and appropriate manner.	The writing has an effective flow and rhythm. A high degree of craftsmanship (strong and varied structure) makes oral reading easy and enjoyable.	Exceptionally strong control of conventions exists. Errors are few and minor, not obvious unless searched for.