

Rubric for Scoring Scientific Procedures Using the Six Traits of Writing

The following rubric provides guidance for scoring a procedure using 3 of the Six Traits of Writing. These 3 traits were selected because they relate specifically to the important factors in writing an Industrial Procedure. Sentence Fluency, Ideas, and Voice could also be added as areas to assess.

Word Choice

5 – Precise language, writer uses scientific terms and phrases accurately and appropriately.

- The writer's message is clear and words are used accurately.
- Phrasing is original, yet not overdone and flowery.
- Verbs are action verbs that describe what is to be done clearly and concisely.

3 – The language communicates in a routine, workable manner; it gets the job done.

- Most words are used correctly, and adequately convey the writer's basic purpose.
- Use of scientific terms is limited.
- Verbs are not always strong or do not clearly convey the action to be done.

1 – The writer struggles with a limited vocabulary – or uses words that do not speak to the reader.

- Vague words and phrases (e.g., Test the sample to see what happens)
- Words are used incorrectly, especially scientific words.
- The writer tries to use many science terms, even when not appropriate or accurate.
- The reader struggles to understand the meaning of the procedure.

Organization

5 – The order, presentation, and structure of the piece guide the reader purposefully through the text.

- The entire piece has a strong sense of direction and balance. Reader's attention is drawn to the steps.
- Details seem to fit just where they're placed.
- Transitions are strong, but natural.
- The structure is helpful, providing needed detail without being wordy and confusing.
- The procedure is very easy to follow, with few or no steps needing to be clarified.

3 – The order allows the reader to move through the text without undue confusion.

- Order is reasonably appropriate. Some information could be dropped or moved to a more appropriate place.
- Transitions are there, but steps may be missing or incomplete.
- The reader may not be clear as to what needs to be done next or how to do a step.

1 – Ideas, steps, or details seem loosely strung together.

- The writing has no sense of direction
- Steps are out of order or big gaps exist.
- Order feels random or disjointed.
- The reader often feels lost or confused.

Conventions

5 – The writer shows excellent control over a wide range of age appropriate conventions and uses them accurately to enhance meaning.

- Errors are so few and so minor, a reader could skip right over them unless looking for them specifically.
- The text appears clean, edited, and polished.
- Only slight changes would make the procedure ready for use.
- Strong Conventions increase readability.

3 – The writer shows reasonable control over widely used conventions.

- There are enough errors to distract an attentive reader, but they do not obscure the meaning.
- The procedure reads as if the writer has done the steps, but further editing and clarification are needed.
- Moderate editing is required.

1 – The writer demonstrates limited control even over widely used conventions.

- Errors are frequent and distract from the reading of the text.
- The reader must stop and reread to be certain of the meaning.
- Reads like a first draft, scribbled hastily.
- Extensive editing is required to make ready for use.

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