

HISTORY AND OVERVIEW OF SIX⁺1 TRAIT WRITING

In the early 1980's, creative teachers in school districts across the country decided there must be a better way to gather useful information about student writing performance than with single scores or standardized tests. They wanted an instrument that would provide accurate, reliable feedback to students and teachers that would help guide instruction. When an exhaustive search didn't produce such a tool, they rolled up their sleeves and began the difficult process of creating an analytic scoring system that would be valid, honest, and practical.

After evaluating thousands of papers at all grade levels, the teachers identified common characteristics of good writing. These qualities became the framework for the Six⁺1 Traits analytical model. The model uses common language to identify the traits year to year as we refine our idea of what "good" writing looks like by using the scoring guides.

Not everyone uses all of the Six⁺1 Traits: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. Some use four; some use more. These same six or seven characteristics show up on everyone's list in one form or another. These Six+1 Traits s are the foundation for the NWREL's writing assessment model and the basis for the descriptive criteria we use to define the qualities of good writing at different levels of achievement. Once teachers know the traits well and have good consistency between rates and amongst groups, the link to instruction becomes clear. This is where the real fun begins.

The Six+1 Traits writing model is now used in virtually every state in the country not to mention Great Britain, France, South America, China, Venezuela, Bahrain, Australia, Turkey, and the Middle East. It's the model or the source of the model used to score student papers in numerous state assessments and district assessments in virtually every state. Teachers from primary through college have embraced the Six+1 Traits model and not just English teachers, either. The traits are used by teachers of mathematics, science, social studies, foreign language, art, music – anyone for whom writing is an important part of instruction.

We at Northwest Regional Educational Laboratory (NWREL) are proud to be part of the six-trait analytical writing experience. The link to instruction has become so real and so powerful that master teachers continue to utilize and refine the model after years of application while other educators are just beginning to discover it for themselves. We continue this good work by updating scoring criteria, developing new instructional materials, and attending to staff development needs of educators across the globe. Please contact us if you have any questions. We'd love to help.

<http://www.nwrel.org>

Getting Started With Six+1 Traits Writing

Although there is no one "right" way to begin the marriage of assessment and instruction in your classroom, what follows are some "words of wisdom" shared by teachers and schools across the country and world. They are not in any hierarchical order so browse away, select a few that are most pressing for you and your students right away and go for it.

1. Find and store good stuff
2. Identify books and look for trait connections
3. Browse through student papers
4. Review some old favorite lessons and activities
5. Create editing lessons on the word processor
6. Select strong/weak pairs of student papers to contrast
7. Yikes! These papers could use revision
8. Build student writing files
9. Make writing time a thoughtful, non-threatening time for students
10. Let students be the teachers

How to Evaluate Writing Using Six⁺1 Traits Scoring Rubrics

1. Read the student's paper all the way through at least once. If you are having trouble making sense of the paper, try reading it aloud. Otherwise, you may focus too much on the trait of conventions without attending to the other traits.
2. As you begin scoring, focus on **ONE** trait at a time. Use the student friendly guide you will be using with your students, but keep the NWREL master rubric close by to refer to if needed.
3. If the paper seems to be a high paper in that trait, begin by reading the "5" descriptors. If the paper seems low, begin reading the "1" descriptors.
4. As you read descriptors, check the boxes that justify the score you want to give the paper. If you have checks in both the "5" range and "3" range, for example, consider scoring the paper a "4". If you have more checks in the "3" range then score it a "3".
5. If you are working with a grade-level team to score papers, spend some time aligning with two or three NWREL papers or student papers. To do this, make sure each grader has the same paper. Take some time to individually read and score the anchor paper. Then spend some time talking for a few minutes about your scoring. Share scores for each trait, giving specific explanations regarding the reasons behind your scores.

Always go back to the rubric to justify scores. This is what brings consistent alignment. If the paper is "pretty good," explain why. If the paper needs work, explain what you would suggest to the student for focused revision.

More often than not you will be quite close in your assessment. If you are not close, read the paper together again as a group, discuss the paper, and then re-vote to see if the scores come closer. Usually a little discussion is all that's needed to come to agreement within the majority. It's O.K. for a few people to disagree! The rule is this: If you disagree with the majority vote, you need to be able to explain why --- using the language of the rubric in clear, specific, trait language. Agree to disagree, use the majority vote as a consensus score and move on. Don't focus on the "right" score as much as a "defensible" score. Remember that this is a continuum-based scoring scale and differences of one point are still considered "agreement."

Repeat this alignment process anytime you leave and come back after a group break or if someone new joins your group. If you are having trouble scoring a paper, ask a partner to read and score it also, and then discuss the scores.

6. Repeat this process for each trait you want to score. Remember you don't have to score every trait every time. Score only those traits that you have taught. (For example, if you've just finished a lesson or focus activity on voice, score the student papers only for that trait.) You can build to all six traits over time.
7. Write down or circle the appropriate scores. Find specific language in the scoring guide that justifies the score you give. Near the numerical score at the bottom, write one commendation comment that points out strengths you identified in the paper. Then write one "work on" comment, giving the student a focus for revision in their next piece of writing. Make sure these comments are concise and not overwhelming. Think of the comments as ways to encourage and coach your students in their writing.
8. Use numbers from the rubrics instead of letter grades to give students feedback. The numbers should have a specific meaning and connection for students who are using the traits and practicing scoring papers on their own. If a student gets 4's and 5's in one or more traits, but lower scores in other traits, it provides an easy reference point of where revision or editing should take place for the next draft.
9. Be honest. If students receive mostly 1's and 2's on their papers, it creates a sense of relative strengths and weaknesses that are honest, accurate, and helpful. False scores, no matter how tempting (the student tries hard, this is the best thing they have done so far, etc.), are misleading about the real performance level. Find other ways to record good work habits, willingness to try, timeliness, as part of your good grading overall. The writing performance criteria can't help to assess attitude --- important as it may be!

SIX-TRAIT ASSESSMENT FOR BEGINNING WRITERS

1 EXPERIMENTING	2 EMERGING	3 DEVELOPING	4 CAPABLE	5 EXPERIENCED
IDEAS	IDEAS	IDEAS	IDEAS	IDEAS
<ul style="list-style-type: none"> <input type="checkbox"/> Uses scribbles for writing <input type="checkbox"/> Dictates labels or a story <input type="checkbox"/> Shapes that look like letters <input type="checkbox"/> Line forms that imitate text <input type="checkbox"/> Writes letters randomly 	<ul style="list-style-type: none"> <input type="checkbox"/> Some recognizable words present <input type="checkbox"/> Labels pictures <input type="checkbox"/> Uses drawings that show detail <input type="checkbox"/> Pictures are supported by some words 	<ul style="list-style-type: none"> <input type="checkbox"/> Attempts a story or to make a point <input type="checkbox"/> Illustration supports the writing <input type="checkbox"/> Meaning of the general idea recognizable/understandable <input type="checkbox"/> Some ideas clear but some are still fuzzy 	<ul style="list-style-type: none"> <input type="checkbox"/> Writing tells a story or makes a point <input type="checkbox"/> Illustration (if present) enhances the writing <input type="checkbox"/> Idea is generally on topic <input type="checkbox"/> Details are present but not developed (lists) 	<ul style="list-style-type: none"> <input type="checkbox"/> Presents a fresh/original idea <input type="checkbox"/> Topic is narrowed and focused <input type="checkbox"/> Develops one clear, main idea <input type="checkbox"/> Uses interesting, important details for support <input type="checkbox"/> Writer understands topic well
ORGANIZATION	ORGANIZATION	ORGANIZATION	ORGANIZATION	ORGANIZATION
<ul style="list-style-type: none"> <input type="checkbox"/> Ability to order or group not yet present <input type="checkbox"/> No sense of beginning or end <input type="checkbox"/> Connections between ideas are confusing 	<ul style="list-style-type: none"> <input type="checkbox"/> No title (if requested) <input type="checkbox"/> Experiments with beginnings <input type="checkbox"/> Begins to group like words/pictures <input type="checkbox"/> Transition or evidence of sequencing are haphazard 	<ul style="list-style-type: none"> <input type="checkbox"/> A title is present (if requested) <input type="checkbox"/> Limited transitions present <input type="checkbox"/> Beginning but no ending except “The End” <input type="checkbox"/> Attempts at sequencing and transitions 	<ul style="list-style-type: none"> <input type="checkbox"/> An appropriate title is present (if requested) <input type="checkbox"/> Attempts transitions from sentence to sentence <input type="checkbox"/> Beginning works well and attempts an ending <input type="checkbox"/> Logical sequencing <input type="checkbox"/> Key ideas begin to surface 	<ul style="list-style-type: none"> <input type="checkbox"/> An original title is present (if requested) <input type="checkbox"/> Transitions connect main ideas <input type="checkbox"/> The opening attracts <input type="checkbox"/> An effective ending is tried <input type="checkbox"/> Easy to follow <input type="checkbox"/> Important ideas stand out
VOICE	VOICE	VOICE	VOICE	VOICE
<ul style="list-style-type: none"> <input type="checkbox"/> Communicates feeling with size, color, shape, line in drawing or letter imitation <input type="checkbox"/> Work is similar to everyone else’s <input type="checkbox"/> Unclear response to task <input type="checkbox"/> Awareness of audience not present 	<ul style="list-style-type: none"> <input type="checkbox"/> Hints of voice present in words and phrases <input type="checkbox"/> Looks different from most others <input type="checkbox"/> Energy/mood is present <input type="checkbox"/> Treatment of topic predictable <input type="checkbox"/> Audience is fuzzy—could be anybody, anywhere 	<ul style="list-style-type: none"> <input type="checkbox"/> Expresses some predictable feelings <input type="checkbox"/> Moments of individual sparkle, but then hides <input type="checkbox"/> Repetition of familiar ideas reduces energy <input type="checkbox"/> Awareness that the writing will be read by someone else <input type="checkbox"/> Reader has limited connection to writer 	<ul style="list-style-type: none"> <input type="checkbox"/> Writing is individual and expressive <input type="checkbox"/> Individual perspective becomes evident <input type="checkbox"/> Personal treatment of a standard topic <input type="checkbox"/> Writes to convey a story or idea to the reader 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses text to elicit a variety of emotions <input type="checkbox"/> Takes some risks to say more than what is expected <input type="checkbox"/> Point of view is evident <input type="checkbox"/> Writes with a clear sense of audience <input type="checkbox"/> Cares deeply about the topic

1	2	3	4	5
EXPERIMENTING	EMERGING	DEVELOPING	CAPABLE	EXPERIENCED
<p style="text-align: center;">WORD CHOICE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writes letters in strings <input type="checkbox"/> Imitates word patterns <input type="checkbox"/> Pictures stand for words and phrases <input type="checkbox"/> Copies environmental print 	<p style="text-align: center;">WORD CHOICE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizable words <input type="checkbox"/> Environmental words use correctly <input type="checkbox"/> Attempts at phrases <input type="checkbox"/> Functional language 	<p style="text-align: center;">WORD CHOICE</p> <ul style="list-style-type: none"> <input type="checkbox"/> General or ordinary words <input type="checkbox"/> Attempts new words but they don't always fit <input type="checkbox"/> Settles for the word or phrase that "will do" <input type="checkbox"/> Big words used only to impress reader <input type="checkbox"/> Relies on slang, clichés or repetition 	<p style="text-align: center;">WORD CHOICE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses favorite words correctly <input type="checkbox"/> Experiments with new and different words with some success <input type="checkbox"/> Tries to choose words for specificity <input type="checkbox"/> Attempts to use descriptive words to create images 	<p style="text-align: center;">WORD CHOICE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Everyday words used well <input type="checkbox"/> Precise, accurate, fresh, original words <input type="checkbox"/> Creates vivid images in a natural way <input type="checkbox"/> Avoids repetition, clichés or vague language <input type="checkbox"/> Attempts at figurative language
<p style="text-align: center;">SENTENCE FLUENCY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mimics letters and words across the page <input type="checkbox"/> Words stand alone <input type="checkbox"/> Patterns for sentences not in evidence <input type="checkbox"/> Sentence sense not yet present 	<p style="text-align: center;">SENTENCE FLUENCY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strings words together into phrases <input type="checkbox"/> Attempts simple sentences <input type="checkbox"/> Short, repetitive sentence patterns <input type="checkbox"/> Dialogue present but not understandable 	<p style="text-align: center;">SENTENCE FLUENCY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses simple sentences <input type="checkbox"/> Sentences tend to begin the same <input type="checkbox"/> Experiments with other sentence patterns <input type="checkbox"/> Reader may have to reread to follow the meaning <input type="checkbox"/> Dialogue present but needs interpretation 	<p style="text-align: center;">SENTENCE FLUENCY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Simple and compound sentences present and effective <input type="checkbox"/> Attempts complex sentences <input type="checkbox"/> Not all sentences begin the same <input type="checkbox"/> Sections of writing have rhythm and flow 	<p style="text-align: center;">SENTENCE FLUENCY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistently uses sentence variety <input type="checkbox"/> Sentence structure is correct and creative <input type="checkbox"/> Variety of sentence beginnings <input type="checkbox"/> Natural rhythm, cadence and flow <input type="checkbox"/> Sentences have texture that clarify the important idea
<p style="text-align: center;">CONVENTIONS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writes letter strings (pre-phonetic: dmRxzz) <input type="checkbox"/> Attempts to create standard letters <input type="checkbox"/> Attempts spacing of words, letters, symbols or pictures <input type="checkbox"/> Attempts to write left to right <input type="checkbox"/> Attempts to write top/down <input type="checkbox"/> Punctuation, capitalization etc. not making sense, yet <input type="checkbox"/> Student interpretation needed to understand text/pictures 	<p style="text-align: center;">CONVENTIONS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attempts semi-phonetic spelling (MTR, UM, KD, etc.) <input type="checkbox"/> Uses mixed upper and lower case letters <input type="checkbox"/> Uses spaces between letters and words <input type="checkbox"/> Consistently writes left to right <input type="checkbox"/> Consistently makes effective use of top to bottom spacing <input type="checkbox"/> Random punctuation <input type="checkbox"/> Nonstandard grammar is common 	<p style="text-align: center;">CONVENTIONS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses phonetic spelling (MOSTR, HUMN, KLOSD, etc.) on personal words <input type="checkbox"/> Spelling of high frequency words still spotty <input type="checkbox"/> Uses capitals at the beginning of sentences <input type="checkbox"/> Usually uses end punctuation correctly (!?) <input type="checkbox"/> Experiments with other punctuation <input type="checkbox"/> Long paper may be written as one paragraph <input type="checkbox"/> Attempts standard grammar 	<p style="text-align: center;">CONVENTIONS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Transitional spelling on less frequent words (MONSTUR, HUMUN, CLOSED, etc.) <input type="checkbox"/> Spelling of high frequency words usually correct <input type="checkbox"/> Capitals at the beginning of sentences and variable use on proper nouns <input type="checkbox"/> End punctuation is correct (!?) and other punctuation is attempted (such as commas) <input type="checkbox"/> Paragraphing variable but present <input type="checkbox"/> Noun/pronoun agreement, verb tenses, subject/verb agreement 	<p style="text-align: center;">CONVENTIONS</p> <ul style="list-style-type: none"> <input type="checkbox"/> High frequency words are spelled correctly and very close on other words <input type="checkbox"/> Capitals used for obvious proper nouns as well as sentence beginnings <input type="checkbox"/> Basic punctuation is used correctly and/or creatively <input type="checkbox"/> Indents consistently to show paragraphs <input type="checkbox"/> Shows control over standard grammar

SIX-TRAITS RUBRIC

Early Elementary

IDEAS ~My Message~	ORGANIZATION ~From Beginning to End~	VOICE ~Putting Myself in My Writing~
<p>5 Ready to Share</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your writing makes sense. <input type="checkbox"/> The reader learns a lot from reading your writing. <input type="checkbox"/> Your writing is really clear. It has good, juicy details! <input type="checkbox"/> You know a lot about your topic. 	<p>5 Ready to Share</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your writing has an opening that hooks the reader in! <input type="checkbox"/> The middle of your writing connects to the beginning and end, all parts fit together. <input type="checkbox"/> Your ending really makes the reader feel good or think hard. 	<p>5 Ready to Share</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your writing clearly shows what you think. <input type="checkbox"/> The reader feels like you are speaking right to him or her. <input type="checkbox"/> Some of your writing made the reader feel like laughing or crying. <input type="checkbox"/> The reader could understand your thoughts and feelings.
<p>3 Halfway home!</p> <ul style="list-style-type: none"> <input type="checkbox"/> The reader gets the general idea, but something's missing. Are there some details you've left out? <input type="checkbox"/> The writing tells, but doesn't show the reader what you mean. Can you add some description to make a clear picture for the reader? 	<p>3 Halfway home!</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your opening is OK, but may not hook every reader. <input type="checkbox"/> Some ideas need to be put in different order (first to last, best to worst, top to bottom). <input type="checkbox"/> The ending leaves the reader confused or disappointed. 	<p>3 Halfway home!</p> <ul style="list-style-type: none"> <input type="checkbox"/> The reader can see a little about what you think, but you need to put more of your own ideas and feelings into the writing. <input type="checkbox"/> Sometimes the reader feels like you are speaking to him or her. <input type="checkbox"/> Your topic is OK, but it's hard for the reader to know how you feel or think about it.
<p>1 Just beginning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your writing is confusing or doesn't make sense. What is your main idea? <input type="checkbox"/> Your main idea may be too BIG! Remember to write a lot about a little. <input type="checkbox"/> Take some more time to think or draw to help you focus on a main idea. 	<p>1 Just beginning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your opening is confusing. Write a good hook that relates to your main idea. <input type="checkbox"/> Your ideas are mixed up. Think about what ideas should go first & which ideas go together. <input type="checkbox"/> Your writing just stops. What do you want the reader to feel or think after reading your writing? 	<p>1 Just beginning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your writing doesn't speak to the reader. Add more about your own personal ideas or experience. <input type="checkbox"/> Your topic seems to be one that you don't feel strongly about. Can you select another topic?

<p style="text-align: center;">WORDS ~Playing With Language~</p>	<p style="text-align: center;">FLUENCY ~Listening to the Sound~</p>	<p style="text-align: center;">CONVENTIONS ~Editing~</p>
<p>5 Ready to Share</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your words paint a picture. <input type="checkbox"/> Your words make the message clear! <input type="checkbox"/> The reader enjoys the way your words sound and feel. 	<p>5 Ready to Share</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your paper is easy to read out loud. <input type="checkbox"/> Some of your sentences are long and stretchy and some are short and snappy. <input type="checkbox"/> Readers love the sound of your paper --- its got rhythm! <input type="checkbox"/> Your sentences begin in several different ways. 	<p>5 Ready to Share</p> <ul style="list-style-type: none"> <input type="checkbox"/> Words are spelled correctly. <input type="checkbox"/> You used capitals to begin sentences and to indicate proper names. <input type="checkbox"/> You used periods, exclamation points, and question marks in just the right spots. <input type="checkbox"/> Your work has been edited and proofread; it's ready to share outside the classroom.
<p>3 Halfway home!</p> <ul style="list-style-type: none"> <input type="checkbox"/> Some of your words and phrases are good, but some need work. Look at some of your words and try to replace them with better words. <input type="checkbox"/> The reader can't see a picture or understand a clear message. Use your imagination and add words to paint a picture or make the message clear. 	<p>3 Halfway home!</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your paper is pretty easy to read out loud if the reader takes it slow. Work on some of the hard spots. <input type="checkbox"/> Your sentences are all about the same length. Make some long and stretchy and some short and snappy. <input type="checkbox"/> A lot of your sentences begin the same way. Write some different sentence openers. 	<p>3 Halfway home!</p> <ul style="list-style-type: none"> <input type="checkbox"/> Not all words are spelled correctly. <input type="checkbox"/> You may have left out a period or question mark. <input type="checkbox"/> Some words need capitals or you may have capitals in the wrong place. <input type="checkbox"/> You need to do some more editing; your paper not quite ready to publish or share outside the classroom.
<p>1 Just beginning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Some of your words are vague, unclear. Replace them. <input type="checkbox"/> Some of your words don't make sense when they are read. Read your paper out loud and replace those words with better words. <input type="checkbox"/> Choose words that will paint a picture, words that relate to your senses. 	<p>1 Just beginning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your paper is hard to read out loud. <input type="checkbox"/> Some of your sentences don't make sense. Review each sentence to make sure they say what you want to say. <input type="checkbox"/> Some of your sentences run on, and it's hard to tell where one ends and another begins. Make sure your punctuation is in place. <input type="checkbox"/> Some of your sentences are short and choppy. Review them and see if you can combine some of them into long and stretchy sentences. 	<p>1 Just beginning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mistakes in your paper make it difficult to read. Correct some things before you share your work. <input type="checkbox"/> Review your punctuation. Have you put periods at the end of sentences? Are question marks and exclamation points in the right places? <input type="checkbox"/> Review your capitals. Have you placed capitals at the beginning of sentences and for proper names? <input type="checkbox"/> Check your spelling.

COMMENTS:

TOTAL SCORE _____/30

SIX-TRAITS RUBRIC

Intermediate Elementary

IDEAS and CONTENT ~What you have to say~	ORGANIZATION ~Gives writing direction~	VOICE ~Personality, flavor, style~
<p>5 Focused, Clear, Specific</p> <ul style="list-style-type: none"> <input type="checkbox"/> You know a lot about this topic, and when the reader reads it, they find out some new or little-known information. <input type="checkbox"/> Your writing shows what was happening rather than telling. <input type="checkbox"/> Your paper was filled with interesting tidbits that make reading it lively and fun. <input type="checkbox"/> Your topic was small enough to handle. <input type="checkbox"/> The reader could easily understand the main idea of your writing. 	<p>5 Clear and Compelling Direction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your beginning gets the reader's attention and gives clues about what is coming. <input type="checkbox"/> Every idea adds a little more detail to the main idea or story. <input type="checkbox"/> All your details are in the right place. <input type="checkbox"/> Your paper ended in a good spot and didn't drag on too long. You left your reader with something to think about. 	<p>5 Really Individual & Powerful</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your paper has your personal stamp on it. It reflects a lot about who you are and what you think. No one else would write this paper the way you did. <input type="checkbox"/> Readers can tell you are talking right to them and that you are not afraid to say what you really think. <input type="checkbox"/> Your paper reflects a writer with confidence and sincerity. <input type="checkbox"/> Your paper is full of feelings and ideas, therefore, the reader can feel what you feel and understand what you think.
<p>3 Some really good parts, some still need work</p> <ul style="list-style-type: none"> <input type="checkbox"/> Some of the things you wrote are new ideas, but others are things everyone knows already. <input type="checkbox"/> You used some pretty general details like: "Her hat was nice," or "It was a sunny day." Add details that will make the reader see what happened! <input type="checkbox"/> Your topic seemed too big and caused you to get bogged down telling a little about a lot. Select a smaller topic and tell a lot about a little. <input type="checkbox"/> Some of your ideas were very clear but some were confusing. Review your writing and make sure all your ideas connect to one main idea. 	<p>3 Some really smooth parts, others need work</p> <ul style="list-style-type: none"> <input type="checkbox"/> You have a beginning, but it doesn't grab the reader or give clues about what's coming. Work on your beginning. <input type="checkbox"/> Sometimes it's not clear how the details connect to the main idea or story line. Review your details and drop those that don't relate to the main idea or story. <input type="checkbox"/> Some of your details are not in the right places. Review your details and make sure you have them in the right places. <input type="checkbox"/> You wrote a lot about some details and not enough about others. Make sure you have a balance. <input type="checkbox"/> Your conclusion is rough. You may have gone on too long or ended too quickly. Rewrite your conclusion so that you leave the reader with something to think about. 	<p>3 Individuality Fades In and Out</p> <ul style="list-style-type: none"> <input type="checkbox"/> Although the reader understands what you mean, your paper doesn't make them feel like laughing, crying, or pounding the table. <input type="checkbox"/> Your writing is on the edge of being funny, excited, scary or downright honest. Add some more personal ideas and details to make it happen. <input type="checkbox"/> Your writing is pleasant, but it shows very little about the unique person you are. <input type="checkbox"/> You've done a lot of telling and not enough showing. Explain how you felt or what you thought about the topic.
<p>1 Needs work</p> <ul style="list-style-type: none"> <input type="checkbox"/> You haven't shared a lot of information. Think about a topic that you know more about and really like and write about that topic. <input type="checkbox"/> Your writing needs more details, description, and ideas to make it clear for your reader. Do some prewriting to help you find some clear details or to find a new topic. 	<p>1 Needs work</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your paper doesn't have a clear beginning or end. Think about your main idea and write a beginning that will hook your reader in. <input type="checkbox"/> Your details don't fit the main idea. Review your paper and make the details fit your main idea, even if you have to change your main idea. <input type="checkbox"/> Did you forget your conclusion? Remember, try to leave the reader thinking about your main idea. 	<p>1 Needs work</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your paper reflects a writer that is not comfortable sharing what he truly thinks or feels. <input type="checkbox"/> It is hard to tell who wrote this paper. Add more specific ideas and details. <input type="checkbox"/> If you can't tell what you really think or feel about this topic, select a topic you have strong feelings about that you are willing to share.

WORD CHOICE ~Playing With Language~	SENTENCE FLUENCY ~Listening to the Sound~	CONVENTIONS ~Editing~
<p>5 Extremely Clear, Visual, and Accurate</p> <ul style="list-style-type: none"> <input type="checkbox"/> All the words in your paper fit. Each one seems just right. <input type="checkbox"/> Your words are colorful, snappy, vital, brisk, and fresh, with no overdone, vague, or flowery language. <input type="checkbox"/> Your writing contains lots of energetic verbs! <input type="checkbox"/> Some of the words and phrases in your writing are so vivid that the reader won't be able to forget them. 	<p>5 Varied and Natural</p> <ul style="list-style-type: none"> <input type="checkbox"/> The sentences in your paper are clear and delightful to read aloud. <input type="checkbox"/> Some of your sentences are long and stretchy, and some are short and snappy. <input type="checkbox"/> Your sentence beginnings vary and show how ideas connect. <input type="checkbox"/> You have good "sentence sense" because your paper flows. <input type="checkbox"/> You have stated your ideas clearly, without using too many words. 	<p>5 Mostly Correct</p> <ul style="list-style-type: none"> <input type="checkbox"/> There are very few errors in your paper. It is ready to publish. <input type="checkbox"/> You have used capitals correctly. <input type="checkbox"/> You have used periods, commas, exclamation marks, and quotation marks in just the right way. <input type="checkbox"/> Your spelling is accurate. <input type="checkbox"/> Every paragraph is indented to show where new ideas begin. <input type="checkbox"/> Your grammar/usage is consistent and shows control.
<p>3 Correct but not striking</p> <ul style="list-style-type: none"> <input type="checkbox"/> You used every day words pretty well, but you need to stretch for new or better ways to say things. <input type="checkbox"/> Your writing contains a lot of clichés. Replace them with new, fresh, and original words and phrases. <input type="checkbox"/> You went a little overboard and tried to impress the reader with words that are too flowery or incorrectly used. <input type="checkbox"/> Your words aren't really specific. Add some more descriptive words and phrases. Instead of saying, "The sun went down," say "The sun sagged into the treetops." 	<p>3 Routine and Functional</p> <ul style="list-style-type: none"> <input type="checkbox"/> Some of your sentences are smooth and natural, but others are hard to read. <input type="checkbox"/> Your sentence beginnings are mostly alike. Remember to write a variety of sentence openers. <input type="checkbox"/> You need to add some linking words as sentence openers (therefore, later, for this reason, when this happened). <input type="checkbox"/> Some of your sentences need to be combined; others need to be cut in two. <input type="checkbox"/> You have used more words than necessary in places. Trim some of the deadwood. 	<p>3 About halfway home!</p> <ul style="list-style-type: none"> <input type="checkbox"/> A number of mistakes in your paper need to be cleaned up before it will be ready to publish. <input type="checkbox"/> Spelling is correct on simple words, but may not always be right on harder words. <input type="checkbox"/> Most sentences and proper nouns begin with capitals, but a few have been overlooked. <input type="checkbox"/> Paragraphs are present, but not all begin in the right places. <input type="checkbox"/> A few problems with grammar, punctuation, and/or spelling make it difficult for the reader to understand all parts of your paper. <input type="checkbox"/> Your paper reads like a first draft. Take some time to do some more editing and proofreading.
<p>1 Needs work</p> <ul style="list-style-type: none"> <input type="checkbox"/> A lot of your word and phrases are vague: "We liked to do things." What are things? <input type="checkbox"/> Your words don't make pictures. Choose more specific words that will show, not tell. <input type="checkbox"/> You used some words in the wrong place. <input type="checkbox"/> You repeated some of the same words over and over. Replace those words with some interesting synonyms. 	<p>1 Needs work</p> <ul style="list-style-type: none"> <input type="checkbox"/> The reader has to go back, stop, and read over to try to understand your sentences. Read your paper out loud and do some editing by adding words that may be missing and taking out words that don't belong. <input type="checkbox"/> The reader has a hard time telling where one sentence ends and another begins. Add end punctuation where necessary. <input type="checkbox"/> Sentence patterns in your paper are repetitive. Add a variety of sentence openers and make some sentences long and stretchy and some short and snappy. 	<p>1 Needs work</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mistakes in your paper make it difficult to read. Correct some things before you share your work. <input type="checkbox"/> Spelling errors are common. Use a dictionary and/or spell check. <input type="checkbox"/> You have used capitals incorrectly. Check to see if you have capitals for proper nouns and at the beginning of sentences. <input type="checkbox"/> Paragraphs are missing or incorrectly indented. Review your writing to put in correct paragraph breaks. <input type="checkbox"/> Spend a lot of time editing before sharing this paper.

COMMENTS:

TOTAL SCORE ____/30

SIX-TRAITS RUBRIC Middle School

IDEAS ~ The Message ~	ORGANIZATION ~The Internal Structure~	VOICE ~Person Behind the Words~
<p>5 Strong</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your ideas are meaningful, purposeful and focused. <input type="checkbox"/> Your ideas are clear and informative. <input type="checkbox"/> Your writing shows more than it tells. <input type="checkbox"/> Your writing contains interesting tidbits, specific details, and vivid description. <input type="checkbox"/> Your writing is captivating and shows the reader that you have extensive knowledge about the topic. 	<p>5 Strong</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your writing exhibits clear purpose and direction. <input type="checkbox"/> Every part of your paper adds to the whole. <input type="checkbox"/> Your paper is organized in a logical way, but with flair. <input type="checkbox"/> There are clear transitions and connections from idea to idea, paragraph to paragraph. <input type="checkbox"/> Movement and pacing of your writing is smooth. <input type="checkbox"/> Your opening hooks the reader and keeps them hooked. <input type="checkbox"/> The ending lingers in the reader's mind. 	<p>5 Strong</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your paper reflects a confident, thoughtful individual with strong conviction who knows a lot about this topic. <input type="checkbox"/> The writing reflects a writer willing to take risks and shares ideas and experience that no other person could bring to the topic. <input type="checkbox"/> Your paper was written to be read and makes the reader feel what you were seeing, feeling, and/or thinking. The topic springs to life.
<p>3 Developing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your paper appears to be a good, solid first draft, but needs more in-depth analysis and/or supporting details. <input type="checkbox"/> Your writing contains a lot of general statements. Reinforce them with specific reasons, details, and fact. <input type="checkbox"/> Your topic may be too big. How can you narrow your focus? <input type="checkbox"/> More of your ideas lean toward the obvious and are too predictable. Can you add some unique ideas on the topic. <input type="checkbox"/> Your writing does more telling than showing. 	<p>3 Developing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your writing is easy to follow, most of the time, but has some bumpy spots. Work on making more connections between ideas and paragraphs. <input type="checkbox"/> Your writing is organized, but appears to be formula writing (5-paragraph theme). <input type="checkbox"/> Your paper has a recognizable introduction and ending. Work on revising them to hook the reader and to leave him thinking about what you wrote. <input type="checkbox"/> Your pacing is irregular. Review your writing and see if there are places you need to add more details or if there are places you have too much information. <input type="checkbox"/> Your ideas are not arranged in a consistent, clear order. Review your organization strategy: time order, order of importance, order of location, cause and effect, problem solution. 	<p>3 Developing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Some of your personality is evident in this paper, but not much. <input type="checkbox"/> Most of what you wrote is expected and guarded. What details and thoughts can you add to make the writing reflect more of your experience and/or ideas? <input type="checkbox"/> Some of your details and ideas grab the reader, but then your writing moves back to what is expected, what is general. Review the strong sections of your paper and revise others that are lacking those personal details and/or ideas.
<p>1 Not Yet</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your paper reflects a writer who is struggling or exploring with the topic. Spend some time in prewriting to clarify your topic. Then match ideas and details to that topic and write a new draft. <input type="checkbox"/> Your paper contains random thoughts not connected to the main idea. Review your draft and see if you need to change your topic to match the ideas in your paper. 	<p>1 Not Yet</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your paper lacks organizational structure and makes it difficult for the reader to follow your ideas. Decide on an organizational structure and use it to frame your ideas. <input type="checkbox"/> The pacing of your paper is rough. Add more details in places or cut out unnecessary information in others. <input type="checkbox"/> Your paper has no clear sense of beginning. Write an opening that will hook your reader and reinforce your topic. <input type="checkbox"/> Your paper has just stopped or has a conclusion that doesn't satisfy the reader. Review your conclusion and write one that will linger on the reader's mind. 	<p>1 Not Yet</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your paper does not give any hint of the individual ideas or experiences of the writer. <input type="checkbox"/> Who were you writing this paper for? Consider your audience and add details that would appeal to that audience. <input type="checkbox"/> Your paper is very mechanical/technical and leaves the reader with no sense of who the writer is and/or what the writer cares about. Consider selecting a new topic, one that you know a lot about and care a lot about.

WORDS ~Language That Brings It to Life~	FLUENCY ~Rhythm and Flow~	CONVENTIONS ~Mechanical Correctness~
<p style="text-align: center;">5 Strong</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your writing reflects deliberate, striking, dynamic word choice. It is wordsmithery at its best! <input type="checkbox"/> Your words are energetic and appealing, creating sensory details that make the reader see what you are saying. <input type="checkbox"/> Powerful verbs make the meaning specific, precise, appealing and original. <input type="checkbox"/> Your words and phrases are vivid and dynamic. 	<p style="text-align: center;">5 Strong</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your sentences have varied and purposeful beginnings. <input type="checkbox"/> You have crafted your sentences, not merely assembled them, from long and flowing to short and snappy. <input type="checkbox"/> Your sentence structure is powerful and graceful and has wonderful cadence. <input type="checkbox"/> You have used parallel structure correctly. <input type="checkbox"/> You have incorporated dialogue that is natural. <input type="checkbox"/> If you used fragments, they were used for stylistic effect and did not detract from the meaning of the paper. <input type="checkbox"/> Your paper is delightful to read aloud. 	<p style="text-align: center;">5 Strong</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your writing reflects a writer in control of spelling, punctuation and grammar. <input type="checkbox"/> Your paragraphing complements organization. <input type="checkbox"/> The grammar in your paper contributes to clarity and style. <input type="checkbox"/> Punctuation in your paper smoothly guides the reader. <input type="checkbox"/> The paper shows evidence of editing and proofing and is ready to share with a broad audience.
<p style="text-align: center;">3 Developing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your writing leans a bit on clichés or the word list of the week. Don't depend on the thesaurus to help you choose interesting words. <input type="checkbox"/> Some of your words are too "flowery" or over done. Revise for simplicity and sincerity. <input type="checkbox"/> Some of your words are too general. Select some words that are more precise, i.e. "good," "nice," vs. mouth-watering and pristine. <input type="checkbox"/> Your writing contains a good verb or two, but add more to make your writing lively. 	<p style="text-align: center;">3 Developing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your paper contains a lot of simple sentences that are well constructed. Work on writing sentences of different types and/or lengths. <input type="checkbox"/> Your connections between sentences are rough. <input type="checkbox"/> Your transitions are too predictable and formulaic. Work on burying your transitions and varying your sentence openings. <input type="checkbox"/> Repetitive patterns in your writing make the writing appear mechanical. <input type="checkbox"/> Your paper lacks energy and flow. Can you improve it by using parallel structure or dialogue to give it rhythm and balance. 	<p style="text-align: center;">3 Developing</p> <ul style="list-style-type: none"> <input type="checkbox"/> You have done well on simple punctuation, spelling and grammar. You have attempted paragraphing, but you need to review your paragraphs to make sure they are all correctly ind and punctuated. <input type="checkbox"/> You have some consistent errors in spelling. Use a dictionary or spell-check. <input type="checkbox"/> There are some minor problems with grammar/usage, but generally problems don't ob meaning. <input type="checkbox"/> Your terminal punctuation is basically correct but work on punctuation inside of sentences. <input type="checkbox"/> There is some evidence of editing. Were you in a hurry?
<p style="text-align: center;">1 Not yet</p> <ul style="list-style-type: none"> <input type="checkbox"/> Some of your words are not used correctly. <input type="checkbox"/> You repeat a lot of the same words, which makes reading your writing monotonous. <input type="checkbox"/> You have not used a variety of words to make your meaning precise and clear. <input type="checkbox"/> Revise putting in more specific nouns and verbs to give your writing energy. 	<p style="text-align: center;">1 Not yet</p> <ul style="list-style-type: none"> <input type="checkbox"/> Some of your sentences contain awkward phrasing. <input type="checkbox"/> A lot of your sentences are run-ons or fragments. Make sure that you have complete sentences. <input type="checkbox"/> Some of your sentences are short and choppy. Can you connect any sentences with punctuation or connecting words? <input type="checkbox"/> Your sentence structure makes it difficult to read your paper aloud. Revise for a smooth cadence. 	<p style="text-align: center;">1 Not yet</p> <ul style="list-style-type: none"> <input type="checkbox"/> Your paper contains numerous errors that make it difficult to read and understand. <input type="checkbox"/> Your paragraphing is random or not present. Review your writing and put in paragraphs by indenting. <input type="checkbox"/> Spelling errors are frequent. <input type="checkbox"/> Punctuation is missing or used incorrectly. <input type="checkbox"/> Grammar/usage problems make it difficult to understand your ideas. <input type="checkbox"/> Spend time editing/proofing and this paper will be much better!

COMMENTS:

TOTAL SCORE _____ /30

SIX-TRAITS RUBRIC High School

IDEAS & CONTENT	ORGANIZATION	VOICE
<p style="text-align: center;">5 Strong</p> <p>Paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Topic is narrow and manageable. <input type="checkbox"/> Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. <input type="checkbox"/> Reasonably accurate details are present to support the main ideas. <input type="checkbox"/> Writer seems to be writing from knowledge or experience, ideas are fresh and original. <input type="checkbox"/> Reader's questions are anticipated and answered. 	<p style="text-align: center;">5 Strong</p> <p>The organization enhances and showcases the central idea or theme and is compelling and moves the reader through the text.</p> <ul style="list-style-type: none"> <input type="checkbox"/> An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. <input type="checkbox"/> Thoughtful transitions clearly show how ideas connect. <input type="checkbox"/> Details seem to fit where they're placed; sequencing is logical and effective. <input type="checkbox"/> Pacing is well controlled; the writer knows when to slow down and elaborate, and when to pick up the pace and move on. <input type="checkbox"/> Organization flows so smoothly the reader hardly thinks about it; the choice of structure matches the purpose and audience. 	<p style="text-align: center;">5 Strong</p> <p>The writer speaks directly to the reader in a way that is individual, compelling and engaging and crafts the writing with an awareness and respect for the audience and the purpose for writing.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The tone of the writing adds interest to the message and is appropriate for the purpose and audience. <input type="checkbox"/> The writer takes a risk by revealing who he or she is consistently throughout the piece. <input type="checkbox"/> Expository or persuasive writing reflects a strong commitment to the topic by showing why the reader needs to know this and why he or she should care. <input type="checkbox"/> Narrative writing is honest, personal, and engaging and makes the reader think about and react to the author's ideas and point of view.
<p style="text-align: center;">3 Developing</p> <p>The writer is beginning to define the topic, even though development is still basic or general.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Topic is fairly broad; however, you can see where the writer is headed. Writer not yet focused topic beyond the obvious. <input type="checkbox"/> Ideas are reasonably clear, though they may not be detailed, personalized, accurate, or expanded enough to show in depth understanding or strong sense of purpose. <input type="checkbox"/> Writer seems to be drawing on knowledge or experience, but has difficulty going from general observations to specifics. <input type="checkbox"/> Reader is left with questions. More information needed to "fill in the blanks." 	<p style="text-align: center;">3 Developing</p> <p>The organizational structure is strong enough to move the reader through the text without too much confusion.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The paper has a recognizable introduction and conclusion. The introduction may not create a strong sense of anticipation; the conclusion may not tie-up all loose ends. <input type="checkbox"/> Transitions often work well; at other times, connections between ideas are fuzzy. <input type="checkbox"/> Sequencing shows some logic, but not under control enough that it consistently supports the ideas, or it is so predictable and rehearsed that the structure takes attention away from the content. <input type="checkbox"/> Pacing is fairly well controlled, though the writer sometimes lunges ahead too quickly or spends too much time on details that do not matter. <input type="checkbox"/> The organization sometimes supports the main point or storyline; at other times, the reader feels an urge to slip in a transition or move things around. 	<p style="text-align: center;">3 Developing</p> <p>The writer seems sincere but not fully engaged or involved making writing pleasant or even personable, but not compelling.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The writer seems aware of an audience but discards personal insights in favor of obvious generalities. <input type="checkbox"/> The writing communicates in an earnest, pleasing, yet safe manner. <input type="checkbox"/> Only one or two moments here or there intrigue, delight, or move the reader. <input type="checkbox"/> Expository or persuasive writing lacks consistent engagement with the topic to build credibility. <input type="checkbox"/> Narrative writing is reasonably sincere, but doesn't reflect unique or individual perspective on the topic.
<p style="text-align: center;">1 In Progress</p> <p>As yet, the paper has no clear sense of purpose or central theme and contains sketchy or missing details. The writing reflects more than one of these problems:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The writer is still in search of a topic, is brainstorming, or has not yet decided what the main idea of the piece will be. <input type="checkbox"/> Information is limited or unclear or repetitive or the length is not adequate for development. <input type="checkbox"/> Ideas may read like a collection of disconnected, random thoughts with no discernable point. 	<p style="text-align: center;">1 In Progress</p> <p>The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure. The writing reflects more than one of these problems:</p> <ul style="list-style-type: none"> <input type="checkbox"/> There is no real lead to set-up what follows, no real conclusion to wrap things up. <input type="checkbox"/> Connections between ideas are confusing or not even present. <input type="checkbox"/> Sequencing needs lots and lots of work. <input type="checkbox"/> Pacing feels awkward; the writer slows to a crawl when the reader wants to get on with it, and vice versa. <input type="checkbox"/> Problems with organization make it hard for the reader to get a grip on the main point or story line. 	<p style="text-align: center;">1 In Progress</p> <p>The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience. As a result, the writing reflects one or more of the following problems:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The writer is not concerned with the audience or is a complete mismatch for the reader. <input type="checkbox"/> The writer speaks in a kind of monotone that flattens all potential highs or lows of the message. <input type="checkbox"/> The writing is "risk-free" or lifeless or mechanical or may be overly technical or jargonistic. <input type="checkbox"/> Development of the topic is so limited that no point of view is present.

WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
<p style="text-align: center;">5 Strong</p> <p>Words convey the intended message in a precise, interesting, and natural way and are powerful and engaging.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Words are specific and accurate. It is easy to understand just what the writer means. <input type="checkbox"/> Striking words and phrases often catch the reader's eye and linger in the reader's mind. <input type="checkbox"/> Language and phrasing is natural, effective, and appropriate for the audience. <input type="checkbox"/> Lively verbs add energy while refreshing nouns and modifiers add depth. <input type="checkbox"/> Choices in language enhance the meaning and clarify understanding. <input type="checkbox"/> Precision is obvious because the writer has taken care to put just the right word or phrase in just the right spot. 	<p style="text-align: center;">5 Strong</p> <p>The writing has an easy flow, rhythm, and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sentences are constructed in a way that underscores and enhances the meaning. <input type="checkbox"/> Sentences vary in length as well as structure. Fragments, if used, add style. Dialogue, if present sounds natural. <input type="checkbox"/> Purposeful and varied sentence beginnings add variety and energy. <input type="checkbox"/> The use of creative and appropriate connectives between sentences and thoughts shows how each relates to, and builds upon, the one before it. <input type="checkbox"/> The writing has cadence; the writer has thought about the sound of the words as well as the meaning. 	<p style="text-align: center;">5 Strong</p> <p>The writer demonstrates a good grasp of standard writing conventions and uses conventions effectively to enhance readability. This paper is ready to publish.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spelling is generally correct, even on more difficult words. <input type="checkbox"/> The punctuation is accurate, even creative, and guides the reader through the text. <input type="checkbox"/> A thorough understanding and consistent application of capitalization skills are present. <input type="checkbox"/> Grammar and usage are correct and contribute to clarity and style. <input type="checkbox"/> Paragraphing tends to be sound and reinforces the organizational structure.
<p style="text-align: center;">3 Developing</p> <p>The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Words are adequate and correct in a general sense, and they support the meaning by not getting in the way. <input type="checkbox"/> Familiar words and phrases communicate but rarely capture the reader's imagination. <input type="checkbox"/> Attempts at colorful language show a willingness to stretch and grow but sometimes reach beyond the audience (thesaurus overload!). <input type="checkbox"/> Despite a few successes, the writing is marked by passive verbs, everyday nouns, and mundane modifiers. <input type="checkbox"/> The words may be refined in a couple of places, but the language looks more like the first thing that popped into the writer's mind. 	<p style="text-align: center;">3 Developing</p> <p>The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Although sentences may not seem artfully crafted or musical, they get the job done in a routine fashion. <input type="checkbox"/> Sentences are usually constructed correctly; they hang together; they are sound. <input type="checkbox"/> Sentence beginnings are not all alike; some variety is attempted. <input type="checkbox"/> The reader sometimes has to hunt for clues that show how sentences interrelate (connecting words and phrases like however, therefore, on the other hand, etc.). <input type="checkbox"/> Parts of the text invite expressive oral reading; others may be stiff, awkward, choppy, or gangly. 	<p style="text-align: center;">3 Developing</p> <p>The writer shows reasonable control over a limited range of standard writing conventions. Moderate editing would be required to polish the text for publication.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spelling is usually correct or reasonably phonetic on common words, but more difficult words are problematic. <input type="checkbox"/> End punctuation is usually correct; internal punctuation is sometimes missing/wrong. <input type="checkbox"/> Most words are capitalized correctly; control over more sophisticated capitalization skills may be spotty. <input type="checkbox"/> Problems with grammar or usage are not serious enough to distort meaning but may not be correct or accurately applied all of the time. <input type="checkbox"/> Paragraphing is attempted but may run together or begin in the wrong places.
<p style="text-align: center;">1 In Progress</p> <p>The writer demonstrates a limited vocabulary or has not searched for words to convey specific meaning. The writing reflects one or more of the following problems:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Words are so nonspecific and distracting that only a very limited meaning comes through. <input type="checkbox"/> Audience has not been considered. Language is used incorrectly making the message secondary to the misfires with the words. <input type="checkbox"/> Limited vocabulary and/or misused parts of speech seriously impair understanding. <input type="checkbox"/> Words and phrases are so unimaginative and lifeless that they detract from the meaning. <input type="checkbox"/> Jargon or clichés distract or mislead. Redundancy may distract the reader. 	<p style="text-align: center;">1 In Progress</p> <p>The reader has to practice quite a bit in order to give this paper a fair interpretive reading. The writing reflects more than one of the following problems:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sentences are choppy, incomplete, rambling or awkward. Phrasing does not sound natural. The patterns may create a sing-song rhythm, or a chop-chop cadence that causes the reader to lose interest. <input type="checkbox"/> There is little to no "sentence sense" present. <input type="checkbox"/> Many sentences begin the same way and may follow the same monotonous pattern (subject-verb-object). <input type="checkbox"/> Endless connectives (and, and so, but then, etc.) or a complete lack of connectives create a massive jumble of language. <input type="checkbox"/> The text does not invite expressive oral reading. 	<p style="text-align: center;">1 In Progress</p> <p>Errors repeatedly distract the reader and make the text difficult to read. Extensive editing would be required to polish the text for publication. The writing reflects more than one of these problems:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spelling errors are frequent, even on common words. <input type="checkbox"/> Punctuation is often missing or incorrect. <input type="checkbox"/> Capitalization is random and only the easiest rules show awareness of correct use. <input type="checkbox"/> Errors in grammar or usage are very noticeable, frequent, and affect meaning. <input type="checkbox"/> Paragraphing is missing, irregular, or so frequent that it has no relationship to the organizational structure of the text. <input type="checkbox"/> The reader must read once to decode, then again for meaning.

COMMENTS:

TOTAL SCORE _____ / **30**