

Scale		Name	Assignment Title	Date	Teacher	Period
5	<u>Strong</u> - control of the trait; many strengths present					
4	<u>Competent</u> - strengths outweigh areas where revision/editing is needed					
3	<u>Developing</u> - strengths and need for revision/editing are about equal; halfway home					
2	<u>Emerging</u> - need for revision/editing outweighs the strengths present					
1	<u>Not Yet</u> - no control of this trait yet					
Indicate the correct score by circling the correct number or checking the correct column for a half point increment.						

EXPOSITORY/INFORMATIONAL WRITING

My writing will be effective if I...

Ideas and Content							Organization							Voice						
5	4	3	2	1	5	4	3	2	1	5	4	3	2	1						
<ul style="list-style-type: none"> Have a clear, focused position/purpose Stay focused on the main ideas Use detailed reasons, examples, and evidence to support my ideas Use accurate, relevant reasons, examples, and evidence Provide information that is interesting, thoughtful, and important Use diagrams, illustrations, graphs, etc. to elaborate and support ideas Show that I am writing from knowledge or experience about the term(s) Anticipate and answer readers' questions Show insight - an understanding of what is significant 							<ul style="list-style-type: none"> Organize my writing with an introduction, main ideas, and a conclusion Write an introduction with a topic sentence that identifies the subject and the main ideas Organize my writing in paragraphs which are linked in a logical order Link ideas with smooth, effective transitions that tie ideas together Write a conclusion that accurately summarizes the main points 							<ul style="list-style-type: none"> Demonstrate a strong commitment to my topic by showing why readers need to know this and why they should care Use a tone that brings the topic to life and is appropriate for my audience and purpose Write in either first (e.g., "I") or third person (e.g., "they") as appropriate, depending upon the prompt 						
Word Choice							Sentence Fluency							Conventions						
5	4	3	2	1	5	4	3	2	1	5	4	3	2	1						
<ul style="list-style-type: none"> Use language appropriate for my audience and purpose Use language that is natural, not overdone Use specific, descriptive words that help the reader understand my ideas Use a variety of active verbs and precise nouns Use subject-specific vocabulary 							<ul style="list-style-type: none"> Use different types and lengths of sentences Construct sentences that make sense and enhance meaning Vary sentence beginnings Develop varied, purposeful transitions (e.g., first, therefore, because) Write sentences that flow for easy reading 							<ul style="list-style-type: none"> Write complete sentences Use correct capitalization and punctuation Use correct grammar Spell correctly Construct effective paragraphs (topic sentence, supporting details, concluding sentence) Demonstrate consistent use of tense 						
Presentation							The Writing Process													
5	4	3	2	1	Show evidence of the following (<i>check all boxes that apply</i>): <ul style="list-style-type: none"> <input type="checkbox"/> Prewriting (TAP - Topic, Audience, Purpose) <input type="checkbox"/> Drafting <input type="checkbox"/> Revising (MAP - Move, Add, Prune) <input type="checkbox"/> Editing <input type="checkbox"/> Publishing 															
<ul style="list-style-type: none"> Use appropriate fonts and font sizes Use white space effectively to provide clarity and visual appeal Use the correct format for titles, page numbers, bullets, etc. Integrate illustrations, graphs, maps, tables, etc. effectively 							Comments 													

Junior High School 6 + 1 Traits™ Evaluation of Writing

