

Scale		Name	
5	Strong - control of the trait; many strengths present		
4	Competent - strengths outweigh areas where revision/editing is needed	Assignment Title	
3	Developing - strengths and need for revision/editing are about equal; halfway home		
2	Emerging - need for revision/editing outweighs the strengths present	Date	
1	Not Yet - 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.		Teacher	Period

Writing to Explain or Inform: PROCEDURE - Science Lab Report

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"> Formulate a clear, focused purpose/hypothesis Use detailed, accurate reasons, examples, and evidence to support my ideas Provide appropriate background information Provide detailed information on who, how, where, when, and materials/quantities needed Use diagrams, illustrations, tables, graphs, etc. to elaborate and support ideas Show understanding of question/purpose/hypothesis in the conclusion Anticipate and answer readers' questions Show insight - an understanding of what is significant 						<ul style="list-style-type: none"> State the goal or aim as a question to be answered or as a purpose/ hypothesis Write the procedure/steps/information in a clear, accurate, and logical order Summarize procedure accurately when replicating previously designed experiments OR discuss steps in student-designed experiments so results can be duplicated Use bullets, numbers, headings Link ideas with transitions Write a conclusion in which I: <ul style="list-style-type: none"> Refer to the question/purpose/hypothesis Summarize/clarify results Evaluate results 						<ul style="list-style-type: none"> Demonstrate a strong commitment to my topic by showing why readers should care Use a tone that is appropriate for purpose and audience (i.e., objective and free from bias) Write in third person (e.g., "it," "they") 					
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 that is appropriate for my audience and purpose Use concise language Use appropriate terminology in a clear, succinct manner, showing knowledge of the concepts Describe observations accurately Focus on precision 						<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 and purposeful transitions (e.g., therefore, next, after ten minutes) Write sentences that flow for easy reading 						<ul style="list-style-type: none"> Use appropriate sentence structure Use correct capitalization, punctuation and grammar Spell correctly Display scientific symbols, expressions, equations, and graphs appropriately Demonstrate consistent use of tense (present tense, except in the conclusion and/or error analysis section, where I use past 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"/> Prewrite (TAP - Topic, Audience, Purpose) <input type="checkbox"/> Draft <input type="checkbox"/> Revise (MAP - Move, Add, Prune) <input type="checkbox"/> Edit <input type="checkbox"/> Publish 											
<ul style="list-style-type: none"> Use appropriate fonts and font sizes Use white space effectively to provide clarity Use the correct format for titles, headings, page numbers, bullets, etc. Integrate illustrations, graphs, maps, tables, etc. effectively 						Comments 											

Junior High School 6 + 1 Traits™ Evaluation of Writing

