

Scale		Name			
5	<u>Strong</u> - control of the trait; many strengths present				
4	<u>Competent</u> - strengths outweigh areas where revision/editing is needed	Assignment Title			
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	Date			
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.		Teacher		Period	

**Writing to Classify and Describe: 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"> <li>Narrow the topic and stay focused on the main ideas</li> <li>Use detailed reasons, examples, and evidence to support my ideas</li> <li>Use accurate, relevant reasons, examples, and evidence</li> <li>Provide information that is interesting, thoughtful, and important</li> <li>Show that I am writing from knowledge or experience about the term or terms</li> <li>Anticipate and answer readers' questions</li> <li>Show insight - an understanding of what is significant</li> </ul>						<ul style="list-style-type: none"> <li>Organize my writing with an introduction, main ideas, and a conclusion</li> <li>Write an introduction with a topic sentence that identifies the subject and main ideas of the report</li> <li>Organize my writing in paragraphs which are linked in a logical order</li> <li>Link ideas with smooth, effective transitions tie ideas together</li> <li>Write a conclusion that accurately identifies the main points</li> </ul>						<ul style="list-style-type: none"> <li>Demonstrate a strong commitment to my topic by showing why readers should care</li> <li>Use a tone that brings the topic to life and is appropriate for my audience and purpose</li> <li>Write in third person (e.g., "it," "they")</li> </ul>					

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"> <li>Use language that is appropriate for my audience and purpose</li> <li>Use language that is natural, not overdone</li> <li>Use a variety of active verbs and precise nouns</li> <li>Use subject-specific vocabulary</li> <li>Use appropriate language to compare, contrast, define, describe, classify, etc.</li> </ul>						<ul style="list-style-type: none"> <li>Use different types and lengths of sentences</li> <li>Construct sentences that make sense and enhance meaning</li> <li>Vary sentence beginnings</li> <li>Develop varied and purposeful transitions (e.g., first, furthermore)</li> <li>Write sentences that flow for easy reading</li> </ul>						<ul style="list-style-type: none"> <li>Write complete sentences</li> <li>Use correct capitalization and punctuation</li> <li>Use correct grammar</li> <li>Spell correctly</li> <li>Construct effective paragraphs (topic sentence, supporting details, concluding sentence)</li> <li>Demonstrate consistent use of tense</li> </ul>					

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"> <li>Use appropriate fonts and font sizes</li> <li>Use white space effectively to provide clarity and visual appeal</li> <li>Use the correct format for titles, page numbers, bullets, etc.</li> <li>Integrate illustrations, graphs, maps, tables, etc. effectively</li> </ul>						<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					
						<b>Comments</b>					

**Junior High School 6 + 1 Traits™ Evaluation of Writing**

