

Scale	Levels of Proficiency	Name		
5 Strong	<input type="checkbox"/> Proficient Score 4's or higher on all traits in a high school level essay.	Assignment Title		
4.5 Between a 4 and 5				
4 Competent	<input type="checkbox"/> Proficient with Honors Score 4.5's or higher on all traits in a high school honors-level essay.	Date	Subject	
3.5 Between a 3 and 4				
3 Developing	<input type="checkbox"/> Proficient with High Honors Score 5's on all traits in a high school high-honors-level essay.	Teacher	Advisor	
2.5 Between a 2 and 3				
2 Emerging				
1 Not Yet				
Teachers: Indicate the correct score by circling the correct number or checking the correct column for a half-point increment.				

### 6+1 Traits™ Evaluation of a Literary Analysis

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>Thesis is clear and focused</li> <li>Relevant, accurate details/evidence support the thesis</li> <li>Quotations add to the explanation of ideas and support for the thesis</li> <li>Writer is writing from knowledge or experience about the topic</li> <li>Reader's questions are anticipated and answered</li> <li>Ideas are fresh and original, demonstrating the writer's insight into the topic</li> </ul>							<ul style="list-style-type: none"> <li>Order and structure of ideas and information are clear and compelling</li> <li>Order of ideas presented in the thesis controls the sequence of the essay</li> <li>Effective transitions tie ideas together</li> <li>Quotations and evidence are integrated into the text</li> </ul>							<ul style="list-style-type: none"> <li>Tone adds interest to the message and is appropriate for purpose and audience</li> <li>Reader feels a strong interaction with the writer, sensing the person behind the words</li> <li>Third-person formal academic voice is used, unless the prompt specifies otherwise</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>Words are appropriate for audience and purpose</li> <li>Words are used accurately, including literary terms (e.g., denotation, symbol, point of view, etc.)</li> <li>Language is natural, not overdone</li> <li>Striking words and phrases enhance meaning</li> <li>Active verbs and precise nouns are used</li> </ul>							<ul style="list-style-type: none"> <li>Sentences are constructed to enhance meaning</li> <li>Sentences vary in length as well as in structure</li> <li>Purposeful, varied sentence beginnings add energy</li> <li>Creative and appropriate connectives are used</li> <li>Writing has effective cadence</li> </ul>							<ul style="list-style-type: none"> <li>Spelling is correct</li> <li>Punctuation and capitalization are correct</li> <li>Grammar and usage are correct</li> <li>Sentence structure is accurate</li> <li>Paragraphing is sound</li> </ul>																
Presentation							Teacher Comments																							
5		4		3		2		1																						
<ul style="list-style-type: none"> <li>Appropriate fonts and font sizes are used</li> <li>White space provides clarity and is visually appealing</li> <li>Writer demonstrates correct use of a style sheet</li> <li>Titles and page numbers are used correctly</li> <li>Text is effectively integrated with illustrations, graphs, maps, tables, etc., when required by the prompt</li> </ul>																														
The Writing Process																														
<b>The writer shows evidence of using the writing process (check all boxes that apply):</b> <input type="checkbox"/> Prewriting <input type="checkbox"/> Drafting <input type="checkbox"/> Revising <input type="checkbox"/> Editing <input type="checkbox"/> Publishing																														

### Graduation Requirement in Communication: Writing Portfolio