

Scale		Name	Assignment Title	Date
5	Strong - control of the trait; many strengths present			
4	Competent - strengths outweigh areas where revision/editing is needed			
3	Developing - strengths and need for revision/editing are about equal; halfway home			
2	Emerging - need for revision/editing outweighs the strengths present			
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 (How to Do Something): PROCEDURE
My writing will be effective if I...

Ideas and Content						Organization						Style: 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 goal/aim 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, 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"> State the goal or aim as a question to be answered or as a purpose/hypothesis Write the method/steps/information in a clear and logical order Use bullets, numbers, headings Link ideas with smooth, effective transitions that tie ideas together Write a conclusion in which I: <ul style="list-style-type: none"> Refer to the question/purpose/hypothesis Summarize/clarify the results Evaluate the results with specific details to support the findings 						<ul style="list-style-type: none"> Demonstrate a strong commitment to my topic by showing why readers should care Use a tone that adds interest to the message and is appropriate for my audience and purpose Write in third person (e.g., "it," "they," "one") or second person (e.g., "you") 					
Style: Word Choice						Style: 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 a variety of active verbs and precise nouns, adverbs and adjectives 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 and purposeful transitions (e.g., first, second, next) 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) Display scientific symbols, expressions, equations, and graphs appropriately 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

