

Scale		Levels of Proficiency		Name	Assignment Title	Date	Subject
5	Strong	<input type="checkbox"/> Proficient	Score 4's or higher on all traits in a high school level essay				
4.5	Between a 4 and 5	<input type="checkbox"/> Proficient with Honors	Score 4.5's or higher on all traits in a high school honors-level essay.				
4	Competent	<input type="checkbox"/> Proficient with High Honors	Score 5's on all traits in a high school high-honors-level essay.				
3.5	Between a 3 and 4						
3	Developing						
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.				Teacher			Advisor

6+1 Traits™ Evaluation a Compare/Contrast OR Cause/Effect Essay

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"> Thesis is clear and focused Relevant, accurate details/evidence support the thesis Quotations add to the explanation of ideas and support for the thesis (when applicable) Writer is writing from knowledge or experience about the topic Reader's questions are anticipated and answered Ideas are fresh and original, demonstrating the writer's insight into the topic Cause/Effect Essay: Writer demonstrates an understanding of cause and effect relationships 								<ul style="list-style-type: none"> Order and structure of ideas and information are clear and compelling Order of ideas presented in the thesis controls the sequence of the essay Writer effectively uses either the point-by-point method or block method of organization Effective transitions tie ideas together Quotations and/or evidence are integrated into the text Compare/Contrast Essay: Writer effectively uses either the point-by-point method or block method of organization 								<ul style="list-style-type: none"> Tone adds interest to the message and is appropriate for purpose and audience Reader feels a strong interaction with the writer, sensing the person behind the words Third-person formal academic voice is used, unless the prompt specifies otherwise 							
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"> Words are appropriate for audience and purpose Words are used accurately Language is natural, not overdone Striking words and phrases enhance meaning Active verbs and precise nouns are used 								<ul style="list-style-type: none"> Sentences are constructed to enhance meaning Sentences vary in length as well as in structure Purposeful, varied sentence beginnings add energy Creative and appropriate connectives are used Writing has effective cadence 								<ul style="list-style-type: none"> Spelling is correct Punctuation and capitalization are correct Grammar and usage are correct Sentence structure is accurate Paragraphing is sound 							
Presentation								Teacher Comments															
5		4		3		2	1	<div style="background-color: #d3d3d3; padding: 5px; margin-bottom: 5px;">The Writing Process</div> <p>The writer shows evidence of using the writing process (check all boxes that apply):</p> <input type="checkbox"/> Prewriting <input type="checkbox"/> Drafting <input type="checkbox"/> Revising <input type="checkbox"/> Editing <input type="checkbox"/> Publishing															
<ul style="list-style-type: none"> Appropriate fonts and font sizes are used White space provides clarity and is visually appealing Writer demonstrates correct use of a style sheet Titles and page numbers are used correctly Text is effectively integrated with illustrations, graphs, maps, tables, etc., when required by the prompt 																							

Graduation Requirement in Communication: Writing Portfolio