

| | | | | |
|---|--|----------------|-------------------------|----------------|
| Scale | | Name | | |
| 5 Strong 4.5 Between a 4 and 5 4 Competent 3.5 Between a 3 and 4 3 Developing 2.5 Between a 2 and 3 2 Emerging 1 Not Yet | | | Assignment Title | |
| | | Date | | Subject |
| Teachers: Indicate the correct score by circling the correct number or checking the correct column for a half-point increment. | | Teacher | | |

6+1 Traits™ Evaluation of a Narrative, Short Story, or Drama

| 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"> Telling quality details go beyond the obvious Writer is writing from knowledge or experience Reader questions anticipated and answered Fresh, original ideas Elaborates on events Theme is obvious and fresh Shows insight into the character, setting, and conflict | | | | | | | | <ul style="list-style-type: none"> The order and structure of presentation tell a story from beginning to end Effective transitions tie ideas together Uses the elements of the plot paradigm (character, setting, conflict, exposition, rising action, climax, falling action, conclusion) Rich variety of techniques (building suspense, foreshadowing, denouement, etc) to manipulate the sequence of events Setting is realistic and believable to the characters, action, and theme. Role of setting is multifunctional (e.g. setting mood, revealing character and conflict, serving as a metaphor) | | | | | | | | <ul style="list-style-type: none"> Tone adds interest to the message and is appropriate for purpose and audience Mood and tone reflects characterization and narrator's purpose Purposeful choice of point of view | | | | | | | |
| 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 purpose and audience Words are used accurately Language is natural, not overdone Striking words and phrases enhance meaning Active verbs and precise nouns are used Word choices reflect characters and setting | | | | | | | | <ul style="list-style-type: none"> Sentences are constructed to enhance meaning Sentences vary in length as well as structure Purposeful, varied sentence beginnings add energy Sentences flow for easy reading Character dialogue reveals round, dynamic characters, complex interactions and relationships | | | | | | | | <ul style="list-style-type: none"> Spelling is correct Punctuation and capitalization are accurate Grammar and usage are correct Sentence structure is accurate Paragraphing is sound Accurately uses dialogue tags and indenting for new speakers | | | | | | | |
| Presentation | | | | | | | | Teacher Comments | | | | | | | | | | | | | | | |
| 5 | 4 | 3 | 2 | 1 | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Appropriate fonts and font sizes used White space provides clarity and is visually appealing Writer demonstrates correct use of a style sheet Titles and page numbers are used correctly | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | The Writing Process | | | | | | | | | | | | | | | |
| | | | | | | | | The writer shows evidence of using the writing process (check all boxes that apply): <input type="checkbox"/> Prewriting <input type="checkbox"/> Drafting <input type="checkbox"/> Revising <input type="checkbox"/> Editing <input type="checkbox"/> Publishing | | | | | | | | | | | | | | | |