

6-Trait Assessment for Beginning Writers

1 EXPERIMENTING

2 EMERGING

3 DEVELOPING

4 CAPABLE

5 EXPERIENCED

IDEAS

- Uses scribbles for writing
- Dictates labels or a story
- Shapes that look like letters
- Line forms that imitate text
- Writes letters randomly

IDEAS

- Some recognizable words present
- Labels pictures
- Uses drawings that show detail
- Pictures are supported by some words

IDEAS

- Attempts a story or to make a point
- Illustration supports the writing
- Meaning of the general idea is recognizable/understandable
- Some ideas clear but some are still fuzzy

IDEAS

- Writing tells a story or makes a point
- Illustration (if present) enhances the writing
- Idea is generally on topic
- Details are present but not developed (lists)

IDEAS

- Presents a fresh/original idea
- Topic is narrowed and focused
- Develops one clear, main idea
- Uses interesting, important details for support.
- Writer understands topic well

ORGANIZATION

- Ability to order or group not yet present
- No sense of beginning or end
- Connections between ideas are confusing

ORGANIZATION

- No title (if requested)
- Experiments with beginnings
- Begins to group like-words/pictures
- Transitions or evidence of sequencing are haphazard

ORGANIZATION

- A title is present (if requested)
- Limited transitions present
- Beginning but no ending except "The End"
- Attempts at sequencing and transitions

ORGANIZATION

- An appropriate title is present (if requested)
- Attempts transitions from sentence to sentence
- Beginning works well and attempts an ending
- Logical sequencing
- Key ideas begin to surface

ORGANIZATION

- An original title is present (if requested)
- Transitions connect main ideas
- The opening attracts
- An effective ending is tried
- Easy to follow
- Important ideas stand out

VOICE

- Communicates feeling with size, color, shape, line in drawing or letter imitation
- Work is similar to everyone else's
- Unclear response to task
- Awareness of audience not present

VOICE

- Hints of voice present in words and phrases
- Looks different from most others
- Energy/mood is present
- Treatment of topic predictable
- Audience is fuzzy—could be anybody, anywhere

VOICE

- Expresses some predictable feelings
- Moments of individual sparkle, but then hides
- Repetition of familiar ideas reduces energy
- Awareness that the writing will be read by someone else
- Reader has limited connection to writer

VOICE

- Writing is individual and expressive
- Individual perspective becomes evident
- Personal treatment of a standard topic
- Writes to convey a story or idea to the reader
- Attempts non-standard point of view

VOICE

- Uses text to elicit a variety of emotions
- Takes some risks to say more than what is expected
- Point of view is evident
- Writes with a clear sense of audience
- Cares deeply about the topic

1
EXPERIMENTING

WORD CHOICE

- Writes letters in strings
- Imitates word patterns
- Pictures stand for words and phrases
- Copies environmental print

SENTENCE FLUENCY

- Mimics letters and words across the page
- Words stand alone
- Patterns for sentences not in evidence
- Sentence sense not yet present

CONVENTIONS

- Writes letter strings (pre-phonetic: dmRxzz)
- Attempts to create standard letters
- Attempts spacing of words, letters, symbols or pictures
- Attempts to write left to right
- Attempts to write top/down
- Punctuation, capitalization etc. not making sense, yet
- Student interpretation needed to understand text/pictures

2
EMERGING

WORD CHOICE

- Recognizable words
- Environmental words used correctly
- Attempts at phrases
- Functional language

SENTENCE FLUENCY

- Strings words together into phrases
- Attempts simple sentences
- Short, repetitive sentence patterns
- Dialogue present but not understandable

CONVENTIONS

- Attempts semi-phonetic spelling (MTR, UM, KD, etc.)
- Uses mixed upper and lower case letters
- Uses spaces between letters and words
- Consistently writes left to right
- Consistently makes effective use of top to bottom spacing
- Random punctuation
- Nonstandard grammar is common

3
DEVELOPING

WORD CHOICE

- General or ordinary words
- Attempts new words but they don't always fit
- Settles for the word or phrase that "will do"
- Big words used only to impress reader
- Relies on slang, clichés, or repetition

SENTENCE FLUENCY

- Uses simple sentences
- Sentences tend to begin the same
- Experiments with other sentence patterns
- Reader may have to reread to follow the meaning
- Dialogue present but needs interpretation

CONVENTIONS

- Uses phonetic spelling (MOSTR, HUMN, KLOSD, etc.) on personal words
- Spelling of high frequency words still spotty
- Uses capitals at the beginning of sentences
- Usually uses end punctuation correctly (.!?)
- Experiments with other punctuation
- Long paper may be written as one paragraph
- Attempts standard grammar

4
CAPABLE

WORD CHOICE

- Uses favorite words correctly
- Experiments with new and different words with some success
- Tries to choose words for specificity
- Attempts to use descriptive words to create images

SENTENCE FLUENCY

- Simple and compound sentences present and effective
- Attempts complex sentences
- Not all sentences begin the same
- Sections of writing have rhythm and flow

CONVENTIONS

- Transitional spelling on less frequent words (MONSTUR, HUMUN, CLOSED, etc.)
- Spelling of high frequency words usually correct
- Capitals at the beginning of sentences and variable use on proper nouns
- End punctuation is correct (.!?) and other punctuation is attempted (such as commas)
- Paragraphing variable but present
- Noun/pronoun agreement, verb tenses, subject/verb agreement

5
EXPERIENCED →

WORD CHOICE

- Everyday words used well
- Precise, accurate, fresh, original words
- Creates vivid images in a natural way
- Avoids repetition, clichés or vague language
- Attempts at figurative language

SENTENCE FLUENCY

- Consistently uses sentence variety
- Sentence structure is correct and creative
- Variety of sentence beginnings
- Natural rhythm, cadence and flow
- Sentences have texture which clarify the important idea

CONVENTIONS

- High frequency words are spelled correctly and very close on other words
- Capitals used for obvious proper nouns as well as sentence beginnings
- Basic punctuation is used correctly and/or creatively
- Indents consistently to show paragraphs
- Shows control over standard grammar

1
EXPERIMENTING

PRESENTATION

- Letters and words are strings with no spacing
- There is no consistent shape to letters
- Letters are scattered randomly on the page
- Pictures are placed randomly on the page
- There is no connection between words and pictures

2
EMERGING

PRESENTATION

- An attempt is made to group letters into words
- Many letters are consistent shape, with few that are unreadable
- There are some examples of letters grouped to make words
- An attempt is made to group pictures with text
- Some words are used to enhance the meaning of pictures, e.g., captions

3
DEVELOPING

PRESENTATION

- Most letters and words are readable with an attempt at spacing
- There are some discrepancies in letter shape, but they are easily identifiable
- Letters are grouped to make distinguishable words and phrases
- Placement of pictures reflects the meaning of the text
- Pictures are placed with an attempt to connect them to captions or text

4
CAPABLE

PRESENTATION

- Words are easily readable with a consistent attempt at words spacing
- Handwriting begins to show style, with consistent letter shape
- An attempt is made to group words into identifiable sentences
- Pictures are used to clarify meaning in text
- Most pictures are located with meaningful text or captions

5
EXPERIENCED

PRESENTATION

- Style of handwriting is consistent and words evenly spaced
- Letters are well-formed and easy to read
- Words are grouped by sentence or paragraph for easy understanding
- Pictures and maps are used effectively to enhance understanding
- Pictures are located with text to create alignment and flow of meaning