

6 Trait Assessment for Beginning Writers For Use With Grades K-2 Writing Assessment

1 EXPERIMENTING	2 EMERGING	3 DEVELOPING	4 CAPABLE	5 EXPERIENCED
<p>IDEAS</p> <ul style="list-style-type: none"> • Uses scribbles for writing • Dictates labels or a story • Shapes that look like letters • Line forms that imitate text • Writes letters randomly 	<p>IDEAS</p> <ul style="list-style-type: none"> • Some recognizable words present • Labels pictures • Uses drawings that show detail • Pictures are supported by some words 	<p>IDEAS</p> <ul style="list-style-type: none"> • 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 	<p>IDEAS</p> <ul style="list-style-type: none"> • 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) 	<p>IDEAS</p> <ul style="list-style-type: none"> • 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
<p>ORGANIZATION</p> <ul style="list-style-type: none"> • Attempts to write left to right • Attempts to write top/down • No sense of beginning and end yet • Experiments with spacing 	<p>ORGANIZATION</p> <ul style="list-style-type: none"> • Consistently writes left to right • Consistently uses top/down • Experiments with beginnings • Begins to group like words/pictures 	<p>ORGANIZATION</p> <ul style="list-style-type: none"> • A title is present • Limited transitions present • Beginning but no ending except "The End" • Attempts at sequencing 	<p>ORGANIZATION</p> <ul style="list-style-type: none"> • An appropriate title is present • Attempts transitions from sentence to sentence • Beginning works well and attempts an ending • Logical sequencing • Key ideas begin to surface 	<p>ORGANIZATION</p> <ul style="list-style-type: none"> • An original title is present • Transitions connect main ideas • The opening attracts • An effective ending is tried • Easy to follow • Important ideas stand out
<p>VOICE</p> <ul style="list-style-type: none"> • Communicates feeling with color, shape, line in drawing • Work is similar to everyone else's • Ambiguous response to task • Awareness of audience not present 	<p>VOICE</p> <ul style="list-style-type: none"> • 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 	<p>VOICE</p> <ul style="list-style-type: none"> • 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 	<p>VOICE</p> <ul style="list-style-type: none"> • 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 	<p>VOICE</p> <ul style="list-style-type: none"> • 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

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<p>WORD CHOICE</p> <ul style="list-style-type: none"> Writes letters in strings Imitates word patterns Pictures stand for words and phrases Copies environmental print 	<p>WORD CHOICE</p> <ul style="list-style-type: none"> Recognizable words Environmental words used correctly Attempts at phrases Functional language 	<p>WORD CHOICE</p> <ul style="list-style-type: none"> 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 	<p>WORD CHOICE</p> <ul style="list-style-type: none"> Uses favorite words Experiments with new and different words with some success Tries to choose words for specificity Attempts to use descriptive words to create images 	<p>WORD CHOICE</p> <ul style="list-style-type: none"> 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
<p>SENTENCE FLUENCY</p> <ul style="list-style-type: none"> Mimics letters and words across the page Words stand alone Patterns for sentences not in evidence Sentence sense not yet present 	<p>SENTENCE FLUENCY</p> <ul style="list-style-type: none"> Strings words together into phrases Attempts simple sentences Short, repetitive sentence patterns Dialogue present but not understandable 	<p>SENTENCE FLUENCY</p> <ul style="list-style-type: none"> 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 	<p>SENTENCE FLUENCY</p> <ul style="list-style-type: none"> Simple and compound sentences present and effective Attempts complex sentences Not all sentences begin the same Sections of writing have rhythm and flow 	<p>SENTENCE FLUENCY</p> <ul style="list-style-type: none"> 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
<p>CONVENTIONS</p> <ul style="list-style-type: none"> Writes letter strings (prephonetic: dmRxzz) Attempts to create standard letters Writes word strings Attempts spacing of words, letters, symbols or pictures Student interpretation needed to understand text/pictures 	<p>CONVENTIONS</p> <ul style="list-style-type: none"> Attempts semi-phonetic spelling (MTR, UM, KD, etc.) Uses mixed upper and lower case letters Uses spaces between letters and words Random punctuation Nonstandard grammar is common 	<p>CONVENTIONS</p> <ul style="list-style-type: none"> 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 	<p>CONVENTIONS</p> <ul style="list-style-type: none"> 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) Noun/pronoun agreement, verb tenses, subject/verb agreement 	<p>CONVENTIONS</p> <ul style="list-style-type: none"> 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 a paragraph Shows control over standard grammar