

Fort Bend ISD 1st and 2nd Grade Six-Trait Writing Assessment Form

Directions: In the **fall**, use **black ink** to (√) the indicators that the child is exhibiting (in any stage). Then (√) the stage where there is a preponderance of check marks. Record the date (month & year) and stage below. In the **spring**, follow the directions above, but use **red ink**.

Student Name: _____

Fall Stage Number: _____ Date _____ Spring Stage Number: _____ Date _____

<input type="checkbox"/> Stage 1 EXPERIMENTING	<input type="checkbox"/> Stage 2 EMERGING	<input type="checkbox"/> Stage 3 DEVELOPING	<input type="checkbox"/> Stage 4 CAPABLE	<input type="checkbox"/> Stage 5 EXPERIENCED
IDEAS	IDEAS	IDEAS	IDEAS	IDEAS
<input type="checkbox"/> Uses scribbles for writing <input type="checkbox"/> Dictates labels or a story <input type="checkbox"/> Shapes that look like letters <input type="checkbox"/> Line forms that imitate text <input type="checkbox"/> Write letters randomly	<input type="checkbox"/> Some recognizable words present <input type="checkbox"/> Labels pictures <input type="checkbox"/> Uses drawings that show detail <input type="checkbox"/> Pictures are supported by some words	<input type="checkbox"/> Attempts a story or to make a point <input type="checkbox"/> Illustration supports the writing <input type="checkbox"/> Meaning of the general idea <input type="checkbox"/> Some ideas clear but some are still fuzzy	<input type="checkbox"/> Writing tells a story or makes a point <input type="checkbox"/> Illustration (if present) enhances the writing <input type="checkbox"/> Idea is generally on topic <input type="checkbox"/> Details are present but not developed (lists)	<input type="checkbox"/> Presents a fresh/original idea <input type="checkbox"/> Topic is narrowed and focused <input type="checkbox"/> Develops one clear, main idea <input type="checkbox"/> Uses interesting, important details for support <input type="checkbox"/> Writer understands topic well
ORGANIZATION	ORGANIZATION	ORGANIZATION	ORGANIZATION	ORGANIZATION
<input type="checkbox"/> Attempts to write left to right <input type="checkbox"/> Attempts to write top/down <input type="checkbox"/> No sense of beginning and end yet <input type="checkbox"/> Experiments with spacing	<input type="checkbox"/> Consistently writes left to right <input type="checkbox"/> Consistently uses top/down <input type="checkbox"/> Experiments with beginnings <input type="checkbox"/> Begins to group like words/pictures	<input type="checkbox"/> A title is present <input type="checkbox"/> Limited transitions present <input type="checkbox"/> Beginning but no ending except "The End" <input type="checkbox"/> Attempts at sequencing	<input type="checkbox"/> An appropriate title is present <input type="checkbox"/> Attempts transitions from sentence to sentence <input type="checkbox"/> Beginning works well an attempts an ending <input type="checkbox"/> Logical sequencing <input type="checkbox"/> Key ideas begin to surface	<input type="checkbox"/> An original title is present <input type="checkbox"/> Transitions connect main ideas <input type="checkbox"/> The opening attracts <input type="checkbox"/> An effective ending is tried <input type="checkbox"/> Easy to follow <input type="checkbox"/> Important ideas stand out
VOICE	VOICE	VOICE	VOICE	VOICE
<input type="checkbox"/> Communicates feelings with color, shape, line in drawing <input type="checkbox"/> Work is similar to everyone else's <input type="checkbox"/> Ambiguous response to task <input type="checkbox"/> Awareness of audience not present	<input type="checkbox"/> Hints of voice present in words and phrases <input type="checkbox"/> Looks different from most others <input type="checkbox"/> Energy/mood is present <input type="checkbox"/> Treatment of topic predictable <input type="checkbox"/> Audience is fuzzy-could be anybody, anywhere	<input type="checkbox"/> Expresses some predictable feelings <input type="checkbox"/> Moments of individual sparkle, but then it hides <input type="checkbox"/> Repetition of familiar ideas reduces energy <input type="checkbox"/> Awareness that the writing will be read by someone else <input type="checkbox"/> Reader has limited connection to writer	<input type="checkbox"/> Writing is individual and expressive <input type="checkbox"/> Individual perspective becomes evident <input type="checkbox"/> Personal treatment of a standard topic <input type="checkbox"/> Writes to convey a story or idea to the reader <input type="checkbox"/> Attempts non-standard point of view	<input type="checkbox"/> Uses text to elicit a variety of emotions <input type="checkbox"/> Takes some risk to say more than what is expected <input type="checkbox"/> Point of view is evident <input type="checkbox"/> Writes with a clear sense of audience <input type="checkbox"/> Cares deeply about the topic

<input type="checkbox"/> Stage 1 EXPERIMENTING	<input type="checkbox"/> Stage 2 EMERGING	<input type="checkbox"/> Stage 3 DEVELOPING	<input type="checkbox"/> Stage 4 CAPABLE	<input type="checkbox"/> Stage 5 EXPERIENCED
WORD CHOICE	WORD CHOICE	WORD CHOICE	WORD CHOICE	WORD CHOICE
<ul style="list-style-type: none"> ___ Writes letters in strings ___ Imitates word patterns ___ Pictures stand for words and phrases ___ Copies environmental print 	<ul style="list-style-type: none"> ___ Recognizable words ___ Environmental words used correctly ___ Attempts at phrases ___ Functional language 	<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 readers ___ Relies on slang, clichés, or repetition 	<ul style="list-style-type: none"> ___ 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 	<ul style="list-style-type: none"> ___ Everyday words used well ___ Precise, accurate, fresh, original words ___ Creates vivid images in natural way ___ Avoids repetition, clichés, or vague language ___ Attempts at figurative language
SENTENCE FLUENCY	SENTENCE FLUENCY	SENTENCE FLUENCY	SENTENCE FLUENCY	SENTENCE FLUENCY
<ul style="list-style-type: none"> ___ Mimics lets and words across the page ___ Words stand alone ___ Patterns for sentences not in evidence ___ Sentence sense not yet present 	<ul style="list-style-type: none"> ___ Strings words together into phrases ___ Attempts simple sentences ___ Short, repetitive sentence patterns ___ Dialogue present but not understandable 	<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 	<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 	<ul style="list-style-type: none"> ___ Consistently uses sentence variety ___ Sentence structure is correct and creative ___ Variety of sentence beginnings ___ Sentences have texture that clarifies the important idea
CONVENTIONS	CONVENTIONS	CONVENTIONS	CONVENTIONS	CONVENTIONS
<ul style="list-style-type: none"> ___ Writes letter strings (pre-phonetic) ___ 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 ___ Student interpretation needed to understand text/pictures 	<ul style="list-style-type: none"> ___ Attempts semi-phonetic spelling (mtr, um, 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 ___ Random punctuation ___ Nonstandard grammar is common 	<ul style="list-style-type: none"> ___ Uses phonetic spelling (mostr, humn, etc.) ___ Spelling of high frequency words is spotty ___ Uses capitals at the beginning of sentences ___ Usually uses end punctuation correctly (!?) ___ Experiments with other punctuation ___ Long paper may be written in one paragraph ___ Attempts standard grammar 	<ul style="list-style-type: none"> ___ Transitional spelling on less frequent words (monstur, humun, etc.) ___ Spelling of high frequency words usually correct ___ Capitals at the beginning of sentences and variable use on proper nouns ___ End punctuation is correct (!?) ___ Paragraphing variable but present ___ Noun/pronoun agreement, verb tenses, subject/verb agreement 	<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 consistently to show paragraphs ___ Shows control over standard grammar

Source: *Seeing With New Eyes, A Guidebook on Teaching and Assessing Beginning Writers using the Six Traits Writing Model*. Fifth Edition. Northwest Regional Education Laboratory. 1999. Portland, Oregon.