

## 6 Trait Assessment for Beginning Writers For Use With Grades K-2 Writing 1

1 Emerging	2 Emerging	3 Developing	4 Capable	5 Expert
<p>Looks like letters randomly to dots</p>	<p><b>IDEAS</b></p> <ul style="list-style-type: none"> <li>• Hints at a topic</li> <li>• Some recognizable words</li> <li>• Pictures are supported by words</li> </ul>	<p><b>IDEAS</b></p> <ul style="list-style-type: none"> <li>• General topic defined Details present but not precise</li> <li>• Illustration supports writing</li> </ul>	<p><b>IDEAS</b></p> <ul style="list-style-type: none"> <li>• Idea is generally on topic</li> <li>• Details are present but not developed (lists)</li> <li>• Illustration enhances the writing</li> </ul>	<p><b>IDEAS</b></p> <ul style="list-style-type: none"> <li>• Presents an original idea</li> <li>• Uses relevant, specific details</li> <li>• Topic is narrow and focused</li> <li>• Answers reader's questions</li> </ul>
<p>Writes left to right beginning or with spacing</p>	<p><b>ORGANISATION</b></p> <ul style="list-style-type: none"> <li>• Consistently writes left to right</li> <li>• Beginning but no ending except "The End"</li> <li>• Begins to group like subjects</li> </ul>	<p><b>ORGANISATION</b></p> <ul style="list-style-type: none"> <li>• Basic beginning and ending</li> <li>• Some logical sequencing or structure</li> <li>• Minimal content</li> </ul>	<p><b>ORGANISATION</b></p> <ul style="list-style-type: none"> <li>• Logical sequencing, beginning and ending</li> <li>• Attempts transitions: then, next, later, finally</li> <li>• Key ideas evident</li> </ul>	<p><b>ORGANISATION</b></p> <ul style="list-style-type: none"> <li>• Introduction and conclusion</li> <li>• Effective sequencing of ideas or themes</li> <li>• Transitions connect ideas</li> <li>• Pacing enhances readability</li> </ul>
<p>Does not present mechanical response mechanical audience</p>	<p><b>VOICE</b></p> <ul style="list-style-type: none"> <li>• Hints at purpose</li> <li>• Energy/mood is present</li> <li>• Statements require interpretation</li> <li>• Occasionally aware of audience</li> </ul>	<p><b>VOICE</b></p> <ul style="list-style-type: none"> <li>• Emerging purpose</li> <li>• Predictable</li> <li>• Writer unaware of reader</li> <li>• Repetition of familiar ideas reduces energy</li> </ul>	<p><b>VOICE</b></p> <ul style="list-style-type: none"> <li>• Consistent purpose</li> <li>• Writing is engaging and interesting</li> <li>• Individual perspective is evident</li> <li>• Takes a risk to present a non-standard point of view</li> </ul>	<p><b>VOICE</b></p> <ul style="list-style-type: none"> <li>• Writes with a clear purpose and audience</li> <li>• Compelling and interesting</li> <li>• Uses text to present a unique perspective</li> <li>• Takes effective risks with ideas</li> </ul>
<p>Attempts to use words and phrases</p>	<p><b>WORD CHOICE</b></p> <ul style="list-style-type: none"> <li>• Recognizable words</li> <li>• Functional language</li> <li>• Attempts at phrases</li> <li>• Words convey general meaning</li> </ul>	<p><b>WORD CHOICE</b></p> <ul style="list-style-type: none"> <li>• Uses basic words or phrases</li> <li>• Experiments with vocabulary to enhance meaning</li> <li>• Attempts to use descriptive words</li> </ul>	<p><b>WORD CHOICE</b></p> <ul style="list-style-type: none"> <li>• Wording mostly correct</li> <li>• Uses new and different words successfully</li> <li>• Attempts to use descriptive words to create images</li> <li>• Uses descriptive words for impact</li> <li>• Words and phrases flow well</li> </ul>	<p><b>WORD CHOICE</b></p> <ul style="list-style-type: none"> <li>• Powerful and effective word choice</li> <li>• Wording precise and varied</li> <li>• Accurate, original, vivid images</li> </ul>

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<p><b>SENTENCE FLUENCY</b></p> <p>and words</p> <p>not yet</p> <p>possible</p> <p>meanings</p>	<p><b>SENTENCE FLUENCY</b></p> <ul style="list-style-type: none"> <li>• Short, repetitive sentence patterns</li> <li>• Some phrases</li> <li>• Oral reading difficult</li> <li>• Occasional connecting words</li> </ul>	<p><b>SENTENCE FLUENCY</b></p> <ul style="list-style-type: none"> <li>• Attempts more complex sentence patterns</li> <li>• Sentences may connect</li> <li>• Parts invite oral reading</li> <li>• Dialogue present but needs interpretation</li> </ul>	<p><b>SENTENCE FLUENCY</b></p> <ul style="list-style-type: none"> <li>• Sentences may have two clauses or parts connected by (eg) for, and, so, but, because</li> <li>• Oral reading encourages expression</li> <li>• Sections of writing have rhythm and flow</li> </ul>	<p><b>SENTENCE FLUENCY</b></p> <ul style="list-style-type: none"> <li>• Creative and beginnings and</li> <li>• Sentences end</li> <li>• Invites expression</li> <li>• Natural rhythm</li> </ul>
<p>word strings</p> <p>non-words</p> <p>late</p> <p>letters</p> <p>grouping of words,</p> <p>or pictures</p> <p>no transcription needed</p>	<p><b>CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>• Attempts semi-phonetic spelling (MTR, UM etc.)</li> <li>• Uses mixed upper and lower case letters</li> <li>• Uses spaces between letters and words</li> <li>• Random punctuation</li> <li>• Nonstandard grammar</li> </ul>	<p><b>CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>• Uses phonetic spelling (MOSTR, HUMN etc.)</li> <li>• Spelling of high frequency words inconsistent</li> <li>• Experiments with punctuation</li> <li>• Attempts standard grammar</li> </ul>	<p><b>CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>• High frequency words usually correct</li> <li>• Transitional spelling on less frequent words</li> <li>• Capitals at beginning of sentences and variable use on proper nouns</li> <li>• Grammar and usage correct</li> </ul>	<p><b>CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>• High frequency words spelled more difficult correctly</li> <li>• Accurate and consistent punctuation and</li> <li>• Grammar content and style</li> <li>• Paragraphing</li> </ul>