

WRITING LEVEL 2 SIX-TRAITS/2010

Standard	ADVANCED	PROFICIENT	DEVELOPING	EMERGING
CL.WP.02.01 IDEAS	<ul style="list-style-type: none"> The paper creates a vivid impression, makes a clear point, or tells a whole story, without ever bogging the reader down in trivia. Writer shows insight and depth of knowledge. Ideas are well balanced with supporting detail. Quality details consistently inform, surprise, delight, or expand one's thinking. 	<ul style="list-style-type: none"> The main idea or thesis is easy to identify and understand. The paper is focused. Writer knows enough to write convincingly. Makes sense from beginning to end. Many interesting details are developed to support the main idea or theme. Details are specific and relevant. 	<ul style="list-style-type: none"> Writer sometimes appears to know what he/she is writing about – sometimes not. Topic is identifiable, but needs to be clarified. Details present but limited or detail development is limited. General statements do little to expand the main idea. Support is incomplete or unclear. 	<ul style="list-style-type: none"> Writer knows little about this topic and writes to fill space. Writer is searching for topic. Ideas are a loose collection of facts and/or details. Details sketchy or absent. Ideas may be confusing, repetitious, or simply a list. The writing consists mainly of random thoughts or notes.
CL.WP.02.02 ORGANIZATION	<ul style="list-style-type: none"> Organizational structure matches the topic, purpose, and audience. Transitions work well all of the time. The lead is unforgettable and the conclusion is satisfying. Details are in the right place. The writer always stays focused on the main point. Logical sequencing and pacing are effective. 	<ul style="list-style-type: none"> The organizational structure fits the topic, purpose, and audience. Transitions are present and often work well, though some may be formulaic. Lead and conclusion work well. Details and evidence are in logical order. The writer focuses on the main point. Nonfiction pieces have clear topic sentences. 	<ul style="list-style-type: none"> The organizational structure is not a good match for this topic, purpose, or audience. Transitions may be repetitive or misleading. The lead and conclusion are present; one or both need work. Some details and evidence are in logical order. The writer wanders from the main point enough to make the piece confusing. 	<ul style="list-style-type: none"> There is no identifiable organizational structure. Missing or unclear transitions leave big gaps. Writing is too brief to properly address topic or theme. The lead and/or the conclusion are missing. No or little logical sequence of events or ideas. This text is impossible to follow. There is no evidence of sequencing or pacing.
CL.WP.02.03 VOICE	<ul style="list-style-type: none"> Clearly, the writing belongs to this writer alone. Writer speaks directly to an audience all of the time. Tone fits topic, purpose, and audience well. Sounds natural and compelling all of the time. Involves reader with unique and original approach. 	<ul style="list-style-type: none"> Voice is distinctive. Writing to a particular audience. Voice is suitable for the audience and purpose. Shows personality most of the time. Topic is brought to life most of the time. 	<ul style="list-style-type: none"> Individual writer voice comes and goes throughout piece. Voice not entirely appropriate for the purpose or audience. Writer is somewhat distant from audience or topic (uses generalities). Writer takes little risks and does not involve the reader. 	<ul style="list-style-type: none"> This voice is difficult to find, identify, or describe. Voice is inappropriate to topic or purpose/may not show up enough. No evidence of interest or involvement.
CL.WP.02.04 WORD CHOICE	<ul style="list-style-type: none"> Uses an enhanced and expanded vocabulary throughout the piece. Uses a variety of figurative languages correctly. Descriptive words are used to add richness and depth all of the time. Consistently uses vivid verbs and precise nouns. Original word choice makes paper memorable. Creates mind movie for the reader. 	<ul style="list-style-type: none"> Attempts to use rich and expanded vocabulary often. May use analogy and metaphor to illustrate key points correctly. Words are appropriate for the tone of the paper most of the time. Clear and often original. Words are used correctly. More strong verbs than modifiers to enrich meaning. Writing is reasonably concise. 	<ul style="list-style-type: none"> Common language prevails. Some signs of clichés and jargon. Attempts to use analogy and metaphor with limited success. Words occasionally used incorrectly, which may confuse the reader. Must hunt for strong verbs. Modifiers may be overused. Sensory language minimal or incorrect. Writing may be short, but not concise. 	<ul style="list-style-type: none"> Redundant wording. Incorrect usage of words. Vague words and phrases. Weak verbs. Sensory language is missing. Words do not clarify meaning.

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CL.WP.02.05 SENTENCE FLUENCY	<ul style="list-style-type: none"> •Sentences vary in both structure and length, adding interest to the text. •Writing is smooth, natural, and easy to read – inviting expressive oral reading. •Purposeful sentence beginnings show how each sentence relates to and builds upon the one before it. 	<ul style="list-style-type: none"> •Many sentences vary in length and structure. •Some varied and purposeful sentence beginnings help the reader make sentence-to-sentence connections. •Writing is smooth and easy to read aloud though there may be a few choppy sentences. 	<ul style="list-style-type: none"> •Some sentences vary in structure and length. •Some variety in sentence beginnings. •Choppy sentences, run-ons, or other problems necessitate some re-reading. 	<ul style="list-style-type: none"> •Irregular and unusual sentence patterns confuse the reader. •Overuse of connectives (but, and, so then). •Numerous incomplete sentences. •Sentences may consistently begin with the same word or phrase.
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CL.WP.02.06 CONVENTIONS	<ul style="list-style-type: none"> •Errors are so few and so minor that a reader can easily overlook them. •Text appears clean, edited, and polished. •Writers demonstrate control of a range of conventions appropriate for their level. •Grammar and usage are correct and contribute to clarity and style. •See Convention Continuum. 	<ul style="list-style-type: none"> •Errors in grammar or usage are not serious enough to impair readability or obscure meaning. •Only light touch-ups required for publication. •See Convention Continuum. 	<ul style="list-style-type: none"> •Errors in grammar or usage are noticeable and may affect meaning. •Moderate editing required for publication. •Reads like a “sloppy copy.” •See Convention Continuum. 	<ul style="list-style-type: none"> •Errors in grammar or usage are frequent, and affect meaning. •Reader may be unable to decode or make sense of the text. •Extensive editing required for publication. •See Convention Continuum.

Level	Spelling	Capitalization	Punctuation	Grammar	Paragraphing
Level 2 CONVENTION SPECIFICS	<ul style="list-style-type: none"> •Spells correctly in final draft except for stylistic effect. 	<ul style="list-style-type: none"> •Begins to manipulate capitalization for emphasis and stylistic effect. 	<ul style="list-style-type: none"> •Begins to manipulate punctuation for emphasis and stylistic effect. •Continues to use complex punctuation. 	<ul style="list-style-type: none"> •Begins to eliminate or manipulate sentence fragments for emphasis and stylistic effect. •Solid control of the following: subject/verb agreement, noun/pronoun agreement, consistent verb tense, consistent point of view. 	<ul style="list-style-type: none"> •Uses correct paragraphing divisions and other textual markers to enhance meaning. •Paragraph breaks reinforce organizational structure.