

Student Name _____

Site _____

Teacher _____

Trait	1 = Emerging	2 = Developing	3 = Proficient	4 = Advanced
Ideas <i>Targets: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6</i>	Not all sentences follow a common theme. It is hard to see where the writer is headed. Poor attitude and effort.	Ideas are apparent but show little direction and have little to no development. Writer shows little originality. Details do not tie to main idea and may cause confusion.	Ideas are clear with adequate details that provide a clear picture for the reader. Ideas include some personal examples. Writer begins to write more than an ordinary response. Ideas are apparent and fairly well developed.	Ideas are very clear with specific details, often from personal experience when appropriate. Writer tries a "new," fresh and original approach. Compositions are based on complex themes.
Organization <i>Targets: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6</i>	Paragraphs do not have topic sentences and/or are lacking details. Paragraphs do not have transitions.	Compositions have simple paragraphs. Paragraphs may not be fully developed and may be lacking some supporting details. Transitions are attempted.	Compositions are focused on a single topic, and have well-developed paragraphs including topic sentences and supporting details. Support of ideas is present and in the right place. Transitions are appropriate to create a balanced piece.	Writer seeks to enhance paragraphs with clear examples that support the thesis statement. Details are chosen for meaning and clarity. Transitions are effective.
Voice <i>Targets: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6</i>	Writer is not engaged in writing. Writer's personality is weak or non-existent.	Writer's personality is vague or unclear in some segments. Writer seems unsure of how to write to a specific audience. Writer seems uninvolved.	Writer's personality is clear. Writer has a sense of the audience; may attempt an original approach, then return to what is safe.	Writer has a definite sense of audience and purpose, and adjusts personal style for prompt. Writer may attempt irony, satire, or parody. An original, fresh approach is achieved.
Word Choice <i>Targets: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6</i>	Writer uses very few descriptive words. Words create a clear picture that isn't colorful. Writer uses mostly general words.	Writer reverts to using general words with some attempts at more colorful language. Writer doesn't use any figurative language. Writer attempts to extend vocabulary but words are used inappropriately.	Writer uses figurative language to engage the reader (ex: metaphor, simile, anecdote). Words give clear sense of ideas with some play with words that may be new. Writing shows an expanded vocabulary, but doesn't sound "thesaural."	Writer strives to use words that are appropriate for the tone and purpose of the paper. Writer uses an expanded vocabulary that engages the reader.
Sentence Fluency <i>Targets: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6</i>	Some sentences are short and choppy. Sentences are mainly the same length and have the same structure.	Some sentences have varying lengths. Beginning words may be repeated. Some sections have rhythm and flow.	Writer uses sentence length for effect. Writer uses a variety of sentence structures. Writer varies the beginning word in sentences. The majority of the paper has rhythm and flow.	Writer uses more complex sentence formation (complex, compound-complex sentences). Writer controls the pace of the paper with sentence structure and length.
Conventions <i>Targets: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6</i>	Writer misspells Fry words 1-500 or has more than 5 words per page. Writer punctuates compound sentences incorrectly. Writer's use of quotations and apostrophes may be incorrect. Student misuses homonyms.	Writer misspells more than 2 words per page (with an expanded vocabulary). Writer uses plurals, possessives, and quotations correctly. Writer attempts to use colons, semicolons and commas but makes mistakes.	Writer uses semicolons, colons and commas correctly. Compositions have accurate spelling (1 or 2 misspelled word per page) after self-editing with a dictionary. Student uses clauses and prepositional phrases correctly. All parts of speech are used correctly (nouns, pronouns, verbs, adverbs, adjectives, etc.)	Writer uses correct punctuation and grammar with no more than 3 total errors per page. Writer misspells no more than 1 word per page with an expanded vocabulary. Writer attempts to use dashes or parentheses.

KEY

- DI = Direct Instruction i.e.: Student demonstrated proficiency through Direct Instruction followed by an instructor generated skills based assessment
- DA = District Assessment i.e.: Student demonstrated proficiency on a District Assessment such as Reading, Math or Science
- PT = Performance Task i.e.: Student demonstrated proficiency on the scoring guide above during a 2-3 day integrated, multi-grade instructional unit
- TU = Thematic Unit i.e.: Student demonstrated proficiency on the scoring guide above during a 2-5 week integrated, multi-grade instructional unit
- ILP = Individual Learning Plan i.e.: Student demonstrated proficiency on the scoring guide above, by accomplishing goals on the Individual Learning Plan

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Date identifies when the student completed the assessment:

- DA DI PT TU ILP Date _____ Score 1 2 3 4 WR 6.1 Articulates knowledge of 6 writing traits (Ideas, Organization, Voice, Word Choice, Sentence Fluency and Conventions), and exhibits the following specific skills: **Ideas:** Writes compositions that include personal examples and adequate details which provide a clear picture for the reader. **Organization:** Writes compositions that are focused on a single topic and that include well-developed paragraphs including a topic sentence and supporting details, with attempts made for smooth transitions between paragraphs. **Voice:** Writes compositions that show personality and sense of audience. **Word Choice:** Writes with an enhanced and expanded vocabulary and utilizes a variety of figurative techniques (metaphor, simile, anecdote, sensory detail) to engage the reader. **Sentence Fluency:** Writes compositions that use different sentence lengths and structures for effect. **Conventions:** Writes correctly using more complex grammar principles (clauses, parts of speech), punctuation (colons, semicolons, commas in all situations), and accurate spelling after self-editing with the use of a dictionary.]
- DA DI PT TU ILP Date _____ Score 1 2 3 4 WR 6.2 Writes to a variety of audiences (e.g., friend, business, adult).
- DA DI PT TU ILP Date _____ Score 1 2 3 4 WR 6.3 Revises and edits own writing.
- DA DI PT TU ILP Date _____ Score 1 2 3 4 WR 6.4 Uses the entire writing process consistently (prewriting, organizing, drafting, revising, editing).
- DA DI PT TU ILP Date _____ Score 1 2 3 4 WR 6.5 Documents source material in brief, in-text citations (title and author).
- DA DI PT TU ILP Date _____ Score 1 2 3 4 WR 6.6 Writes a minimum of 5 proficient writing samples in 5 different formats (both fiction and nonfiction) such as narrative/creative, descriptive, poetry, autobiographical, explanatory (including: explaining a process, compositions that define, compositions that give reasons), summaries, scientific reports (see McDougal- Littell "Building English Skills (Orange Level)" for explanation of composition types).

Mandated Assessments:

Cumulative Analytical 1 2 3 4 Date _____ "Reason Composition" 1 2 3 4 Date _____

PT and TU must account for a majority of a student's proficient/advanced marks.

Assessments not located on the CAST system can be found in the student's individual SAB.

Writing

Level 6

Cumulative Analytical Assessment

Student Name _____ **Site** _____ **Teacher** _____

Teacher Comment/Narrative:
