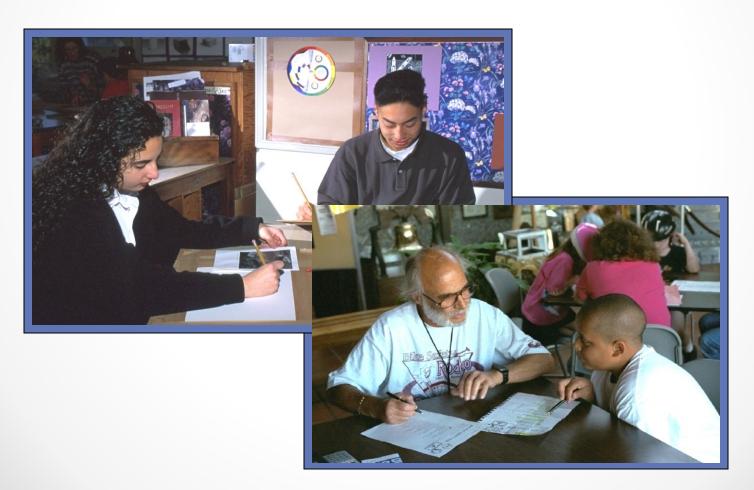


An instructional and assessment tool



Welcome Activity

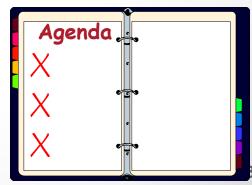
On a "post it" note write what you want to learn about 6+1 Traits and place your note on the poster at the front of the room.



What's coming up???

Agenda

- 1. Big picture overview of 6 +1 Traits of Writing
- 2. Model learning/teaching of the 6+1 Traits
- 3. How to get started
- 4. Having fun!



Story of Six Traits

Teacher designed system for assessment of writing.

Elementary



Vicki Spandel, Beaverton, OR





Secondary



Ruth Culham, Missoula, MT



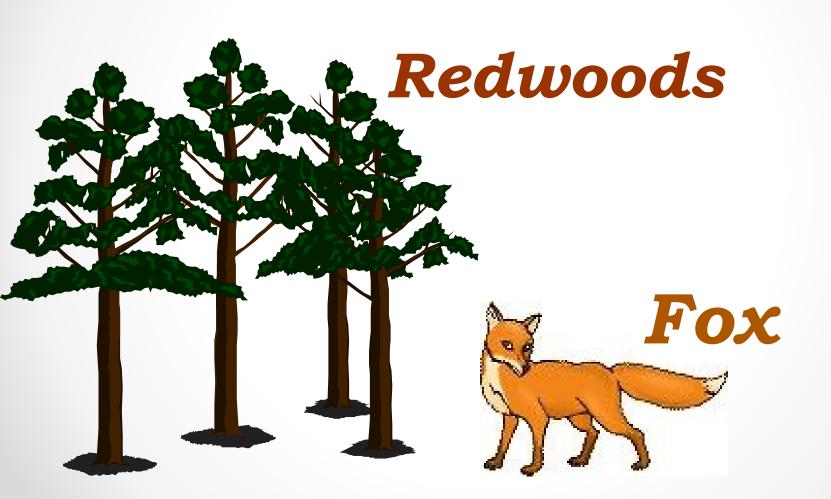
Learning Targets:

- 1. List and define the components of 6 ... Traits of Writing.
- 2. Develop connections to curriculum.
- 3. Analyze and evaluate present evaluation system to the 6 Traits of writing rubrics.
- 4. Synthesize the information to create lesson plan(s).

Put your heads together and talk about what makes this Quality Writing?



Reading sample papers:





Activity Directions

- 1. Discuss the stories and list the 3-5 strengths and weaknesses you recognize in each story.
- 2. Record your findings for each story on the chart paper.
- 3. Select one person from your table to represent your group.

8



Questions to Ponder:

- 1. Did you have set criteria as you made your decision?
- 2. What criteria did you use?
- 3. What type of criteria do you use in your classroom and how do your students know and understand that criteria?



Lets think about this.....

Think, pair-square share, activity

- How did you learn to write in school?
- What type of training did you have to teach writing?

"I always did well on essay tests. Just put everything you know on there, maybe you'll hit it. And then you get the paper back from the teacher and she's written just one word across the top of the page, "vague".

I thought "vague" was kind of vague. I'd write underneath it "unclear," and send it back. She'd return it to me, "ambiguous". I'd send it back to her, "cloudy." We're still corresponding to this day..."hazy"..."muddy"..."

Information is Power

Students must have clear targets to meet our expectations.

Richard Stiggins





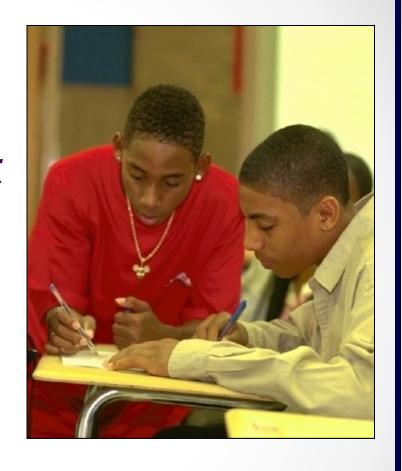
Effective Criteria

- 1. Speak the user's language.
- 2. Give the user a vocabulary for talking about and thinking about performance in a given area.
- 3. Zero in on what's really important, what's really valued.
- 4. Narrow the performance area down to manageable scope and size.



- 5. Establish realistic, attainable goals and standards.
- 6. Establish beginning points, not signs of failure.
- 7. Define and clearly separate levels of performance, making it easy to observe and chart growth.
- 8. Are easy to internalize and remember.
- 9. Are always open to refinement and new thinking.

"We must change from a model that picks winners to one that <u>creates</u> winners."



Harold Hodgkinson Michigan: The State and Its Educational System

Performance Assessment

"Teachers ask the wrong question first...
"What do we do?" -- putting the focus
immediately on designing tasks - when
they need to ask "What do we want kids
to know and be able to do? How well?
What does quality look like?" [We] need
to ask these questions very clearly first."

Mike Hibbard, Education Update, 38(4), p. 5, ASCD, June, 1996

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ADVANTAGES OF ANALYTIC SCORING

- Offers a broad perspective
- Challenges us to think of writing in new ways
- Gives us a model for responding to students' writing
- Provides vocabulary for talking with students about writing
- Provides a solid foundation for revision and editing
- Allows students to become evaluators

18



Analytical Trait Model for Writing Assessment

1. Ideas

4. Word Choice

2. Organization

5. Sentence Fluency

3. Voice

6. Conventions

+1 Presentation



Ideas

- Clarity and control
- Focused and relevant
- Details that matter
- Fresh and original
- Substance and accuracy





Organization

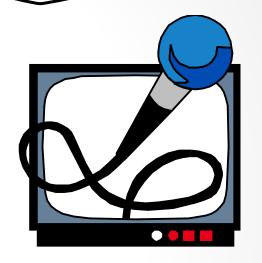
- An inviting introduction
- Thoughtful transitions
- Logical sequencing
- Pacing is under control
- A satisfying conclusion





Voice

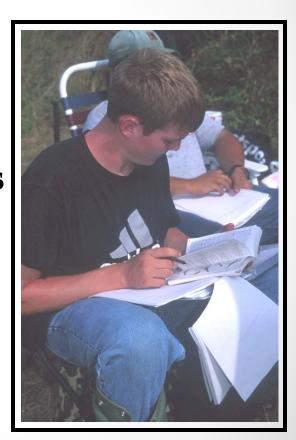
- Individual and engaging
- "Aches with caring"
- Honest, committed, responsive
- Suits audience and topic
- Strong interaction with reader





Word Choice

- Lively verbs and adjectives
- Original and deliberate choices
- Special moments
- Visual
- Specific and precise





Sentence Fluency

- Rhythm, flow, and natural cadence
- Smooth phrasing
- Well-built sentences



- Sentence length enhances the meaning
- Varied sentence beginnings



Conventions



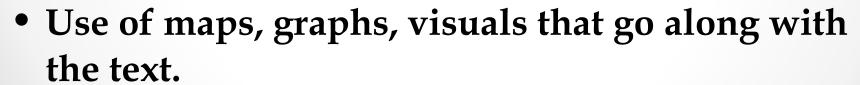


- Spelling, capitalization, punctuation, grammar/ usage, and paragraphing (indenting)
- Ready for a public audience
- Control brings out style and enhances the ideas
- Experimentation that works well
- Conventional style guidelines change over time and may vary by topic and audience



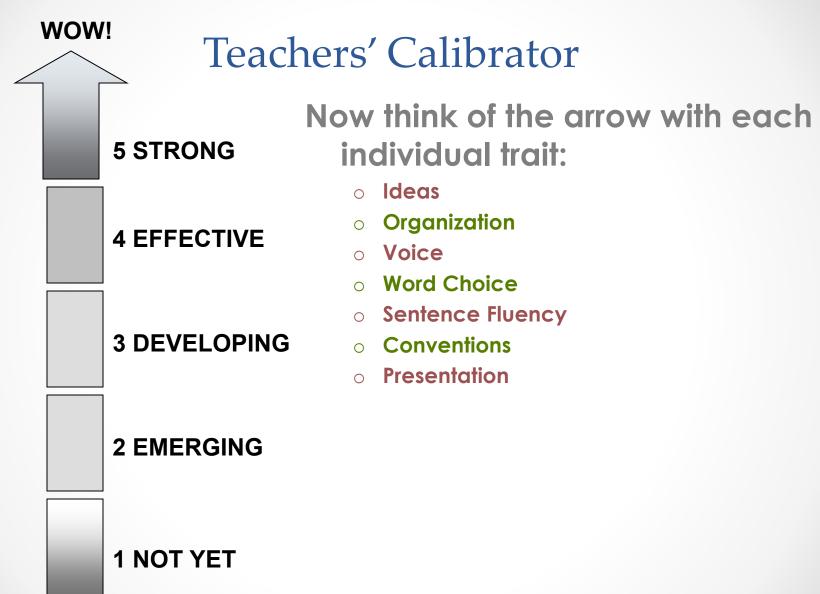
Presentation

- Visual elements
- Inviting to read
- Attract attention





Do you want to read my piece of writing?



RUBRICS



Intriguing Meaningful

Satisfying Purposeful

Sumptuous detail Informative

Interesting tidbits

General statements
Coming into focus

Functional Topic too big

3

Intriguing possibilities

Just a taste

Perplexing

cliché

Searching for ideas Random thoughts
Topic not clear A bare beginning
Hard to paraphrase

1

RUBRICS- 5,4,3,2,1

IDEAS

5 Focused, clear, specific, & enhanced by significant detail that captures reader's interest:

- ·Paper creates a vivid impression, makes a clear point, or tells a whole story
- ·Thoughts are clearly expressed and directly relevant to main theme or story
- ·Writer selectively & purposefully uses information to make the topic understandable & interesting.
- Quality details interest the reader

3 Some really good parts, some not there yet:

- ·It is easy to see where the writer is headed, even if some telling details are needed to complete the picture
- The reader can grasp the big picture, though general observations still outweigh specifics

1 Just beginning to figure out what I want to say:

- ·The writer still needs to clarify topics
- •The reader often feels information is limited, unclear, or simply a loose collection of facts or details that, as yet, do not add up to a coherent whole.

29

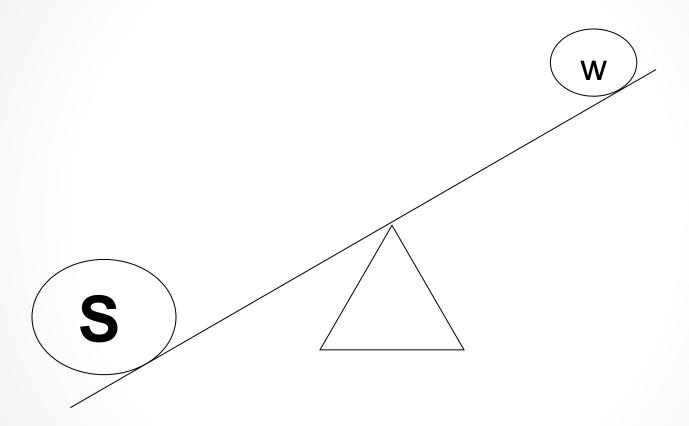
IDEAS

5 My reader will learn a lot. It's really clear. This is just what I wanted to say. It all makes sense.

3 I'm working on it! You might have some questions.
I need to add details.
My reader will get the general idea.

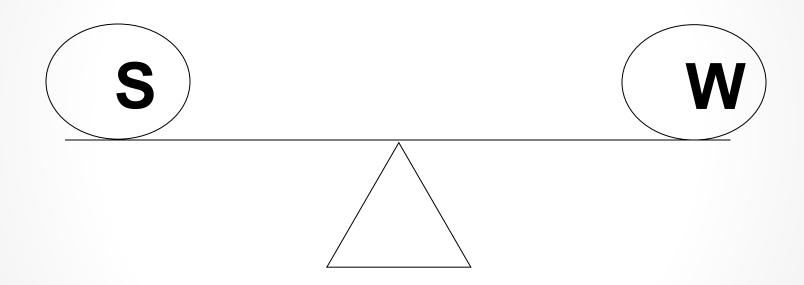
I need more time to think. The picture is not clear. It's hard to get started.
I'm afraid my reader won't follow.

CHARACTERISTICS OF A "5" PAPER



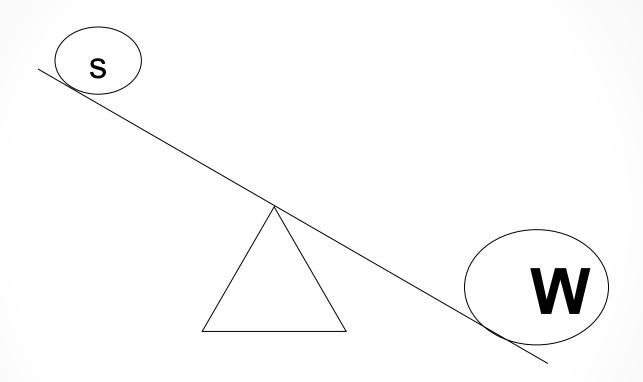
STRENGTHS OUTWEIGH WEAKNESSES

CHARACTERISTICS OF A "3" PAPER



STRENGTHS AND WEAKNESSES ARE EQUAL

CHARACTERISTICS OF A "1" PAPER



WEAKNESSES OUTWEIGH STRENGTHS

Resources from Education Northwest:

http://educationnorthwest.or g/resource/503

Each trait can be taught in steps-Step 1:

Teachers can choose from a wealth of appropriate literature for teaching a given trait. Use the 6 Traits Language. READ!!







Step 2. Students work on several writing activities to develop the trait. Teacher modeling very important.

Step 3. Students work with anonymous sample student papers, as a class and in groups. They rate the papers using the 6 Trait rubric & discuss their ratings. Practice revision strategies on sample papers.

36



Step 4. Teacher provides an assignment connecting to curriculum (focusing on one trait at a time). Can use R.A.F.T.S assignments.

Students then use a rubric of that trait to peer respond/edit each other's work.

Step 5. Teacher assesses.



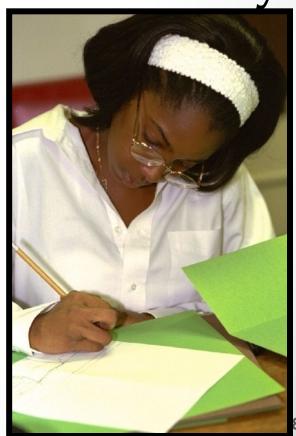


6⁺¹ Traits Of Writing

Step 7. Guide students through the revision process based on feedback they

received.

Step 8. Use the specified rubric to assign a "rating".



6 +1 Writing Assessment Traits and the Writing Process



• 39

R.A.F.T.S Assignments

Role of the writer-helps the writer decide on point of view and voice.

Audience for the piece of writing- reminds the writer that s/he must communicate ideas to someone else; helps the writer determine content and style.

Format of the material-helps the writer organize ideas and employ the conventions of format, such as letters, interviews, and story problems.

R.A.F.T.S Assignments

Topic or subject of the piece of writing-helps the writer focus on main ideas.

Strong Verb-directs the writer to the writing purpose, e.g., persuade, analyze, create, predict, compare, defend, evaluate.

R.A.F.T.S.

Role: Carnie at the fair

Audience: crowd of people

Format: Sales pitch



Topic: Why people should pay to see your attraction or play your game.

Strong Verbs: capture, encourage, urge, persuade, entice

TRAINING SCHEDULE:

September 27, 2011 - OVERVIEW

November 15, 2011 - VOICE

Voice is the soul of the piece. It's what makes the writer's style singular, as his or her feelings and convictions come out through the words.

January 17, 2012 - WORD CHOICE

Word choice is at its best when it includes the use of rich, coloful, precise language that moves and enlightens the reader.

February 21, 2012 - ORGANIZATION

Organization is the internal structure of the piece, the thread of meaning, the logical pattern of the ideas.