

6 Trait Student Writing Guide (DBQ)

Ideas	Organization
<p>6</p> <ul style="list-style-type: none"> — I have a clear, focused thesis -- I have a vision!!!! — I know this topic like an insider and it shows. — I give my reader clear, accurate, insightful information. — I pull information from gobs of outside knowledge and from all or all but one of the docs. — I effectively discussed and responded to any counterarguments. — Strong support makes everything I say convincing. <p>5</p> <ul style="list-style-type: none"> — My thesis is clear. — I accurately respond to the prompt. — I give the reader useful information. — I pulled information from outside knowledge and five of the docs. — Good evidence makes my main points believable. — I discussed and responded to any counterarguments, but I'm not entirely sure of that part of my essay. <p>4</p> <ul style="list-style-type: none"> — You can tell what my thesis is, even if I don't state it. — I acceptably respond to the prompt. — I give my reader a good overview of this topic. — I pulled information from outside knowledge and four of the docs. — I have some support for my thesis -- I'm not sure if it's enough. <hr style="width: 20%; margin: 10px auto;"/> <p>3</p> <ul style="list-style-type: none"> — I think you can figure out my thesis or main point. — I don't know enough to feel comfortable with this topic, most of what I say is simply common knowledge. — I pulled information from outside knowledge and less than four of the docs. — My support is sketchy -- it could leave you skeptical! — I ignored any counterarguments. <p>2</p> <ul style="list-style-type: none"> — My thesis is still coming together. — There are BIG gaps in what I know about this topic, and my ideas are undeveloped, OR my assertions/claims are not supported. <p>1</p> <ul style="list-style-type: none"> — I don't have a thesis or main point. — I don't really know anything about this topic -- yet. 	<p>6</p> <ul style="list-style-type: none"> — My organization/structure will guide you like a light in the dark. — My lead sets up the discussion -- and invites you to be part of it. — My ending helps you draw important conclusions. — This piece is organized to make learning about this topic easy. — I show connections you might not even think of if I did not bring them up. <p>5</p> <ul style="list-style-type: none"> — My organization/structure will help you make sense of the topic. — My lead invites you into the discussion. — My ending brings the discussion to a close. — The organization makes my thoughts easy to follow. — I connect ideas to each other -- or to a big picture. <p>4</p> <ul style="list-style-type: none"> — This design/structure works fine for this kind of writing. — My lead gets the discussion started. — The conclusion lets you know the conversation is over. — I don't think you'll ever feel lost. — The most important connections are clear. <hr style="width: 20%; margin: 10px auto;"/> <p>3</p> <ul style="list-style-type: none"> — You might need to work to stay on track. — I think my lead goes one way, my paper another. — Maybe I stopped too quickly, or repeated things I had already said. — You might need to reread to figure out what is most important. — I just followed a formula for transitions: <i>First, Second</i>, etc. <p>2</p> <ul style="list-style-type: none"> — You might find yourself asking, "Where is this going?" — My lead is one everyone uses -- I'm not sure it fits. — My ending doesn't really wrap things up. — It's hard to follow this -- things come at the wrong time. — I didn't know how to connect ideas. <p>1</p> <ul style="list-style-type: none"> — My writing is random. There is no real design to it. — I don't have a lead. I just started writing. — I have no conclusion. I just stopped with I ran out of things to say. — My writing jumps from point to point. — Nothing goes with anything else.

Sentence Fluency

- 6**
- My sentences are clear, direct, and to the point.
 - You could read this very quickly and easily -- and not miss one important point.
 - My sentence beginnings make it easy to follow the flow of ideas.
 - My sentences show variety, but I avoided extremes of long and short.
- 5**
- My sentences are clear and direct.
 - The whole piece is very readable.
 - Sentence beginnings show how ideas connect.
 - I avoided sentences that were overly long or uncomfortable short.
- 4**
- Most sentences are clear and fairly easy to read.
 - There might be one or two spots I could smooth out.
 - I need better transitions and less repetition.
 - I could use more variety, but there's nothing too long or short.
-
- 3**
- Most sentences come clear if you read carefully.
 - Some bumpy moments make it hard to read quickly.
 - My beginnings (of sentences) are repetitious. They don't really show connections either.
 - I have some long, gangly sentences. I have short sentences too.
- 2**
- When I read this aloud, it's a bumpy ride.
 - You'll need to slow down and pay attention.
 - Most of my sentences start the same way.
 - Most of my sentences are too long or too short.
- 1**
- This is very tough to get through, even for me.
 - You'll have to fix things as you go.
 - It's hard to tell where sentences begin and end.
 - Are these even sentences?

Conventions

- 6**
- Even a picky editor will have trouble finding an error.
 - I read this silently and aloud -- the conventions bring out the meaning and voice.
 - I cited all sources correctly and used the right format.
 - This is ready to publish.
- 5**
- I have some tiny errors -- you might not even notice!
 - I read this carefully. My conventions help show a reader how to read my text.
 - All sources are cited correctly.
 - This is ready to publish with only light touchups.
- 4**
- You might spot some errors, but the meaning is clear.
 - I proofed this text, but I need to look again.
 - My citations need a few small corrections.
 - Some light editing should do the trick.
-
- 3**
- You will notice errors -- and they might slow you down.
 - I did not proof carefully -- and I missed too many things.
 - I need to recheck my citations carefully.
 - This needs thorough, careful editing.
- 2**
- Errors jump at you. They get in the way.
 - This does not look edited. I left all the work to the reader.
 - Some citations are missing, or they're not done right.
 - I have serious problems with layout (such as no margins or unreadable fonts).
 - I need to edit this line by line.
- 1**
- Errors make my copy hard to read.
 - Even patient readers might give up.
 - I forgot about citing sources.
 - I need to read this aloud word by word, pen in hand.

Voice**6**

- My voice is professional and enthusiastic -- just right.
- I use my voice to welcome readers into the discussion.
- I feel confident that my message is important and interesting.
- I like this topic, and want you to like it too.
- I feel certain you will want to publish this on the class website.

5

- My voice is professional and sincere. It suits my topic and audience.
- The voice in this piece reaches out to readers.
- Knowing my topic helps me sound confident.
- I like this topic. You can hear that in my voice.
- You will most likely want to publish it on the class website.

4

- My voice is sincere and appropriate.
- You can hear me -- especially in some parts.
- I sound confident in those parts I'm sure about.
- I like this topic all right -- most of the time.
- There are definitely some moments you will want to publish on the class website.

3

- I think I need more voice -- or a different voice.
- My voice either fades away or takes over.
- If I knew this topic better, you'd hear more confidence.
- I have to work at sounding enthusiastic.
- It's not *quite* ready to share.

2

- I think I sound more like an encyclopedia than a person with a message.
- I couldn't get into it. My readers will hear that.
- It's hard to be confident when you don't know the topic.
- I think you'll need to work at paying attention. I did!
- This is *not* ready to publish on the website.

1

- It's the wrong voice -or it's just a whisper.
- I don't really care if anyone reads this.
- I don't know anything about this topic.
- I just wrote to get done.

Word Choice**6**

- Every word or phrase is chosen to make the message clear for the reader.
- I felt comfortable with terms I needed and used them well.
- I defined or explained things so the reader could follow the discussion easily.
- You won't find any wordiness or jargon in my writing.
- I write to inform my readers, not overwhelm them.

5

- My word choice makes the message clear.
- I know the language that goes with the topic, and used it correctly.
- I defined any terms a reader might not know.
- You won't find much wordiness or jargon.
- My word choice should help a reader understand this topic.

4

- My words make sense. They get the job done.
- If I used technical/historical terms, I'm pretty sure they're correct.
- I think if I defined anything I needed to.
- Wordiness and jargon are not a real problem.
- I think a reader can make sense of this.

3

- You'll get the general idea!
- I tried to use terms correctly -- I didn't always know the right words for the moment.
- New Terms might not always be explained.
- Wordiness? Jargon? Could be a problem here and there.
- I think you can figure out what I mean if you try.

2

- Some of this is unclear now that I take another look.
- I couldn't seem to come up with the right words.
- I was too vague and general -- OR
- I just kept repeating myself...
- You'll have some work to do to make sense of this.

1

- This doesn't make sense, even to me.
- I think I used the wrong words -- it's confusing.
- The language is pretty vague, OR --
- It's just nonsense. I don't know what I wanted to say.
- It's anyone's guess what this means.

Copy Editors' Symbols

e	Delete the material.	There are six ² six traits.
(SP)	Spell it out.	I LOVE the ^{SP} 6 traits.
∩	Close the gap.	Organi [∩] zation is critical.
∩	Delete material and close the gap.	Barry Lane has a [∩] wry sense of humor.
stet.	Return to the original.	Never ever ^{stet} write without voice. a powerful, original
^	Insert a letter, word, or phrase.	Mem Fox has [^] voice.
^	Change a letter or letters.	He's a ⁱ slack writer.
^	Make a space.	The lead must [^] be a grabber.
U	Transpose letters or words.	Gary Paulsen says, "Read ^U like wolf eats."
^	Insert a comma.	Write with voice, [^] spirit, and detail.
o	Add a period.	Say what you think. ^o Tell the truth. ^o
^	Insert a semicolon.	Good conventions won't make up for lack of thought [^] they cannot rescue voiceless writing.
^	Insert a colon.	Use these punctuation marks sparingly: [^] colons, parentheses and exclamation points.
^	Insert an em dash (like two hyphens).	Kate DiCamillo, [^] what a fine writer. [^]
^	Add a question mark.	Who stole my scoring guide? [^]
^	Insert an apostrophe.	Garrison Keillor's [^] essay on letter writing inspired me.
=	Insert a hyphen.	Novelist ⁼ poet Maya Angelou rocks the room when she reads.
≡	Change lower case to capital.	Roald [≡] dahl never shrinks from reality—even if it's ugly.
/	Change capital to lower case.	The [/] ruth lies in the [/] etails.
¶	Start a new paragraph.	"What can one exclamation point tell us?" queried Watson. [¶] "You'd be surprised," retorted Holmes.
2	Run lines together.	<i>Lonesome Dove</i> is a long book. ²
No¶	No new paragraph.	^{No¶} Of course, <i>Moby-Dick</i> is long, too, but not everyone finishes <i>Moby-Dick</i> .
" "	Add quotation marks.	^{" "} I try to leave out the parts people skip, ^{" "} said Elmore Leonard.
ital.	Italicize.	A <u>Prayer for Owen Meany</u> left me breathless—and laughing. <i>ital.</i>
	Align.	My favorite books are these: <i>Lonesome Dove</i> <i>Angela's Ashes</i> <i>Fried Green Tomatoes</i>
] [Center.] The Origin of Six-Trait Assessment [