

Several scoring guides for six trait writing are on-line. This one comes from the Virtual Charter School.

<http://vcs.usd458.k12.ks.us/parents/6-trait/scoringguide>

Northwest Regional Laboratories provides materials and training for 6+1 trait writing.

<http://www.nwrel.org/assessment/department.asp?d=1>

## 6-Trait Scoring Guide

	<b>Ideas and Content</b>	<b>Organization</b>	<b>Voice</b>	<b>Word Choice</b>	<b>Sentence Fluency</b>	<b>Conventions</b>
<b>5</b>	<p><b>Focused, Clear, and Specific</b></p> <p>My writing is full of details that keep the reader's attention and show what is really important about my topic.</p>	<p><b>Clear and Compelling Direction</b></p> <p>I've chosen an order that works well and makes the reader want to find out what's coming next.</p>	<p><b>Really Individual and Powerful</b></p> <p>My paper has lots of personality. It sounds different from the way anyone else writes.</p>	<p><b>Extremely Clear, Visual and Accurate</b></p> <p>I picked just the right words.</p>	<p><b>Varied and Natural</b></p> <p>My sentences are clear and delightful to read aloud.</p>	<p><b>Mostly Correct</b></p> <p>There are a few errors in my paper. It wouldn't take long to get this ready to publish.</p>
<b>3</b>	<p><b>Some Really Good Parts, Some Not There Yet</b></p> <p>The reader usually knows what I mean. I need to tell just a little more about what is important.</p>	<p><b>Some Really Smooth Parts, Others Need Work</b></p> <p>The order of ideas or events makes sense most of the time.</p>	<p><b>Individuality Fades In and Out</b></p> <p>What I truly think and feel shows up sometimes.</p>	<p><b>Correct But Not Striking</b></p> <p>The words in my paper get the message across, but they don't capture anyone's imagination or attention.</p>	<p><b>Routine and Functional</b></p> <p>Some sentence are choppy or awkward, but most are clear.</p>	<p><b>About Halfway Home</b></p> <p>A number of mistakes in my paper need to be cleaned up before I am ready to publish.</p>
<b>1</b>	<p><b>Just Beginning to Figure Out What I Want to Say</b></p> <p>When someone else reads my paper, it will be hard for them to understand what I mean.</p>	<p><b>Not Shaped Yet</b></p> <p>The order in my paper is jumbled and confused. I'm feeling dizzy!</p>	<p><b>Not Yet Me</b></p> <p>I'm not comfortable sharing what I truly think and feel yet.</p>	<p><b>Confusing, Misused Words, and Phrases</b></p> <p>My reader often asks, "What did you mean by this?"</p>	<p><b>Needs Work</b></p> <p>There isn't enough "sentence sense" yet. This paper is difficult to read aloud, even with practice.</p>	<p><b>Editing Not Under Control</b></p> <p>It would take a first reading to decode, and then a second reading to get the meaning of my paper.</p>

More lesson plans than you can imagine - <http://www.kent.k12.wa.us/staff/ljancola/6Trait/lessons.htm>

Some simple ones to start - <http://www.olympus.net/personal/skoehler/6trait/>

The **Virtual Charter School** program also provides a scoring rubric for students that is excellent.

## Student Rubric and guide to revising

**Directions:** For each comment you agree with, put an X in the blank. Use this list as a guide to revise your paper on the six traits on which it will be scored.

### IDEAS AND CONTENT

- My paper has a clear purpose or makes a point.
- I use clear, relevant details and examples.
- I stick to the main idea (or ideas and leave out details that do not matter).
- I have thought about my topic carefully and feel as if I know what I'm talking about.

### ORGANIZATION

- The way I've started my paper is effective; it would make the reader want to keep reading.
- I've told things in an order that makes sense and makes it easy to follow what I'm saying.
- The details in my paper go together or lead up to some bigger idea, main point, or conclusion.
- My paper ends well; it doesn't just stop suddenly, but it doesn't drag on too long either.

### VOICE

- I've written in a way that shows how I really think and feel about this topic.
- I like what I've written; it's fun to read.
- I've put something of myself into this paper and it sounds like me - not someone else.
- I've given some thought to what the reader will think and feel when reading this.

### WORD CHOICE

- It's easy to picture what I'm talking about; the words paint a picture in the reader's mind.
- I wasn't satisfied with words / phrases I've heard many times before; I tried to find my own way to say things.
- My writing sounds natural; it sounds like me.
- Sometimes I've tried saying something in a new or different way; I've had fun with the language.

### SENTENCES

- My sentences make sense; the meaning of each one is clear, and there are no words left out.
- My sentences have variety; some are longer than others and they do not all begin the same way.
- I've read my paper over and like the way it sounds; it's smooth and easy to read.

### CONVENTIONS

- I've proofread my paper and corrected any errors in spelling, punctuation, or grammar.
- My paragraphs begin in the right spots.
- I've used capital letters to begin sentences and on all proper nouns (names of persons, places or things).
- Correct spelling, grammar, capitalization, punctuation and paragraphing make my paper EASY to read.




### Enriching and supporting improvement:

- Provide guidance on topic selection
- Remember that students often have too many ideas and then not any. Help them learn to jot ideas down as they come and to "tee" off others' ideas to regain fluency
- Use post-it notes to jot down ideas and to organize them.... and colors can distinguish steps in the writing process
- Help the student organize ideas - and ask for input to increase the repertoire. Here are two ideas

+ Use the senses - colors, food, games + Use movement to describe steps - like Twister

**Focus issues**

ADD is estimated to affect 17 million Americans, including an estimated 4 to 12 percent of the school-age population. Statistics suggest that only one out of every three people who have an attention disorder get help.

	<p>Have difficulty paying attention to details.</p> <p>Easily distracted by all events that are occurring at the same time.</p> <p>Difficult and unpleasant to stay on task long enough to finish their schoolwork and takes high energy to force self to comply.</p> <p>Put off things that require a sustained mental effort.</p> <p>Prone to make careless mistakes.</p> <p>Disorganized, losing track of books and assignments</p> <p>Appears not to listen when spoken to.</p> <p>Often fails to follow through on tasks.</p>	<p><b>Definition:</b> Students who have executive function issues can fade in and out of attention, and have difficulty deciding what is important when many things occur at once. For most, everything has equal call on their attention and each gets only momentary perusal with little information stored for recall.</p> <p>Attention Deficit Disorder is about focus.</p> <p>Attention Deficit is real, and all of us have times when this occurs. The ADD student feels this way all the time.</p>
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**What is it like to have ADD - by Edward M. Hallowell, M.D. Copyright (C) 1992**  
<http://www.add.org/content/abc/hallowell.htm>

There is this syndrome called ADD or ADHD, depending on what book you read. So what's it like to have ADD? Some people say the so-called syndrome doesn't even exist, but believe me, it does. Many metaphors come to mind to describe it. It's like driving in the rain with bad windshield wipers. Everything is smudged and blurred and you're speeding along, and it's reeeeeeally frustrating not being able to see very well. Or it's like listening to a radio station with a lot of static and you have to strain to hear what's going on. Or, it's like trying to build a house of cards in a dust storm. You have to build a structure to protect yourself from the wind before you can even start on the cards.

In other ways it's like being super-charged all the time. You get one idea and you have to act on it, and then, what do you know, but you've got another idea before you've finished up with the first one, and so you go for that one, but of course a third idea intercepts the second, and you just have to follow that one, and pretty soon people are calling you disorganized and impulsive and all sorts of impolite words that miss the point completely. Because you're trying really hard. It's just that you have all these invisible vectors pulling you this way and that which makes it really hard to stay on task. Plus which, you're spilling over all the time. You're drumming your fingers, tapping your feet, humming a song, whistling, looking here, looking there, scratching, stretching, doodling, and people think you're not paying attention or that you're not interested, but all you're doing is spilling over so that you can pay attention. I can pay a lot better attention when I'm taking a walk or listening to music or even when I'm in a crowded, noisy room than when I'm still and surrounded by silence. God save me from the reading rooms.

What is it like to have ADD? Buzzing, being here, there and everywhere. Someone once said, "Time is the thing that keeps everything from happening all at once." Time parcels moments out into separate bits so that we can do one thing at a time. In ADD, time collapses. Time becomes a black hole. To the person with ADD it feels as if everything is happening all at once. This creates a sense of inner turmoil or even panic. The individual loses perspective and the ability to prioritize. He or she is always on the go, trying to keep the world from caving in on top. Museums. (Have you noticed how I skip around? That's part of the deal. I change channels a lot. And radio stations.

Drives my wife nuts. "Can't we listen to just one song all the way through?") Anyway, museums. The way I go through a museum is the way some people go through Filene's basement. Some of this, some of that, oh, this one looks nice, but what about that rack over there? Gotta hurry, gotta run. It's not that I don't like art. I love art. But my way of loving it makes most people think I'm a real Philistine. On the other hand, sometimes I can sit and look at one painting for a long while. I'll get into the world of the painting and buzz around in there until I forget about everything else. In these moments I, like most people with ADD, can hyperfocus, which gives the lie to the notion that we can never pay attention. Sometimes we have turbocharged focusing abilities. It depends on the situation.

Lines. I'm almost incapable of waiting in lines. I just can't wait, you see. That's the hell of it. Impulse leads to action. I'm very short on what you might call the intermediate reflective step between impulse and action. That's why I, like so many people with ADD, lack tact. Tact is entirely dependent on the ability to consider one's words before uttering them. We ADD types don't do this so well. I remember in the fifth grade I noticed my math teacher's hair in a new style and blurted out, "Mr. Cook, is that a toupee you're wearing?" I got kicked out of class. I've since learned how to say these inappropriate things in such a way or at such a time that they can in fact be helpful. But it has taken time. That's the thing about ADD. It takes a lot of adapting to get on in life. But it certainly can be done, and done well.

As you might imagine, intimacy can be a problem if you've got to be constantly changing the subject, pacing, scratching and blurting out tactless remarks. My wife has learned not to take my tuning out personally, and she says that when I'm there, I'm really there. At first, when we met, she thought I was some kind of nut, as I would bolt out of restaurants at the end of meals or disappear to another planet during a conversation. Now she has grown accustomed to my sudden coming and goings. Many of us with ADD crave high-stimulus situations. In my case, I love the racetrack. And I love the high-intensity crucible of doing psychotherapy. And I love having lots of people around. Obviously this tendency can get you into trouble, which is why ADD is high among criminals and self-destructive risk-takers. It is also high among so-called Type A personalities, as well as among manic-depressives, sociopaths and criminals, violent people, drug abusers, and alcoholics. But it is also high among creative and intuitive people in all fields, and among highly energetic, highly productive people.

Which is to say there is a positive side to all this. Usually the positive doesn't get mentioned when people speak about ADD because there is a natural tendency to focus on what goes wrong, or at least on what has to be somehow controlled. But often once the ADD has been diagnosed, and the child or the adult, with the help of teachers and parents or spouses, friends, and colleagues, has learned how to cope with it, an untapped realm of the brain swims into view. Suddenly the radio station is tuned in, the windshield is clear, the sand storm has died down. And the child or adult, who had been such a problem, such a nudge, such a general pain in the neck to himself and everybody else, that person starts doing things he'd never been able to do before. He surprises everyone around him, and he surprises himself. I use the male pronoun, but it could just as easily be she, as we are seeing more and more ADD females.

Often these people are highly imaginative and intuitive. They have a "feel" for things, a way of seeing right into the heart of matters while others have to reason their way along methodically. This is the person who can't explain how he thought of the solution, or where the idea for the story came from, or why suddenly he produced such a painting, or how he knew the short cut to the answer, but all he can say is he just knew it, he could feel it. This is the man or woman who makes million dollar deals in a catnap and pulls them off the next day. This is the child who, having been reprimanded for blurting something out, is then praised for having blurted out something brilliant. These are the people who learn and know and do and go by touch and feel.

These people can feel a lot. In places where most of us are blind, they can, if not see the light, at least feel the light, and they can produce answers apparently out of the dark. It is important for others to be sensitive to this "sixth sense" many ADD people have, and to nurture it. If the environment insists on rational, linear thinking and "good" behavior from these people all the time, then they may never develop their intuitive style to the point where they can use it profitably. It can be exasperating to listen to people talk. They can sound so vague or rambling. But if you take them seriously and grope along with them, often you will find they are on the brink of startling conclusions or solutions.

What I am saying is that their cognitive style is qualitatively different from most people's, and what may seem impaired, with patience and encouragement may become gifted. The thing to remember is that if the diagnosis can be made, then most of the bad stuff associated with ADD can be avoided or contained. The diagnosis can be liberating, particularly for people stuck with labels like, "lazy", "stubborn", "willful", "disruptive", "impossible", "tyrannical", "a spaceshot", "brain damaged", "stupid", or just plain "bad". Making the diagnosis of ADD can take the case from the court of moral judgment to the clinic for treatment.

**Learning to focus** - Focusing is similar to concentrating. Most of us have to alter our surroundings and circumstances to focus. We often want a quiet place and do not want to be distracted while we are trying to zero in on a task. When we do get focused, we do not want to be disturbed or we lose that *altered state* we achieved. When someone interrupts us, we are likely to be testy, feel frustrated and have to start over again to get back to the place where we can do the work.

The ADDA works with older youngsters and young adults to find ways to successfully tap abilities and minimize learning and thinking distractions. Here is the set of guidelines they suggest. Clearly, this model provides support for high school youth.

## **The ADDA Guiding Principles for Coaching Individuals with Attention Deficit Disorder**

**Presented by: The ADDA Subcommittee on ADD Coaching  
Chairperson: Nancy A. Ratey, Ed.M., MCC**

Coaching intervention can make a real difference in how people with AD/HD negotiate their own particular deficits and cope with life on a daily basis. There are five major deficit areas that can be seen playing out in the lives of persons with AD/HD. The following is a discussion of these areas, and how the coaching relationship can offer successful compensatory strategies.

### **1. Coaching maintains mental arousal and focus on completing goals.**

If attention is under-aroused, chances are motivation will lag also, and vice versa. For instance, people with AD/HD often have a hard time pursuing abstract goals. Coaches seek to bring the more abstract goals to the forefront of their clients' minds, keeping attention aroused to work on the goal and stay focused until it's completed.

The coaching partnership provides a "shared awareness", or mutual consciousness, of goals and their associated challenges so as to sustain the AD/HD client's vigilance towards an identified goal. The coach works with the client to create deadlines, schedules, meetings and regular phone check-ins around reaching goals. This induces a certain level of "good stress" on clients, keeping their brain aroused, vigilant, and on track to reach stated goals.

### **2. Coaching helps modulate emotions.**

Shame, guilt and fear are demons plaguing many people with AD/HD. Years of being labeled "stupid", "ditzzy" or "irresponsible" create an emotional burden that can derail their actions, throw them off course or even paralyze them. A coach helps clients learn how to identify bad feelings and their triggers, and explores effective ways to modulate emotional responses. Instead of blaming themselves when AD/HD gets in their way, clients can think: "Wait a minute! I know this is my AD/HD at work, and I know I have ways to get around it now." By isolating the behavior from the emotion, the behavior can be broken down into parts to take the mystery out of it, giving clients an opportunity to think up strategies to contain and change the behavior.

### **3. Coaching maintains motivation and sustains the feeling of reward.**

Motivation is often questioned in people with AD/HD. Although clients may have developed the tools