



The Six Traits Professional Development Model

- It's not a program or curriculum.
- The Six Traits become a scoring guide AND a tool for writing and using the writing process.
- It is a shared vocabulary for teachers and students.
- The six traits provide a system for “accurate, reliable feedback to students as well as a helpful guide for instruction.”



History of the Six Traits Professional Development Model

- The six traits were developed in the 1980's by teachers from across the country.
- These teachers evaluated thousands of papers at all grade level and identified “common characteristics of good writing”.
- These “qualities” became the six-traits.

Six Traits Training Helps Us Teach the Qualities of Good Writing!



- *Ideas
- *Organization
- *Word Choice
- *Sentence Fluency
- *Voice
- *Conventions

The 6 Traits of Writing by Jennifer Heidl-Knoblock and Jody Drake.

http://www.coehs.uwosh.edu/fox_valley_write/writings/2005writings/jenniferheidl-knoblochjodydrakepro.ppt



“Clear criteria that define proficient writing performance...”

“And so when you become familiar with those criteria, you are not only prepared to assess writing with greater skill, ease, and consistency than ever before, but you are also prepared to teach it with a confidence and insight you never thought possible....[T]he traits will fully support, complement, and enhance the best of your own curriculum.”

– Vicki Spandel (2005), p. ix.



Six Trait Instruction Links

Reading and Writing

“When we teach our students to read not just for meaning but also to discover clues about the writer’s craft, we make every reading venture a lesson in how to write. The same things that help Gary Paulsen or Sandra Cisneros put voice into their writing work for student writers too....Their text has much to teach – if we read like writers.”

- Vicki Spandel

Creating Writers Through 6-Trait Writing Assessment and Instruction,
(2005), pp. 10-11.



The Training Model is Based on Key Tenets for Teaching Writing:

- Students learn by reading aloud and discussing samples of writing
- Students learn from seeing writing modeled.
- Sharing writing is important.
- Revising our own and the work of others has great instructional benefit.
- Writing frequently is important.



This training will help teachers learn how to...

- Use scoring guides to explain what is expected
- Use samples of student writing to teach
- Help students discuss specific features of their writing
- Improve student writing through helping students understand the qualities of good writing
- Incorporate a variety of lessons/activities to teach the strategies for each trait

The Traits Support the Writing Process

 **Prewriting**

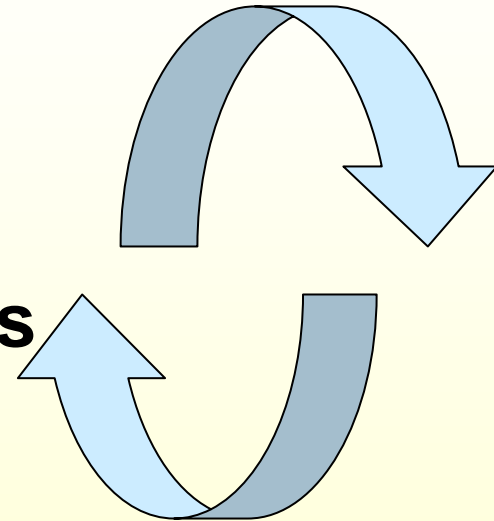
 **Drafting**

 **Sharing Writing with Others**

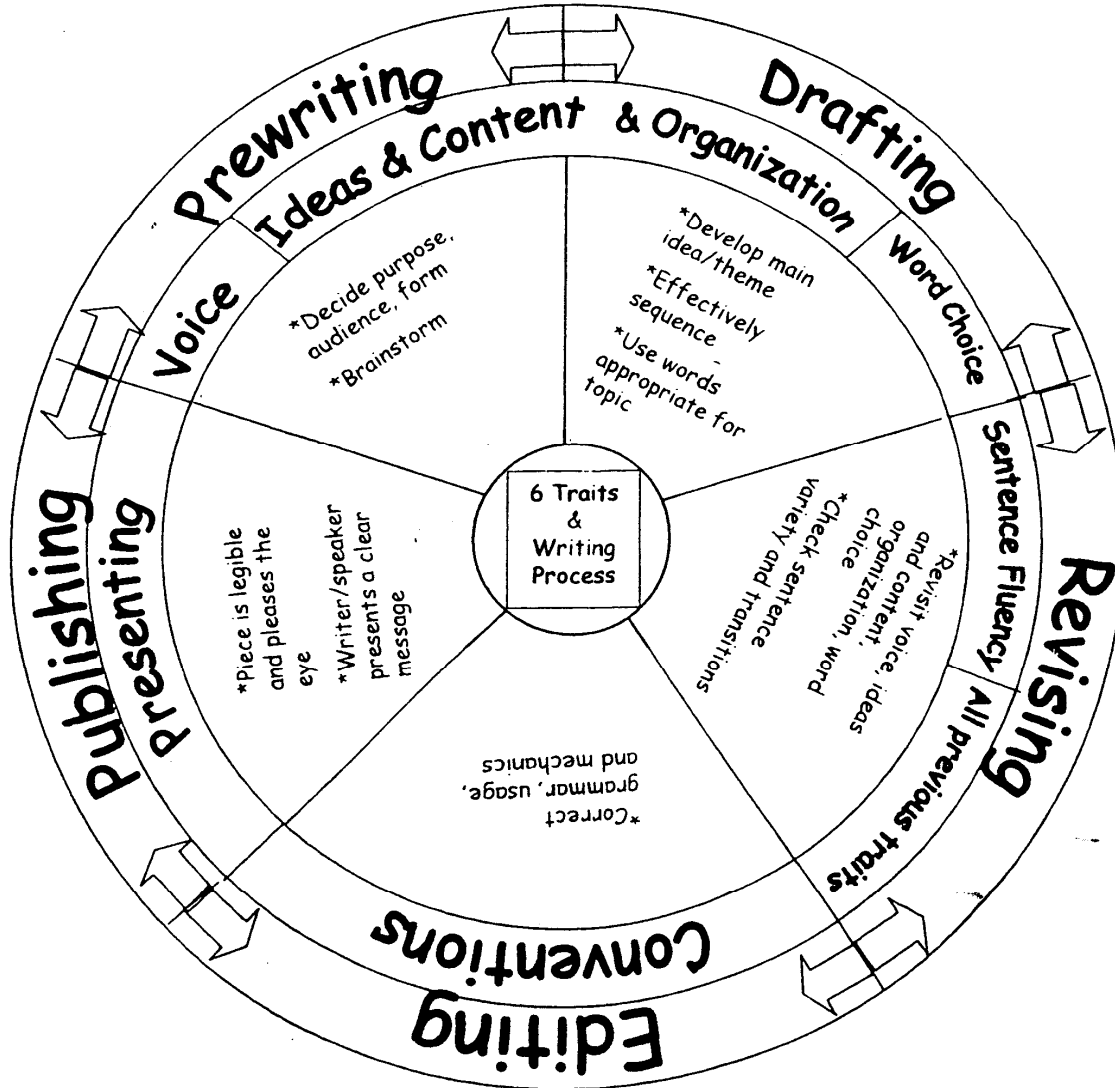
 **Revising**

 **Editing**

 **Publishing**



Connecting the Writing Process and Six Trait Writing

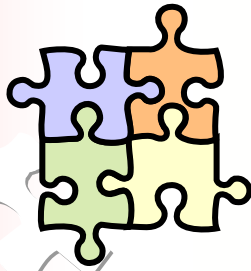


The 6+1 Trait® Writing Model for Assessment and Instruction



1. Ideas

Ideas are the heart of the message, the content of the piece, the main theme, together with the details that enrich and develop that theme.



2. Organization

Organization is the internal structure, the thread of central meaning, the logical and sometimes intriguing pattern of ideas within a piece of writing.



3. Voice

Voice is the magic and the wit, along with the feeling and conviction of the individual writer coming out through the words.

The 6+1 Trait® Writing Model for Assessment and Instruction



4. Word Choice

Word choice is the use of rich, colorful, precise language that moves and enlightens the reader.



5. Sentence Fluency

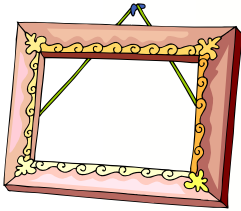
Sentence fluency is the rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear—not just to the eye.



6. Conventions

Conventions refer to the mechanical correctness of the piece—spelling, paragraphing, grammar and usage, punctuation, and use of capitals.

The 6+1 Trait® Writing Model for Assessment and Instruction



+1. Presentation

Presentation zeros in on the form and layout of the text and its readability; the piece should be pleasing to the eye.

SOURCE:

Overview the 6+1 Trait® Writing Model and Scoring Rubrics by Dr. Michael Kozlow, Northwest Regional Educational Laboratory April 3, 2005 ASCD Conference presentation.

www.nwrel.org/ascd05/Traits.ppt



Tackle Each Trait with a Variety of Lesson Activities:

- 1. Read an example of literature that is strong for the trait**
- 2. Examine examples of student writing for evidence of the trait**
- 3. Use literature as a springboard to writing**

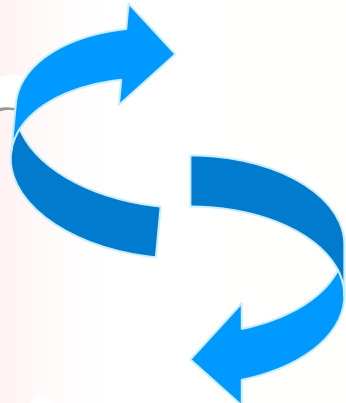


Trait Instruction....Con't.

- 4. Conduct Focus Lessons on the specific writing strategies for each trait**
- 5. Follow-up with student work as evidence**
- 6. Help students assess the quality of the trait in their own writing.**



A Caveat about The Writing Process



"Not every piece of writing needs to be assessed. Students may keep files of drafts from which they select only a few to revise and hand in for formal assessment...once every one to two weeks....No matter how much data we scramble to collect, ...self-assessment, in which the student goes inside the writing and thinks her way out, is the most important assessment by far...."

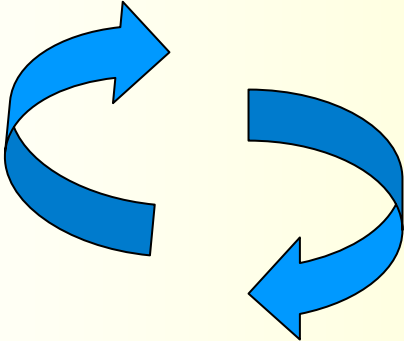
- Vicki Spandel, (2005), pp. 24-25.

ADVANTAGES OF SIX TRAIT ANALYTIC SCORING

- Gives us a model for responding to student's writing
- Provides vocabulary for talking with students about writing
- Provides a solid foundation for revision and editing
- Allows students to become evaluators



Helping Writers Revise Their Writing

Ideas/ Content	Organization	Voice/Tone
Word Choice		Sentence Fluency



Helping Writers Edit Their Writing

Ideas/ Content	Organization	Voice/Tone
Word Choice	Conventions	Sentence Fluency



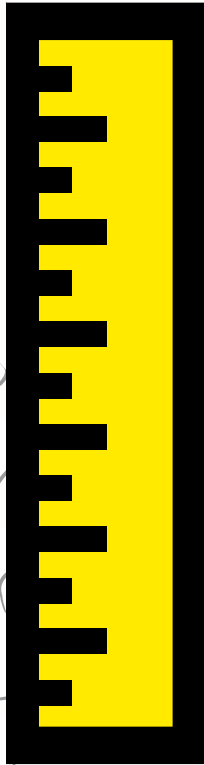
Reflections on Assessment

“Engaging young writers actively in the use of criteria, applied to their own or others’ writing, results not only in more effective revisions but in superior first drafts....Most of them show significant gains..., suggesting that the criteria learned act not only as guides for revision but as guides for generating new material.”

- George Hillocks, Jr.

Research on Written Composition: New Directions for Teaching,
1986, p. 160.

Scoring Guides to Explain What is Expected



6 = Wow!

Exceeds expectations

5 = Strong

Shows control and skill in this trait; many strengths present

4 = Effective

On balance, the strengths outweigh the weaknesses; a small amount of revision is needed

3 = Developing

Strengths and need for revision are about equal; about half-way home

2 = Emerging

Need for revision outweighs strengths; isolated moments hint at what the writer has in mind

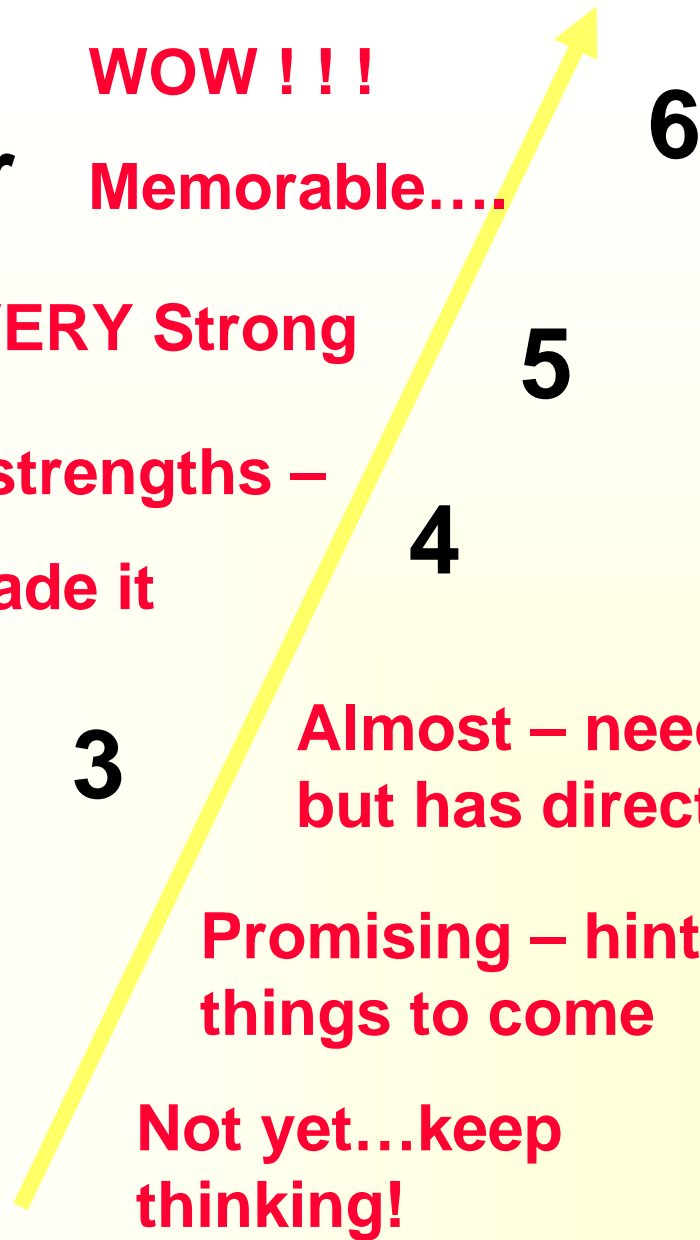
1 = Not Yet

A bare beginning; writer not yet showing control

- Ideas
- Organization
- Voice
- Word Choice
- Sentence Fluency
- Conventions
- Presentation

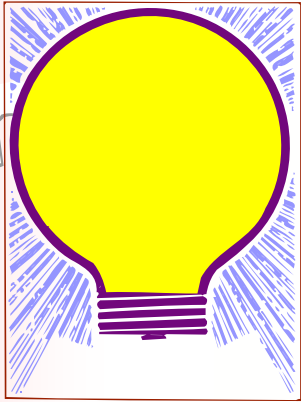
The 6-points:

Leaping the River

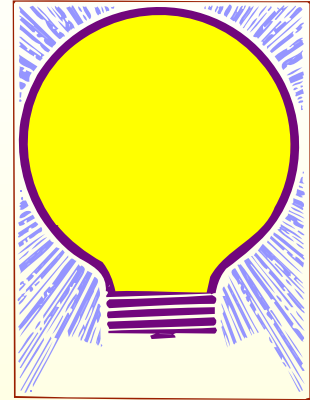




Ideas and Content



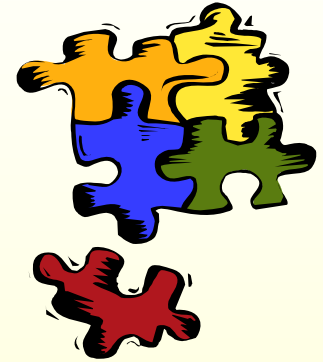
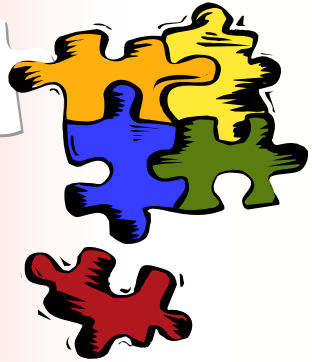
Key question:



**Does the writing go beyond
the obvious?**



Organization



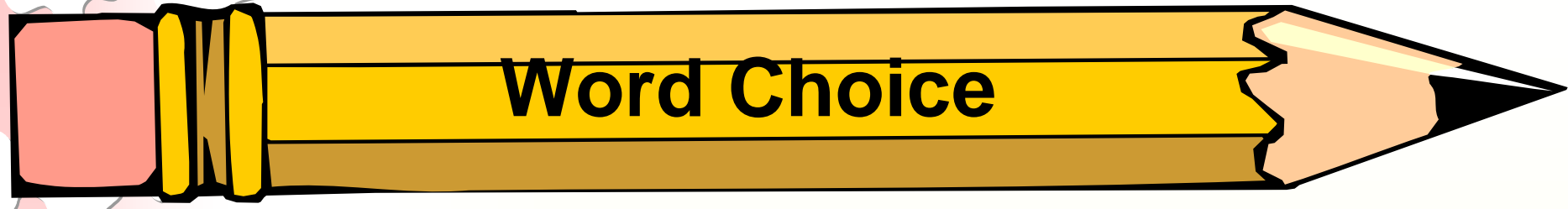
Key Question:

Does the writing hook you and keep you reading?



Key Question:

**Does the writing make you want to
keep reading it and share it with
others?**

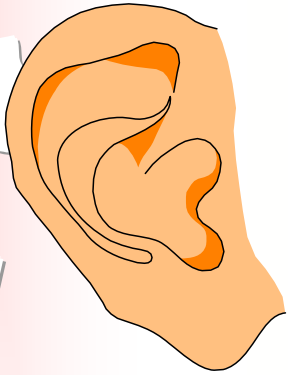


Key Question:

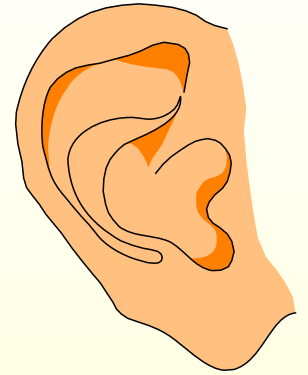
**Does the writing make the words
and images linger in your mind?**



Sentence Fluency



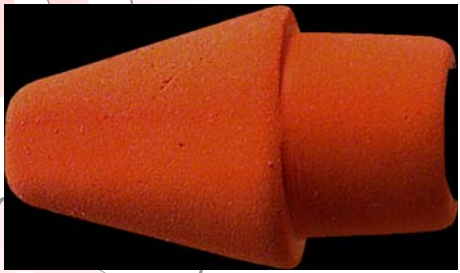
Key Question:



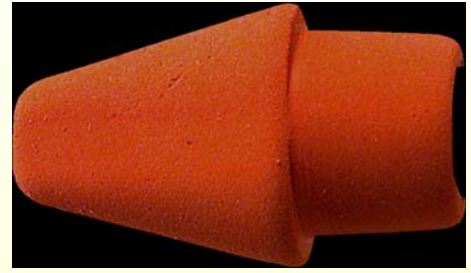
**Is the writing fun to read aloud?
Can you read it with expression?**



Conventions



Key Question:



Is there very little work left to be corrected by the copy editor?