6+1 Trait Writing Model : Discussion Board Submission and Responses 12+

| Teacher Name: Ms. Bugg Shadrick | |
|---------------------------------|--|

Student Name:

| | 4 - | 3 - | 2 - | 1 - |
|---------------|---------------------|------------------|-----------------|-------------------|
| | Exceeds Expectat | Meets Expectati | Approaching Exp | Below Expectati |
| CATEGORY | ions | ons | ectations | ons |
| Timeliness of | Writer posted | Writer | Writer | Writer did not |
| Posts | responses to all | responded to all | responded to | post their own |
| | questions by | questions | some questions | response in a |
| | deadline. Writer | thoughtfully by | thoughtfully by | timely fashion. |
| | contributed three | deadline. Writer | deadline. Or | Writer did not |
| | or more | contributed two | writer did not | comment on the |
| | meaningful | meaningful | respond to at | postings of peers |
| | responses to | responses to | least two | at all. |
| | postings of | postings of | classmates in a | |
| | classmates. | classmates. | relevant or | |
| | | | meaningful way. | |
| Relevance of | There is one clear, | Main idea is | Main idea is | The main idea is |
| Post | well-focused | clear but the | somewhat clear | not clear. There |
| | topic. Main idea | supporting | but there is a | is a seemingly |
| | stands out and is | information is | need for more | random |
| | supported by | general. | supporting | collection of |
| | detailed | | information. | information. |
| | information. | | | |
| | | | | |

| Grammer, | Writer makes no | Writer makes 1 | Writer makes a | Writer makes |
|--------------|---------------------|--------------------|------------------|---------------------|
| Spelling and | errors in spelling, | or 2 errors in | few errors in | several errors in |
| Puncuation | capitalization or | spelling, | spelling, | spelling, |
| | punctuation, so | capitalization or | capitalization | capitalization |
| | the paper is | punctuation, but | and/or | and/or |
| | exceptionally easy | the paper is still | punctuation that | punctuation that |
| | to read. | easy to read. | catch the | catch the |
| | | | reader's | reader's |
| | | | attention and | attention and |
| | | | interrupt the | greatly interrupt |
| | | | flow. | the flow. |
| Expression | Expresses | Ideas/opinions | Ideas/Opinions | Does not express |
| within Post | ideas/opinions | are usually | are vaguely | ideas/opinions |
| | clearly and makes | stated clearly | connected to the | clearly. Neither |
| | obvious | and connections | topic. Asks or | asks nor answers |
| | connections to | can be founds to | answers | questions. |
| | the topic. Asks | topic. Asks and | questions. | |
| | and answers | answers | | |
| | questions. | questions. | | |
| Learning | Consistently | Frequently | Marginal effort | Little or no effort |
| Community | provides | directs the | made to become | is made to |
| Contribution | leadership and | discussion and | involved in | participate in the |
| | creativity by | presents | community or | development of |
| | engaging and | viewpoints. | group. | the community. |
| | motivating the | Interacts freely. | | |
| | community. | | | |

Date Created: November 15, 2014