

HKIS 6 Traits Writing Rubric

	Developing towards Grade Level Expectation	Approaching the Grade Level Expectation	Meeting the Grade Level Expectation	Exceeding the Grade Level Expectation
<b>IDEAS:</b> <i>the central message supported by enriching detail</i>	<ul style="list-style-type: none"> <li>main idea is unclear</li> <li>limited or confusing detail</li> </ul>	<ul style="list-style-type: none"> <li>emerging central idea</li> <li>some connection to the topic</li> <li>some appropriate details included</li> <li>leaves some unanswered questions</li> </ul>	<ul style="list-style-type: none"> <li>main idea is clear</li> <li>directly addresses the topic</li> <li>relevant and appropriate details engages the reader</li> </ul>	<ul style="list-style-type: none"> <li>Development of ideas is original and innovative, demonstrating maturity and sophistication beyond the grade level expectation.</li> </ul>
<b>ORGANIZATION:</b> <i>the internal structure, the thread of central meaning</i>	<ul style="list-style-type: none"> <li>problems with organization make the text difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>has a recognizable introduction</li> <li>has a recognizable conclusion</li> <li>makes an attempt to use transitions</li> <li>paragraphing is effective at times</li> </ul>	<ul style="list-style-type: none"> <li>has an effective introduction</li> <li>has an effective conclusion</li> <li>uses effective transitions</li> <li>sequencing is logical</li> <li>paragraphing is consistently effective</li> </ul>	<ul style="list-style-type: none"> <li>Organization demonstrates a maturity or sophistication beyond the grade level expectation.</li> </ul>
<b>VOICE:</b> <i>the unique perspective and style of the writer</i>	<ul style="list-style-type: none"> <li>voice is limited</li> <li>voice suits purpose and audience at times</li> </ul>	<ul style="list-style-type: none"> <li>voice is mostly engaging</li> <li>voice mostly suits purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>voice is consistently engaging</li> <li>voice is appropriate to purpose and audience</li> <li>voice is sustained throughout the text</li> </ul>	<ul style="list-style-type: none"> <li>Voice is consistently compelling, original, and moving, demonstrating maturity and sophistication beyond the grade level expectation.</li> </ul>
<b>WORD CHOICE,</b> <i>precise and vivid language that moves and engages the reader</i>	<ul style="list-style-type: none"> <li>word choice is limited</li> </ul>	<ul style="list-style-type: none"> <li>repetitive use of words and phrases</li> <li>words sometimes used inappropriately</li> <li>words are adequate but basic</li> </ul>	<ul style="list-style-type: none"> <li>word choice enhances and clarifies meaning and is consistently:                             <ul style="list-style-type: none"> <li>precise</li> <li>accurate</li> <li>effective</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Word choice demonstrates maturity and sophistication beyond the grade level expectation.</li> </ul>
<b>SENTENCE FLUENCY:</b> <i>the rhythm, flow and sound of language</i>	<ul style="list-style-type: none"> <li>errors in sentence construction impair fluency</li> </ul>	<ul style="list-style-type: none"> <li>sentences are usually effective and:                             <ul style="list-style-type: none"> <li>are mostly well constructed</li> <li>include some variety in length, structure, and beginnings</li> <li>are mostly fluent</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>sentences are consistently effective and:                             <ul style="list-style-type: none"> <li>are well constructed</li> <li>vary in length and structure</li> <li>begin in a variety of ways</li> <li>flow smoothly</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Sentence fluency demonstrates maturity and sophistication beyond the grade level expectation.</li> </ul>
<b>CONVENTIONS:</b> <i>the mechanical correctness of the piece</i>	<ul style="list-style-type: none"> <li>errors in conventions distract the reader and make the text difficult to follow</li> </ul>	<ul style="list-style-type: none"> <li>conventions are mostly correct, including:                             <ul style="list-style-type: none"> <li>grammar/usage</li> <li>spelling</li> <li>punctuation</li> <li>paragraphing/formatting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>conventions are consistently correct, including:                             <ul style="list-style-type: none"> <li>grammar/usage</li> <li>spelling</li> <li>punctuation</li> <li>paragraphing/formatting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use of conventions demonstrates maturity and sophistication beyond the grade level expectation.</li> </ul>

All Done  
Core ✓

December 12, 1845

Dear General,

I wish so very much that this melancholic feeling can be withdrawn from me at last. I am  
drowned in misery, and unable to do anything special whilst I am forced to stay in Company until  
I recover. I sit by the fire on a frigid winter night, pondering if I will to ever return back to the  
Royal Institute for Blind Children to teach again. Once my tuberculosis is no more, I yearn to  
continue to enlighten the blind youngsters of this generation about Braille so that their life may be a  
little more "bright" than my own.

I will always and remember the day I lost sight. Thirty-six years later, I can still hear  
my father's voice telling me to stay out of his workshop:

"Louis, do stay out of my workshop! There are a tremendous amount of dangerous  
tools in there that can hurt you!"

Incapable of listening to my father's directions, I smuck into my father's workshop

determined to have a marvelous time with all the tools which I believed were toys. However, whilst I  
was sneaking into the workshop, I was completely unaware of what would be different of me when I

were come out.

When I accidentally pierced my eye with an awl, resulting in my blindness, people thought  
that my opportunities would be vastly diminished. However, I prefer to think of it as though my life  
took a turn for a different future than I planned. Not necessarily a lesser future, just different. I  
knew that I would no longer be able to do the same things as my classmates were able to do. I  
needed to accept that at age three.

Louis Braille Journal

(teacher)  
= find a better word /  
December 12, 1845  
way to  
Other le journal, say it

I feel as if I am carriage stuck in  
mud, while living in Coupvray until I recover  
from tuberculosis. There are no students to  
teach or move letters to invent. Thus, I am  
forced to ~~take back~~ at my life as I  
hand what I  
continue to shiver from the harsh  
Coupvray winters.

At my darkest hours, I can still <sup>something</sup>  
~~remember~~ what the sun looks like. A round glowing  
ball of light looking down at earth. If I  
were to have the chance to go back to the  
days where I could stare up at the sun so  
much that my eyes would water, I would. A  
weary feeling of regret and uselessness  
~~shoot me as I sit by the fire on a cold winter~~  
night in Coupvray.

My father was it all because of him? If my  
father was not in the ridiculous saddle business,  
I wouldn't have gone