

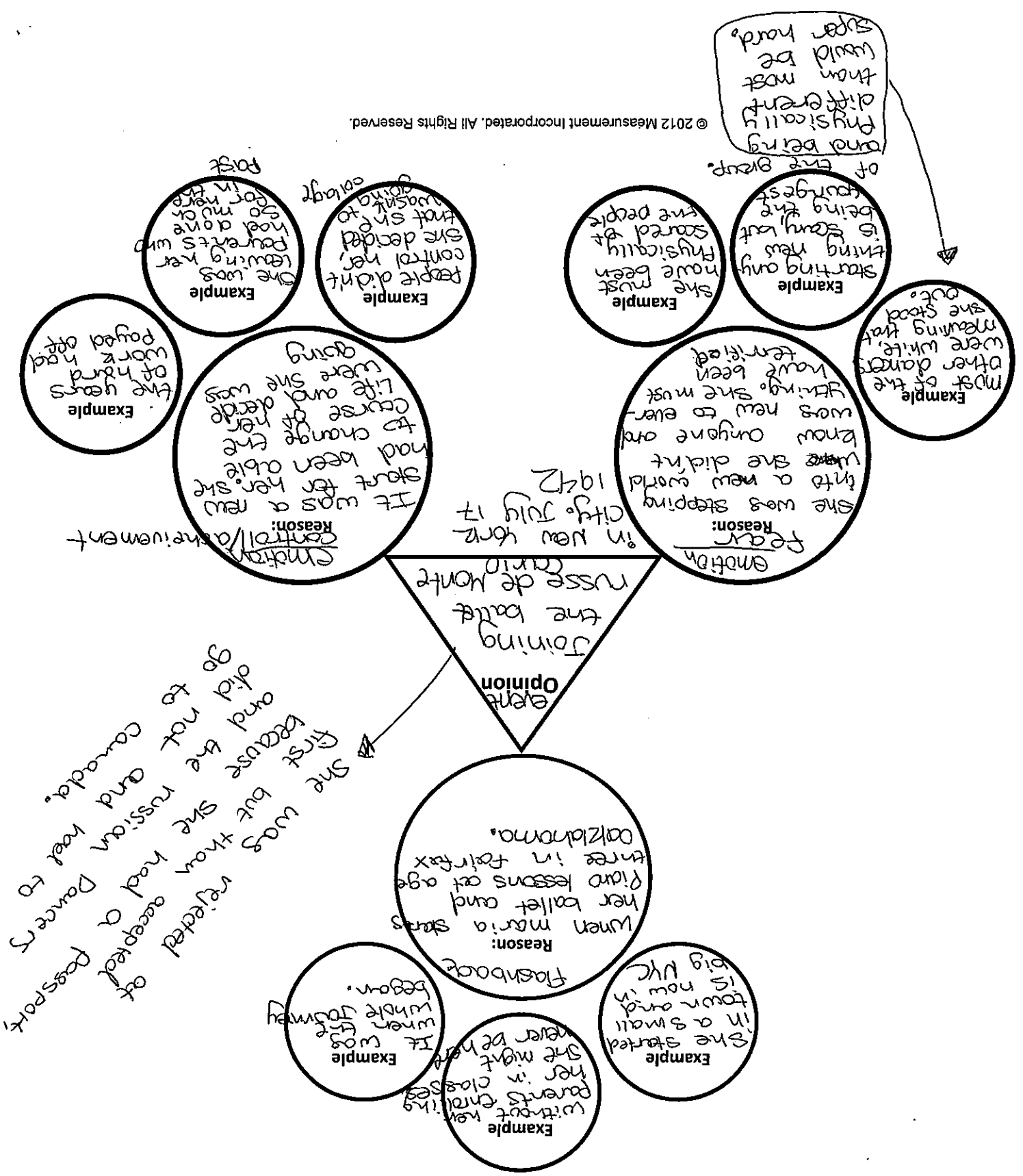
Keelin McWhinolas

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

Student Name: Keelin New!onias Date: 1-20-15

Paw Print Web



Dear Diary,

15. July 1942

I have news for you, but I will not lead by telling you the type as I would like for you to figure out yourself. And you might think, how can a journal decide the emotion of a text? But I tell you it is in fact quite simple. Start with the words, engraved into your parchment pages, and then swiftly to my sentences. The words will float together as symphony orchestra.

I have auditioned for the prestige Ballet Russe De Monte Carlo, a dream troupe of mine for multiple years. I was not too high in hopes, as I am only eighteen years of age and am paired against many phenomenally talented Russian dancers. But a small light inside of me still felt the child like hope of acceptance. My audition went quite well actually, nothing bad, yet nothing that would blow any audience of extreme ballet knowledge away. When I had finished my audition solo and group combination, I packed up my things and sat in the ivory white foyer with many of the other dancers. My foot was tapping quickly as I looked around the exquisite room. I could feel my blood rush through every vein in my body.

A long time had passed when the judges came out, but not enough for us to feel annoyed. Every dancer sat up strait and looked their way as the powerful

women and men spoke to us. After their exit, dancers began to disappear into the studio as groups, some coming out ecstatic, and others with tears lining their thin eyes. I sat for a while, reading my favorite novel, in which you my journal would know, until my number was called. 314. Myself and six other dancers carefully entered the room, hearts racing. I could barely focus on their words, my mind racing back to every possible irrelevant moment. But luckily I caught the most important part. "314, 235, 126, 78, 456, and 224, we recognize your talents, but do not need you personally at this moment. We have enough dancers for our upcoming performance in Canada and may recruit back to you at a later time." My heart dropped. They had found dancers better than I to fill the spots. I was at first devastated, but soon my heart was warmed by the sweet words my mother always told me, "Their loss is someone else's gain, Maria". Perhaps I will go on to join the London ballet, or even the American Ballet Theatre! But until now, every day is an adventure that I am willing to live.

Much love,

Maria

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