

“ME, MYSELF AND WHY” 6 TRAITS OF WRITING CHECKLIST



Writer: Check off (✓) each aspect as you verify your writing.

1= not yet 2= emerging 3= developing 4= effective 5= strong

1. Ideas and Content

Ideas make up the content of the piece of writing – the heart of the message.

- I describe who I am, and I explain what has influenced who I have become in depth. ① ② ③ ④ ⑤
- I give many pertinent supporting details to support my analysis ① ② ③ ④ ⑤
- I develop the topic in an interesting way ① ② ③ ④ ⑤

2. Organization

Organization is the internal structure of the piece, the logical pattern of the ideas.

- I present ideas in a logical manner (I don't jump around from idea to idea) ① ② ③ ④ ⑤
- I use smooth transitions to help the ideas flow together ① ② ③ ④ ⑤

3. Voice

Voice is the soul of the piece. It's what makes the writer's style singular, as his or her feelings and convictions come out through the words.

- You can see my personality in my way of writing ① ② ③ ④ ⑤
- You can tell that I have put my heart into this writing assignment ① ② ③ ④ ⑤

4. Word Choice

Word choice is at its best when it includes the use of rich, colourful, precise language that moves and enlightens the reader.

- I use words that are highly descriptive ① ② ③ ④ ⑤
- I use words correctly ① ② ③ ④ ⑤
- I avoid repetition ① ② ③ ④ ⑤

5. Sentence Fluency

Sentence fluency is the flow of the language, the sound of word patterns – the way the writing plays to the ear, not just to the eye.

- I give the writing an easy flow and rhythm ① ② ③ ④ ⑤
- I use complete sentences ① ② ③ ④ ⑤
- I use different sentence structures ① ② ③ ④ ⑤

6. Writing Conventions

Conventions represent the piece's level of correctness – the extent to which the writer uses grammar and mechanics with precision.

- I use correct punctuation ① ② ③ ④ ⑤
- I use correct spelling, even on difficult words ① ② ③ ④ ⑤
- I use capitalization correctly ① ② ③ ④ ⑤
- I use correct grammar (verbs, sentence structure, etc.) ① ② ③ ④ ⑤

Writer:

What I like about my writing:

Signature: _____

WRITING: EXPRESSION PAPER
Me, Myself and Why: What makes me who I am?

Criteria	Range of Competency				
	Level 5	Level 4	Level 3	Level 2	Level 1
Purpose	<ul style="list-style-type: none"> ◆ The writer takes a confident stand on the issue. ◆ She/He supports and clarifies her/his position with convincing explanations and selective evidence from various sources. 	<ul style="list-style-type: none"> ◆ The writer takes a firm stand on the issue. ◆ She/he supports and makes her/his position understandable with appropriate evidence from sources provided. 	<ul style="list-style-type: none"> ◆ The writer takes a stand on the issue. ◆ She/he offers some evidence to support her/his position from provided sources. 	<ul style="list-style-type: none"> ◆ The writer offers an opinion on the issue. ◆ Evidence offered to support opinion is confusing and/or unrelated. 	<ul style="list-style-type: none"> ◆ The writer attempts to respond to the issue, however, the position is uncertain. No supporting evidence is offered.
Organisation	<ul style="list-style-type: none"> ◆ The writing has a dynamic lead with a strong sense of direction from beginning to end. ◆ The writing flows smoothly and gives power to the topic. 	<ul style="list-style-type: none"> ◆ The writing has an interesting lead with a clear sense of direction. ◆ The writing is easy to follow and it stays on topic. 	<ul style="list-style-type: none"> ◆ The writing has a logical structure. ◆ It is fairly easy to follow and connects to the topic for the most part. 	<ul style="list-style-type: none"> ◆ The writing wanders. ◆ It does not have a sense of structure and it strays from the topic. 	<ul style="list-style-type: none"> ◆ The writing is aimless and disorganised.
Development of ideas	<ul style="list-style-type: none"> ◆ It is evident that ideas were enriched through reflection. ◆ Develops the topic in a fresh and original way. 	<ul style="list-style-type: none"> ◆ It is evident that ideas became more focused through reflection. ◆ Develops the topic in an interesting way. 	<ul style="list-style-type: none"> ◆ There is evidence of reflection. ◆ Stays in control of the topic. 	<ul style="list-style-type: none"> ◆ The ideas are loosely developed. ◆ Wanders from the topic. 	<ul style="list-style-type: none"> ◆ Ideas are confusing and/or trite.
Voice	<ul style="list-style-type: none"> ◆ The writer's voice is compelling and engaging. ◆ It respects the concerns of intended audience and purpose. 	<ul style="list-style-type: none"> ◆ The writer's voice is confident and sincere. ◆ It is aware of the intended audience and purpose. 	<ul style="list-style-type: none"> ◆ The writer's voice emerges on occasion. ◆ The writer is aware, at times, of intended audience and purpose. 	<ul style="list-style-type: none"> ◆ The writer appears impersonal and uninvolved. ◆ She/He fails to connect with intended audience or purpose. 	<ul style="list-style-type: none"> ◆ The writer seems disconnected. ◆ She/He is uninvolved with audience or purpose.
Conventions	<ul style="list-style-type: none"> ◆ Adherence to revision and editing enhances communication. ◆ Few errors, if any, are minor. 	<ul style="list-style-type: none"> ◆ The attention given to revision and editing improves communication. ◆ Errors may be frequent, but minor. 	<ul style="list-style-type: none"> ◆ There is some attention given to revision and editing. ◆ Frequent errors are minor, but they are distracting. 	<ul style="list-style-type: none"> ◆ Insufficient attention given to revision or editing interferes with communication. ◆ Errors are frequent and varied. 	<ul style="list-style-type: none"> ◆ No attention is given to revision or editing. ◆ Systemic and multiple errors make the writing difficult to read.