

## 6+1 Trait Writing Model : Reading: *Novel Review*

CATEGORY	4	3	2	1
<b>Student Name/Date/Class</b>	Student has all three of the elements.	Student has two of the three elements.	Students one of the three elements.	Student forgot who he or she is and didn't put their name on the paper.
<b>Book/Author/Date/Publisher</b>	Student has all four of the elements.	Student has three of the four elements.	Student has two of the four elements.	Student has one of the four elements.
<b>Book Summary</b>	Relevant, telling, quality details give the reader important information which reflects the main point of the reading selection.	Supporting details and information are relevant, but only gives the reader an idea of the book's content.	Supporting details and information are somewhat unorganized—the reader is not sure of the main point.	Supporting details and information are typically unclear and the reader has no clue as to the the main point.
<b>Student Opinion of the Book</b>	The writer successfully uses several reasons/appeals to try to show why the reader should care or want to know more about the topic.	The writer successfully uses one or two reasons/appeals to try to show why the reader should care or want to know more about the topic.	The writer attempts to make the reader care about the topic, but is not really successful.	The writer made no attempt to make the reader care about the topic.
<b>Conclusion (Organization)</b>	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.
<b>Sequencing (Organization)</b>	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
<b>Focus on Topic (Content)</b>	Main idea and topic sentences stand out and are supported by detailed information.	Main idea and topic sentences are clear but the supporting information is general.	Main idea and topic sentences are somewhat clear but there is a need for more supporting information.	The main idea and topic sentences are not clear. There is a seemingly random collection of information.
<b>Grammar &amp; Spelling (Conventions)</b>	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
<b>Capitalization &amp; Punctuation (Conventions)</b>	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
<b>Penmanship (Conventions)</b>	Paper is neatly written or typed with no distracting corrections. The paper follows paragraph form.	Paper is neatly written or typed with 1 or 2 distracting corrections (e.g. dark cross-outs; bumpy white-out, words written over). Paper is missing some of the form.	The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words. Paper has some semblance of form.	Many words are unreadable OR there are several distracting corrections. No paragraph form is present.