

How are the traits used?

The traits are used in several ways including:

1. District wide assessment

The 6+1 Trait model is used in many places to assess writing. This means your child may have his/her writing read and assessed across these seven key areas; he or she would receive seven separate scores, one per trait. Often two or more teachers rate each piece of writing. Such information, collected over a large sample of writers can help a school or district plan a writing program that helps student writers succeed.

2. Classroom assessment

Many teachers use the traits to assess writing performance in the classroom. They may do pre and post writing assignments to determine how much students grow as writers during the school year, or grading period. In between, student writers may be assessed on all the traits for some assignments and on selected traits for others.

3. Students can learn the traits too!

Student writers who learn the traits through classroom instruction, and who use them in revising their work, find their writing is stronger, more focused, and more effective.

Do You Want To Know More?

This information is from the DEAR PARENT Handbook, a guide for parents describing the traits. It is issued from the NWREL Northwest Regional Education Laboratory. For more information please visit their website .

<http://www.nwrel.org/assessment/about.php>

Committees

We continue to encourage parents to become a part of our process and are looking for members to serve on committees. The following committees have been organized to help us achieve our school improvement goals:

- Writing Intervention
- Math Intervention
- Technology
- Assessment
- Partnerships

Last year, the school was very fortunate to have special volunteers that worked with small groups of students on the 6+1 writing process. We would like to continue this valuable program. Training is available for those volunteers who have an interest in working with students to improve their writing skills.

If you are interested in taking part in the school improvement process as a committee member or volunteer at Feltwell school, please contact Cheryl Donaldson LX 226 -7003 or cheryl.donaldson@eu.dodea.edu



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CSI: Feltwell Continuing School Improvement



D O D D S - E U R O P E

CSI:Feltwell
Continuing School Improvement
School improvement at Feltwell ES

Over the past school year, we have looked at several sources of data about our students at Feltwell School, and as a faculty and community, chose the areas of math and writing to be our focus for school improvement for the next few years. We would like to specifically emphasize writing to inform, expository writing, graphing and data analysis. After research and study by the faculty, we have decided to use a very well-known program for our writing goal called 6+1 traits for writing. You can read more about the program in this flyer.



To help us achieve our goal in the area of math, the teachers will use technology. We are using a website called Rubicon Atlas. It is a bank of teacher resources for planning math lessons, and provides guidance on long-term instruction over the course of the year. We will also use another website, *Illuminations*, to aid us in our lessons. *Illuminations* is from The National Council of Teachers of Mathematics. NCTM is the world's largest organization dedicated to improving math education in grades pre K-12.

<http://illuminations.nctm.org/>

Illuminations is designed to: Provide Standards-based resources that improve the teaching and learning of mathematics for all students. It also provides materials that illuminate the vision for school mathematics .

6+1 Trait Writing

Here is a quick overview and some definitions of 6+1 trait writing:

What do you mean by "trait"?

A trait is a quality or characteristic critical to successful performance. The traits of good ice skating, for instance, might be grace, balance, technical and athletic skill, rhythm, speed and so on.

The traits of good writing include:

IDEAS — a clear point, message, theme, or story line, backed by important, carefully chosen details and supportive information.

ORGANIZATION — How a piece of writing is structured and ordered and moves the reader smoothly through the ideas.

VOICE — The fingerprints of the writer on the page—the writer's own personal style coming through the words combined with concern for the information needs and interests of the audience.

WORD CHOICE — Language, phrasing, and the knack for choosing the "just right" word to get the message across.

SENTENCE FLUENCY— The rhythm and sound of the writing as it is read aloud.

CONVENTIONS— Editorial correctness and attention to any detail a copy editor would review, including: spelling, grammar and usage, capitalization, paragraph indentation, punctuation.

PRESENTATION— Focuses on the form and layout of the text and its readability. The piece should be easy to read and pleasing to the eye.