

Quick Scale: Grade 3 Personal Writing

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year. Personal writing is usually expected to be checked for errors, but not revised or edited.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The writing offers few ideas, and these are often disjointed, illogical, and hard to understand. The student needs ongoing support.</i>	<i>The writing presents loosely connected ideas; may be vague or hard to follow in places or flawed by frequent basic errors.</i>	<i>The writing is clear and easy to follow, with relevant and logical ideas about the topic or issue.</i>	<i>The writing flows smoothly, offers detail and elaboration, and shows some insight.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> • often very brief—a statement of opinion without support • details may be irrelevant, vague, or inaccurate 	<ul style="list-style-type: none"> • opinion or reaction tends to be vague or unsupported • relies on retelling or offering factual details without explanation or analysis 	<ul style="list-style-type: none"> • connects to opinions, experiences, feelings • some explanations, details, examples 	<ul style="list-style-type: none"> • connects to experiences and feelings; writer's perspective comes through • supports and elaborates ideas; may make comparisons
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • basic language • sentences are often long and rambling or short and stilted 	<ul style="list-style-type: none"> • language may be vague, repetitive • tends to rely on simple and compound sentences; may include run-on sentences 	<ul style="list-style-type: none"> • language is clear and shows some variety • some variety in sentence length and pattern 	<ul style="list-style-type: none"> • language is clear and varied; some precision • flows smoothly • variety of sentence patterns and lengths
FORM • opening • organization and sequence • conclusion	<ul style="list-style-type: none"> • may be very brief • no introduction; tends to ramble • repeats a few basic connecting words (e.g., <i>and then</i>) 	<ul style="list-style-type: none"> • some sequence; connections among ideas may be unclear • introduces topic, but often loses focus • some transitions may be abrupt 	<ul style="list-style-type: none"> • logically sequenced • introduces and generally sticks to topic; conclusion may be abrupt • variety of connecting words 	<ul style="list-style-type: none"> • logically sequenced and connected • clear beginning, middle, and end; sticks to topic • smooth transitions
CONVENTIONS • complete sentences • spelling • capitals • end of sentence punctuation • correct pronouns	<ul style="list-style-type: none"> • frequent, repeated errors in grammar, spelling, punctuation, and sentence structure often make the writing hard to understand • capitals often omitted or misused 	<ul style="list-style-type: none"> • basic spelling and sentence punctuation is correct; errors do not interfere with meaning, although some parts may be hard to read • may include run-on or incomplete sentences; may overuse pronouns 	<ul style="list-style-type: none"> • basic grammar, spelling, punctuation, and sentence structure are generally correct; minor errors do not interfere with meaning • may include errors with commas, quotation marks, or agreement 	<ul style="list-style-type: none"> • few errors; these are usually caused by taking risks with newly acquired or complex language • may overuse some punctuation marks or make occasional errors in agreement