Quick Scale: Grade 4 Personal Writing

This 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	*The writing is often very brief, disjointed, or illogical and is flawed by repeated basic errors. The student needs ongoing support.*	*The writing presents loosely connected ideas with little development; parts may be confusing or flawed by frequent errors.*	*The writing presents relevant, easy-to-follow ideas with some detail and explanation. Growing control of written language; few errors.*	*The writing is clear, focused, and developed with some elaboration and individuality.*
MEANING • ideas • use of detail	• purpose or topic may be unclear • few details; may be copied or unrelated to the topic; often very short	• retells; may give some opinions • few relevant details, reasons, and explanations; often relies on ideas from class discussions	• some analysis and reaction, often connected to retelling • some supporting details, reasons, and explanations (e.g., how student felt)	• develops a point of view or opinion with a sense of individuality • develops ideas with some engaging details, reasons, and examples
STYLE • clarity, variety, and impact of language	• basic language; often errors in word choice • poorly constructed sentences; little variety	• generally simple language; little variety • simple and compound sentences; little variety	• clear, direct language; some variety • some variety in sentences	• language is varied; often tries new words • flows smoothly; has sentence variety
FORM • beginning • organization and sequence • connecting words • ending	• beginning may be confusing • unfocused; ideas seem unrelated to topic; may be very short • disjointed; overuses a few connecting words (e.g., and, then) or omits them altogether • ending may be missing or illogical	• usually identifies the topic • middle is often simply a list of loosely related events • repeats a few simple connecting words (e.g., and, then, so); may omit them in places • often omits endings	• introduces the topic • middle is often a list of related but undeveloped reasons, examples, and details • uses a variety of connecting words • ending may be abrupt (i.e., ends, but does not conclude)	• introduces the topic, often in an engaging way • develops topic through relevant, appropriate ideas, logically organized • smooth transitions; range of effective connecting words • has a conclusion
CONVENTIONS • complete sentences • spelling • capitals • punctuation • grammar/ usage	• frequent, repeated errors make the writing difficult to understand • many incomplete or run-on sentences	• several errors; these may make parts hard to follow • most simple sentences are correct; some incomplete or run-on sentences	• some errors, but these do not affect meaning • most sentences are complete; few run-on sentences	• few errors; these are usually caused by taking risks • complete sentences; may include some errors in long or complex sentences