

## Quick Scale: Grade 5 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
<b>SNAPSHOT</b>	<i>The writing is often hard to understand. The writer may need frequent help.</i>	<i>The writing offers some ideas that are related to the topic; may be flawed by frequent errors.</i>	<i>The writing is easy to follow; ideas are relevant and logical.</i>	<i>The writing is focused, easy to read, and shows insight.</i>
<b>MEANING</b> • ideas and information • use of detail	<ul style="list-style-type: none"> <li>• ideas are not developed; often very brief</li> <li>• few details or explanations</li> </ul>	<ul style="list-style-type: none"> <li>• some relevant ideas; little analysis</li> <li>• examples or explanations may be repetitive or illogical</li> </ul>	<ul style="list-style-type: none"> <li>• relevant ideas with some analysis; shows individuality of the writer</li> <li>• logical explanations or examples clarify and develop the ideas</li> </ul>	<ul style="list-style-type: none"> <li>• strong point of view, reaction, or opinion; shows individuality</li> <li>• develops ideas clearly and logically with details, examples, and explanations</li> </ul>
<b>STYLE</b> • clarity, variety, and impact of language	<ul style="list-style-type: none"> <li>• simple language; may be inappropriate or incorrect in places</li> <li>• poorly constructed sentences; little variety</li> </ul>	<ul style="list-style-type: none"> <li>• simple language; may be somewhat vague and repetitive</li> <li>• repeats a few basic sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• language is clear with some variety</li> <li>• includes a variety of sentence lengths and patterns</li> </ul>	<ul style="list-style-type: none"> <li>• language is clear, varied; some attempts to be specific, precise</li> <li>• flows smoothly; variety in sentences</li> </ul>
<b>FORM</b> • opening • organization and sequence • conclusion	<ul style="list-style-type: none"> <li>• introduction may leave reader wondering what the writing is about</li> <li>• some attention to sequence</li> <li>• ending may be omitted</li> </ul>	<ul style="list-style-type: none"> <li>• introduces topic, but often loses focus</li> <li>• sequence is generally logical; may be some breaks</li> <li>• end may be sudden</li> </ul>	<ul style="list-style-type: none"> <li>• opens with a clear intention or purpose</li> <li>• logical sequence; linking words help to make connections</li> <li>• logical ending</li> </ul>	<ul style="list-style-type: none"> <li>• effective opening</li> <li>• sequenced; related ideas are grouped together; linking words show connections</li> <li>• strong ending sums up writer’s views</li> </ul>
<b>CONVENTIONS</b> • complete sentences • spelling • punctuation • grammar (e.g., use of pronouns; agreement; verb tense)	<ul style="list-style-type: none"> <li>• repeated errors in basic sentence structure, spelling, punctuation, or grammar often make the writing hard to understand</li> </ul>	<ul style="list-style-type: none"> <li>• some errors in sentence structure, spelling, punctuation, or grammar; errors may make parts hard to follow</li> </ul>	<ul style="list-style-type: none"> <li>• few errors in basic sentence structure, spelling, punctuation, or grammar; errors do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>• correct basic sentence structure, grammar, spelling and punctuation; may include some errors in complex structures</li> </ul>