

Quick Scale: Grade 6 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	<i>The writing offers some ideas related to the topic but is often hard to follow. The writer may need a great deal of support.</i>	<i>The writing is somewhat general but completes the basic task; includes some errors.</i>	<i>The writing is straightforward, direct and easy to follow, with few errors. Develops the topic and offers some personal reactions.</i>	<i>The writing is focused and easy to read. The writer develops ideas with some analysis and complexity.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> • some ideas related to the topic; tends to rely on retelling or listing • parts are inaccurate, illogical, repetitive, irrelevant, or copied • insufficient details, explanations, examples; often extremely short 	<ul style="list-style-type: none"> • some opinions and reactions • information and ideas are relatively simple • some explanation, details, and examples (may be very brief or partly irrelevant) 	<ul style="list-style-type: none"> • relevant personal reactions and ideas with some individuality • ideas and information are direct and straightforward • some relevant explanations, details, and examples 	<ul style="list-style-type: none"> • relevant personal reactions and ideas with some analysis; sense of individuality • ideas and information show some complexity • logical explanations, details, and examples
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • simple, repetitive language; may make errors in word choice • sentences are often short and repetitive 	<ul style="list-style-type: none"> • language tends to be simple and often vague • sentence length may be varied; relies on a few basic patterns 	<ul style="list-style-type: none"> • language is clear; some variety and description • variety of sentence lengths; may vary sentence beginnings 	<ul style="list-style-type: none"> • language is clear, varied; some precise, expressive language • flows smoothly, with a variety of sentence lengths and patterns
FORM • opening • organization and sequence • conclusion • connecting words	<ul style="list-style-type: none"> • begins without establishing the topic, purpose, or context • may attempt to develop the topic, but often wanders, loses focus • no real “ending” • overuses simple connecting words 	<ul style="list-style-type: none"> • introduces the topic; purpose and context may be omitted or unclear • generally sticks to the topic and is easy to follow, but may wander in places • ending is weak or abrupt • may overuse a few connecting words 	<ul style="list-style-type: none"> • introduces the topic and purpose; may provide some context • sticks to the topic; easy to follow, with related ideas grouped together • ending is logical but abrupt • uses a variety of connecting words 	<ul style="list-style-type: none"> • opens with a clear intention or purpose; provides context • develops the topic with a logical sequence of ideas • effective ending • uses increasing variety of transitional words and phrases; may take risks
CONVENTIONS • spelling • punctuation • complete sentences • grammar	<ul style="list-style-type: none"> • frequent errors interfere with meaning 	<ul style="list-style-type: none"> • some noticeable errors; these may cause the reader to hesitate or reread parts to confirm meaning 	<ul style="list-style-type: none"> • few errors; these do not interfere with meaning 	<ul style="list-style-type: none"> • sense of control; few errors; these are usually the result of taking risks to use complex language and structures