

## Quick Scale: Grade 7 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 consists of loosely connected ideas; often includes serious errors.</i>	<i>The writing is somewhat general, but completes the basic task; may be flawed by errors.</i>	<i>The writing is clear, with some insight and development.</i>	<i>The writing is expressive, with some sophistication or complexity.</i>
<b>MEANING</b> • ideas and information • use of detail	<ul style="list-style-type: none"> <li>purpose or point of view unclear</li> <li>relies on retelling or listing</li> <li>ideas are not developed; information may be misinterpreted</li> </ul>	<ul style="list-style-type: none"> <li>relevant reactions and ideas</li> <li>straightforward and direct</li> <li>uses details and examples; some may be inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>reactions and ideas with some insight</li> <li>may speculate, generalize</li> <li>accurate details, examples; logical explanations</li> </ul>	<ul style="list-style-type: none"> <li>some insight and originality</li> <li>often uses humour or comparisons</li> <li>details, examples, and explanations develop analysis or arguments</li> </ul>
<b>STYLE</b> • clarity, variety, and impact of language	<ul style="list-style-type: none"> <li>simple, repetitive language</li> <li>short, simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>some descriptive or expressive language</li> <li>variety of sentence lengths; repeats simple patterns</li> </ul>	<ul style="list-style-type: none"> <li>clear and varied language</li> <li>variety of sentence lengths and patterns</li> </ul>	<ul style="list-style-type: none"> <li>language is varied for effect; some precision</li> <li>flows smoothly; variety of sentence structures</li> </ul>
<b>FORM</b> • opening • organization and sequence • conclusion	<ul style="list-style-type: none"> <li>weak introduction; abrupt conclusion</li> <li>sequence may be confusing</li> </ul>	<ul style="list-style-type: none"> <li>introduction is often effective; middle and end undeveloped</li> <li>“stream of consciousness”</li> </ul>	<ul style="list-style-type: none"> <li>often starts strong, then develops in predictable ways</li> <li>logical sequence and connections</li> </ul>	<ul style="list-style-type: none"> <li>strong opening; well-defined middle and end</li> <li>logical sequence and connections; effective paragraphing</li> </ul>
<b>CONVENTIONS</b> • complete sentences • spelling • punctuation • grammar (e.g., agreement, verb tense)	<ul style="list-style-type: none"> <li>frequent errors in simple words and structures</li> <li>no control of sentence structure; often runs on</li> </ul>	<ul style="list-style-type: none"> <li>some errors in spelling, punctuation, and grammar that do not interfere with meaning</li> <li>may include some run-on sentences</li> </ul>	<ul style="list-style-type: none"> <li>may include errors in complex language, but these do not interfere with meaning</li> <li>most sentences are correctly constructed</li> </ul>	<ul style="list-style-type: none"> <li>may include occasional errors in complex language, but these do not affect meaning</li> <li>sentences are correctly constructed</li> </ul>