Quick Scale: Grade 8 Writing Personal Views or Response

The Quick Scale *is a summary of the* Rating Scale *that follows. Both describe student achievement in March-April of the school year. Personal views or response 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 addresses the topic but is seriously flawed by problems in logic, style, and mechanics. May be very short.*	*The writing presents relevant ideas about the topic but does not develop the topic to any extent. Often vague; parts may be flawed by errors.*	*The writing is clear and logical, with some analysis and development of a central idea. Provides sufficient material to meet requirements.*	*The writing is clear, analytic, and shows some insight. It features some engaging ideas or language.*
MEANING • ideas and information • use of detail • generalizations or connections	• presents some ideas; may be illogical or inappropriate • inaccurate, illogical, or insufficient details • connections may be omitted or confusing	• presents a series of related ideas • generally accurate details, examples, and explanations; may not link to central idea • some difficulty making connections beyond the immediate and concrete	• sense of purpose; tries to deal with complexities • relevant and accurate details, examples, and explanations; includes some analysis • makes connections or generalizations beyond the immediate topic	• purposeful, with some individuality, insight; deals with complexities • some engaging details, examples, explanations; includes analysis, reflection, speculation • puts topic in a broader context; logical generalizations, connections
STYLE • clarity, variety, and impact of language	• no sense of fluency or flow; sentences are often short and choppy or long and awkward • limited, simple language	• some sentence variety; uses complex sentences • conversational language; generally appropriate	• uses a variety of sentence types and lengths • language is clear, appropriate, and varied	• flows smoothly; uses a variety of sentence types and lengths effectively • varied and effective language
FORM • beginning, middle, end • organization and sequence • transitions	• often begins with introduction, assuming that the reader knows the topic and context • ending is ineffective • lapses in sequence • may shift abruptly from one idea to another	• beginning introduces the topic • ending is often weak, formulaic • related ideas are together; may be listed rather than developed • simple transitions; sometimes ineffective	• introduces topics and purpose • explicit conclusion (often formulaic) • logical sequence; related ideas are together • transitions connect ideas clearly	• establishes purpose and context in clear and often interesting introduction • logical conclusion • smooth and logical sequence; explicit paragraphing • variety of natural and smooth transitions
CONVENTIONS • complete sentences • spelling • punctuation • grammar	• frequent errors in simple words and structures often interfere with meaning	• errors in basic words and structures are noticeable but do not obscure meaning	• errors in more complex language are sometimes noticeable, but meaning is clear	• may include occasional errors where the writer is taking risks with complex language; these do not interfere with meaning