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
• 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 varietysome 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
• 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