Grade 3 Quick Scale Writing from Experience

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| **Aspect**  | **Emerging** | **Developing**  | **Proficient**  | **Extending** |
| SNAPSHOT  | The writing offers few ideas, and these are often disjointed, illogical, and hard to understand. The student needs ongoing support.  | The writing presents loosely connected ideas; may be vague or hard to follow in places or flawed by frequent basic errors.  | The writing is clear and easy to follow, with relevant and logical ideas about the topic or issue.  | The writing flows smoothly, offers detail and elaboration, and shows some insight.  |
| MEANING • ideas and information • use of detail  | • often very brief—a statement of opinion without support • details may be irrelevant, vague, or inaccurate  | • opinion or reaction tends to be vague or unsupported • relies on retelling or offering factual details without explanation or analysis  | • connects to opinions, experiences, feelings • some explanations, details, examples  | • connects to experiences and feelings; writer’s perspective comes through • supports and elaborates ideas; may make comparisons  |
| STYLE • clarity, variety, and impact of language  | • basic language • sentences are often long and rambling or short and stilted  | • language may be vague, repetitive • tends to rely on simple and compound sentences; may include run-on sentences  | • language is clear and shows some variety • some variety in sentence length and pattern  | • language is clear and varied; some precision • flows smoothly • variety of sentence patterns and lengths  |
| FORM • opening •organization and sequence • conclusion  | • may be very brief • no introduction; tends to ramble • repeats a few basic connecting words (e.g., and then)  | • some sequence; connections among ideas may be unclear • introduces topic, but often loses focus • some transitions may be abrupt  | • logically sequenced • introduces and generally sticks to topic; conclusion may be abrupt • variety of connecting words  | • logically sequenced and connected • clear beginning, middle, and end; sticks to topic • smooth transitions  |
| CONVENTIONS • complete sentences • spelling • capitals • end of sentence punctuation • correct pronouns  | • frequent, repeated errors in grammar, spelling, punctuation, and sentence structure often make the writing hard to understand • capitals often omitted or misused  | • basic spelling and sentence punctuation is correct; errors do not interfere with meaning, although some parts may be hard to read • may include run-on or incomplete sentences; may overuse pronouns  | • basic grammar, spelling, punctuation, and sentence structure are generally correct; minor errors do not interfere with meaning • may include errors with commas, quotation marks, or agreement  | • few errors; these are usually caused by taking risks with newly acquired or complex language • may overuse some punctuation marks or make occasional errors in agreement  |