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 |