Grade 4 Quick Scale Writing From Experience

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| **Aspect** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| 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 rel-evant, easy-to-follow ideas with some detail and explanation. Grow-ing 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 |
| STYLE  •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 variety  • some 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 |
| CONVENTIONS  • 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 |