Grade 4 Quick Scale Writing From Experience

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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  |