Grade 5 Quick Scale Writing From Experience

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| **Aspect** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| SNAPSHOT | The writing is often hard to understand. The writer may need frequent help. | The writing offers some ideas that are related to the topic; may be flawed by frequent errors. | The writing is easy to follow; ideas are relevant and logical. | The writing is focused, easy to read, and shows insight. |
| MEANING  • ideas and information  • use of detail | • ideas are not developed; often very brief  • few details or explanations | • some relevant ideas; little analysis  • examples or explanations may be repetitive or illogical | • relevant ideas with some analysis; shows individuality of the writer  • logical explanations or examples clarify and develop the ideas | • strong point of view, reaction, or opinion; shows individuality  • develops ideas clearly and logically with details, examples, and explanations |
| STYLE  •clarity, variety, and impact of language | • simple language; may be inappropriate or incorrect in places  • poorly constructed sentences; little variety | • simple language; may be somewhat vague and repetitive  • repeats a few basic sentence structures | • language is clear with some variety  • includes a variety of sentence lengths and patterns | • language is clear, varied; some attempts to be specific, precise  • flows smoothly; variety in sentences |
| FORM  • opening  •organization and sequence  • conclusion | • introduction may leave reader wondering what the writing is about  • some attention to sequence  • ending may be omitted | • introduces topic, but often loses focus  • sequence is generally logical; may be some breaks  • end may be sudden | • opens with a clear intention or purpose  • logical sequence; linking words help to make connections  • logical ending | • effective opening  • sequenced; related ideas are grouped together; linking words show connections  • strong ending sums up writer’s views |
| CONVENTIONS  • complete sentences  • spelling  •punctuation • grammar (e.g., use of pronouns; agreement; verb tense) | • repeated errors in basic sentence structure, spelling, punctuation, or grammar often make the writing hard to understand | • some errors in sentence structure, spelling, punctuation, or grammar; errors may make parts hard to follow | • few errors in basic sentence structure, spelling, punctuation, or grammar; errors do not interfere with meaning | • correct basic sentence structure, grammar, spelling and punctuation; may include some errors in complex structures |