

Quick Scale: Grade 4 Personal Writing

This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year.

Personal writing is usually expected to be checked for errors but not revised or edited.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The writing is often very brief, disjointed, or illogical and is flawed by repeated basic errors. The student needs ongoing support.</i>	<i>The writing presents loosely connected ideas with little development; parts may be confusing or flawed by frequent errors.</i>	<i>The writing presents relevant, easy-to-follow ideas with some detail and explanation. Growing control of written language; few errors.</i>	<i>The writing is clear, focused, and developed with some elaboration and individuality.</i>
MEANING • ideas • use of detail	<ul style="list-style-type: none"> • purpose or topic may be unclear • few details; may be copied or unrelated to the topic; often very short 	<ul style="list-style-type: none"> • retells; may give some opinions • few relevant details, reasons, and explanations; often relies on ideas from class discussions 	<ul style="list-style-type: none"> • some analysis and reaction, often connected to retelling • some supporting details, reasons, and explanations (e.g., how student felt) 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • basic language; often errors in word choice • poorly constructed sentences; little variety 	<ul style="list-style-type: none"> • generally simple language; little variety • simple and compound sentences; little variety 	<ul style="list-style-type: none"> • clear, direct language; some variety • some variety in sentences 	<ul style="list-style-type: none"> • language is varied; often tries new words • flows smoothly; has sentence variety
FORM • beginning • organization and sequence • connecting words • ending	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • frequent, repeated errors make the writing difficult to understand • many incomplete or run-on sentences 	<ul style="list-style-type: none"> • several errors; these may make parts hard to follow • most simple sentences are correct; some incomplete or run-on sentences 	<ul style="list-style-type: none"> • some errors, but these do not affect meaning • most sentences are complete; few run-on sentences 	<ul style="list-style-type: none"> • few errors; these are usually caused by taking risks • complete sentences; may include some errors in long or complex sentences

Quick Scale: Grade 4 Writing Stories

This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March-April of the school year. Stories are usually required to be carefully revised, edited, and proofread.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The story is often very brief, disjointed, or illogical and is flawed by repeated basic errors. The student needs ongoing support.</i>	<i>The story offers loosely connected events with little development; parts may be confusing or flawed by frequent errors.</i>	<i>The story is complete and easy to follow, with some interesting detail. Shows growing control of written language; few errors.</i>	<i>The story is engaging, with some originality and development. Language is varied and effective.</i>
MEANING • ideas • use of detail • awareness of audience	<ul style="list-style-type: none"> • point of story may be unclear • reveals few details; development may be illogical • shows little awareness of audience 	<ul style="list-style-type: none"> • relies on ideas discussed in class or from another story • some detail; some may be irrelevant • some awareness of audience; sometimes tries to create “shock value” 	<ul style="list-style-type: none"> • concrete, direct story; draws on ideas from other sources, but has some individuality • some relevant supporting details • appears to consider the reader’s reaction in choosing content 	<ul style="list-style-type: none"> • some sense of individuality or originality, although events and images may be predictable • effective supporting details add colour • tries to engage the reader, create reactions
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • basic language; often errors in word choice • poorly constructed, sentences; little variety 	<ul style="list-style-type: none"> • generally simple language; little variety • simple and compound sentences; little variety 	<ul style="list-style-type: none"> • clear, direct language with some variety • some variety in sentences 	<ul style="list-style-type: none"> • language is varied; often experiments • flows smoothly, varies sentences, sometimes to create a special effect
FORM • beginning • development • characters • dialogue (where appropriate) • paragraphing, transitions • ending	<ul style="list-style-type: none"> • beginning may be confusing • some action and events; often illogical, very brief • names characters • if dialogue is included, it is confusing • disjointed; often one paragraph with few connecting words • ending omitted or illogical 	<ul style="list-style-type: none"> • begins with a problem • some development; sequence may be hard to follow in places • names and identifies main characters; • often includes dialogue; may be ineffective • some paragraphing; tends to repeat simple connecting words; may omit them in places • ending may be abrupt 	<ul style="list-style-type: none"> • beginning introduces the situation • develops a logically sequenced events • describes appearance and feelings of some characters • clear dialogue • uses paragraphs and a variety of connecting words • conclusion may be abrupt or hard to believe 	<ul style="list-style-type: none"> • beginning engages interest in the problem • story seems to develop naturally, with a logical sequence • characters often show personality and feelings in actions and words • clear, natural dialogue • logical paragraphing; smooth transitions • ending resolves the problem
CONVENTIONS • complete sentences • spelling • capitals • punctuation • grammar/ usage	<ul style="list-style-type: none"> • frequent, repeated errors make the writing difficult to understand • many incomplete or run-on sentences 	<ul style="list-style-type: none"> • includes several errors; may make parts hard to follow • some incomplete or run-on sentences 	<ul style="list-style-type: none"> • some errors, but these do not affect meaning • most sentences are complete; few run-on sentences 	<ul style="list-style-type: none"> • few errors; these are usually caused by taking risks • complete sentences; may include some errors in long sentences

Quick Scale: Grade 4 Writing Reports, Articles, and Letters

This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March-April of the school year. Reports, articles, and letters are usually expected to be carefully revised, edited, and proofread.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The writing communicates little information; does not accomplish basic task. Often very brief, illogical, flawed by repeated errors. Needs ongoing support.</i>	<i>The writing communicates loosely connected ideas and information; tries to deal with most requirements of the task. Includes some errors; minor amounts may be copied.</i>	<i>The writing communicates relevant, easy-to-follow information in the student's own words; competently fulfils most task requirements.</i>	<i>The writing communicates clear, detailed information that fully and effectively accomplishes the purpose or task.</i>
MEANING <ul style="list-style-type: none"> topic and purpose ideas and information details sense of audience 	<ul style="list-style-type: none"> topic unclear little accurate information few details; often copied, irrelevant, or very short no attempt to interest reader 	<ul style="list-style-type: none"> topic is clear some accurate information; parts may be copied main ideas with little support; often relies on ideas discussed in class may try to engage interest in the opening 	<ul style="list-style-type: none"> topic and purpose are clear generally accurate and written in the student's own words elaborates main idea(s) with some supporting details, explanations some attempts to engage the reader's interest 	<ul style="list-style-type: none"> focused around a clear topic and purpose; meets or exceeds requirements information is concrete, accurate, complete; in own words develops ideas through specific and engaging details and explanations tries to make the material interesting and easy to follow
STYLE <ul style="list-style-type: none"> clarity, variety, and precision of language 	<ul style="list-style-type: none"> basic language; often errors in word choice sentences are poorly constructed, with little variety or control 	<ul style="list-style-type: none"> generally simple language; little variety relies on simple and compound sentences; little variety 	<ul style="list-style-type: none"> relies on clear, simple, and direct language; may try to be specific some variety in sentences 	<ul style="list-style-type: none"> language is varied; tries to be precise flows smoothly, with a variety of sentence patterns and lengths
FORM <ul style="list-style-type: none"> opening organization and sequence paragraphs text features ending 	<ul style="list-style-type: none"> beginning may be confusing or omitted sequence is disjointed and hard to follow little or no paragraphing weak or omitted text features (e.g., titles, headings, illustrations, diagrams) ending omitted or illogical 	<ul style="list-style-type: none"> usually identifies the topic at beginning often a list of events or information, repeating a few simple connecting words; some abrupt transitions most paragraphs have a main idea; may include unsorted detail text features (e.g., titles, headings, illustrations, diagrams) may be hard to interpret often omits ending 	<ul style="list-style-type: none"> introduces the topic or purpose ideas are easy to follow and connected by varied transitions (may be omitted in places) most paragraphs have a main idea and support clear, relevant text features (e.g., titles, headings, illustrations, diagrams); may have minor flaws ending may be abrupt 	<ul style="list-style-type: none"> clearly introduces the topic or purpose sequence is logical, with smooth, varied transitions paragraphs are focused on a main idea with effective support effective text features (e.g., titles, headings, illustrations, diagrams) elaborate or clarify the text provides a conclusion
CONVENTIONS <ul style="list-style-type: none"> complete sentences spelling capitals punctuation grammar/ usage 	<ul style="list-style-type: none"> frequent, repeated errors make the writing difficult to understand many incomplete or run-on sentences 	<ul style="list-style-type: none"> includes several errors; may make parts hard to follow some incomplete or run-on sentences 	<ul style="list-style-type: none"> some errors, but these do not affect meaning most sentences are complete; few run-on sentences 	<ul style="list-style-type: none"> few errors; these are usually caused by taking risks complete sentences; may include some errors in long sentences