

Quick Scale: Grade 5 Personal Writing

The 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 hard to understand. The writer may need frequent help.</i>	<i>The writing offers some ideas that are related to the topic; may be flawed by frequent errors.</i>	<i>The writing is easy to follow; ideas are relevant and logical.</i>	<i>The writing is focused, easy to read, and shows insight.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> • ideas are not developed; often very brief • few details or explanations 	<ul style="list-style-type: none"> • some relevant ideas; little analysis • examples or explanations may be repetitive or illogical 	<ul style="list-style-type: none"> • relevant ideas with some analysis; shows individuality of the writer • logical explanations or examples clarify and develop the ideas 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • simple language; may be inappropriate or incorrect in places • poorly constructed sentences; little variety 	<ul style="list-style-type: none"> • simple language; may be somewhat vague and repetitive • repeats a few basic sentence structures 	<ul style="list-style-type: none"> • language is clear with some variety • includes a variety of sentence lengths and patterns 	<ul style="list-style-type: none"> • language is clear, varied; some attempts to be specific, precise • flows smoothly; variety in sentences
FORM • opening • organization and sequence • conclusion	<ul style="list-style-type: none"> • introduction may leave reader wondering what the writing is about • some attention to sequence • ending may be omitted 	<ul style="list-style-type: none"> • introduces topic, but often loses focus • sequence is generally logical; may be some breaks • end may be sudden 	<ul style="list-style-type: none"> • opens with a clear intention or purpose • logical sequence; linking words help to make connections • logical ending 	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • repeated errors in basic sentence structure, spelling, punctuation, or grammar often make the writing hard to understand 	<ul style="list-style-type: none"> • some errors in sentence structure, spelling, punctuation, or grammar; errors may make parts hard to follow 	<ul style="list-style-type: none"> • few errors in basic sentence structure, spelling, punctuation, or grammar; errors do not interfere with meaning 	<ul style="list-style-type: none"> • correct basic sentence structure, grammar, spelling and punctuation; may include some errors in complex structures

Quick Scale: Grade 5 Writing Stories

The 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 brief, disjointed, or illogical. The student may need frequent help.</i>	<i>The story presents connected events with little elaboration; it may be confusing in places.</i>	<i>The story is complete and easy to follow, with some description and detail.</i>	<i>The story is engaging, with some originality.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> • lacks originality; resembles a work read or viewed • few details; may be illogical • does not engage the reader 	<ul style="list-style-type: none"> • predictable; may rely on ideas discussed in class • some detail • may try to engage the reader in the beginning, then falter 	<ul style="list-style-type: none"> • events are largely predictable, but may show originality in places • uses supporting details to describe events • tries to create an impact on the reader 	<ul style="list-style-type: none"> • shows originality; may develop parts of story in unusual ways • uses detail effectively; may create strong descriptions • creates an impact on the reader
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • simple language; may be inappropriate or incorrect in places • poorly constructed sentences; little variety 	<ul style="list-style-type: none"> • simple language; may be somewhat vague and repetitive • repeats a few basic sentence structures 	<ul style="list-style-type: none"> • language is clear with some variety and description • uses a variety of sentence lengths and patterns 	<ul style="list-style-type: none"> • language is clear, varied; often tries to use precise, descriptive language • flows smoothly; variety in sentences
FORM • beginning, middle, end • sequence • characters • setting • dialogue	<ul style="list-style-type: none"> • no clear beginning, middle, end • story seems incomplete; may be very brief • characters are not described or developed • dialogue may be confusing 	<ul style="list-style-type: none"> • logically sequenced beginning, middle, and end • focuses on action; often retelling a TV program or movie • characters are named and their appearance may be briefly described • dialogue is generally clear, but often all characters sound the same 	<ul style="list-style-type: none"> • logically sequenced beginning, middle, and end; beginning often stronger than ending • focuses more on action than on character or theme • characters tend to be “types”; description focuses on appearance • dialogue is clear and sometimes sounds realistic 	<ul style="list-style-type: none"> • develops logically from an engaging beginning to a plausible ending • may focus on a theme, relationship, or idea • characters described in detail; may develop setting and create mood • dialogue is clear; may reveal character
CONVENTIONS • complete sentences • spelling • capitals • punctuation • grammar (e.g., use of pronouns; agreement; verb tense)	<ul style="list-style-type: none"> • repeated errors in basic sentence structure, spelling, punctuation, or grammar often make the writing hard to understand • may be hard to read 	<ul style="list-style-type: none"> • some errors in sentence structure, spelling, punctuation, or grammar; errors may make parts hard to follow • legible 	<ul style="list-style-type: none"> • few errors in basic sentence structure, spelling, punctuation, or grammar; errors do not interfere with meaning • legible, neat; shows care 	<ul style="list-style-type: none"> • correct basic sentence structure, grammar, spelling, and punctuation; may include some errors in complex structures • presentation shows care; may include special features

Quick Scale: Grade 5 Writing to Communicate Ideas and Information (Reports, Articles, and Letters)

The 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 offers loosely connected ideas; often very brief and hard to follow.</i>	<i>The writing consists of connected ideas that address most requirements of the task; parts may be vague, hard to follow, or flawed by errors.</i>	<i>The writing is easy to follow, with relevant ideas or information that accomplish the purpose or task.</i>	<i>The writing offers clear, complete, and concise information and ideas that effectively accomplish the purpose or task.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> • little sense of purpose or focus • some information may be inaccurate or copied • details are often vague or irrelevant 	<ul style="list-style-type: none"> • some sense of purpose; focus may wander • generally accurate • limited detail; some may be irrelevant, inaccurate, or copied 	<ul style="list-style-type: none"> • focused around a clear purpose • generally concrete, accurate, complete; written in own words • some specific examples, details 	<ul style="list-style-type: none"> • focused; fully accomplishes the purpose • accurate and complete • specific examples or details make the information clear
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • simple language; may be inappropriate or incorrect in places • poorly constructed sentences; little variety 	<ul style="list-style-type: none"> • simple language; may be somewhat vague and repetitive • repeats a few basic sentence structures 	<ul style="list-style-type: none"> • language is clear, with some variety; may try to use technical words • uses a variety of sentence lengths and patterns 	<ul style="list-style-type: none"> • language is clear, varied; often tries to use precise or technical words • flows smoothly; variety in sentences
FORM • text features • opening, ending • organization and sequence • paragraphs	<ul style="list-style-type: none"> • required text features and graphics (e.g., titles, headings, diagrams) are often missing or ineffective • may be all “middle,” with no introduction or conclusion • little organization or logical sequence 	<ul style="list-style-type: none"> • some required text features and graphics (e.g., titles, headings, diagrams) may be missing or ineffective • introduction may be vague; may not have a conclusion • some organization; sequence is logical 	<ul style="list-style-type: none"> • text features and graphics (e.g., titles, headings, diagrams) are generally clear and correctly used • clear introduction; conclusion may be somewhat abrupt • well organized; logical sequence and paragraphing 	<ul style="list-style-type: none"> • text features and graphics (e.g., titles, headings, diagrams) are effective • introduction catches interest; conclusion sums up the information • well organized; clear, logical sequence and paragraphing
CONVENTIONS • complete sentences • spelling • capitals • punctuation • grammar (e.g., use of pronouns; agreement; verb tense)	<ul style="list-style-type: none"> • repeated errors in basic sentence structure, spelling, punctuation, or grammar often make the writing hard to understand • may be hard to read 	<ul style="list-style-type: none"> • some errors in sentence structure, spelling, punctuation, or grammar; errors may make parts hard to follow • legible 	<ul style="list-style-type: none"> • few errors in basic sentence structure, spelling, punctuation, or grammar; errors do not interfere with meaning • legible, neat; shows care 	<ul style="list-style-type: none"> • correct basic sentence structure, grammar, spelling, and punctuation; may include some errors in complex structures • presentation shows care; may include special features