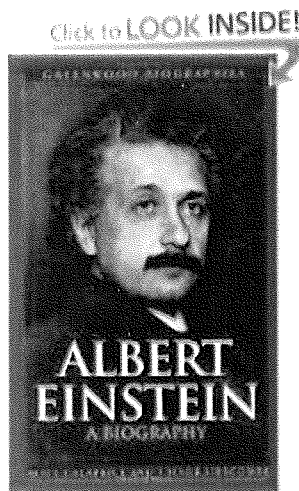


What are we, as your teachers,
looking for as you write your
biographies?



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 • 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 • 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 • 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 • 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 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

Quick Scale: Grade 6 Writing to Communicate Ideas and Information (Reports, Articles, 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 presents loosely connected ideas and is often difficult to follow, with serious errors in conventions. May need help to complete the task.</i>	<i>The writing completes most basic requirements; may be vague and unfocused in places, or omit key information. Some errors.</i>	<i>The writing is easy to follow and includes enough accurate, relevant information and detail to accomplish the basic purpose or task. Few errors.</i>	<i>The writing is clear and concise; provides well-chosen, specific information and details to effectively accomplish the purpose or task.</i>
MEANING • purpose • ideas and information • use of detail	<ul style="list-style-type: none"> • unclear purpose; no focus • some information may be inaccurate or copied • few details; may be irrelevant or repetitive 	<ul style="list-style-type: none"> • states purpose; focus may wander • generally accurate, but may omit key points • includes details and examples; some may be irrelevant or inaccurate 	<ul style="list-style-type: none"> • purpose is clear, and writing is generally focused • generally accurate, complete, in own words • some relevant details and examples 	<ul style="list-style-type: none"> • focused around a clear purpose • information is well-chosen, thorough, in own words; may use more than one source • specific details or examples
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • simple, repetitive language; may misuse terms • sentences are often short and repetitive 	<ul style="list-style-type: none"> • language is simple and often vague • sentence length may be varied; relies on a few basic patterns 	<ul style="list-style-type: none"> • language is clear; some variety and description • variety of sentence lengths; may vary sentence beginnings, try different conjunctions 	<ul style="list-style-type: none"> • language is clear and varied; some precise, expressive, or figurative language • flows smoothly, with a variety of sentence lengths and patterns
FORM • text features • opening • organization and sequence • conclusion	<ul style="list-style-type: none"> • text features (e.g., titles, headings, diagrams, illustrations) are omitted or inappropriate • introduction does not identify purpose • disjointed; paragraphing is ineffective or omitted • omits conclusion 	<ul style="list-style-type: none"> • text features (e.g., titles, headings, diagrams, illustrations) are included; may be flawed or not well connected to text • introduction states purpose; may be general • sequence is logical; connections may be unclear or awkward • most paragraphs have a main idea • abrupt or weak conclusion 	<ul style="list-style-type: none"> • required text features (e.g., titles, headings, diagrams, illustrations) are included; correctly constructed (may have minor errors) • introduction clearly presents purpose • sequence is logical; paragraphs or sections are linked • paragraphs have main ideas and some supporting detail • conclusion is logical 	<ul style="list-style-type: none"> • required text features (e.g., titles, headings, diagrams, illustrations) are clear, effective, well-constructed, and connected to the text • introduction effectively establishes purpose and engages the audience • well-organized; flows smoothly • paragraphs have main ideas developed with supporting detail • conclusion sums up the information; may attempt to have impact
CONVENTIONS • spelling • punctuation • complete sentences • grammar	<ul style="list-style-type: none"> • frequent errors interfere with meaning 	<ul style="list-style-type: none"> • some noticeable errors; these may cause the reader to hesitate or reread parts to confirm meaning 	<ul style="list-style-type: none"> • few errors; these do not interfere with meaning 	<ul style="list-style-type: none"> • sense of control; few errors; these are usually the result of taking risks to use complex language and structures

Quick Scale: Grade 7 Writing 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 consists of loosely connected ideas; often includes serious errors.</i>	<i>The writing is somewhat general but completes the basic task; may include errors.</i>	<i>The writing is clear and detailed; accomplishes the basic purpose.</i>	<i>The writing is clear, complete, and concise; effectively accomplishes the purpose.</i>
MEANING • ideas and information • use of detail	<ul style="list-style-type: none"> • purpose or focus is not clear • may copy or misinterpret information • few details; includes irrelevant information 	<ul style="list-style-type: none"> • purpose is clear, but focus may wander • information generally accurate, but may be poorly integrated • some specific examples, details 	<ul style="list-style-type: none"> • focused around a clear purpose • complete; written in own words • specific and relevant examples and details 	<ul style="list-style-type: none"> • purposeful, focused • accurate; may integrate information from multiple sources • specific examples and details make ideas clear
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • simple, repetitive language • short, simple sentences 	<ul style="list-style-type: none"> • some descriptive or technical language • variety of sentence lengths; repeats simple patterns 	<ul style="list-style-type: none"> • clear and varied language; may use specialized or technical terms • variety of sentence lengths and patterns 	<ul style="list-style-type: none"> • precise, clear, varied language; uses specialized or technical terms appropriately • flows smoothly; variety of sentence structures
FORM • text features • opening, ending • organization and sequence • paragraphs	<ul style="list-style-type: none"> • required text features (e.g., titles, diagrams) omitted or incorrect • introduction does not identify the purpose; no conclusion • disjointed; poorly organized and sequenced 	<ul style="list-style-type: none"> • includes most required text features (e.g., titles, diagrams); may have errors • introduction identifies purpose; conclusion is weak • logical sequence; connections between sections or paragraphs may be weak 	<ul style="list-style-type: none"> • required text features (e.g., titles, diagrams) are clear and correct • effective introduction; conclusion is predictable • logical sequence; organization is clear 	<ul style="list-style-type: none"> • required text features (e.g., titles, diagrams) are complete and effective • engaging, purposeful introduction; strong conclusion • well organized; provides clear links between sections
CONVENTIONS • complete sentences • spelling • punctuation • grammar (e.g., agreement, verb tense) • word choice	<ul style="list-style-type: none"> • frequent errors in simple words and structures • no control of sentence structure; often includes run-on sentences • may be difficult to read 	<ul style="list-style-type: none"> • some errors in spelling, punctuation, and grammar that do not interfere with meaning • may include some run-on sentences • legible 	<ul style="list-style-type: none"> • may include errors in complex language, but these do not interfere with meaning • most sentences are correctly constructed • clearly and neatly presented 	<ul style="list-style-type: none"> • generally correct; may include occasional errors in complex language, but these do not affect meaning • sentences are correctly constructed • shows care, pride