

# QUICK SCALE: Grade 4 Personal, Impromptu Writing

SD #79 Cowichan Valley

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Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<b>Snapshot</b>	<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>
<b>Meaning</b> - 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 (eg how student felt)	- develops a point of view or opinion with a sense of individuality - develops ideas with some engaging details, reasons, and examples
<b>Style</b> - 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
<b>Form</b> - 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 (eg 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 (eg 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 (ie 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
<b>Conventions</b> - 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