

Quick Scale: Grade 10 Writing Essays

This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year. Essays 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 does not accomplish the basic task; may be seriously flawed, incomplete, or misinterpret key aspects of the topic. Reflects little knowledge of the conventions of essay writing.</i>	<i>The writer has something to say about the topic, but leaves gaps in ideas and development and is unable to fully control the required form and style. Limited variety in language, sentences.</i>	<i>The writing fulfils requirements of the task, with an overall sense of purpose and control. Ideas are generally clear and carefully developed. Some variety in language, sentences, and techniques.</i>	<i>The writing features some complex, mature topics, structures, language, and techniques; dense and economical. Shows engagement with the topic, and takes risks to create an impact.</i>
MEANING • topic, purpose, stance • understanding of the topic • development • support	<ul style="list-style-type: none"> • unfocused; may omit thesis • little understanding of the topic • inadequate material • details, examples, and quotations are not clearly linked to topic 	<ul style="list-style-type: none"> • clear topic; thesis may be unfocused • basic understanding; tends to summarize • parts illogical or hard to follow • relies on general knowledge, emotion 	<ul style="list-style-type: none"> • clear, focused thesis • sound understanding of topic; some depth • clearly and logically developed • relevant details and examples support main points 	<ul style="list-style-type: none"> • clear and often provocative thesis; sense of direction • depth of understanding; attempts to interpret • developed with some intellectual appeal • well-chosen detail, examples, and quotations
STYLE • voice and tone • syntax • word choice • techniques	<ul style="list-style-type: none"> • little awareness of audience • simple syntax; limited range of sentences • repetitive and colloquial language • immature style 	<ul style="list-style-type: none"> • voice and tone may be inconsistent • some sentence variety; may have problems with subordination • word choice is appropriate, not concise • difficulty expressing abstract ideas; may be redundant 	<ul style="list-style-type: none"> • appropriate voice and tone • varied sentences • word choice is varied; some complex vocabulary • uses a variety of stylistic or rhetorical techniques 	<ul style="list-style-type: none"> • effective voice and tone; may use humour, irony, satire • varied sentences create specific effects • effective, economical word choice; strong verbs, adjectives • takes risks; shows originality, inventiveness
FORM • organization and sequence • transitions • paragraphing • conclusion	<ul style="list-style-type: none"> • limited organization or structure • few transitions • paragraphing illogical or omitted • ending often weak 	<ul style="list-style-type: none"> • organization adequate but ineffective • connections among ideas often unclear • some paragraphs not well-developed • conclusion often very short or formulaic 	<ul style="list-style-type: none"> • carefully and logically structured • transitions make connections explicit • competently developed paragraphs • explicit, logical conclusion 	<ul style="list-style-type: none"> • structure appears natural and spontaneous • well-chosen transitions create continuity, unity • effectively developed paragraphs • satisfying conclusion usually has some “punch”
CONVENTIONS • spelling • sentence structure and punctuation • usage (e.g., modifiers, agreement, tense)	<ul style="list-style-type: none"> • includes frequent noticeable errors in basic sentence structure, spelling, and usage that distract the reader and may interfere with meaning 	<ul style="list-style-type: none"> • includes noticeable errors that may cause the reader to pause or reread; often surface errors could be fixed by careful proofreading 	<ul style="list-style-type: none"> • few errors; these do not affect meaning; appears to have been carefully edited and proofread 	<ul style="list-style-type: none"> • few errors; these do not distract the reader (may only be noticeable when the reader looks for them)