

Quick Scale: Grade 10 Writing Personal Views or Response

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March-April of the school year. Personal views or response 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 shows problems with style, form, and mechanics that obscure purpose and meaning. May be too brief to meet basic requirements of the task. Reflects little knowledge of the conventions of writing.</i>	<i>The writing is generally clear and conversational, with a beginning, middle, and end. However, development is uneven, and the writer uses a limited repertoire of language, sentences, and techniques.</i>	<i>The writing is clear and logical, with some evidence of depth or maturity. Meets the requirements of the task with a sense of purpose and control and with some variety in language, sentences, and techniques.</i>	<i>The writing creates an impact on the reader, with a sense of vitality and finesse. It exceeds requirements of the task and features some complex and mature language, ideas, and techniques. Few, if any, errors.</i>
MEANING • ideas • support • connection to reader	<ul style="list-style-type: none"> • ideas are not developed • may be very short, with few examples and details • problems obscure any sense of individuality 	<ul style="list-style-type: none"> • ideas are generally straightforward and clear; unevenly developed • some relevant examples, details • may connect to own experience 	<ul style="list-style-type: none"> • ideas are fully developed and show depth in places • supporting details and examples are relevant • personalizes the topic 	<ul style="list-style-type: none"> • ideas are fully developed with some originality, maturity, and individuality • details and examples often show some subtlety • tries to elicit a specific response from the reader
STYLE • voice and tone • syntax • vocabulary • rhetorical or stylistic techniques	<ul style="list-style-type: none"> • often uses inappropriate tone or language • simple sentences and coordination • basic vocabulary; errors in word choice • disjointed and awkward 	<ul style="list-style-type: none"> • generally colloquial • limited repertoire of sentences • straightforward vocabulary • little evidence of deliberate techniques 	<ul style="list-style-type: none"> • appropriate tone and level of language • varied sentence types and lengths • varied and appropriate language • some attempts to use effective techniques 	<ul style="list-style-type: none"> • style and tone help to accomplish purpose, add impact • wide repertoire of effective sentence structures • precise, concise language • takes risks with a variety of techniques
FORM • beginning • organization and sequence • transitions • ending	<ul style="list-style-type: none"> • opening usually introduces the topic • structure may seem illogical or random • may seem disjointed because ideas are not linked with transitions • omits or provides ineffective ending 	<ul style="list-style-type: none"> • opening establishes purposes • sequence is generally logical but may lack sense of direction • transitions awkward or missing in places • conclusion is often mechanical 	<ul style="list-style-type: none"> • opening establishes context and purpose • sequence is logical • transitions help to connect ideas clearly • conclusion focuses on the purpose; tries to provide a resolution 	<ul style="list-style-type: none"> • engaging introduction • sound structure; seems effortless and natural • smoothly integrates elements such as dialogue, examples, explanations, and anecdotes • conclusion provides a satisfying resolution
CONVENTIONS • spelling • sentence structure and punctuation • usage	<ul style="list-style-type: none"> • includes frequent noticeable errors in basic structures and language that may interfere with meaning 	<ul style="list-style-type: none"> • includes noticeable errors that may distract the reader but do not interfere with meaning 	<ul style="list-style-type: none"> • may include some errors; these are generally not serious and do not distract the reader 	<ul style="list-style-type: none"> • few errors; these do not distract the reader (may only be noticeable when the reader looks for them)