Rating Scale: Grade 7 Writing to Communicate Ideas and Information

Student achievement in writing to communicate ideas and information tasks by March-April of Grade 7 can generally be described as shown in this scale.　　*Writing to communicate ideas and information is usually expected to be carefully revised, edited, and proofread for presentation to an audience.*

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	*The writing consists of loosely connected ideas; often includes serious errors. The writer may need a great deal of help.*	*The writing is somewhat general but completes the basic task; may be flawed by errors.*	*The writing is clear and detailed; accomplishes the basic purpose.*	*The writing is clear, complete, and concise; effectively accomplishes the purpose.*
MEANING • ideas and information • use of detail	• purpose is not clear; writing is not focused • often relies on one source; may misinterpret or copy some information • few details; some may be irrelevant • shows little sense of audience	• purpose is clear, but the focus may wander • information is generally accurate; may come from a single source or be poorly integrated with student's own ideas • some specific, relevant details or examples • shows some sense of audience	• focused around a clear purpose • information is accurate, complete, and written in the students' own words; may come from more than one source • includes specific, relevant details and examples • shows an awareness of audience and consideration for the reader	• focus clearly defined; information and ideas relate to purpose • information is accurate and complete; may come from multiple appropriate sources • includes specific information to elaborate ideas or procedures and increase clarity • shows a clear awareness of audience; shows consideration for and interest in the reader
STYLE • clarity, variety, and impact of language	• simple language; few specific or technical terms • relies on short, simple sentences that are often not connected • tone or level of formality may be inappropriate for purpose and audience	• language is generally clear and simple; limited technical or specific language • variety of sentence lengths (where appropriate); relies on two or three simple patterns • attempts to use appropriate tone or level of formality, but may be unable to sustain it	• language is clear and varied, sometimes precise; may use appropriate technical terms • uses a variety of sentence lengths and patterns • tries to use appropriate tone and level of formality for purpose and audience	• language is precise, clear, and varied; uses technical terms appropriately • sentences flow easily, with a variety of complex structures • tone is consistent, level of formality is appropriate for purpose and audience
FORM REPORTS, ARTICLES, LETTERS • text features • opening; ending • organization and sequence • paragraphs	• required special features (e.g., diagrams, illustrations) may be omitted, poorly constructed, or contain errors • titles and headings may be omitted, vague, or inappropriate • introduction does not clearly identify purpose • may seem disjointed; paragraphs or sections are often not logically sequenced or linked • may omit a conclusion; often simply stops after the last point or section—no sense of closure	• includes most required special features (e.g., diagrams, illustrations); may have flaws or seem unrelated to the written information • includes some titles or headings; these may be vague or inappropriate • introduction usually states purpose, but may not engage the reader • sequence seems logical, but connections between sections may be unclear • conclusion is often weak; may introduce new ideas	• required special features (e.g., diagrams, illustrations) are included; these are generally relevant, clear, and correctly constructed • titles and headings are clear and informative • introduction effectively presents the purpose • includes several paragraphs or sections organized in a logical sequence; tries to make the organization clear by using connecting or ordering words • each paragraph focuses on a main idea, which is supported by details and examples • offers a conclusion; often predictable	• required special features (e.g., diagrams, illustrations) are complete and competently constructed • titles and headings are clear and informative; often add interest • introduction effectively identifies the purpose and engages the audience • includes several carefully sequenced paragraphs or sections linked by a variety of appropriate connecting or ordering words • conclusion is strong—has an impact on the audience
INSTRUCTIONS, PROCEDURES • format and organization • graphics, visual features	• titles or headings may be omitted or inappropriate • sequence is not logical, steps are missing; procedure could not be successfully replicated • required special features (e.g., diagrams or charts) are often inaccurate or omitted	• titles or headings are related to the purpose but often not specific • sequence is usually logical, although steps may be combined or missing; the reader may have difficulty following the procedure • required special features (e.g., diagrams or charts) may be unclear, incomplete, or contain errors	• titles and headings are clear and informative; they help to make the information easy to follow • sequence is logical and complete; procedure can be successfully replicated • graphics or diagrams are complete and labelled; they clarify the procedures	• titles and headings are clear and informative; may use subtitles or subheadings to clarify • sequence is well organized and complete, which makes procedures clear and easy to follow • graphics and diagrams go beyond requirements to clarify and enhance understanding of the procedures
CONVENTIONS • complete sentences • spelling • punctuation • grammar (e.g., agreement, verb tense) • word choice	• frequent errors in simple words and structures may interfere with meaning • no sense of control in sentence structure; often includes run-on sentences • frequent spelling errors in basic vocabulary • capitalization may be inconsistent • frequent errors in grammar and word choice (e.g., wrong pronoun or verb form) • may be difficult to read	• may include errors that do not interfere with meaning • most sentences are complete; may include some run-on sentences • most familiar words are spelled correctly • correct capitalization and basic punctuation • some errors in grammar and word choice (e.g., wrong pronoun or verb form) • most parts are clear and neat	• may include errors in more complex language that do not interfere with meaning • most sentences are correctly constructed; may include some errors in longer or more complex sentences • most familiar words are spelled correctly • uses capitalization and sentence end punctuation correctly • generally grammatically correct; may include some errors in grammar and word choice (e.g., adjective instead of adverb form; wrong pronoun or verb form) • clearly and neatly presented	• may include occasional errors where the writer takes risks with complex language; these do not interfere with meaning • sentences are correctly constructed • spelling is correct • uses correct capitalization and punctuation; may experiment with more sophisticated punctuation (e.g., semicolon, dash) • may include minor errors in grammar or word choice (e.g., pronoun or verb agreement involving a compound subject) • shows care and pride; may include special features, especially when produced with a word processor

The rating scale may require adaptation when used for different purposes and tasks.