

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