

Writing Achievement at a Glance Grades 4, 5 and 6 Appropriate Achievement

| | Grade 4 | Grade 5 | Grade 6 |
|---------------------------------|---|---|---|
| Content | Content | Content | Content |
| Overall Topic | <ul style="list-style-type: none"> Narrow topic to a main idea (central message may not be readily apparent) | <ul style="list-style-type: none"> Fairly well-defined topic with a main idea Main idea establishes <ul style="list-style-type: none"> purpose audience | <ul style="list-style-type: none"> Specific topic with a main idea Main idea establishes: <ul style="list-style-type: none"> purpose audience |
| Degree of Focus | <ul style="list-style-type: none"> Ideas and Events are: <ul style="list-style-type: none"> straightforward | <ul style="list-style-type: none"> Ideas and Events are: <ul style="list-style-type: none"> straightforward | <ul style="list-style-type: none"> Ideas and Events are: <ul style="list-style-type: none"> straightforward predictable |
| Related Details | <ul style="list-style-type: none"> Relevant details support the ideas (may lack clarity and/or pertinence) | <ul style="list-style-type: none"> Relevant details support the ideas (may lack clarity and/or pertinence) | <ul style="list-style-type: none"> Relevant details support the ideas (may have distractions) |
| Organization | Organization | Organization | Organization |
| Text Form | <ul style="list-style-type: none"> Select an appropriate form | <ul style="list-style-type: none"> Select an appropriate form | <ul style="list-style-type: none"> Select appropriate form |
| Purpose | <ul style="list-style-type: none"> Establish a purpose in introduction | <ul style="list-style-type: none"> Establish a purpose in introduction | <ul style="list-style-type: none"> Establish purpose in introduction |
| Structure | <ul style="list-style-type: none"> Evidence of logical sequencing Linking of ideas with ordering and connecting words and phrases | <ul style="list-style-type: none"> Evidence of logical sequencing Linking of ideas with ordering and connecting words and phrases | <ul style="list-style-type: none"> Evidence of logical sequencing |
| Paragraphs | <ul style="list-style-type: none"> Groups key ideas/events together Some evidence of conventional paragraphing | <ul style="list-style-type: none"> Express key ideas in paragraphs | <ul style="list-style-type: none"> Show control of paragraph divisions |
| Conclusion | <ul style="list-style-type: none"> Included but may not sum up ideas/events | <ul style="list-style-type: none"> Logical with some loose ends | <ul style="list-style-type: none"> Obvious |
| Word Choice | Word Choice | Word Choice | Word Choice |
| Vocabulary | <ul style="list-style-type: none"> A few precise and interesting words | <ul style="list-style-type: none"> Some precise and interesting words | <ul style="list-style-type: none"> Precise and interesting words |
| Language | <ul style="list-style-type: none"> Some technical language Includes a few descriptive words Include a few varied verb choices | <ul style="list-style-type: none"> Some technical language Some descriptive language and strong verbs | <ul style="list-style-type: none"> Technical language |
| Voice | Voice | Voice | Voice |
| Author's style | <ul style="list-style-type: none"> Show some awareness of audience | <ul style="list-style-type: none"> Show awareness of audience | <ul style="list-style-type: none"> Show awareness of audience |
| Experience | <ul style="list-style-type: none"> Knowledge of an interest in subject | <ul style="list-style-type: none"> Interest in subject | <ul style="list-style-type: none"> Engagement with subject |
| Personality | <ul style="list-style-type: none"> Conveys <ul style="list-style-type: none"> general feeling/mood personal style | <ul style="list-style-type: none"> Conveys <ul style="list-style-type: none"> general feeling personal style | <ul style="list-style-type: none"> Glimpses of: <ul style="list-style-type: none"> personal feeling energy individuality |
| Sentence Structure | Sentence Structure | Sentence Structure | Sentence Structure |
| Variety | <ul style="list-style-type: none"> Mostly complete sentence types and structures Some run-on/incomplete sentences in complex structures | <ul style="list-style-type: none"> Mostly complete sentence types and structures Some complex structures (with errors) | <ul style="list-style-type: none"> Different kinds of sentences (e.g., interrogative, exclamatory) Variety of complex structures (occasional errors) |
| Complexity | <ul style="list-style-type: none"> Variety of lengths and beginnings to: <ul style="list-style-type: none"> create a few effective transitions | <ul style="list-style-type: none"> Variety of sentence lengths and beginnings to: <ul style="list-style-type: none"> create a natural flow | <ul style="list-style-type: none"> Variety of sentence lengths and beginnings to: <ul style="list-style-type: none"> establish rhythm create interest |
| Conventions | Conventions | Conventions | Conventions |
| Punctuation & Capitalization | <ul style="list-style-type: none"> Correct end punctuation in the majority of instances Correct use of commas and apostrophes in most instances Correct capitalization of proper nouns, first word of the sentence and the pronoun "I" in the majority of instances Correct use of quotation marks in the majority of instances | <ul style="list-style-type: none"> Correct end punctuation in the majority of instances Correct capitalization in the majority of instances Include internal punctuation (with some competence) Paragraphing of dialogue (with some competence) | <ul style="list-style-type: none"> Correct end punctuation Correct capitalization Include internal punctuation Paragraphing of dialogue (with some competence) |
| Spelling | <ul style="list-style-type: none"> Spell many familiar words correctly Uses visual/sound patterns to make close approximations of unfamiliar words | <ul style="list-style-type: none"> Spell most familiar words correctly Spell more complex words with close approximations | <ul style="list-style-type: none"> Spell familiar and commonly used words correctly Spell more complex words with close approximations (may make a few homophone mistakes) |
| Standard grammatical structures | <ul style="list-style-type: none"> Basic subject/verb agreements Basic use of regular verb tenses Basic use of pronouns (e.g., Joe and I) | <ul style="list-style-type: none"> Subject/verb agreement Regular/irregular verb tense Use of pronouns (e.g., Joe and I) | <ul style="list-style-type: none"> Correct verb tense Subject/verb agreement Select correct pronouns (e.g. Give the ball to Tom and me/I.) |