

Quick Scale: Grade 10 Reports, Articles, and Letters

This 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 does not accomplish the basic task; may be seriously flawed or incomplete, or may misinterpret key aspects of the topic.</i>	<i>The writing accomplishes the purpose at a basic level, although there are gaps, and the writer is unable to fully control the required form and style. Limited variety.</i>	<i>The writing fulfills requirements of the task, with an overall sense of purpose and control. Ideas are generally clear and carefully developed. Some variety.</i>	<i>The writing fully accomplishes the purpose, showing some complexity and maturity. The writing is specific, dense, and economical. Tries to engage the reader; may take risks.</i>
MEANING <ul style="list-style-type: none"> • topic, purpose • understanding of the topic • development • support 	<ul style="list-style-type: none"> • lacks purpose and focus • little basic understanding of topic • inadequate material • details, examples, and quotations not clearly linked to topic 	<ul style="list-style-type: none"> • clear topic; purpose may waver • basic understanding; little analysis • development may be sketchy, illogical • uneven support for main ideas 	<ul style="list-style-type: none"> • topic and purpose are clear and carried through • sound understanding; some depth in places • ideas are clearly and logically developed • relevant support; uses researched information where appropriate 	<ul style="list-style-type: none"> • tightly focused around a clear topic, purpose, and audience • interprets and analyzes with understanding and control • some complexity • selectively uses support (e.g., research, detail)
STYLE <ul style="list-style-type: none"> • voice and tone • syntax • word choice • clarity; conciseness 	<ul style="list-style-type: none"> • informal and conversational • basic sentences • colloquial language • often immature, vague, and repetitive 	<ul style="list-style-type: none"> • inconsistent voice and tone • some sentence variety • correct word choice; may be repetitive • redundant in places 	<ul style="list-style-type: none"> • appropriate voice and tone • varied sentences; uses appropriate subordination • varied word choice; some specialized and technical terms • clear 	<ul style="list-style-type: none"> • effective voice and tone • varied sentences; smooth and easy to read • specific language; specialized and technical terms • clear and concise
FORM <ul style="list-style-type: none"> • text features • organization and sequence • transitions • visuals and graphics • conclusion • bibliography (if required) 	<ul style="list-style-type: none"> • omits text features or uses them inappropriately • limited organization • few transitions • visuals and graphics are omitted or flawed • weak ending • bibliography omitted or seriously flawed 	<ul style="list-style-type: none"> • basic text features • logical but ineffective organization • unclear connections among ideas or sections • has most required visuals and graphics; parts flawed • short or formulaic conclusion • bibliography has errors or omissions 	<ul style="list-style-type: none"> • text features provide clear, basic information • logically organized • transitions make explicit connections • required visuals and graphics are accurate and relevant (may have minor flaws) • logical conclusion • bibliography is complete; minor flaws 	<ul style="list-style-type: none"> • text features efficiently convey key ideas • effective organization • transitions create continuity • effective visuals and graphics clarify the written text • explicit and satisfying conclusion • complete and accurate bibliography
CONVENTIONS <ul style="list-style-type: none"> • spelling • sentence structure and punctuation • usage 	<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)