School District No. 85 (Vancouver Island North)
QUICK SCALE: GRADE 4 WRITING REPORTS, ARTICLES, AND LETTERS – STUDENT LANGUAGE

	Not Yet Within Expectations	Meets Expectations (Minimal level)	Fully Meets Expectations	Exceeds Expectations
Snapshot	The writing communicates little information. It is often very brief, illogical, flawed by repeated errors. Needs ongoing support.	The writing presents some ideas or information, but may be hard to follow and is copied in places. May include basic errors.	The writing is clear and easy to follow, with relevant ideas presented in the student's own words.	The writing is clear and detailed. Includes accurate information and supporting details in the student's own words.
Meaning - topic and purpose - ideas and information - details - sense of audience	• Topic unclear • Little accurate information • Few details • No attempt to interest reader • No understanding of purpose for writing	• Topic is clear • Some parts may be copied • Has main ideas with few supporting details • May try to engage reader interest in opening	• Topic and purpose for writing are clear • Written in student's own words • Has main ideas with some supporting details and explanations • Some attempts to engage reader's interest	• Focused on a topic • Develops accurate ideas with details and explanations • Makes the writing interesting to engage the reader
Style - clarity, variety and precision of language	• Does not always write in complete sentences	• Uses simple language • Has little variety of sentences	• Attempts to use descriptive language • Variety of sentence structure	• Sentences of different length using more descriptive language
Form - opening - organization and sequence - paragraphs - text features - ending	• Does not follow given format • Beginning may be confusing • Sequence is hard to follow • No understanding of a paragraph • Little or no use of test features • No ending, illogical	• Tries to follow given format • May have a clear introduction • May be a list of events or information • Repeats the same transition words • Most paragraphs have a main idea	• Follows given format • Has a clear introduction • Ideas are easy to follow • Uses a variety of transition words • Most paragraphs have a main idea and support	• Extends given format • Introduction is clear • Logical sequence • Paragraphs are focused on a main idea with supporting details • Uses text features effectively (title,

		• Paragraph details may be disorganized • Presentation of text features are unclear • May not have an ending	• Clear relevant text features • Ending may be abrupt	headines, illustrations, diagrams) • Provides a conclusion
Conventions - complete sentences - spelling - capitals - punctuation - grammar/usage	• Repeated errors • Writing is difficult to understand • Many incomplete or run-on sentences	• Basic spelling and punctuation is correct; errors do not change meaning, some parts may be hard to read • May include run-on or incomplete sentences; may over use pronouns	• Basic grammar, spelling, punctuation and sentence structure are correct; errors do not change the meaning • May include errors with more advanced punctuation • Few run-on sentences	• Few errors, usually caused by taking risks • Complete sentences, may include errors in long sentences