

Scale for Grade 5

Below is a copy of writing expectation for grade 5 from the B.C Performance Standards. My methods are more for mentoring the arts than strictly academic, but by using this chart I can see where a student is at and thus be able to help him or her with strengths and weaknesses. I have included my own notes in bold.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
Snapshot	<i>The story is often brief, disjointed, or illogical. The student may need frequent help.</i>	<i>The story presents connected events with little elaboration; it may be confusing in places.</i>	<i>The story is complete and easy to follow, with some description and detail.</i>	<i>The story is engaging, with some originality.</i>
Meaning <ul style="list-style-type: none"> - Ideas and information - use of detail 	<ul style="list-style-type: none"> -lacks originality; resembles a work read or viewed -few details; may be illogical -does not engage the reader 	<ul style="list-style-type: none"> -predictable; may rely on ideas discussed in class -some detail -may try to engage the reader in the beginning, then falter 	<ul style="list-style-type: none"> -events are largely predictable, but may show originality in places -uses supporting details to describe events -tries to create an impact on the reader <p>My response: At this stage the student grasps the idea and is putting in good effort. I'll be able to employ a few exercises to be sure the 'writing muscles' keep developing.</p>	<ul style="list-style-type: none"> -shows originality; may develop parts of story in unusual ways - uses detail effectively; may create strong descriptions - creates an impact on the reader
Style <ul style="list-style-type: none"> - Clarity, variety, and impact of language 	<ul style="list-style-type: none"> -simple language; may be inappropriate or incorrect in places - poorly 	<ul style="list-style-type: none"> - simple language; may be somewhat vague and repetitive -repeats a few basic sentence 	<ul style="list-style-type: none"> -language is clear with some variety and description - uses a variety of sentence lengths and patterns 	<ul style="list-style-type: none"> - language is clear, varied; often tries to use precise, descriptive language

	constructed sentences; little variety My response: Although style is largely a student's own voice in writing, I can help it along by encouraging description, or suggesting re-phrased sentences.	structures		- flows smoothly; variety in sentences
Form - Beginning, middle, end - Sequence - Characters - Setting - dialogue	-no clear beginning, middle, end -story seems incomplete; may be very brief -characters are not described or developed -dialogue may be confusing	-logically sequenced beginning, middle, and end -focuses on action; often retelling a TV program or movie -characters are named and their appearance may be briefly described -dialogue is generally clear, but often all characters sound the same	-logically sequenced beginning, middle, and end; beginning often stronger than ending - focuses more on action than on character or theme - characters tend to be 'types'; description focuses on appearance -dialogue is clear and sometimes sounds realistic	-develops logically from an engaging beginning to a plausible ending -may focus on a theme, relationship, or idea - characters described in detail; may develop setting and create mood - dialogue is clear; may reveal character My Response: This is excellent, and I will point this out to the student in order that he or she may be encouraged and learn to identify quality writing in his or her own work.
Conventions -complete sentences -spelling -capitals	-repeated errors in basic sentence structure, spelling, punctuation, or	-some errors in sentence structure, spelling, punctuation, or	-few errors in basic sentence structure, spelling, punctuation, or	- correct basic sentence structure, grammar, spelling, and

<p>-punctuation -grammar (e.g., use of pronouns; agreement; verb tense)</p>	<p>grammar often make the writing hard to understand -may be hard to read</p>	<p>grammar; errors may make parts hard to follow -legible My response: Sometimes editing is a matter of choosing my battles. But if I notice a mistake that reoccurs or one that alters the meaning of a sentence I will intervene.</p>	<p>grammar; errors do not interfere with meaning - legible, neat; shows care</p>	<p>punctuation; ma include some errors in complex structures - presentation shows care; may include special features</p>
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