

# ASD-W WRITING REPORTING CRITERIA

## Grade Four – March

(Revised Dec.2, 2013)

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

	Appropriate Achievement - AA	Strong Achievement - SA
<p style="text-align: center;"><b>Content</b> overall topic, degree of focus, and related details</p> <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div>	<ul style="list-style-type: none"> <li>begin to narrow topic to a main idea; this central message may not be readily apparent</li> <li>include a series of related ideas/events, usually based on relevant personal experiences, opinions or accurate information</li> <li>include relevant details to support the ideas/events; a few details may lack clarity and/or pertinence</li> </ul>	<ul style="list-style-type: none"> <li>determine a main idea and generally sustain this central message</li> <li>include a series of related ideas/events, usually based on relevant personal experiences, supported opinions or complete/accurate information</li> </ul>
<p style="text-align: center;"><b>Organization</b> structure and form, dependent on purpose and audience</p> <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div>	<ul style="list-style-type: none"> <li>establish a purpose and select an appropriate form</li> <li>include a brief introduction, with a title or heading where appropriate; attempts to provide some context for the reader</li> <li>present most ideas/events in a logical order</li> <li>link ideas with some ordering and connecting words and phrases and showing some ability to create smooth transitions</li> <li>group most key ideas/events; showing some evidence of conventional paragraphing</li> <li>include a conclusion but may not sum up ideas/events</li> </ul> <p>See <b>Text Forms</b> for elements of narratives and information texts.</p>	<ul style="list-style-type: none"> <li>establish a purpose and select an appropriate form</li> <li>include an introduction and, where appropriate, a title or heading; provide context and attempt to engage the reader</li> <li>generally present ideas/events in logical order</li> <li>link ideas with a variety of words and phrases to make some smooth transitions</li> <li>use paragraphs for most related information or events</li> <li>include a conclusion that briefly sums up key ideas/events</li> </ul> <p>See <b>Text Forms</b> for elements of narratives and information texts.</p>
<p style="text-align: center;"><b>Word Choice</b> vocabulary, language, and phrasing</p> <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div>	<ul style="list-style-type: none"> <li>include a few precise or interesting words, and some technical language, or creative phrases</li> <li>include a few descriptive words (e.g., adjectives, adverbs) or some verbs</li> </ul>	<ul style="list-style-type: none"> <li>include precise or interesting words, technical language or creative phrases</li> <li>include a variety of descriptive words or strong verbs</li> </ul>
<p style="text-align: center;"><b>Voice</b> evidence of author's style, personality, and experience</p> <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div>	<ul style="list-style-type: none"> <li>show some awareness of audience according to purpose (e.g., letter, report, recount, persuasive writing); attempts to adjust tone for audience or purpose</li> <li>demonstrate knowledge of and interest in subject</li> <li>convey general feeling/mood or personal style</li> </ul>	<ul style="list-style-type: none"> <li>show awareness of audience according to purpose; tone is suitable and attempts to take reader into consideration</li> <li>demonstrate specific knowledge of and personal interest in subject</li> <li>convey an identifiable feeling/tone or an individual style</li> </ul>
<p style="text-align: center;"><b>Sentence Structure</b> variety and complexity of sentences</p> <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div>	<ul style="list-style-type: none"> <li>include mostly complete sentence types and structures; may be some run-on/incomplete sentences in complex structures</li> <li>include sentences with variations in lengths and beginnings (e.g., nouns, pronouns, phrases) attempting to create effect transitions</li> </ul>	<ul style="list-style-type: none"> <li>include a variety of sentence types and structures (run-on/incomplete sentences may occur occasionally)</li> <li>includes sentences that vary in length and beginnings creating an easy-to-read flow</li> </ul>
<p style="text-align: center;"><b>Conventions</b> spelling, punctuation, capitalization, and usage (grammar).</p> <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div>	<ul style="list-style-type: none"> <li>use correct end punctuation for the majority of sentences</li> <li>use commas and apostrophes correctly in many instances (e.g., series, dates, contractions, singular possessives)</li> <li>use quotation marks in many instances of direct speech; may lack internal punctuation and capitalization</li> <li>consistently use capital letters for proper nouns (e.g., people, days of the week, months, common place names), first word of a sentence, and the pronoun "I"; generally use capital letters for common holidays and titles; may capitalize a few words unnecessarily</li> <li>spell an increasing number of familiar words correctly; use visual/sound patterns to make close approximations of unfamiliar words</li> <li>generally use basic grammatical structures correctly (e.g., common subject/verb agreements, regular verb tenses, use of pronouns—<i>Joe and I</i>)</li> </ul>	<ul style="list-style-type: none"> <li>use commas and apostrophes correctly in the majority of instances (e.g., series, dates, contractions, singular possessives)</li> <li>use quotation marks in most instances of direct speech; and attempts correct internal punctuation and capitalization, but split quotations may not be accurately punctuated and capitalized</li> <li>correctly use capital letters for proper names (e.g., people, days of the week, months, common place names), first word of a sentence, pronoun "I"; and in most cases, for common holidays and titles</li> <li>spell many familiar words correctly; use visual/sound patterns to make close approximations of unfamiliar words</li> <li>use basic grammatical structures correctly in most cases (e.g., common subject/verb agreements, regular verb tenses, use of pronouns—<i>Joe and I</i>)</li> </ul>

Goals/Next Steps:

AA – Appropriate Achievement

SA – Strong Achievement

BAA – Below Appropriate Achievement