

ASD-W WRITING REPORTING CRITERIA

Grade Four – November

(Revised Dec.2, 2013)

Name: _____ Title: _____ Date: _____

	Appropriate Achievement - AA	Strong Achievement - SA
<p>Content overall topic, degree of focus, and related details</p>	<ul style="list-style-type: none"> select a specific topic (may be broad and challenging to manage) include a series of related events/ideas, usually based on personal experiences, opinions, or generally accurate information include relevant details to expand upon the ideas/events; may include some unnecessary information 	<ul style="list-style-type: none"> select a specific topic, with an attempt to narrow focus include a series of related ideas/events, usually based on personal experiences, opinions or complete/accurate information include relevant details to support the ideas/events
<p>Organization structure and form, dependent on purpose and audience</p> <div style="border: 1px solid black; width: 100px; height: 20px; margin: 5px auto;"></div>	<ul style="list-style-type: none"> decide upon a purpose and select an appropriate form include an apparent introduction, often one statement; title or heading may be needed to clarify purpose present most ideas/events in an appropriate order link ideas with a variety of simple ordering and connecting words and phrases; some connections may not be clear begin to group ideas/events; may not demonstrate conventional paragraphing include a conclusion but it may be abrupt See Text Forms for elements of narratives and information texts. 	<ul style="list-style-type: none"> decide upon a purpose and select an appropriate form include a brief introduction and, where appropriate, a title or heading; provide some context generally present ideas/events in a logical order link ideas with a variety of words and phrases, showing some ability to create smooth transitions demonstrate some awareness of conventional paragraphing include a brief conclusion; often it is a restatement of purpose, feeling, or opinion See Text Forms for elements of narratives and information texts.
<p>Word Choice vocabulary, language, and phrasing</p> <div style="border: 1px solid black; width: 100px; height: 20px; margin: 5px auto;"></div>	<ul style="list-style-type: none"> include a few precise or interesting words or phrases with little repetition include some descriptive vocabulary (e.g., adjectives, active verbs) 	<ul style="list-style-type: none"> include precise or interesting words or phrases include a variety of descriptive words or strong verbs; may overuse some word choices
<p>Voice evidence of author's style, personality, and experience</p> <div style="border: 1px solid black; width: 100px; height: 20px; margin: 5px auto;"></div>	<ul style="list-style-type: none"> show some awareness of audience according to purpose (e.g., personal letter, report, recount, persuasive writing); tone may be quite informal demonstrate a general knowledge of, and interest in, subject convey personal feeling (may be general, e.g., happy, sad) or style 	<ul style="list-style-type: none"> make some attempt to adjust tone for audience and purpose demonstrate some specific knowledge of, and personal interest in, subject convey identifiable feeling or individual style
<p>Sentence Structure variety and complexity of sentences</p> <div style="border: 1px solid black; width: 100px; height: 20px; margin: 5px auto;"></div>	<ul style="list-style-type: none"> include mostly complete sentence types and structures (simple, compound, and sometimes complex); may have some run-on/incomplete sentences in complex structures include sentences that vary in length and beginnings (e.g., nouns, pronouns, phrases); limited variation in pattern may create a mechanical text 	<ul style="list-style-type: none"> include predominantly complete sentences; use some complex structures correctly include sentences that vary in length and beginnings; begin to create an easy-to-read flow
<p>Conventions spelling, punctuation, capitalization, and usage (grammar).</p> <div style="border: 1px solid black; width: 100px; height: 20px; margin: 5px auto;"></div>	<ul style="list-style-type: none"> use correct end punctuation (e.g., periods, question marks, exclamation marks) in most sentences attempt to use commas in a series and in dates, and apostrophes in contractions attempt to use quotation marks in direct speech; may overuse or under use include the correct use of capital letters for proper nouns (e.g., people, days of the week, months, common place names), the first word in sentences, and the pronoun "I" in most cases; may capitalize a few words unnecessarily spell most high-frequency words correctly; longer, more complex words may be spelled phonetically but are recognizable generally use simple grammatical structures correctly—common subject-verb agreement; use of pronouns (e.g., <i>Joe and I...</i>) 	<ul style="list-style-type: none"> use correct end punctuation consistently use commas and apostrophes correctly in many cases (e.g., commas in a series and in dates, and apostrophes in contractions) generally show quotation marks in direct speech (commas may be missing and end punctuation may be misplaced) include correct use of capital letters for proper names (e.g., people, days of the week, months, common place names), first word in sentences, pronoun "I"; and in some cases, for common holidays and titles spell high-frequency words correctly; longer, more complex words may include some errors but these do not interfere with meaning use simple grammatical structures correctly in most cases—common subject-verb agreement; use of pronouns (e.g., <i>Joe and I...</i>)

Goals/Next Steps:

AA – Appropriate Achievement

SA – Strong Achievement

BAA – Below Appropriate Achievement