

Crystal Palace.

One, Saturday we decided to go to Crystal Palace because we have not been on a family trip in a while. Here is what happened.

First, all of us bought a bracelet. Before we went on any rides.

Secondly, we went on this awesome ride called the swings. That was the very first ride we went on at Crystal Palace.

Next, we went on the roller coaster. It was awesome! It also made my

Example of Grade 4 Writing – Appropriate Achievement
(Acceptable – just meets expectations)

Some feel weird.

After that, we played laser tag it wasn't really fair because my jacket and gun ran out of energy. When I went to get a new one almost everyone shot me, but my own team.

Then, we kept going on playing laser tag and going on rides till we got tired.

Finally, we took a break for ice cream and snow cones. We were there for about 6 hours.

By the time, we got home it was bed time and we were all beat.

Rationale for Assessment of Writing

*Crystal Palace – Appropriate Achievement (Acceptable – just meets expectations)**

Content

- includes a series of events related to the topic of the family trip to Crystal Palace
- begins to narrow the topic by focusing predominantly on the enjoyment of the rides and the game
- Includes some relevant details (e.g., ... *we have not been on a family trip in awhile...*, *bought bracelets...*, ... *my jacket and gun ran out of energy...*)

Organization

- shows awareness of audience (orients reader and uses description), purpose (tells about trip) and form (includes elements of a recount, i.e., setting, events, conclusion)
- presents events in chronological order
- includes the title "Crystal Palace"
- includes the topic in the introduction, elaborates main ideas with a some supporting details, and concludes with the statement ... *we were all beat*
- groups ideas and shows evidence of conventional paragraphing; however, the paragraphs only consist of one or two sentences
- links ideas with words commonly used in a recount (e.g., *One Saturday...*, *First...*, *Secondly...*, *Next...*)

Word Choice

- includes a few creative phrases (e.g., ... *my jacket and gun ran out of energy...*, *almost everyone shot me...*, ... *we were all beat*)
- uses a few varied verb choices (e.g., *decided*, *bought*, *played*)

Voice

- demonstrates a beginning consideration for the audience providing details that clarify the recount (e.g., *Here is what happened...*, ... *there for about 6 hours*)
- illustrates that the writer is interested in the subject (e.g., ... *awesome...*, ... *also made my somic [stomach] feel weird...*, ... *wasn't really fair...*)
- shows glimpses of personal style (e.g., *Finall[y] we took a brake...*, ... *almost everyone shot me, but my own team...*, ... *we were all beat*)

Sentence Structure

- includes sentences of different lengths and variation in beginnings (e.g., *One Saturday...*, *It was awesome!*)
- includes some variety in sentence structures, some sentence fragments may result (e.g., *Before we went on any rides.*)

Conventions

- has correct end punctuation in the majority of sentences
- has commas used correctly in most instances, problems in first and final sentences
- includes consistent use of capital letters with the exception of Crystal Palace
- includes many familiar words spelled correctly, mixes up *brake* and *break*; uses visual/sound patterns (e.g., *s[t]omic*, *bracket*, *family*)
- generally follows basic subject/verb agreement; uses correct verb tense (e.g., *kept*, *bought*, *shot*, *went*)

*This sample of writing has been included to assist teachers when completing report cards. This is a low appropriate piece, just meeting expectations. Consistent writing of this nature at the end of grade four would most likely warrant a rating of acceptable performance (C).