Quick Scale: Writing (Personal Views or Response)

The Quick Scale is a summary of the Rating Scale that follows. Impromptu writing is usually expected to be checked for errors but not revised or edited.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	*The writing shows problems with style, form, and mechanics that obscure purpose and meaning. May be too brief to meet basic requirements of the task. Reflects little knowledge of the conventions of writing.*	*The writing is generally clear and conversational, with a beginning, middle, and end. However, development is uneven, and the writer uses a limited repertoire of language, sentences, and techniques.*	*The writing is clear and logical, with some evidence of depth or maturity. Meets the requirements of the task with a sense of purpose and control and with some variety in language, sentences, and techniques. Would benefit from some editing.*	*The writing creates an impact on the reader, with a sense of vitality and finesse. It exceeds requirements of the task and features some complex and mature language, ideas, and techniques. Few, if any, errors.*
MEANING • ideas • support • connection to reader	• writing is not engaging and ideas are difficult to follow • may be very short, with few examples and details • no evidence of personal involvement with the topic	• ideas are generally straightforward and clear; unevenly developed • some relevant examples, details • may connect to personal experience	• ideas are fully developed and show depth in places • writing is mature and generally engaging demonstrating some originality • supporting details and examples are relevant • personalizes the topic	• ideas are fully developed with some originality, maturity, and individuality • details and examples often show some subtlety • transforms the topic into a strong, personal statement
STYLE • voice and tone • syntax • vocabulary • rhetorical or stylistic techniques	• often uses inappropriate tone or language or no voice or tone • simple sentences and coordination • limited vocabulary; errors in word choice • may be colloquial or informal • little use of rhetorical / stylisttic devices	• attempt to use voice and tone • limited repertoire of sentences types • straightforward vocabulary • attempt to use stylistic techniques	• voice and tone compliment the writing's purpose • varied sentence types and lengths • varied and appropriate language • some attempts to use effective stylistic techniques	• style and tone help to accomplish purpose, add impact • wide repertoire of effective sentence structures • precise, concise language • wide repertoire of effective stylistic techniques
FORM • introduction • organization and sequence • transitions • ending	• introduction may be vague or non-existent • lack of logical sequence and organization • may seem disjointed because ideas are not linked with transitions • conclusions may be ineffective, rushed, or non-existent	• introduction prepares the reader but may not be engaging • sequence and organization are evident • transitions awkward or missing in places • conclusion is often mechanical or merely provides a resolution	• opening establishes context and purpose • sequence and organization are logical • transitions are effective and varied • conclusion focuses on the purpose; tries to provide a resolution	• engaging introduction • sequence and organization enhance comprehension • transitions are transparent; sound structure; seems effortless and natural • conclusion provides a satisfying resolution
CONVENTIONS • spelling • sentence structure and punctuation • proofreading	• includes frequent noticeable errors in basic structures and language that may interfere with meaning; little or no evidence of proofreading	• includes noticeable errors that may distract the reader but do not interfere with meaning	• may include some errors; these are generally not serious and do not distract the reader; evidence of proofreading	• few errors; these do not distract the reader (may only be noticeable when the reader looks for them)