

## Worksheet: Grade 1 Writing From Experience

This worksheet includes the criteria from the “Fully Meets Expectations” column of the Grade 1 Writing From Experience Quick Scale. Teachers can use the third column to plan instruction or assignments, tailor or elaborate the criteria for specific activities or students, adapt the criteria for other grades/times of year, record observations, or give to students for self-evaluation.

**Snapshot: The writing is readable and makes sense. The student is able to write independently with occasional help.**

Aspect	“Fully Meets Expectations” Criteria (March-April)	
<i>Meaning</i> <ul style="list-style-type: none"> <li>• ideas and information</li> <li>• details</li> </ul>	<ul style="list-style-type: none"> <li>• sentences or ideas are related</li> <li>• some detail</li> </ul>	
<i>Style</i> <ul style="list-style-type: none"> <li>• clarity and variety of language</li> <li>• description</li> </ul>	<ul style="list-style-type: none"> <li>• conversational, some simple description</li> <li>• repeats simple patterns</li> </ul>	
<i>Form</i> <ul style="list-style-type: none"> <li>• follows models or examples</li> <li>• sequence</li> </ul>	<ul style="list-style-type: none"> <li>• follows form modelled by teacher</li> <li>• writing can stand alone</li> </ul>	
<i>Conventions</i> <ul style="list-style-type: none"> <li>• capitals and small letters</li> <li>• spelling</li> <li>• use of phonics</li> <li>• punctuation</li> <li>• spacing</li> <li>• legibility</li> </ul>	<ul style="list-style-type: none"> <li>• both capitals and small letters</li> <li>• many familiar words spelled conventionally</li> <li>• new or unfamiliar words spelled phonetically</li> <li>• some punctuation</li> <li>• legible</li> </ul>	

## Worksheet: Grade 1 Writing Stories

This worksheet includes the criteria from the “Fully Meets Expectations” column of the Grade 1 Writing Stories Quick Scale. Teachers can use the third column to plan instruction or assignments, tailor or elaborate the criteria for specific activities or students, adapt the criteria for other grades/times of year, record observations, or give to students for self-evaluation.

**Snapshot: The story is readable and makes sense. The student is able to write independently with occasional help.**

Aspect	“Fully Meets Expectations” Criteria (March-April)	
<i>Meaning</i> <ul style="list-style-type: none"> <li>• ideas and information</li> <li>• details</li> </ul>	<ul style="list-style-type: none"> <li>• some individuality</li> <li>• begins with characters and situation</li> <li>• has a problem and solution; few details</li> </ul>	
<i>Style</i> <ul style="list-style-type: none"> <li>• clarity and variety of language</li> <li>• description</li> </ul>	<ul style="list-style-type: none"> <li>• mostly conversational; may include some “story language”</li> <li>• repeats simple patterns; some simple description</li> </ul>	
<i>Form</i> <ul style="list-style-type: none"> <li>• beginning, middle, end</li> <li>• sequence</li> </ul>	<ul style="list-style-type: none"> <li>• includes beginning, middle, and end</li> <li>• most events are in logical sequence</li> <li>• repeats the same connecting words</li> <li>• writing can stand alone</li> </ul>	
<i>Conventions</i> <ul style="list-style-type: none"> <li>• capitals and small letters</li> <li>• spelling</li> <li>• use of phonics</li> <li>• punctuation</li> <li>• spacing</li> <li>• legibility</li> </ul>	<ul style="list-style-type: none"> <li>• both capitals and small letters</li> <li>• spells many familiar words correctly</li> <li>• uses phonics to spell new words</li> <li>• some punctuation</li> <li>• legible</li> </ul>	

## Worksheet: Grade 3 Personal, Impromptu Writing

This worksheet includes the criteria from the “Fully Meets Expectations” column of the Grade 3 Personal, Impromptu Writing Quick Scale. Teachers can use the third column to plan instruction or assignments, tailor or elaborate the criteria for specific activities or students, adapt the criteria for other grades/times of year, record observations, or give to students for self-evaluation.

**Snapshot: The writing is clear and easy to follow, with relevant and logical ideas about the topic or issue.**

Aspect	“Fully Meets Expectations” Criteria (March-April)	
<p><i>Meaning</i></p> <ul style="list-style-type: none"> <li>• ideas and information</li> <li>• use of detail</li> </ul>	<ul style="list-style-type: none"> <li>• connects to opinions, experiences, feelings</li> <li>• some explanations, details, examples</li> </ul>	
<p><i>Style</i></p> <ul style="list-style-type: none"> <li>• clarity, variety, and impact of language</li> </ul>	<ul style="list-style-type: none"> <li>• language is clear and shows some variety</li> <li>• some variety in sentence length and pattern</li> </ul>	
<p><i>Form</i></p> <ul style="list-style-type: none"> <li>• opening</li> <li>• organization and sequence</li> <li>• conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• logically sequenced</li> <li>• introduces and generally sticks to topic; conclusion may be abrupt</li> <li>• variety of connecting words</li> </ul>	
<p><i>Conventions</i></p> <ul style="list-style-type: none"> <li>• complete sentences</li> <li>• spelling</li> <li>• capitals</li> <li>• end of sentence punctuation</li> <li>• correct pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• basic grammar, spelling, punctuation, and sentence structure are generally correct; minor errors do not interfere with meaning</li> <li>• may include errors with commas, quotation marks, or agreement</li> </ul>	

## Worksheet: Grade 3 Writing to Communicate Ideas and Information

This worksheet includes the criteria from the “Fully Meets Expectations” column of the Grade 3 Writing to Communicate Ideas and Information Quick Scale. Teachers can use the third column to plan instruction or assignments, tailor or elaborate the criteria for specific activities or students, adapt the criteria for other grades/times of year, record observations, or give to students for self-evaluation.

**Snapshot: The writing is clear and easy to follow, with relevant ideas and information on simple topics and procedures presented in the student’s own words.**

Aspect	“Fully Meets Expectations” Criteria (March-April)	
<p><i>Meaning</i></p> <ul style="list-style-type: none"> <li>• ideas and information</li> <li>• use of detail</li> </ul>	<ul style="list-style-type: none"> <li>• clear purpose that is accomplished to some degree</li> <li>• accurate</li> <li>• some explanation, details, or examples</li> </ul>	
<p><i>Style</i></p> <ul style="list-style-type: none"> <li>• clarity, variety, and impact of language</li> </ul>	<ul style="list-style-type: none"> <li>• language is clear; some attempts to be specific or exact</li> <li>• some variety in sentences where appropriate</li> </ul>	
<p><i>Form</i></p> <ul style="list-style-type: none"> <li>• key features</li> <li>• organization and sequence</li> <li>• paragraphs</li> <li>• opening, conclusion</li> <li>• visual features</li> </ul>	<ul style="list-style-type: none"> <li>• uses some key features of the form</li> <li>• logical sequence; uses ordering or connecting words</li> <li>• writing has a topic sentence with some development</li> <li>• visual features (e.g., diagrams) are clear and relevant</li> </ul>	
<p><i>Conventions</i></p> <ul style="list-style-type: none"> <li>• complete sentences</li> <li>• spelling</li> <li>• capitals</li> <li>• end of sentence punctuation</li> <li>• correct pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• basic grammar, spelling, punctuation, and sentence structure are correct; minor errors do not interfere with meaning</li> <li>• may include errors with commas, quotation marks, agreement</li> <li>• legible; clearly presented</li> </ul>	

## Worksheet: Grade 3 Writing Stories

This worksheet includes the story-writing criteria from the “Fully Meets Expectations” column of the Grade 3 Writing Stories and Poems Quick Scale. Teachers can use the third column to plan instruction or assignments, tailor or elaborate the criteria for specific activities or students, adapt the criteria for other grades/times of year, record observations, or give to students for self-evaluation.

**Snapshot: The writing is a complete, easy-to-follow story with some interesting detail.**

Aspect	“Fully Meets Expectations” Criteria (March-April)	
<p><i>Meaning</i></p> <ul style="list-style-type: none"> <li>• ideas and information</li> <li>• use of detail</li> </ul>	<ul style="list-style-type: none"> <li>• some individuality; considers reader’s reaction</li> <li>• some supporting details add “colour”</li> </ul>	
<p><i>Style</i></p> <ul style="list-style-type: none"> <li>• clarity, variety, and impact of language</li> </ul>	<ul style="list-style-type: none"> <li>• clear; some “story language” and description</li> <li>• some variety in sentences</li> </ul>	
<p><i>Form</i></p> <ul style="list-style-type: none"> <li>• beginning, middle, end</li> <li>• sequence</li> <li>• characters</li> <li>• dialogue</li> <li>• connecting words</li> </ul>	<ul style="list-style-type: none"> <li>• develops logically sequenced events from a “story problem” to a reasonable solution</li> <li>• characters have some individuality; often includes dialogue</li> </ul>	
<p><i>Conventions</i></p> <ul style="list-style-type: none"> <li>• complete sentences</li> <li>• spelling</li> <li>• capitals</li> <li>• end of sentence punctuation</li> <li>• correct pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• may include some errors, but these do not interfere with meaning</li> <li>• legible; clearly presented</li> </ul>	

## Worksheet: Grade 3 Writing Poems

This worksheet includes the poetry-writing criteria from the “Fully Meets Expectations” column of the Grade 3 Writing Stories and Poems Quick Scale. Teachers can use the third column to plan instruction or assignments, tailor or elaborate the criteria for specific activities or students, adapt the criteria for other grades/times of year, record observations, or give to students for self-evaluation.

**Snapshot: The writing is a complete, easy-to-follow poem with some interesting detail.**

Aspect	“Fully Meets Expectations” Criteria (March-April)	
<p><i>Meaning</i></p> <ul style="list-style-type: none"> <li>• ideas and information</li> <li>• use of detail</li> </ul>	<ul style="list-style-type: none"> <li>• some individuality; considers reader’s reaction</li> <li>• some supporting details add “colour”</li> </ul>	
<p><i>Style</i></p> <ul style="list-style-type: none"> <li>• clarity, variety, and impact of language</li> </ul>	<ul style="list-style-type: none"> <li>• clear; some “story language” and description</li> <li>• some variety in sentences</li> </ul>	
<p><i>Form</i></p> <ul style="list-style-type: none"> <li>• poetic form</li> <li>• descriptive language</li> </ul>	<ul style="list-style-type: none"> <li>• attempts to use a poetic form; may lapse in places</li> <li>• some descriptive language</li> </ul>	
<p><i>Conventions</i></p> <ul style="list-style-type: none"> <li>• complete sentences</li> <li>• spelling</li> <li>• capitals</li> <li>• end of sentence punctuation</li> <li>• correct pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• may include some errors, but these do not interfere with meaning</li> <li>• legible; clearly presented</li> </ul>	

## Worksheet: Grade 5 Personal, Impromptu Writing

This worksheet includes the criteria from the “Fully Meets Expectations” column of the Grade 5 Personal, Impromptu Writing Quick Scale. Teachers can use the third column to plan instruction or assignments, tailor or elaborate the criteria for specific activities or students, adapt the criteria for other grades/times of year, record observations, or give to students for self-evaluation.

**Snapshot: The writing is easy to follow; ideas are relevant and logical.**

Aspect	“Fully Meets Expectations” Criteria (March-April)	
<p><i>Meaning</i></p> <ul style="list-style-type: none"> <li>• ideas and information</li> <li>• use of detail</li> </ul>	<ul style="list-style-type: none"> <li>• relevant ideas with some analysis; shows individuality of the writer</li> <li>• logical explanations or examples clarify and develop the ideas</li> </ul>	
<p><i>Style</i></p> <ul style="list-style-type: none"> <li>• clarity, variety, and impact of language</li> </ul>	<ul style="list-style-type: none"> <li>• language is clear with some variety</li> <li>• includes a variety of sentence lengths and patterns</li> </ul>	
<p><i>Form</i></p> <ul style="list-style-type: none"> <li>• opening</li> <li>• organization and sequence</li> <li>• conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• opens with a clear intention or purpose</li> <li>• logical sequence; linking words help to make connections</li> <li>• logical ending</li> </ul>	
<p><i>Conventions</i></p> <ul style="list-style-type: none"> <li>• complete sentences</li> <li>• spelling</li> <li>• punctuation</li> <li>• grammar (e.g., use of pronouns; agreement; verb tense)</li> </ul>	<ul style="list-style-type: none"> <li>• few errors in basic sentence structure, spelling, punctuation, or grammar; errors do not interfere with meaning</li> </ul>	

## Worksheet: Grade 5 Writing to Communicate Ideas and Information (Reports, Articles, and Letters)

This worksheet includes the criteria from the “Fully Meets Expectations” column of the Grade 5 Writing to Communicate Ideas and Information (Reports, Articles, and Letters) Quick Scale. Teachers can use the third column to plan instruction or assignments, tailor or elaborate the criteria for specific activities or students, adapt the criteria for other grades/times of year, record observations, or give to students for self-evaluation.

**Snapshot: The writing is easy to follow, with relevant ideas or information that accomplish the purpose or task.**

Aspect	“Fully Meets Expectations” Criteria (March-April)	
<p><i>Meaning</i></p> <ul style="list-style-type: none"> <li>• ideas and information</li> <li>• use of detail</li> </ul>	<ul style="list-style-type: none"> <li>• focused around a clear purpose</li> <li>• generally concrete, accurate, complete; written in own words</li> <li>• some specific examples, details</li> </ul>	
<p><i>Style</i></p> <ul style="list-style-type: none"> <li>• clarity, variety, and impact of language</li> </ul>	<ul style="list-style-type: none"> <li>• language is clear, with some variety; may try to use technical words</li> <li>• uses a variety of sentence lengths and patterns</li> </ul>	
<p><i>Form</i></p> <ul style="list-style-type: none"> <li>• text features</li> <li>• opening, ending</li> <li>• organization and sequence</li> <li>• paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• text features and graphics (e.g., titles, headings, diagrams) are generally clear and correctly used</li> <li>• clear introduction; conclusion may be somewhat abrupt</li> <li>• well organized; logical sequence and paragraphing</li> </ul>	
<p><i>Conventions</i></p> <ul style="list-style-type: none"> <li>• complete sentences</li> <li>• spelling</li> <li>• capitals</li> <li>• punctuation</li> <li>• grammar (e.g., use of pronouns; agreement; verb tense)</li> </ul>	<ul style="list-style-type: none"> <li>• few errors in basic sentence structure, spelling, punctuation, or grammar; errors do not interfere with meaning</li> <li>• legible, neat; shows care</li> </ul>	

**Worksheet: Grade 5 Writing to Communicate Ideas and Information  
(Instructions and Procedures)**

This worksheet includes the criteria from the “Fully Meets Expectations” column of the Grade 5 Writing to Communicate Ideas and Information (Instructions and Procedures) Quick Scale. Teachers can use the third column to plan instruction or assignments, tailor or elaborate the criteria for specific activities or students, adapt the criteria for other grades/times of year, record observations, or give to students for self-evaluation.

**Snapshot: The writing is easy to follow, with relevant ideas or information that accomplish the purpose or task.**

Aspect	“Fully Meets Expectations” Criteria (March-April)	
<p><i>Meaning</i></p> <ul style="list-style-type: none"> <li>• ideas and information</li> <li>• use of detail</li> </ul>	<ul style="list-style-type: none"> <li>• focused around a clear purpose</li> <li>• generally concrete, accurate, complete; written in own words</li> <li>• some specific examples, details</li> </ul>	
<p><i>Style</i></p> <ul style="list-style-type: none"> <li>• clarity, variety, and impact of language</li> </ul>	<ul style="list-style-type: none"> <li>• language is clear, with some variety; may try to use technical words</li> <li>• uses a variety of sentence lengths and patterns</li> </ul>	
<p><i>Form</i></p> <ul style="list-style-type: none"> <li>• format and organization</li> <li>• graphics, visual features</li> </ul>	<ul style="list-style-type: none"> <li>• title or heading identifies purpose</li> <li>• well organized into steps or sections; may omit one step or required sections in more complex tasks</li> <li>• key features of required diagrams or sketches are neatly labelled</li> </ul>	
<p><i>Conventions</i></p> <ul style="list-style-type: none"> <li>• complete sentences</li> <li>• spelling</li> <li>• punctuation</li> <li>• grammar (e.g., use of pronouns; agreement; verb tense)</li> </ul>	<ul style="list-style-type: none"> <li>• few errors in basic sentence structure, spelling, punctuation, or grammar; errors do not interfere with meaning</li> <li>• legible, neat; shows care</li> </ul>	

## Worksheet: Grade 5 Writing Stories

This worksheet includes the criteria from the “Fully Meets Expectations” column of the Grade 5 Writing Stories Quick Scale. Teachers can use the third column to plan instruction or assignments, tailor or elaborate the criteria for specific activities or students, adapt the criteria for other grades/times of year, record observations, or give to students for self-evaluation.

**Snapshot: The story is complete and easy to follow, with some description and detail.**

Aspect	“Fully Meets Expectations” Criteria (March-April)	
<p><i>Meaning</i></p> <ul style="list-style-type: none"> <li>• ideas and information</li> <li>• use of detail</li> </ul>	<ul style="list-style-type: none"> <li>• events are largely predictable, but may show originality in places</li> <li>• uses supporting details to describe events</li> <li>• tries to create an impact on the reader</li> </ul>	
<p><i>Style</i></p> <ul style="list-style-type: none"> <li>• clarity, variety, and impact of language</li> </ul>	<ul style="list-style-type: none"> <li>• language is clear with some variety and description</li> <li>• uses a variety of sentence lengths and patterns</li> </ul>	
<p><i>Form</i></p> <ul style="list-style-type: none"> <li>• beginning, middle, end</li> <li>• characters</li> <li>• setting</li> <li>• sequence</li> <li>• dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• logically sequenced beginning, middle, and end; beginning often stronger than ending</li> <li>• describes appearance of main characters</li> <li>• dialogue is clear and sometimes sounds realistic</li> </ul>	
<p><i>Conventions</i></p> <ul style="list-style-type: none"> <li>• complete sentences</li> <li>• spelling</li> <li>• capitals</li> <li>• punctuation</li> <li>• grammar (e.g., use of pronouns; agreement; verb tense)</li> </ul>	<ul style="list-style-type: none"> <li>• few errors in basic sentence structure, spelling, punctuation, or grammar; errors do not interfere with meaning</li> <li>• legible, neat; shows care</li> </ul>	

## Worksheet: Grade 5 Writing Poems

This worksheet includes the criteria from the “Fully Meets Expectations” column of the Grade 5 Writing Poems Quick Scale. Teachers can use the third column to plan instruction or assignments, tailor or elaborate the criteria for specific activities or students, adapt the criteria for other grades/times of year, record observations, or give to students for self-evaluation.

**Snapshot: The poem is complete and easy to follow, with some description and detail.**

Aspect	“Fully Meets Expectations” Criteria (March-April)	
<p><i>Meaning</i></p> <ul style="list-style-type: none"> <li>• ideas and information</li> <li>• use of detail</li> </ul>	<ul style="list-style-type: none"> <li>• ideas and images are largely predictable but may show originality in places</li> <li>• uses details to describe images</li> <li>• tries to create an impact on the reader</li> </ul>	
<p><i>Style</i></p> <ul style="list-style-type: none"> <li>• clarity, variety, and impact of language</li> </ul>	<ul style="list-style-type: none"> <li>• language is clear, with some variety and description</li> </ul>	
<p><i>Form</i></p> <ul style="list-style-type: none"> <li>• poetic form</li> <li>• description</li> </ul>	<ul style="list-style-type: none"> <li>• follows most “rules” of the chosen form; may have difficulty in places</li> <li>• some figurative language</li> </ul>	
<p><i>Conventions</i></p> <ul style="list-style-type: none"> <li>• spelling</li> <li>• punctuation</li> <li>• grammar (e.g., use of pronouns; agreement; verb tense)</li> </ul>	<ul style="list-style-type: none"> <li>• few errors in basic spelling, punctuation, or grammar; errors do not interfere with meaning</li> <li>• legible, neat; shows care</li> </ul>	

## Worksheet: Grade 7 Personal, Impromptu Writing

This worksheet includes the criteria from the “Fully Meets Expectations” column of the Grade 7 Personal, Impromptu Writing Quick Scale. Teachers can use the third column to plan instruction or assignments, tailor or elaborate the criteria for specific activities or students, adapt the criteria for other grades/times of year, record observations, or give to students for self-evaluation.

**Snapshot: The writing is clear, with some insight and development.**

Aspect	“Fully Meets Expectations” Criteria (March-April)	
<p><i>Meaning</i></p> <ul style="list-style-type: none"> <li>• ideas and information</li> <li>• use of detail</li> </ul>	<ul style="list-style-type: none"> <li>• reactions and ideas with some insight</li> <li>• may speculate, generalize</li> <li>• accurate details, examples; logical explanations</li> </ul>	
<p><i>Style</i></p> <ul style="list-style-type: none"> <li>• clarity, variety, and impact of language</li> </ul>	<ul style="list-style-type: none"> <li>• clear and varied language</li> <li>• variety of sentence lengths and patterns</li> </ul>	
<p><i>Form</i></p> <ul style="list-style-type: none"> <li>• opening</li> <li>• organization and sequence</li> <li>• conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• often starts strong, then develops in predictable ways</li> <li>• logical sequence and connections</li> </ul>	
<p><i>Conventions</i></p> <ul style="list-style-type: none"> <li>• complete sentences</li> <li>• spelling</li> <li>• punctuation</li> <li>• grammar (e.g., agreement, verb tense)</li> </ul>	<ul style="list-style-type: none"> <li>• may include errors in complex language, but these do not interfere with meaning</li> <li>• most sentences are correctly constructed</li> </ul>	

## Worksheet: Grade 7 Writing Reports, Articles, and Letters

This worksheet includes the criteria from the “Fully Meets Expectations” column of the Grade 7 Writing Reports, Articles, and Letters Quick Scale. Teachers can use the third column to plan instruction or assignments, tailor or elaborate the criteria for specific activities or students, adapt the criteria for other grades/times of year, record observations, or give to students for self-evaluation.

**Snapshot: The writing is clear and detailed; accomplishes the basic purpose.**

Aspect	“Fully Meets Expectations” Criteria (March-April)	
<p><i>Meaning</i></p> <ul style="list-style-type: none"> <li>• ideas and information</li> <li>• use of detail</li> </ul>	<ul style="list-style-type: none"> <li>• focused around a clear purpose</li> <li>• complete; written in own words</li> <li>• specific and relevant examples and details</li> </ul>	
<p><i>Style</i></p> <ul style="list-style-type: none"> <li>• clarity, variety, and impact of language</li> </ul>	<ul style="list-style-type: none"> <li>• clear and varied language; may use specialized or technical terms</li> <li>• variety of sentence lengths and patterns</li> </ul>	
<p><i>Form</i></p> <ul style="list-style-type: none"> <li>• text features</li> <li>• opening; ending</li> <li>• organization and sequence</li> <li>• paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• required text features (e.g., titles, diagrams) are clear and correct</li> <li>• effective introduction; conclusion is predictable</li> <li>• logical sequence; organization is clear</li> </ul>	
<p><i>Conventions</i></p> <ul style="list-style-type: none"> <li>• complete sentences</li> <li>• spelling</li> <li>• punctuation</li> <li>• grammar (e.g., agreement, verb tense)</li> <li>• word choice</li> </ul>	<ul style="list-style-type: none"> <li>• may include errors in complex language, but these do not interfere with meaning</li> <li>• most sentences are correctly constructed</li> <li>• clearly and neatly presented</li> </ul>	

## Worksheet: Grade 7 Writing Instructions and Procedures

This worksheet includes the criteria from the “Fully Meets Expectations” column of the Grade 7 Writing Instructions and Procedures Quick Scale. Teachers can use the third column to plan instruction or assignments, tailor or elaborate the criteria for specific activities or students, adapt the criteria for other grades/times of year, record observations, or give to students for self-evaluation.

**Snapshot: The writing is clear and detailed; accomplishes the basic purpose.**

Aspect	“Fully Meets Expectations” Criteria (March-April)	
<p><i>Meaning</i></p> <ul style="list-style-type: none"> <li>• ideas and information</li> <li>• use of detail</li> </ul>	<ul style="list-style-type: none"> <li>• focused around a clear purpose</li> <li>• specific and relevant examples and details</li> </ul>	
<p><i>Style</i></p> <ul style="list-style-type: none"> <li>• clarity, variety, and impact of language</li> </ul>	<ul style="list-style-type: none"> <li>• clear and varied language; may use specialized or technical terms</li> </ul>	
<p><i>Form</i></p> <ul style="list-style-type: none"> <li>• format and organization</li> <li>• graphics, visual features</li> </ul>	<ul style="list-style-type: none"> <li>• clear, informative titles and headings</li> <li>• complete; logical sequence</li> <li>• diagrams, charts, or sketches are complete and labelled</li> </ul>	
<p><i>Conventions</i></p> <ul style="list-style-type: none"> <li>• complete sentences</li> <li>• spelling</li> <li>• punctuation</li> <li>• grammar (e.g., agreement, verb tense)</li> <li>• word choice</li> </ul>	<ul style="list-style-type: none"> <li>• may include errors in complex language, but these do not interfere with meaning</li> <li>• most sentences are correctly constructed</li> <li>• clearly and neatly presented</li> </ul>	

## Worksheet: Grade 7 Writing Stories

This worksheet includes the criteria from the “Fully Meets Expectations” column of the Grade 7 Writing Stories Quick Scale. Teachers can use the third column to plan instruction or assignments, tailor or elaborate the criteria for specific activities or students, adapt the criteria for other grades/times of year, record observations, or give to students for self-evaluation.

**Snapshot: The story is complete and has some engaging features.**

Aspect	“Fully Meets Expectations” Criteria (March-April)	
<p><i>Meaning</i></p> <ul style="list-style-type: none"> <li>• ideas and information</li> <li>• use of detail</li> </ul>	<ul style="list-style-type: none"> <li>• straightforward; some individuality or originality</li> <li>• supporting details and description</li> <li>• sense of audience</li> </ul>	
<p><i>Style</i></p> <ul style="list-style-type: none"> <li>• clarity, variety, and impact of language</li> </ul>	<ul style="list-style-type: none"> <li>• language is varied; some sensory detail, figurative language</li> <li>• variety of sentences</li> </ul>	
<p><i>Form</i></p> <ul style="list-style-type: none"> <li>• beginning, middle, end</li> <li>• sequence</li> <li>• setting</li> <li>• characters</li> <li>• dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• beginning establishes problem</li> <li>• events develop logically to a believable ending</li> <li>• characters are described</li> <li>• appropriate dialogue</li> </ul>	
<p><i>Conventions</i></p> <ul style="list-style-type: none"> <li>• complete sentences</li> <li>• spelling</li> <li>• punctuation</li> <li>• grammar (e.g., agreement, verb tense)</li> <li>• word choice</li> </ul>	<ul style="list-style-type: none"> <li>• may include errors in complex language, but these do not interfere with meaning</li> <li>• most sentences are correctly constructed</li> <li>• clearly and neatly presented</li> </ul>	

## Worksheet: Grade 7 Writing Poems

This worksheet includes the criteria from the “Fully Meets Expectations” column of the Grade 7 Writing Poems Quick Scale. Teachers can use the third column to plan instruction or assignments, tailor or elaborate the criteria for specific activities or students, adapt the criteria for other grades/times of year, record observations, or give to students for self-evaluation.

**Snapshot: The poem is complete and has some engaging features.**

Aspect	“Fully Meets Expectations” Criteria (March-April)	
<p><i>Meaning</i></p> <ul style="list-style-type: none"> <li>• ideas and information</li> <li>• use of detail</li> </ul>	<ul style="list-style-type: none"> <li>• straightforward, with some individuality or originality</li> <li>• supporting details and description</li> </ul>	
<p><i>Style</i></p> <ul style="list-style-type: none"> <li>• clarity, variety, and impact of language</li> </ul>	<ul style="list-style-type: none"> <li>• language is varied, with some sensory detail and figurative language</li> </ul>	
<p><i>Form</i></p> <ul style="list-style-type: none"> <li>• poetic form</li> <li>• imagery, figurative language</li> </ul>	<ul style="list-style-type: none"> <li>• follows “rules” of the chosen poetic form</li> <li>• some figurative language and imagery</li> </ul>	
<p><i>Conventions</i></p> <ul style="list-style-type: none"> <li>• spelling</li> <li>• punctuation</li> <li>• grammar (e.g., agreement, verb tense)</li> </ul>	<ul style="list-style-type: none"> <li>• may include errors in complex language, but these do not interfere with meaning</li> <li>• clearly and neatly presented</li> </ul>	

**Worksheet: Grade 9 Impromptu Writing  
(Personal Views or Response)**

This worksheet includes the criteria from the “Fully Meets Expectations” column of the Grade 9 Impromptu Writing (Personal Views and Response) Quick Scale. Teachers can use the third column to plan instruction or assignments, tailor or elaborate the criteria for specific activities or students, adapt the criteria for other grades/times of year, record observations, or give to students for self-evaluation.

**Snapshot: The writing is clear and analytic; flows smoothly.**

Aspect	“Fully Meets Expectations” Criteria (March-April)	
<p><i>Meaning</i></p> <ul style="list-style-type: none"> <li>• ideas and information</li> <li>• use of detail</li> </ul>	<ul style="list-style-type: none"> <li>• develops a reasonable point of view with some individuality</li> <li>• builds a position through detail, example, explanations</li> </ul>	
<p><i>Style</i></p> <ul style="list-style-type: none"> <li>• clarity, variety, and impact of language</li> </ul>	<ul style="list-style-type: none"> <li>• varies language, sometimes for effect</li> <li>• varies sentence structure</li> </ul>	
<p><i>Form</i></p> <ul style="list-style-type: none"> <li>• beginning, middle, end</li> <li>• organization and sequence</li> <li>• transitions</li> </ul>	<ul style="list-style-type: none"> <li>• develops smoothly from effective beginning to a logical conclusion</li> <li>• predictable sequence; variety of transitions</li> </ul>	
<p><i>Conventions</i></p> <ul style="list-style-type: none"> <li>• spelling</li> <li>• punctuation</li> <li>• sentence structure</li> <li>• grammar (e.g., modifiers, agreement, verb tense)</li> </ul>	<ul style="list-style-type: none"> <li>• may have occasional errors</li> </ul>	

## Worksheet: Grade 9 Writing Essays and Opinions

This worksheet includes the criteria from the “Fully Meets Expectations” column of the Grade 9 Writing Essays and Opinions Quick Scale. Teachers can use the third column to plan instruction or assignments, tailor or elaborate the criteria for specific activities or students, adapt the criteria for other grades/times of year, record observations, or give to students for self-evaluation.

**Snapshot: The writing is clear and complete; it accomplishes the purpose or task.**

Aspect	“Fully Meets Expectations” Criteria (March-April)	
<p><i>Meaning</i></p> <ul style="list-style-type: none"> <li>• ideas and information</li> <li>• use of detail</li> <li>• use of sources</li> </ul>	<ul style="list-style-type: none"> <li>• purpose is clear; consistent focus</li> <li>• logically developed with relevant details and examples</li> <li>• accurate and complete information; well integrated</li> </ul>	
<p><i>Style</i></p> <ul style="list-style-type: none"> <li>• clarity, variety, and impact of language</li> </ul>	<ul style="list-style-type: none"> <li>• varied language; has some impact; fits purpose</li> <li>• varied, complex sentences</li> </ul>	
<p><i>Form</i></p> <ul style="list-style-type: none"> <li>• introduction</li> <li>• organization and sequence</li> <li>• conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• introduction clearly states purpose or thesis; engages reader</li> <li>• logically organized and sequenced; varies transitions</li> <li>• comes to closure; tries to have an impact</li> </ul>	
<p><i>Conventions</i></p> <ul style="list-style-type: none"> <li>• spelling</li> <li>• punctuation</li> <li>• sentence structure</li> <li>• grammar</li> </ul>	<ul style="list-style-type: none"> <li>• may have occasional errors</li> <li>• carefully edited and proofread</li> </ul>	

**Worksheet: Grade 9 Writing Reports and Procedures  
(All Subjects)**

This worksheet includes the criteria from the “Fully Meets Expectations” column of the Grade 9 Writing Reports and Procedures Quick Scale. Teachers can use the third column to plan instruction or assignments, tailor or elaborate the criteria for specific activities or students, adapt the criteria for other grades/times of year, record observations, or give to students for self-evaluation.

**Snapshot: The writing is clear, complete, and accomplishes the purpose or task; it flows smoothly.**

Aspect	“Fully Meets Expectations” Criteria (March-April)	
<p><i>Meaning</i></p> <ul style="list-style-type: none"> <li>• ideas and information</li> <li>• use of detail</li> <li>• use of sources</li> </ul>	<ul style="list-style-type: none"> <li>• purpose is clear; consistent focus</li> <li>• logically developed with relevant details and examples</li> <li>• accurate and complete information; well integrated</li> </ul>	
<p><i>Style</i></p> <ul style="list-style-type: none"> <li>• clarity, variety, and impact of language</li> </ul>	<ul style="list-style-type: none"> <li>• varied language; fits purpose; uses technical terms appropriately</li> <li>• varies sentences appropriately</li> </ul>	
<p><i>Form</i></p> <ul style="list-style-type: none"> <li>• text features and graphics</li> <li>• organization and sequence</li> </ul>	<ul style="list-style-type: none"> <li>• title, headings define purpose; subheadings make organization clear</li> <li>• graphics are clear and helpful</li> <li>• steps or sections are logically sequenced</li> <li>• conclusion brings sense of closure</li> </ul>	
<p><i>Conventions</i></p> <ul style="list-style-type: none"> <li>• spelling</li> <li>• punctuation</li> <li>• sentence structure</li> <li>• grammar</li> </ul>	<ul style="list-style-type: none"> <li>• may have occasional errors</li> <li>• carefully edited and proofread</li> </ul>	

## Worksheet: Grade 9 Writing Narrative

This worksheet includes the criteria from the “Fully Meets Expectations” column of the Grade 9 Writing Narrative Quick Scale. Teachers can use the third column to plan instruction or assignments, tailor or elaborate the criteria for specific activities or students, adapt the criteria for other grades/times of year, record observations, or give to students for self-evaluation.

**Snapshot: The story is clear, expressive, and flows smoothly; may have emotional impact in places.**

Aspect	“Fully Meets Expectations” Criteria (March-April)	
<p><i>Meaning</i></p> <ul style="list-style-type: none"> <li>• ideas and information</li> <li>• use of detail</li> </ul>	<ul style="list-style-type: none"> <li>• some originality and creative development</li> <li>• effective detail and description</li> </ul>	
<p><i>Style</i></p> <ul style="list-style-type: none"> <li>• clarity, variety, and impact of language</li> <li>• literary techniques</li> </ul>	<ul style="list-style-type: none"> <li>• appropriate and varied vocabulary; may experiment with literary techniques (e.g., metaphor, irony)</li> <li>• effective variety of sentences</li> </ul>	
<p><i>Form</i></p> <ul style="list-style-type: none"> <li>• opening</li> <li>• development</li> <li>• ending</li> <li>• character</li> <li>• dialogue</li> <li>• setting</li> </ul>	<ul style="list-style-type: none"> <li>• engaging opening; believable ending</li> <li>• develops conflict through believable events; tries to create uncertainty</li> <li>• characters are revealed through their words, actions; dialogue seems natural</li> <li>• may create mood</li> </ul>	
<p><i>Conventions</i></p> <ul style="list-style-type: none"> <li>• spelling</li> <li>• punctuation</li> <li>• sentence structure</li> <li>• grammar</li> </ul>	<ul style="list-style-type: none"> <li>• may have occasional errors</li> <li>• carefully edited and proofread</li> </ul>	

## Worksheet: Grade 9 Writing Poems

This worksheet includes the criteria from the “Fully Meets Expectations” column of the Grade 9 Writing Poems Quick Scale. Teachers can use the third column to plan instruction or assignments, tailor or elaborate the criteria for specific activities or students, adapt the criteria for other grades/times of year, record observations, or give to students for self-evaluation.

**Snapshot: The poem is clear, expressive, and flows smoothly; may have emotional impact in places.**

Aspect	“Fully Meets Expectations” Criteria (March-April)	
<p><i>Meaning</i></p> <ul style="list-style-type: none"> <li>• ideas and information</li> <li>• use of detail</li> </ul>	<ul style="list-style-type: none"> <li>• some originality and creative development</li> <li>• effective detail and description</li> </ul>	
<p><i>Style</i></p> <ul style="list-style-type: none"> <li>• clarity, variety, impact of language</li> <li>• literary techniques</li> </ul>	<ul style="list-style-type: none"> <li>• appropriate and varied vocabulary; experiments with literary techniques (e.g., metaphor, irony)</li> </ul>	
<p><i>Form</i></p> <ul style="list-style-type: none"> <li>• poetic form</li> <li>• imagery, figurative language</li> </ul>	<ul style="list-style-type: none"> <li>• follows rules of the chosen poetic form; may be somewhat contrived</li> <li>• some figurative language, imagery</li> </ul>	
<p><i>Conventions</i></p> <ul style="list-style-type: none"> <li>• spelling</li> <li>• grammar (e.g., modifiers, agreement)</li> </ul>	<ul style="list-style-type: none"> <li>• may have occasional errors</li> <li>• carefully edited and proofread</li> </ul>	