

Quick Scale: Grade 9 Writing Essays and Opinions

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year.

Essays and opinion pieces are usually expected to be carefully revised, edited, and proofread.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The writing is often fragmented; it may be long and rambling or too brief to accomplish the purpose.</i>	<i>The writing presents connected ideas that accomplish the basic purpose or task.</i>	<i>The writing is clear and complete; it accomplishes the purpose or task.</i>	<i>The writing is clear, focused, and fully developed; it accomplishes the purpose and creates desired impact.</i>
MEANING • ideas and information • use of detail • use of sources	<ul style="list-style-type: none"> • purpose is unclear; focus is not sustained • examples and details are irrelevant, too general, or simplistic • information is incomplete; may be inaccurate 	<ul style="list-style-type: none"> • purpose clear; focus may waver • some relevant details and examples • some accurate information; may be incomplete or poorly integrated 	<ul style="list-style-type: none"> • purpose is clear; consistent focus • logically developed with relevant details and examples • accurate and complete information; well integrated 	<ul style="list-style-type: none"> • tightly focused; well-defined purpose • vivid, relevant details and examples; may show originality • accurate and complete information; skillfully integrated
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • language is repetitive and often unclear • simple, repetitive sentences 	<ul style="list-style-type: none"> • language is clear and varied • some variety in sentences 	<ul style="list-style-type: none"> • varied language; has some impact; fits purpose • varied, complex sentences 	<ul style="list-style-type: none"> • precise language chosen for effect • sentences are varied to create a particular effect
FORM • introduction • organization and sequence • conclusion	<ul style="list-style-type: none"> • introduction is not engaging; may omit purpose or thesis statement • difficult to follow; transitions are weak or missing • may end without a logical conclusion 	<ul style="list-style-type: none"> • introduction states simple thesis or purpose; attempts to engage reader • logical organization; sequence may be ineffective • explicit conclusion 	<ul style="list-style-type: none"> • introduction clearly states purpose or thesis; engages reader • logically organized and sequenced; varies transitions • comes to closure; tries to have an impact 	<ul style="list-style-type: none"> • introduction catches attention; offers well-developed thesis • effective sequence and transitions make reasoning clear • strong conclusion has an impact
CONVENTIONS • spelling • punctuation • sentence structure • grammar	<ul style="list-style-type: none"> • frequent, repeated errors in basic language • resembles a rough draft; errors are not corrected 	<ul style="list-style-type: none"> • some errors, but meaning is clear • some evidence of editing and proofreading 	<ul style="list-style-type: none"> • may have occasional errors • carefully edited and proofread 	<ul style="list-style-type: none"> • may make occasional errors when taking risks • effectively edited and proofread

Quick Scale: Grade 9 Writing Reports and Procedures (All Subjects)

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year.

Reports and procedures are usually expected to be carefully revised, edited, and proofread.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The writing is often fragmented; it may be long and rambling or too brief to accomplish the purpose.</i>	<i>The writing presents connected ideas that accomplish the basic purpose or task.</i>	<i>The writing is clear, complete, and accomplishes the purpose or task; it flows smoothly.</i>	<i>The writing is clear and fully developed; it accomplishes the purpose and creates desired impact.</i>
MEANING • ideas and information • use of detail • use of sources	<ul style="list-style-type: none"> • purpose is unclear; focus is not sustained • examples and details are not relevant; often too general or simplistic • information is incomplete; may be inaccurate 	<ul style="list-style-type: none"> • purpose clear; focus may waver • some relevant details and examples • some accurate information; may be incomplete or poorly integrated 	<ul style="list-style-type: none"> • purpose is clear; consistent focus • logically developed with relevant details and examples • accurate and complete information; well integrated 	<ul style="list-style-type: none"> • tightly focused; purpose is well defined • vivid and relevant details and examples; may show originality • accurate and complete information; skillfully integrated
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • language is repetitive, general, and often unclear • simple, repetitive sentences 	<ul style="list-style-type: none"> • language is clear and varied; some technical terms • some variety in sentences 	<ul style="list-style-type: none"> • varied language; fits purpose; uses technical terms appropriately • varies sentences appropriately 	<ul style="list-style-type: none"> • precise; may use sophisticated technical language • effective variety of sentences
FORM • text features and graphics • organization and sequence	<ul style="list-style-type: none"> • topic and purpose not defined by title, headings • graphics often omitted, unclear, mislabelled • difficult to follow; information often incomplete • may omit conclusion 	<ul style="list-style-type: none"> • title, headings define purpose; subheadings may be inconsistent • graphics are limited, flawed • logically organized; sequence may be confusing in longer works • conclusion may be abrupt 	<ul style="list-style-type: none"> • title, headings define purpose; subheadings make organization clear • graphics are clear and helpful • steps or sections are logically sequenced • conclusion brings sense of closure 	<ul style="list-style-type: none"> • title, headings define purpose; other features make structure and content clear • graphics are effective • logical sequence and organization • effective conclusion
CONVENTIONS • spelling • punctuation • sentence structure • grammar	<ul style="list-style-type: none"> • frequent, repeated errors in basic language • resembles a rough draft; errors are not corrected 	<ul style="list-style-type: none"> • some errors, but meaning is clear • some evidence of editing and proofreading 	<ul style="list-style-type: none"> • may have occasional errors • carefully edited and proofread 	<ul style="list-style-type: none"> • may make occasional errors when taking risks • effectively edited and proofread

Rating Scale: Grade 9 Writing to Communicate Ideas and Information

Student achievement in writing to communicate ideas and information tasks by March-April of Grade 9 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	<i>The writing is often fragmented and disorganized; it may be long and rambling or too brief to accomplish the purpose.</i>	<i>The writing presents connected ideas that accomplish the basic purpose or task.</i>
MEANING • ideas and information • use of detail • use of sources	<ul style="list-style-type: none"> • purpose may be unclear; focus is not sustained; often very brief • supporting examples and details are often irrelevant, general, or simplistic; it is difficult to follow the writer's reasoning • information is often incomplete and may be inaccurate; tends to rely on limited sources and not be restated in writer's own words • little sense of audience; tone may be inappropriate 	<ul style="list-style-type: none"> • purpose is clear; focus may lapse in places, often due to ineffective transitions • some development through relevant examples or details; some unsupported generalizations or illogical reasoning • information is accurate, but may be incomplete or poorly integrated; draws on appropriate sources • some sense of audience; tries to use an appropriate tone
STYLE • clarity, variety, and impact of language	<ul style="list-style-type: none"> • language is general, repetitive, and often unclear; rarely uses technical language • sentence structure tends to be simple; patterns are repeated 	<ul style="list-style-type: none"> • language is clear and varied; may use some technical or specialized terms • sentence structure shows variety, but may repeat patterns; may be awkward in places
FORM ESSAYS, OPINIONS • introduction • organization and sequence • conclusion	<ul style="list-style-type: none"> • introduction may not clearly identify the purpose or offer a thesis statement • organization of ideas may be difficult to follow, often because transitions are awkward, disjointed, or omitted • conclusion may introduce new ideas or lack a sense of closure; sometimes the writing ends without a conclusion 	<ul style="list-style-type: none"> • introduction states the purpose and may offer a simple thesis statement; attempts to engage the reader • ideas are logically organized, but the sequence may be ineffective, and the transitions are sometimes abrupt • conclusion brings the work to an explicit end, but may have little impact
REPORTS, PROCEDURES • text features and graphics • organization and sequence	<ul style="list-style-type: none"> • title, headings, or introduction do not clearly define the topic and purpose • visuals and graphics do not clarify the information, are not appropriately placed or clearly labelled, or may be omitted • difficult to follow; may be presented as an unsorted list of information or omit key sections or steps • often ends without a conclusion 	<ul style="list-style-type: none"> • title, headings, or introduction define topic and purpose; may use subtitles or subheadings inconsistently • visuals and graphics are limited; often flawed • information is logically organized into sections or steps; sequence may be confusing or ineffective in longer works • conclusion brings the work to an explicit end, but may be abrupt
CONVENTIONS • spelling • punctuation • sentence structure • grammar (e.g., modifiers, agreement, verb tense)	<ul style="list-style-type: none"> • frequent, repeated errors in basic spelling and grammar distract the reader and may obscure meaning • no sense of control in sentence structure; often includes run-on sentences • frequent problems with agreement, verb tenses, modifiers, or pronouns • resembles a rough draft; little evidence that the writing has been edited or proofread • legible 	<ul style="list-style-type: none"> • errors in spelling, punctuation and grammar occasionally distract the reader, but meaning is clear • follows basic rules for sentence structure, but may include some run-on sentences • may include problems with agreement, verb tenses, modifiers, or pronouns • some evidence of editing and proofreading; obvious errors may have been corrected • legible, easy to read

The rating scale may require adaptation when used for different purposes and tasks.