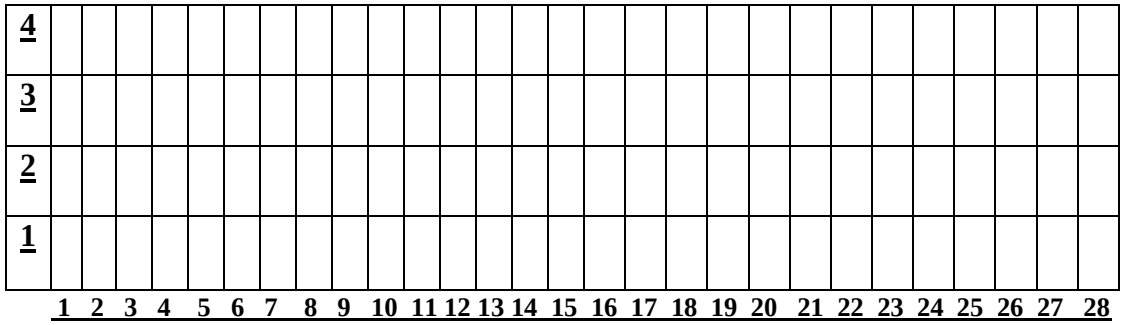
Updated 2011

Written Expression Progress Monitoring Graph (Grades 3 & up)

Student :_____ Grade:_____



Score:

4- A Masterful Response:

- Illustrates a thorough understanding of the task by maintaining a clear and consistent focus on the central topic through outstanding control over and development of ideas that fully support and/or enhance the central topic.
- Presents an effective order and structure based upon a strong and purposeful beginning, ideas that flow smoothly and logically, planned rather than formulaic transitions, and an effective ending that avoids a mere restatement of the opening.
- Demonstrates a clear, consistent perspective or stance through evidence of identifiable voice, tone, and/or style appropriate for purpose and audience.
- Includes purposeful use of variety in sentence structure and length in the presentation of ideas throughout the response.
- Contains appropriate, powerful, precise language that consistently assists in the development of ideas.
- Contains few, if any, errors; demonstrates effective control of age-appropriate standard writing conventions [spelling, usage, punctuation, and capitalization] that are correct to the extent that errors do not detract from overall delivery and require only minimal editing or appear as the obvious consequence of risk-taking.

3- A Skilled Response:

- Illustrates a competent understanding of the task with a focus on the central topic through strong control over and development of ideas [details, reasons, examples, evidence, anecdotes, events, descriptions, etc.] that usually, but not always support and/or are relevant to the central topic.
- Presents an adequate order and structure based upon a reasonable but perhaps obvious beginning, ideas that usually flow smoothly and logically, predictable yet purposeful transitions, and an ending that may be obvious but reasonable.
- Demonstrates a clear perspective or stance with evidence of voice, tone, and/or style that are appropriate for purpose and audience.
- Includes appropriate variety of sentence structure and length to present ideas in portions of the response.
- Contains appropriate, vivid, precise language that usually assists in the development of ideas.
- Contains occasional errors but demonstrates reasonable control over age-appropriate standard writing conventions; includes spelling, usage, punctuation, and capitalization that are correct to the extent that errors detract only minimally from overall delivery and require only minor editing.

2-A Satisfactory Response:

- Illustrates a satisfactory understanding of the task with an apparent focus on the central topic and with adequate control over and development of ideas; contains ideas that somewhat support the central topic [details, reasons, examples, evidence, anecdotes, events, and/or descriptions, etc.] that may be undeveloped and/or sometimes list-like.
- Presents an order and structure based on a beginning that only loosely relates to the central topic, ideas that may pertain to the topic but may not be connected to each other, mechanical arrangement of events, ideas, and/or details with few or formulaic transitions, and an ending that may be formulaic or that only loosely relates to the central topic.
- Attempts to demonstrate perspective or stance but shows little evidence of voice, tone, and/or style that are minimally adequate for purpose and audience.
- Includes some variation in sentence structure and length but may be characterized by sentences that are simple, rambling, or repetitive.
- Contains words or expressions that may be simple or general but usually clear and appropriate to the task.
- Contains errors that indicate limited control over age-appropriate standard writing conventions; may include problems with spelling, usage, end and internal punctuation, capitalization to extent that errors may detract from overall delivery requiring moderate editing.

1- An Insufficient Response:

- Illustrates little or no understanding of the task with only a weakly implied focus or no focus on the topic and with limited or no control over development of ideas [details, reasons, examples, evidence, anecdotes, events, descriptions, etc.] that relate to the central topic and when present, may be confusing, unnecessary, or undeveloped.
- Presents ideas or details that may be based on a beginning that has little direction, ideas that are strung together without apparent order or structure and that often do not pertain to the topic, few or no transitions, and an ending that is unconnected to the response.
- Demonstrates little or no perspective or stance with no evidence of voice, tone, style that is inappropriate for purpose/audience.
- Includes some sentences with structural and word placement problems that result in confusion and unnatural phrasing, includes a pattern of simple and monotonous sentences that may be unclear or illogical.
- Contains some vague or incorrect language that may be confusing; words and expressions may be redundant, vague, or incorrect.
- Contains many errors; may demonstrate a struggle with control over standard writing conventions; may include errors in spelling, usage, end and internal punctuation, capitalization requiring extensive editing and detract from overall delivery, sometimes to the extent that they impede understanding.