<table>
<thead>
<tr>
<th>6/5: STRONG</th>
<th>4: MEETS</th>
<th>3: ALMOST MEETS</th>
<th>2/1: NEEDS WORK</th>
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<td><strong>The writing is thorough and demonstrates strong writing skills.</strong></td>
<td><strong>The writing is complete and demonstrates adequate writing skills.</strong></td>
<td><strong>The writing demonstrates progress toward meeting grade level writing skills.</strong></td>
<td><strong>The writing is limited, confusing, or too short to demonstrate grade level writing skills.</strong></td>
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### IDEAS
- Writer’s purpose and main ideas are interesting and easy to understand.
- The writer develops a situation and events for the story.
- Many strong, specific details describe characters and events.
- Details are on-topic.
- The writer effectively uses dialogue and describes actions, thoughts, and feelings to develop characters and events.

- Writer’s purpose and main ideas are easy to understand.
- The writer identifies a situation and events for the story.
- Specific details describe characters and events.
- Details are on-topic.
- The writer uses dialogue and describes actions, thoughts, and/or feelings to develop characters and events.

- Writer’s purpose and main ideas are generally easy to understand.
- The writer may not identify a situation for the story.
- Characters and events may not be clearly described.
- Details are not specific.
- Details may be listed, but not explained.
- Dialogue does not sound real.

- Writer’s purpose and main ideas are not easy to understand; the reader may have to guess at what they are.
- The writer does not identify a situation.
- The writing may be much too short with few details.
- Details are general.
- Details may be off-topic.
- Details may be repeated.

### ORGANIZATION
- The writing is very easy to follow; the sequence of events works well.
- The beginning is interesting and makes the reader want to keep reading.
- The ending supports the events and is enjoyable.
- Transition words and phrases (early in the morning, following, in the back yard, etc.) make the writing easy to follow all the way through.
- Paragraph breaks are in places that make sense.

- The order of ideas and events makes sense.
- The beginning is developed. It introduces character(s), setting, and/or plot.
- The ending makes sense.
- Transition words and phrases (first, after, the next day, etc.) help the reader follow the story.
- Paragraph breaks help the reader follow the story.

- Some parts of the writing are not easy to follow.
- The beginning is underdeveloped.
- The ending may not make sense or it may be too short.
- The same transition words may be used too often (and, so, but, then, etc.).
- There may be some paragraph breaks.

- The writing is difficult to follow and confusing. Ideas, details, and events are not in an order that makes sense.
- The beginning may be missing.
- The ending may be missing.
- Transition words may be missing or the same one is used over and over.
- Paragraph breaks may be missing.
- The paper may be much too short to show organization.

### VOICE
- The writing is lively, sincere, exciting, or funny.
- The writing allows the reader to enjoy the story.
- The writer is very interested in the topic.

- Parts may be lively, sincere, exciting, or funny.
- The writing helps the reader enjoy the story.
- The writer seems interested in the topic.

- The writing may not be lively, sincere, exciting, or funny.
- The writer shows little interest in the topic.

- The writing seems flat or lifeless.
- The writer shows no interest in the topic.

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Narrative Writing

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**WORD CHOICE**
- Words are interesting and make the writing lively.
- Words are precise and varied.
- Concrete and sensory words create strong pictures in the mind of the reader.
- Just the right words have been chosen for the purpose and audience.
- Words get the message across.
- Many different words are used.
- Concrete and sensory words help create pictures in the mind of the reader.
- Many words are not specific.
- Little variety. Some words may be repeated too often.
- Some concrete and sensory words help create some pictures in the mind of the reader.
- Sometimes the wrong word may be used.
- Most words are too general.
- Words may be repeated over and over.
- Few concrete or sensory words. It is difficult for the reader to picture the story.
- It may be hard to tell what the writing means because so many wrong words are used.

**SENTENCE FLUENCY**
- The writing is smooth and very easy to read out loud.
- Sentences begin in many different ways.
- Sentences are different lengths.
- Sentences have many different patterns.
- The writing is easy to read out loud. It sounds natural.
- Sentences begin in different ways.
- Some sentences are shorter and some sentences are longer.
- Sentences have different patterns.
- Parts of the writing are easy to read out loud, but other parts are difficult.
- Some sentence beginnings are the same; some are different.
- Many sentences are about the same length.
- Many sentence patterns are the same. Some are different.
- The writing is difficult to read out loud. The reader has to slow down or re-read.
- Many sentences begin in the same way.
- Sentences may be short and choppy or long and rambling.
- Sentence patterns may be repeated over and over.

**CONVENTIONS**
- Sentences end where they should with the correct punctuation mark.
- Higher-level punctuation is used (such as parentheses, hyphen, etc.) and is correct.
- Even difficult words are spelled correctly.
- Commas and quotation marks in dialogue are correct.
- Grammar is correct.
- Capital letters are correct.
- Few errors. Little need for editing.
- Sentences end where they should with the correct punctuation mark.
- Grade-level punctuation is used (commas in dates, commas in a series, etc.) and is correct.
- Common words are spelled correctly.
- Commas and quotation marks in dialogue are usually correct.
- Grammar is usually correct.
- Capital letters are usually correct.
- Errors require some editing.
- Most sentences end where they should with the correct punctuation mark, but some do not.
- Some errors in punctuation.
- Some words are spelled incorrectly.
- Commas and quotation marks in dialogue may be used incorrectly.
- Grammar is incorrect in places.
- Few capital letter errors.
- Errors distract the reader. Much editing is needed.
- Many sentences do not end where they should with the correct punctuation mark.
- Many errors in punctuation.
- Many words are spelled incorrectly.
- Commas and quotation marks in dialogue are incorrect or not used.
- Incorrect grammar.
- Many capital letter errors.
- There are so many errors that the reader has a hard time figuring out what the writer is trying to say.

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