

Student Language Writing Scoring Guide: Grades 3-5
Narrative Writing

	6/5: STRONG The writing is thorough and demonstrates strong writing skills.	4: MEETS The writing is complete and demonstrates adequate writing skills.	3: ALMOST MEETS The writing demonstrates progress toward meeting grade level writing skills.	2/1: NEEDS WORK The writing is limited, confusing, or too short to demonstrate grade level writing skills.
IDEAS	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 off-topic. • Details may be listed, but not explained. • Dialogue does not sound real. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Parts may be lively, sincere, exciting, or funny. • The writing helps the reader enjoy the story. • The writer seems interested in the topic. 	<ul style="list-style-type: none"> • The writing may not be lively, sincere, exciting, or funny. • The writer shows little interest in the topic. 	<ul style="list-style-type: none"> • The writing seems flat or lifeless. • The writer shows no interest in the topic.

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WORD CHOICE	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Words get the message across. • Many different words are used. • Concrete and sensory words help create pictures in the mind of the reader. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.