

*Grade 3 Narrative Writing Scoring Guide*

	<b>CONTENT</b>	<b>ORGANIZATION</b>	<b>SENTENCE STRUCTURE</b>	<b>VOCABULARY</b>	<b>CONVENTIONS</b>
<b>FOCUS</b>	<p>When marking <b>CONTENT</b> appropriate for Grade 3 writing, the marker should consider how effectively the writer</p> <ul style="list-style-type: none"> <li>establishes the relationship between events, actions, and the context (situation)</li> <li>uses specific details</li> <li>demonstrates the reader/writer relationship (voice)</li> </ul>	<p>When marking <b>ORGANIZATION</b> appropriate for Grade 3 writing, the marker should consider how effectively the writer</p> <ul style="list-style-type: none"> <li>introduces the response</li> <li>establishes the connections and/or relationships between events, actions, details, and/or characters</li> <li>brings closure to the writing</li> </ul>	<p>When marking <b>SENTENCE STRUCTURE</b> appropriate for Grade 3 writing, the marker should consider how effectively the writer</p> <ul style="list-style-type: none"> <li>controls sentence structure</li> <li>uses different sentence patterns and lengths</li> <li>uses a variety of sentence beginnings</li> </ul> <p><b>Length and complexity of response must be considered.</b></p>	<p>When marking <b>VOCABULARY</b> appropriate for Grade 3 writing, the marker should consider the extent to which the writer uses</p> <ul style="list-style-type: none"> <li>words appropriately</li> <li>expressions effectively</li> <li>words and expressions together to enhance the writing</li> </ul> <p><b>Length and complexity of response must be considered.</b></p>	<p>When marking <b>CONVENTIONS</b> appropriate for Grade 3 writing, the marker should consider the extent to which the writer</p> <ul style="list-style-type: none"> <li>uses end punctuation and capitalization</li> <li>controls spelling</li> <li>controls the usage of language and the clarity of communication</li> </ul> <p><b>Proportion of error to length and complexity of response must be considered</b></p>
<b>Excellent E</b>	<ul style="list-style-type: none"> <li>Events, actions, and/or ideas are creative and are consistent with the context established by the writer.</li> <li>Details are precise and consistently effective.</li> <li>The writing is confident, holds the reader's interest, and presents a well-supported main idea.</li> </ul>	<ul style="list-style-type: none"> <li>The beginning is purposeful and effectively establishes events, characters, and/or setting, and provides direction for the writing.</li> <li>Connections and/or relationships between events, actions, details, and/or characters are developed and consistently maintained.</li> <li>The ending effectively ties events and/or actions together.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure is consistently controlled.</li> <li>Sentence type and length are varied and effective.</li> <li>Sentence beginnings are consistently varied.</li> </ul>	<ul style="list-style-type: none"> <li>Well-chosen words are used effectively.</li> <li>Expressions are consistently precise and effective.</li> <li>Words and expressions are used to create vivid images and consistently enhance the writing.</li> </ul>	<ul style="list-style-type: none"> <li>End punctuation and capitalization are essentially correct.</li> <li>Most words, familiar and unfamiliar, are spelled correctly; spelling errors are understandable "slips."</li> <li>Errors that are present do not affect the clarity or effectiveness of communication.</li> </ul>
<b>Proficient Pf</b>	<ul style="list-style-type: none"> <li>Events, actions, and/or ideas are intentionally chosen and are appropriate for the context established by the writer.</li> <li>Details are specific and usually effective.</li> <li>The writing is purposeful, draws the reader's interest, and presents a supported main idea.</li> </ul>	<ul style="list-style-type: none"> <li>The beginning clearly establishes events, characters, and/or setting, and provides direction for the writing.</li> <li>Connections and/or relationships between events, actions, details, and/or characters are usually maintained.</li> <li>The ending clearly provides an appropriate finish for events and/or actions.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure is usually controlled.</li> <li>Sentence type and length are usually varied and effective.</li> <li>Sentence beginnings are often varied.</li> </ul>	<ul style="list-style-type: none"> <li>Well-chosen words are often used.</li> <li>Expressions are usually specific and effective.</li> <li>Words and expressions are descriptive and often enhance the writing.</li> </ul>	<ul style="list-style-type: none"> <li>End punctuation and capitalization are usually correct.</li> <li>Most familiar words are spelled correctly; spelling errors are "slips"; unfamiliar words may be spelled phonetically.</li> <li>Errors that are present rarely affect the clarity of communication.</li> </ul>
<b>Satisfactory S</b>	<ul style="list-style-type: none"> <li>Events, actions, and/or ideas are generally appropriate for the context established by the writer.</li> <li>Details are general and may be predictable but are appropriate.</li> <li>The writing is straightforward and generally holds the reader's interest, and provides some support for a main idea.</li> </ul>	<ul style="list-style-type: none"> <li>The beginning directly presents information about events, characters, and/or setting.</li> <li>Connections and/or relationships between events, actions, details, and/or characters are generally maintained.</li> <li>The ending is predictable and/or may be contrived but is connected to events and/or actions.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure is generally controlled but may occasionally impede the meaning.</li> <li>Sentences may vary in type and length.</li> <li>Some variety of sentence beginnings is evident.</li> </ul>	<ul style="list-style-type: none"> <li>Words chosen tend to be common or ordinary.</li> <li>Expressions are usually more general than specific.</li> <li>Words and expressions sometimes enhance the writing.</li> </ul>	<ul style="list-style-type: none"> <li>Conventional end punctuation and capitalization are generally correct.</li> <li>Many familiar words are spelled correctly; errors suggest uneven control of spelling rules; unfamiliar words are generally spelled phonetically.</li> <li>Errors are sometimes intrusive and may affect the clarity of communication.</li> </ul>
<b>Limited L</b>	<ul style="list-style-type: none"> <li>Events, actions, and/or ideas are vague and may not be appropriate for the context established by the writer.</li> <li>Details are few and/or may be repetitive.</li> <li>The writing is ambiguous, it does not hold the reader's interest, and the main idea is inadequately developed.</li> </ul>	<ul style="list-style-type: none"> <li>The beginning presents information about events, characters, and/or setting but lacks direction.</li> <li>Connections and/or relationships between events, actions, details, and/or characters are unclear or inconsistent.</li> <li>The ending is predictable and/or contrived.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure is sometimes lacking control, and this often impedes meaning.</li> <li>There is little variation in sentence type and/or length.</li> <li>There is little variety of sentence beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>Words used indicate a lack of vocabulary.</li> <li>Expressions are simplistic and/or ineffective.</li> <li>Words and expressions are basic and/or may detract from the writing.</li> </ul>	<ul style="list-style-type: none"> <li>End punctuation and capitalization, when present, are inconsistent.</li> <li>Many familiar words are misspelled and/or spelled phonetically.</li> <li>Errors interfere with the clarity of communication.</li> </ul>
<b>Poor P</b>	<ul style="list-style-type: none"> <li>Events, actions, and/or ideas are undeveloped and/or inappropriate.</li> <li>Details are scant.</li> <li>The writing is confusing and/or frustrating for the reader, and a main idea is lacking.</li> </ul>	<ul style="list-style-type: none"> <li>The beginning provides little information and/or is ineffective.</li> <li>Connections and/or relationships between events, actions, details, and/or characters are missing.</li> <li>The ending, if present, is unconnected to the events and/or actions.</li> </ul>	<ul style="list-style-type: none"> <li>Thought units are difficult to recognize, and this severely impedes the meaning.</li> <li>There is no variation in sentence type and/or length.</li> <li>There is no variety of sentence beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>Words chosen are sometimes inappropriate and/or misused.</li> <li>Expressions are misused or missing.</li> <li>Words and expressions are simple and/or inadequate.</li> </ul>	<ul style="list-style-type: none"> <li>There is little, if any, evidence that the writer understands correct use of end punctuation and capitalization.</li> <li>Words may be difficult to discern and are generally spelled phonetically.</li> <li>Communication is not clear.</li> </ul>
<b>Insufficient INS</b>	<ul style="list-style-type: none"> <li>The marker can discern no evidence of an attempt to fulfill the assignment, or the writing is so deficient in length that it is not possible to assess content.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has been awarded an INS for Content.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has been awarded an INS for Content.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has been awarded an INS for Content.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has been awarded an INS for Content.</li> </ul>

*Note: Content and Organization are weighted to be worth twice as much as each of the other categories.*