Grade 6 Narrative Writing
Scoring Guide 2009

Alberta Education

		CONTENT	ORGANIZATION	SENTENCE STRUCTURE	VOCABULARY	CONVENTIONS
FOCUS		When marking **CONTENT** appropriate for Grade 6 narrative writing, the marker should consider how effectively the writer • establishes a context • uses ideas and/or events that are appropriate for the established context • uses specific details (of characters, setting, actions, events, etc.) • demonstrates an awareness of audience	When marking **ORGANIZATION** appropriate for Grade 6 narrative writing, the marker should consider how effectively the writer • introduces the response • follows a coherent order • establishes connections and/or relationships among events, actions, details, and/or characters • brings closure to the writing	When marking **SENTENCE STRUCTURE** appropriate for Grade 6 narrative writing, the marker should consider the • writer's control of sentence structure • effectiveness and variety of sentence type and sentence length • variety of sentence beginnings **Length and complexity of response must be considered.**	When marking **VOCABULARY** appropriate for Grade 6 narrative writing, the marker should consider the extent to which the writer uses • words and expressions accurately • words and expressions effectively • words and expressions to enhance the student's voice **Length and complexity of response must be considered.**	When marking **CONVENTIONS** appropriate for Grade 6 narrative writing, the marker should consider the extent to which the writer has control of • mechanics (spelling, punctuation, capitalization, indentation for new speakers, etc.) and usage (subject–verb agreement, pronoun–antecedent agreement, etc.) • clarity and flow of the communication **Proportion of error to length and complexity of response must be considered.**
Excellent	**E**	• The context is clearly established and consistent. • The ideas and/or events are creative and deliberately chosen for the context established. • Supporting details are precise and consistently effective. • The writing is confident and/or creative and holds the reader's interest.	• The introduction is purposeful, interesting, and effectively establishes events, characters, and/or setting, and provides direction for the writing. • Events and/or details are developed in paragraphs, in a purposeful and effective order, and coherence is maintained. • Connections and/or relationships among events, actions, details, and/or characters are consistently maintained. • The ending ties events and/or actions together.	• Sentence structure is effectively and consistently controlled. • Sentence type and sentence length are consistently effective and varied. • Sentence beginnings are consistently varied.	• Words and expressions are used accurately. • Precise words and expressions are used to create vivid images and/or to enrich details. • Words and expressions are used to enhance the student's voice.	• The quality of the writing is enhanced because it is essentially error-free. • Errors, if present, do not reduce the clarity or interrupt the flow of the communication.
Proficient	**Pf**	• The context is clearly established and appropriate. • The ideas and/or events are intentionally chosen for the context established. • Supporting details are specific and generally effective. • The writing is purposeful and draws the reader's interest.	• The introduction clearly establishes events, characters, and/or setting, and provides direction for the writing. • Events and/or details are developed in paragraphs, in a purposeful order, and coherence is generally maintained. • Connections and/or relationships among events, actions, details, and/or characters are maintained. • The ending provides an appropriate finish for events and/or actions.	• Sentence structure is controlled. • Sentence type and sentence length are usually effective and varied. • Sentence beginnings are often varied.	• Words and expressions are often used accurately. • Specific words and expressions are frequently used to create images and/or to add clarity to details. • Words and expressions are descriptive and generally enhance the student's voice.	• The quality of the writing is sustained because it contains only minor convention errors. • Errors that are present rarely reduce the clarity or interrupt the flow of the communication.
Satisfactory	**S**	• The context is established and generally appropriate. • The ideas and/or events are adequate for the context established. • Supporting details are general and may be predictable. • The writing is straight forward and generally holds the reader's interest.	• The introduction directly presents information about events, characters, and/or setting. • Events and/or details are developed in a discernible order, although coherence may falter occasionally. • Connections and/or relationships among events, actions, details, and/or characters are generally maintained. • The ending is predictable and/or contrived, and is connected to events and/or actions.	• Sentence structure is generally controlled, but lapses may occasionally impede the meaning. • Sentence type and sentence length are sometimes effective and/or varied. • Some variety of sentence beginnings is evident.	• Words and expressions are generally used appropriately. • General words and expressions are used adequately to clarify meaning. • Words and expressions sometimes enhance the student's voice.	• The quality of the writing is maintained through generally correct use of conventions. • Errors that are present occasionally reduce the clarity and sometimes interrupt the flow of the communication.
Limited	**L**	• The context is vaguely established and/or may not be appropriate. • The ideas and/or events are vague given the context established. • Supporting details are few and/or may be repetitive. • The writing is superficial and does not hold the reader's interest.	• The introduction presents information about events, characters, and/or setting but lacks direction. • The development of events and/or details is not clearly discernible, and coherence falters frequently. • Connections and/or relationships among events, actions, details, and/or characters are unclear and/or inconsistent or missing. • The ending is predictable and/or contrived, and may not be connected to events and/or actions.	• Sentence structure often lacks control, and this may impede the meaning. • There is little variation of sentence type and sentence length. • There is little variety of sentence beginnings.	• Words and expressions generally convey only vague meanings. • Imprecise words and expressions predominate; specific words, if present, may be awkwardly used. • Words and expressions are basic and may detract from the student's voice.	• The quality of the writing is weakened by the frequently incorrect use of conventions. • Errors often reduce the clarity and interrupt the flow of the communication.
Poor	**P**	• The context may be unclear and/or inappropriate. • The ideas and/or events are undeveloped and/or unrelated to any context established. • Supporting details are scant. • The writing is confusing and/or frustrating for the reader.	• The introduction provides little information and/or is ineffective. • The development of events and/or details is haphazard and incoherent. • Connections and/or relationships among events, actions, details, and/or characters are missing. • The ending, if present, is unconnected to the events and/or actions.	• Sentence structure generally lacks control, and this often impedes the meaning. • There is no variation of sentence type or sentence length. • There is no variety of sentence beginnings.	• Words and expressions convey only vague meanings. • Overgeneralized words and expressions predominate; specific words, if present, are frequently misused. • Words and expressions are simple and/or obscure the student's voice.	• The quality of the writing is impaired by the consistently incorrect use of conventions. • Errors severely reduce the clarity and impede the flow of the communication.
INSUFFICIENT	**INS**	• The marker can discern no evidence of an attempt to fulfill the assignment, or the student has written so little that it is not possible to assess **Content**.	• The writing has been awarded an INS for **Content**.	• The writing has been awarded an INS for **Content**.	• The writing has been awarded an INS for **Content**.	• The writing has been awarded an INS for **Content**.

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

19-Dec-08