

Grade 3 Narrative Writing Scoring Guide

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