

## **Grade 3 ELA Story-Writing Guide and Student Samples**

### **Purpose**

This document is designed to be used by teachers and students to enhance students' writing and to assess this writing relative to the standards specified in the Grade 3 Narrative Writing Scoring Guide. The components are intended to be used as an integral part of the writing program used by elementary teachers, especially for students in grades 1 to 4, throughout the school year.

### **Contents**

There are three components to this document:

- Three writing samples with rationales that illustrate and explain how the scoring criteria fit each writing sample.
- Grade 3 Self-Assessment Checklist (for students to use)
- Grade 3 Narrative Writing Scoring Guide (for teachers to use)

### **Steps for Effective Use**

1. Teachers familiarize themselves with each of the three components.
2. Teachers model creative story writing skills to help students develop an awareness of and proficiency in writing quality in the five scoring categories: Content, Organization, Sentence Structure, Vocabulary, and Conventions.
3. Teachers work with class to generate class stories. Then, teachers apply the scoring criteria found in the Grade 3 Narrative Writing Scoring Guide and Self-Assessment Checklist to the class-generated stories in order to teach students how to assess story-writing quality.
4. Students write individual stories and use the Self-Assessment Checklist to assess and enhance the quality of their story writing.
5. Teachers use the writing samples and rationales to illustrate improvement in story writing quality in all five scoring categories.

Student Sample A

The New Bike

Title

One day my dad gave me a new bike for my birthday. It was a silver mountain bike. I got it from my Dad his a Policeman. I love my bike its really cool! I asked my mom if I could go to my friend Tylers house. She said don't forget your helmet. I put on my helmet and I rode to Tylers. He looked at my bike for a long time and said WOW! its awesome. Then we went to the park. When we where riding I tryed to go over a humungus rock. Suddenly I sliped and fell and hurt my knee. Tyler saw me and said are you OK. Yes I hurt my knee. Oh no! Look at my new bike its broken. I'm in BIG trubell! Me and Tyler whent home. I was so scared but my mom wasn't mad. She gave me a bandade and it

**Student Sample A**

it felt better. After super my Dad  
fixed my bike and I was happy  
and then we all went to bed.

## *Rationale for Marks*

### Student Sample A

Score	Reporting Category
<b>3</b>	<p><b>Content</b></p> <p>3 • The majority of the events, actions, and ideas are appropriate for the context of a bike story (receives a new bike, rides to park, falls and scrapes knee).</p> <p>3 • Details are general but are appropriate for the story (“I love my bike its relly cool!”).</p> <p>3 • The story generally holds the reader’s interest and provides some support for a main idea as it moves from one event to the next.</p>
<b>3</b>	<p><b>Organization</b></p> <p>3 • The beginning directly presents information about events (receiving a new bike for his birthday), characters (the narrator, Dad, Mom, and Tyler), and the setting (riding outdoors).</p> <p>3 • Connections between events and characters are generally maintained in a logical sequence (The boy receives a new bike on his birthday. He goes for a ride with a friend, falls and gets hurt, etc.).</p> <p>3 • The ending is predictable but is connected to story events (The mother tends to the injured knee, the father fixes the bike, they all go to bed).</p>
<b>3</b>	<p><b>Sentence Structure</b></p> <p>3 • Sentence structure is generally controlled, but run-on sentences are present (“Look at my new bike its broken,” “After super my Dad fixed my bike and I was happy and then we all went to bed”).</p> <p>3 • Sentences vary in type and length (“I asked my mom if I could go to my friend Tylers house,” “Oh no!”)</p> <p>3 • Some variety in sentence beginnings is evident (“I’m in BIG trubel!” “I was so scared but my mom wasn’t mad”).</p>
<b>3</b>	<p><b>Vocabulary</b></p> <p>3 • Words chosen tend to be common (“One day,” “went to the park”).</p> <p>3 • Expressions are usually more general than specific (“a silver mountin bike,” “Suddenly I sliped,” “my new bike its broken”).</p> <p>3 • Words and expressions generally enhance the writing (“I love my bike,” “WOW! its awsome,” “Me and Tyler whent home”).</p>

3	<p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>3 • Conventional end punctuation and capitalization are usually correct.</li> <li>3 • Many familiar words are spelled correctly (“bike,” “birthday,” “house”) with errors suggesting uneven control of spelling rules (“rely,” “sliped,” “whent,” “super”). Unfamiliar words are spelled phonetically (“mountin” for mountain, “awsome” for awesome, “trubel” for trouble, “bandade” for Band-Aid).</li> <li>3 • Errors sometimes interfere with the clarity of communication (“his a Policeman,” “When we where”).</li> </ul>
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Student Sample B

A Ruined Birthday Present

Title

"Hooray!" I felt very excited because today was my 9th birthday. I rushed downstairs to see my wonderful presents. I couldn't believe my eyes! In front of me was a beautiful, shiny silver mountain bike. "Wow!" I squealed. "It's got my name on it!" After sitting and gobbling my cereal I asked my mom if I could go show my bike to my best friend Tyler. Mom paused for a moment and then replied, "Yes but don't forget to wear your helmet." I hurried out the door wheeling my new bike. When I arrived he was waiting for me. Tyler stared at my amazing bike and yelled "AWESOME!!" "Race you to the park!" I shouted. We raced like the wind down the street. "My bike is so-o-o-o-o cool" I thought. We were almost at

Student Sample B

the park when suddenly CRASH!!!!  
I hit a great big humungous  
rock and went flying. "Are you O.K.?"  
Tyler shouted. "I scraped my knee  
it's bleeding" I moaned, then we remembered  
the bike. "Oh no!" I groaned my  
wheel is bent and my tire is  
flat. Its totaled!! Tyler helped me  
walk my bike home. I felt awful.  
I slowly shuffled along because I  
knew my Dad would be angry.  
Mom met us and asked what  
happened. After I explained the accident  
she hugged me and we walked  
inside. Mom cleaned up my bloody  
knee and applied a bandage on me.  
"Don't worry" she calmly said. Dad  
will fix your bike and he did.

## *Rationale for Marks*

### Student Sample B

Score	Reporting Category
4	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>4 • The events, actions, and ideas are appropriate for a biking story (receives bike for birthday, meets friend, rides to park, has accident).</li> <li>4 • Details are specific and generally effective (“It’s got my name on it!” “hurried out the door wheeling my new bike,” “My bike is so-o-o-o cool,” “scraped my knee”).</li> <li>4 • The writing engages the reader’s interest and presents a supported main idea.</li> </ul>
4	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>4 • The beginning clearly establishes events (“9th birthday”), characters (“my best friend Tyler”), and setting (“rushed downstairs,” “Race you to the park”).</li> <li>4 • Connections are maintained (“After sitting and gobbling,” “We were almost at the park,” “After I explained”).</li> <li>4 • The ending provides an appropriate finish for events and actions. (Mom takes care of the injured knee and Dad fixes the bike).</li> </ul>
4	<p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>4 • Sentence structure is controlled (“Tyler helped me walk my bike home”).</li> <li>4 • Sentence type and length are usually varied and effective. Short exclamatory sentences are used well (“Hooray!” “Wow!” “Oh no!”). There is one question (“Are you O.K.?” Tyler shouted). Complex sentences are present. Dialogue enhances the action (“Mom paused for a moment and then replied, ‘Yes but don’t forget to wear your helmet’”).</li> <li>4 • Sentence beginnings are often varied.</li> </ul>
4	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>4 • Well-chosen words are often used (“beautiful, shiny silver mountain bike,” “sitting and gobbling my cereal”).</li> <li>4 • Expressions are usually specific and effective (“I moaned,” “I slowly shufeld along,” “‘Don’t worry’ she comly said”).</li> <li>4 • Words and expressions are descriptive and often enhance the writing (“Wow! I squealed,” “We raced like the wind down the street”).</li> </ul>

<b>4</b>		<b>Conventions</b>
	4	<ul style="list-style-type: none"> <li>• End punctuation and capitalization are essentially correct. The use of quotation marks and exclamation marks is effective.</li> </ul>
	4	<ul style="list-style-type: none"> <li>• Familiar words are spelled correctly. Unfamiliar words are spelled phonetically (“pawsed” for paused, “humungus” for humungous, “rembered” for remembered, “comly” for calmly).</li> </ul>
	4	<ul style="list-style-type: none"> <li>• Errors rarely affect the clarity of communication.</li> </ul>

Student Sample C

What a Birthday!  
Title

"Happy birthday to you! Happy birthday to you!" I heard as I rubbed my eyes. There stood Mom and Dad to remind me that today was my special day. I bolted out of bed and slid down the banister. I could hardly wait to see my birthday presents. I'd been hoping for a brand new all speed TREK mountain bike with dual suspension. And there it was right before my eyes... the bike of my dreams! It was polished and shiny, complete with hydraulic brakes. My mouth dropped and my eyes popped. "Wow! Thanks Mom and Dad!" "Can I go over to... Mom laughed and said "Calm down, eat your breakfast first." "Can I... can I... go over to Tyler's to show him my new bike?" "Breakfast first," chuckled Mom. I quickly sat down and gobbled my honey nut cereal. I was so excited I almost ran out of the house with my p.j.s still on, when I remembered I hadn't phoned Tyler yet. You can guess how hard it was for me trying

## Student Sample C

to put my jeans with one hand and phoning with the other! "Brr-ring!" Tyler's sleepy voice answered, "Hello." "Guess what?" I shouted. "I got a new bike and helmet just like yours!" "Sweet!!! Are you coming over?" Tyler asked. "I'm on my way! Meet me in front of your house."

When I arrived at Tyler's, we examined my new bike closely. "Let's hit the trails!" The brand new tires hummed on the hard black pavement as we flew down the street. "My bike is so cool," I thought as the wind rushed past my face. Since it was my birthday, Tyler let me take the lead. "Gear up!" he yelled, "Bumpy trail ahead." As I looked down to shift gears, I didn't notice the gigantic rock in the middle of the trail. The next thing I knew, I was hurtling through the air. Miraculously, I missed the big tree and came crashing down with a thud! Tyler came rushing over. "Are you O.k.?" "My knee, my knee!" I moaned as I held back my tears. "I think its broken." "Y-ov-r

## Student Sample C

-r bike, y-ou-u-r bike, -it's totalled!" Stammered Tyler. I limped over to what was left of my new bike. The wheel was crumpled and the tire had a gaping hole. I'm gonna be in BIG trouble! As Tyler helped me slowly walk home, I worried about how I would explain this disaster.

Tyler called for my mom, who came rushing out of the house. My eyes filled with tears. "What happened?" she questioned. I could hardly speak. Between sobs I said, "My new bike is wrecked." "What happened to your knee? It's bleeding!" For the first time I noticed the blood. I almost fainted! Mom and Tyler helped me into the house and bandaged my knee. When Dad came home for supper, I heard my Mom explaining what happened. Dad smiled and hugged me. "No problem! We can fix your bike tomorrow."

## *Rationale for Marks*

### Student Sample C

Score	Reporting Category
5	<p><b>Content</b></p> <p>5 • Events, actions, and ideas are consistently appropriate to a bike story (birthday bike, sharing with friend, first ride, and resulting accident).</p> <p>5 • Details are specific and consistently effective. The reader is carried along with the emotions of getting a new bike. The bike is accurately described. The events leading to the accident are specific and detailed (“The brand new tires hummed,” “as the wind rushed past my face”).</p> <p>5 • The writing captivates the reader’s interest through the use of technical (“dual suspension,” “hydraulic brakes”) and descriptive (“My mouth dropped and my eyes popped”) language. The writing presents a well-supported main idea.</p>
5	<p><b>Organization</b></p> <p>5 • The beginning captures the reader’s attention by clearly introducing the context (receiving a bike on his birthday), the setting (going from his house to his friend’s house and then to the trails), and the characters (the narrator, Mom, Dad, and Tyler), which are combined to provide direction for the writing.</p> <p>5 • Connections among events, actions, and details are consistently maintained as the writer provides motivation for the characters and reasons for the events to happen.</p> <p>5 • The ending ties events and actions together: when he returns home, his mother takes care of his injured knee, his father says the bike can be repaired, and his parents are understanding.</p>
5	<p><b>Sentence Structure</b></p> <p>5 • The writer consistently controls sentence structure. (““Can I . . . can I . . .””). Sentence fragments are used intentionally for effect (““WOW!”” ““Guess what?””).</p> <p>5 • Sentence type and length are varied and effective (““And there it was . . .,” ““As Tyler helped me . . .,” ““I almost fainted!””).</p> <p>5 • Sentence beginnings are consistently varied (““Happy Birthday . . .,” ““Breakfast first . . .,” ““I quickly sat down . . .”).</p>

<b>5</b>		<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>5 • Well-chosen words are used effectively (“polished and shiny,” “Brr-ring!” “crashing down with a thud!”).</li> <li>5 • Expressions are consistently precise and effective (“My mouth dropped and my eyes popped,” “The brand new tires hummed on the hard black pavement,” “My eyes filled with tears”).</li> <li>5 • Words and expressions are used to create vivid images and enhance the writing (“bolted out of bed,” “gobbled my honey nut cereal,” “hurtling through the air”).</li> </ul>
<b>5</b>		<p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>5 • End punctuation and capitalization are correct. The writing goes beyond Grade 3 expectations by using exclamation and question marks. Literary conventions such as ellipses and broken words (“Y-ou-r-r”) are used to good effect.</li> <li>5 • Most familiar and unfamiliar words are generally spelled correctly. Errors are understandable “slips.” The word “hydraulic” is spelled phonetically (“hydrawlic”).</li> <li>5 • Any errors present do not affect the clarity or effectiveness of communication.</li> </ul>

# Self-Assessment Checklist

## CONTENT

	<p>What is your story about?</p> <ul style="list-style-type: none"> <li>• events, actions, and ideas are on topic</li> <li>• story details</li> <li>• awareness of audience/main idea</li> </ul>	✓
<p><b>Meets the Standard of Excellence</b></p> <p><b>5</b></p>	<ul style="list-style-type: none"> <li>• Events, actions, and ideas are always on topic</li> </ul>	
	<ul style="list-style-type: none"> <li>• Many interesting details create a vivid picture</li> </ul>	
	<ul style="list-style-type: none"> <li>• The story captures the reader's interest and has many details that support the main idea</li> </ul>	
<p><b>Approaches the Standard of Excellence</b></p> <p><b>4</b></p>	<ul style="list-style-type: none"> <li>• Events, actions, and ideas are almost always on topic</li> </ul>	
	<ul style="list-style-type: none"> <li>• Details fit the story and create a clear picture</li> </ul>	
	<ul style="list-style-type: none"> <li>• The story holds the reader's interest and has some details that support the main idea</li> </ul>	
<p><b>Clearly Meets the Acceptable Standard</b></p> <p><b>3</b></p>	<ul style="list-style-type: none"> <li>• Many of the events, actions, and ideas are on topic</li> </ul>	
	<ul style="list-style-type: none"> <li>• Details are general</li> </ul>	
	<ul style="list-style-type: none"> <li>• The story generally holds the reader's interest and has a main idea</li> </ul>	
<p><b>Does Not Clearly Meet the Acceptable Standard</b></p> <p><b>2</b></p>	<ul style="list-style-type: none"> <li>• Some of the events, actions, and ideas are on topic</li> </ul>	
	<ul style="list-style-type: none"> <li>• Some details are present and sometimes may be repeated</li> </ul>	
	<ul style="list-style-type: none"> <li>• The story does not hold the reader's interest and does not have a clear main idea</li> </ul>	
<p><b>Clearly Below the Acceptable Standard</b></p> <p><b>1</b></p>	<ul style="list-style-type: none"> <li>• There are few events, actions, and ideas</li> </ul>	
	<ul style="list-style-type: none"> <li>• Few or no details may be there</li> </ul>	
	<ul style="list-style-type: none"> <li>• The story is confusing and may be frustrating for the reader and does not have a main idea</li> </ul>	

## ORGANIZATION

	<p>Does your story have a beginning, middle, and ending?</p> <ul style="list-style-type: none"> <li>• beginning</li> <li>• connecting events</li> <li>• ending</li> </ul>	✓
<p><b>Meets the Standard of Excellence</b></p> <p style="text-align: center; font-size: 2em;"><b>5</b></p>	<ul style="list-style-type: none"> <li>• The beginning captures the reader’s interest by describing the setting, characters, and events</li> </ul>	
	<ul style="list-style-type: none"> <li>• Events, actions, details, and characters are always tied together</li> </ul>	
	<ul style="list-style-type: none"> <li>• The ending ties all events and actions together</li> </ul>	
<p><b>Approaches the Standard of Excellence</b></p> <p style="text-align: center; font-size: 2em;"><b>4</b></p>	<ul style="list-style-type: none"> <li>• The beginning describes the setting, characters, and events</li> </ul>	
	<ul style="list-style-type: none"> <li>• Events, actions, details, and characters are almost always tied together</li> </ul>	
	<ul style="list-style-type: none"> <li>• The ending ties most of the events and actions together</li> </ul>	
<p><b>Clearly Meets the Acceptable Standard</b></p> <p style="text-align: center; font-size: 2em;"><b>3</b></p>	<ul style="list-style-type: none"> <li>• The beginning gives information about the setting, characters, and events</li> </ul>	
	<ul style="list-style-type: none"> <li>• Events, actions, details, and characters are usually tied together</li> </ul>	
	<ul style="list-style-type: none"> <li>• The ending is connected to the story</li> </ul>	
<p><b>Does Not Clearly Meet the Acceptable Standard</b></p> <p style="text-align: center; font-size: 2em;"><b>2</b></p>	<ul style="list-style-type: none"> <li>• The beginning may give some information about the setting, characters, and events</li> </ul>	
	<ul style="list-style-type: none"> <li>• Events, actions, details, and characters are unclear or may not be tied together</li> </ul>	
	<ul style="list-style-type: none"> <li>• The ending may not be connected to the story</li> </ul>	
<p><b>Clearly Below the Acceptable Standard</b></p> <p style="text-align: center; font-size: 2em;"><b>1</b></p>	<ul style="list-style-type: none"> <li>• The beginning provides little information about the setting, characters, and events</li> </ul>	
	<ul style="list-style-type: none"> <li>• Events, actions, details, and characters are missing or not tied together</li> </ul>	
	<ul style="list-style-type: none"> <li>• The ending is missing</li> </ul>	

## SENTENCE STRUCTURE

	<p>What kinds of sentences are in your story?</p> <ul style="list-style-type: none"> <li>• sentences are complete thoughts</li> <li>• sentence types and lengths</li> <li>• different sentence beginnings</li> </ul>	✓
<p><b>Meets the Standard of Excellence</b></p> <p style="text-align: center;"><b>5</b></p>	• Complete thoughts are always present	
	• Sentence type and length are varied and effective	
	• Sentence beginnings are always varied	
<p><b>Approaches the Standard of Excellence</b></p> <p style="text-align: center;"><b>4</b></p>	• Complete thoughts are usually present	
	• Sentence type and length are usually varied and effective	
	• Sentence beginnings are usually varied	
<p><b>Clearly Meets the Acceptable Standard</b></p> <p style="text-align: center;"><b>3</b></p>	• Complete thoughts are generally present	
	• Sentence type and length may vary	
	• Sentence beginnings may vary	
<p><b>Does Not Clearly Meet the Acceptable Standard</b></p> <p style="text-align: center;"><b>2</b></p>	• Complete thoughts are sometimes present	
	• Sentence type and length have little variety	
	• There is little variety of sentence beginnings	
<p><b>Clearly Below the Acceptable Standard</b></p> <p style="text-align: center;"><b>1</b></p>	• Complete thoughts often are not present or they are missing	
	• Sentence type and length have no variety	
	• There is no variety of sentence beginnings	

## VOCABULARY

	<p>What kinds of words do you use in your story?</p> <ul style="list-style-type: none"> <li>• suitable words</li> <li>• suitable expressions (phrases)</li> <li>• words and expressions (phrases) that create pictures in your mind</li> </ul>	✓
<b>Meets the Standard of Excellence</b>  <b>5</b>	<ul style="list-style-type: none"> <li>• Well-chosen words that always produce a strong impression</li> </ul>	
	<ul style="list-style-type: none"> <li>• Phrases are always descriptive</li> </ul>	
	<ul style="list-style-type: none"> <li>• Words and phrases create vivid pictures throughout</li> </ul>	
<b>Approaches the Standard of Excellence</b>  <b>4</b>	<ul style="list-style-type: none"> <li>• Well-chosen words that often produce a strong impression</li> </ul>	
	<ul style="list-style-type: none"> <li>• Phrases are usually descriptive</li> </ul>	
	<ul style="list-style-type: none"> <li>• Words and phrases create interesting pictures</li> </ul>	
<b>Clearly Meets the Acceptable Standard</b>  <b>3</b>	<ul style="list-style-type: none"> <li>• Words that sometimes produce a strong impression</li> </ul>	
	<ul style="list-style-type: none"> <li>• Phrases are ordinary</li> </ul>	
	<ul style="list-style-type: none"> <li>• Words and phrases create ordinary pictures</li> </ul>	
<b>Does Not Clearly Meet the Acceptable Standard</b>  <b>2</b>	<ul style="list-style-type: none"> <li>• Words are sometimes not suitable</li> </ul>	
	<ul style="list-style-type: none"> <li>• Phrases are simple and may be used over and over</li> </ul>	
	<ul style="list-style-type: none"> <li>• Words and phrases may create simple or unclear pictures</li> </ul>	
<b>Clearly Below the Acceptable Standard</b>  <b>1</b>	<ul style="list-style-type: none"> <li>• Words used are not suitable</li> </ul>	
	<ul style="list-style-type: none"> <li>• Phrases are not clear or not used</li> </ul>	
	<ul style="list-style-type: none"> <li>• Words and phrases do not create pictures</li> </ul>	

## CONVENTIONS

	<p>How do you use capital letters, punctuation, and spelling in your story?</p> <ul style="list-style-type: none"> <li>• capitals and end punctuation</li> <li>• spelling</li> <li>• communication</li> </ul>	✓
<b>Meets the Standard of Excellence</b>  <b>5</b>	• Capitals and end punctuation are correct	
	• Most familiar and unfamiliar words are spelled correctly	
	• Communication is clear	
<b>Approaches the Standard of Excellence</b>  <b>4</b>	• Capitals and end punctuation are almost always correct	
	• Familiar words are spelled correctly	
	• Communication is usually clear and not affected by errors	
<b>Clearly Meets the Acceptable Standard</b>  <b>3</b>	• Capitals and end punctuation are usually correct	
	• Many familiar words are spelled correctly	
	• Communication is sometimes unclear and may be affected by errors	
<b>Does Not Clearly Meet the Acceptable Standard</b>  <b>2</b>	• Capitals and end punctuation when used, are sometimes correct	
	• Many familiar words are misspelled	
	• Errors interfere with communication	
<b>Clearly Below the Acceptable Standard</b>  <b>1</b>	• Capitals and end punctuation are often not correct	
	• Most words are misspelled and hard to read	
	• Communication is not clear	

## Grade 3 Narrative Writing Scoring Guide

	CONTENT	ORGANIZATION	SENTENCE STRUCTURE	VOCABULARY	CONVENTIONS
<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><b>Note:</b> <i>Content and Organization are weighted to be worth twice as much as each of the other categories.</i></p>	<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 beginning</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><b>Note:</b> <i>Content and Organization are weighted to be worth twice as much as each of the other categories.</i></p>	<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 length</li> <li>uses a variety of sentence beginnings</li> </ul> <p>The length and complexity of response must be considered.</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 to enhance the writing</li> </ul> <p>The length and complexity of response must be considered.</p>	<p>When marking <b>CONVENTIONS</b> appropriate for Grade 3 writing, the marker should consider the extent to which the writer has control of</p> <ul style="list-style-type: none"> <li>end punctuation and capitalization</li> <li>spelling</li> <li>clarity</li> </ul> <p>Proportion of error to length and complexity of response must be considered.</p>
<b>5</b>	<p><b>Meets the Standard of Excellence</b></p> <ul style="list-style-type: none"> <li>Events, actions, and/or ideas are consistently appropriate for the context established by the writer.</li> <li>Details are specific and consistently effective.</li> <li>The writing captures the reader's interest and presents a well-supported main idea.</li> </ul>	<ul style="list-style-type: none"> <li>The beginning captures the reader's attention, 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 consistently maintained.</li> <li>The ending 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 enhance the writing.</li> </ul>	<ul style="list-style-type: none"> <li>End punctuation and capitalization are 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>4</b>	<p><b>Approaches the Standard of Excellence</b></p> <ul style="list-style-type: none"> <li>Events, actions, and/or ideas are appropriate for the context established by the writer.</li> <li>Details are specific and generally effective.</li> <li>The writing engages 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 maintained.</li> <li>The ending provides an appropriate finish for events and/or actions.</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure is 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 essentially correct.</li> <li>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>3</b>	<p><b>Clearly Meets the Standard of Excellence</b></p> <ul style="list-style-type: none"> <li>The majority of the events, actions, and/or ideas are appropriate for the context established by the writer.</li> <li>Details are general and may be predictable, but are appropriate.</li> <li>The writing 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 generally enhance the writing.</li> </ul>	<ul style="list-style-type: none"> <li>Conventional end punctuation and capitalization are usually 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>2</b>	<p><b>Does Not Clearly Meet the Acceptable Standard</b></p> <ul style="list-style-type: none"> <li>Some of the events, actions, and/or ideas are appropriate for the context established by the writer.</li> <li>Details are few and/or may be repetitive.</li> <li>The writing does not hold the reader's interest and the main idea is vague.</li> </ul>	<ul style="list-style-type: none"> <li>The beginning presents information about events, characters, and/or setting; however, this information is confusing.</li> <li>Connections and/or relationships between events, actions, details, and/or characters are unclear, missing, or inconsistent.</li> <li>The ending is predictable and/or may be 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 of sentence type and/or length.</li> <li>There is little variety of sentence beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>Words chosen are sometimes inappropriate or misused.</li> <li>Expressions are simple and/or ineffective.</li> <li>Words and expressions are basic and 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>1</b>	<p><b>Clearly Below the Acceptable Standard</b></p> <ul style="list-style-type: none"> <li>There are few events, actions, and/or ideas.</li> <li>Details are scant.</li> <li>The writing is confusing and/or frustrating for the reader and the main idea is lacking, ***</li> </ul>	<ul style="list-style-type: none"> <li>The beginning provides very little information.</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 of sentence type and/or length.</li> <li>There is no variety of sentence beginnings.</li> </ul>	<ul style="list-style-type: none"> <li>Words used indicate a lack of vocabulary.</li> <li>Expressions are vague.</li> <li>Words and expressions are simple and/or ineffective.</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>INS INSUFFICIENT</b>	<ul style="list-style-type: none"> <li>The student has written so little that it is not possible to assess the content.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has been awarded an INS for <b>Content</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has been awarded an INS for <b>Content</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has been awarded an INS for <b>Content</b>.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has been awarded an INS for <b>Content</b>.</li> </ul>