Grades 1-3 English Language Arts Scoring Guide

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|  | **Content**  | **Organization** | **Sentence Structure** | **Vocabulary** | **Conventions** |
| **Focus** | When marking **Content** appropriate for grades 1-3 narrative writing, the marker should consider how effectively the writer* Establishes the relationship between events, actions, and the context (situation)
* Uses specific details
* Demonstrates the reader/writer relationship (voice)
 | When marking **Organization** appropriate for grades 1-3 narrative writing, the marker should consider how effectively the writer* Introduces the response
* Establishes the connections and/or relationships between events, actions, details, and/or characters
* Brings closure to the writing
 | When marking **Sentence Structure** appropriate for grades 1-3 narrative writing, the marker should consider how effectively the writer* Controls sentence structure
* Uses different sentence patterns and lengths
* Uses a variety of sentence beginnings

**Length and complexity of response must be considered.** | When marking **Vocabulary** appropriate for grades 1-3 narrative writing, the marker should consider the extent to which the writer uses* Words appropriately
* Expressions effectively
* Words and expressions together to enhance the writing

**Length and complexity of response must be considered.**  | When marking **Conventions** appropriate for grades 1-3 narrative writing, the marker should consider the extent to which the writer* Uses end punctuation and capitalization
* Controls spelling
* Controls usage of language and the clarity of communication

**Proportion of error to length and complexity of response must be considered.**  |
| **Excellent****5** | * 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.
 | * 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.
 | * Sentence structure is consistently controlled.
* Sentence type and length are varied and effective.
* Sentence beginnings are consistently varied.
 | * Well-chosen words are used effectively.
* Expressions are consistently precise and effective.
* Words and expressions are used to create vivid images and consistently enhance the writing.
 | * End punctuation and capitalization are essentially 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****4** | * Events, actions, and/or ideas are intentionally chosen and are appropriate for the context established by the writer.
* Details are specific and usually effective.
* The writing is purposeful, draws the readers’ interest, and presents a supported main idea.
 | * 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 usually maintained.
* The ending clearly provides an appropriate finish for events and/or actions.
 | * Sentence structure is usually controlled.
* Sentence type and length are usually varied and effective.
* Sentence beginnings are often varied.
 | * Well-chosen words are often used.
* Expressions are usually specific and effective.
* Words and expressions are descriptive and often enhance the writing.
 | * End punctuation and capitalization are usually correct.
* Most familiar words are spelled correctly; errors are “slips”; unfamiliar words may be spelled phonetically.
* Errors that are present rarely affect the clarity of communication.
 |
| **Satisfactory****3** | * 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 of a main idea.
 | * 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.
 | * Sentence structure is generally controlled but may occasionally impede meaning.
* Sentences may vary in type and length.
* Some variety of sentence beginnings is evident.
 | * Words chosen tend to be common or ordinary.
* Expressions are usually more general than specific.
* Words and expressions sometimes enhance the writing.
 | * Conventional end punctuation and capitalization are generally 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****2** | * Events, actions, and/or ideas or 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.
 | * 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.
 | * 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.
 | * Words used indicate a lack of vocabulary.
* Expressions are simplistic and/or ineffective.
* Words and expressions are basic and/or may detract from the writing.
 | * 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****1** | * 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.
 | * 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.
 | * 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.
 | * Words chosen are sometimes inappropriate and/or misused.
* Expressions are misused or missing.
* Words and expressions are simple and/or inadequate.
 | * 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** | * 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**.
 | * 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**.
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Grades 4-6 English Language Arts Scoring Guide

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|  | **Content**  | **Organization** | **Sentence Structure** | **Vocabulary** | **Conventions** |
| **Focus** | When marking **Content** appropriate for grades 4-6 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
* Use specific details (of characters, setting, actions, events, etc.)
* Demonstrate an awareness of audience
 | When marking **Organization** appropriate for grades 4-6 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 grades 4-6 narrative writing, the marker should consider how effectively the writer* 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 grades 4-6 narrative writing, the marker should consider the extent to which the writer uses* Words and expressions are used accurately
* Words and expressions are used effectively
* Words and expressions to enhance the student’s voice

**Length and complexity of response must be considered.**  | When marking **Conventions** appropriate for grades 4-6 narrative writing, the marker should consider the extent to which the writer* Mechanics (spelling, punctuation, capitalization, indentation for new speakers, etc.) and usage (subject-verb agreement, pronoun-antecedent agreement, etc.)
* Clarity and flow of the response.

**Proportion of error to length and complexity of response must be considered.**  |
| **Excellent****5** | * The context is clearly established and consistent.
* The ideas and/or events are 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 create vivid images and 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 response.
 |
| **Proficient****4** | * 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 considered 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 and 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 often 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 response.
 |
| **Satisfactory****3** | * 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 straightforward 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 discernable 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 but is connected to events and/or actions.
 | * Sentence structure is generally controlled, but lapses may occasionally impede 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 generally 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 response.
 |
| **Limited****2** | * 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 discernable, 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 sometimes 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 frequent incorrect use of conventions.
* Errors often reduce the clarity and interrupt the flow of the response.
 |
| **Poor****1** | * 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 response.
 |
| **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**.
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Grades 7-9 English Language Arts Scoring Guide

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|  | **Content**  | **Organization** | **Sentence Structure** | **Vocabulary** | **Conventions** |
| **Focus** | When marking Content appropriate for grades 7-9 narrative writing, the marker should consider how effectively the student* Explores the topic
* Establishes a purpose
* Presents ideas
* Supports the response
* Considers the reader
 | When marking **Organization** for grades 7-9 narrative writing, the marker should consider how effectively the writing demonstrates* Focus
* Coherent order
* Connections between events and/or details
* Closure
 | When marking **Sentence Structure** for grades 7-9 narrative writing, the marker should consider the extent to which* Sentence structure is controlled
* Sentence type and sentence length are effective and varied
* Sentence beginnings are varied

**Proportion of error to length and complexity of response must be considered.** | When marking **Vocabulary** for grades 7-9 narrative writing, the marker should consider the* Accuracy of the words and expressions
* Effectiveness of the words and expressions
* Appropriateness and effectiveness of the voice/tone created by the student

**Proportion of error to length and complexity of response must be considered.**  | When marking **Conventions** for grades 7-9 narrative writing, the marker should consider the extent to which the student 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 response

**Proportion of error to length and complexity of response must be considered.**  |
| **Excellent****5** | * The student’s exploration of the topic is insightful and/or imaginative.
* The student’s purpose, whether stated or implied, is deliberate.
* The ideas presented by the student are perceptive and/or carefully chosen.
* Supporting details are precise and/or original.
* The writing is confident and/or creative and holds the reader’s interest.
 | * The introduction is engaging and skillfully establishes a focus that is consistently sustained.
* Events and/or details are developed in a judicious order, and coherence is maintained.
* Transitions, either explicit or implicit, fluently connect events and/or details within sentences and/or paragraphs.
* Closure is effective and related to the focus.
 | * 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 and deliberately.
* Precise words and expressions are used to create vivid images and/or to enrich details.
* The voice/tone created by the student is convincing.
 | * The quality of writing is enhanced because it is essentially error-free.
* Any errors that are present do not reduce clarity and/or do not interrupt the flow of the response.
 |
| **Proficient****4** | * The student’s exploration of the topic is adept and/or plausible.
* The student’s purpose, whether stated or implied, is intentional.
* The ideas presented by the student are thoughtful and/or sound.
* Supporting details are specific and/or apt.
* The writing is considered and/or elaborated and draws the reader’s interest.
 | * The introduction is purposeful and clearly establishes a focus that is capably sustained.
* Events and/or details are developed in a sensible order, and coherence is generally maintained.
* Transitions, either explicit or implicit, clearly connect events and/or details with sentences and/or between paragraphs.
* Closure is appropriate and related to the focus.
 | * Sentence structure is consistently 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 show some evidence of careful selection and/or some awareness of connotative effect.
* The voice/tone created by the student is distinct.
 | * The quality of the writing is sustained because it contains only minor convention errors.
* Any errors that are present rarely reduce clarity and/or seldom interrupt the flow of the response.
 |
| **Satisfactory****3** | * The student’s exploration of the topic is clear and/or logical.
* The student’s purpose, whether stated or implied, is evident.
* The ideas presented by the student are appropriate and/or predictable.
* Supporting details are relevant and/or generic.
* The writing is straightforward and/or generalized and occasionally appeals to the reader’s interest.
 | * The introduction is functional and establishes a focus that is generally sustained.
* Events and/or details are developed in a discernable order, although coherence my falter occasionally.
* Transitions, either explicit or implicit, tend to be mechanical and are generally used to connect events and/or details within sentences and/or between paragraphs.
* Closure is related to the focus and is mechanical and/or artificial.
 | * Sentence structure is generally controlled, but lapses may occasionally impede 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.
* The voice/tone created by the student is discernable but may be inconsistent or uneven.
 | * The quality of the writing is sustained through generally correct use of conventions.
* Errors occasionally reduce clarity and/or sometimes interrupt the flow of the response.
 |
| **Limited****2** | * The student’s exploration of the topic is tenuous and/or simplistic.
* The student’s purpose, whether stated or implied, is vague.
* The ideas presented by the student are superficial and/or ambiguous.
* Supporting details are imprecise and/or abbreviated.
* The writing is uncertain and/or incomplete and does not appeal to the reader’s interest.
 | * The introduction lacks purpose and/or is not functional; any focus established provides little direction and/or is not sustained.
* The development of events and/or details is not clearly discernible, and coherence falters frequently.
* Transitions, either explicit or implicit, are lacking and/or indiscriminately used to connect events and/or details within sentences and/or between paragraphs.
* Closure is abrupt, contrived, and/or unrelated to the focus.
 | * Sentence structure often lacks control, and this may impede meaning.
* Sentence type and sentence length are seldom effective and/or varied; syntactic structures are frequently awkward.
* There is little variety of sentence beginnings.
 | * Words and expressions are often used inexactly.
* Imprecise words and expressions predominate; specific words, if present, may be improperly used.
* The voice/tone created by the student is not clearly established or is indistinct.
 | * The quality of the writing is weakened by the frequently incorrect use of conventions.
* Errors blur clarity and/or interrupt the flow of the response.
 |
| **Poor****1** | * The student’s exploration of the topic is minimal and/or tangential.
* The student’s purpose, whether stated or implied, is insubstantial.
* The ideas presented by the student are overgeneralized and/or underdeveloped.
* Supporting details are irrelevant and/or scant.
* The writing is confusing and/or lacks validity and does not interest the reader.
 | * The introduction, if present, is obscure and/or ineffective; any focus established provides no direction and/or is undeveloped.
* The development of events and/or details is haphazard and/or incoherent.
* Transitions, either explicit or implicit, are absent and/or inappropriately used to connect events and/or details within sentences and/or between paragraphs.
* Closure is ineffectual or missing.
 | * Sentence structure generally lacks control, and this often impedes meaning.
* There is essentially no variation in sentence type or sentence length; syntactic structures are unintelligible.
* There is essentially no variety of sentence beginnings.
 | * Words and expressions are generally used inaccurately.
* Ineffective words and expressions predominate; specific words, if present, are frequently misused.
* The voice/tone created by the student is not evident or is indiscreet.
 | * The quality of the writing is impaired by the consistently incorrect use of conventions.
* Errors severely reduce clarity and/or impede the flow of the response.
 |
| **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**.
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