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| Year <u>2005-2006</u> | Paper <u>PS1 525</u> | Grade Level <u>5</u> | Score <u>4</u> |
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| Ideas | <p>Develops ideas well and uses specific, relevant details across the response.</p> <p>The author describes the sequence of events with strong elaboration and interesting detail that is appropriate.</p> <p>“Splash!” “Then I looked over my shoulder, I was in the lead!”</p> |
| Organization | <p>Clearly organized; the ideas are presented in an orderly way.</p> <p>Chronological order and transitions show time passing in a clear and orderly way.</p> <p>“The next day...” “Soon it was...” “Back at my house...”</p> |
| Voice and Word Choice | <p>Purposeful word choices contribute to strong voice.</p> <p>Word choices are active and strong, especially the verbs.</p> <p>“...my heart was going to jolt out of my chest!” “I slipped on my bathing suit...” “I jumped up and yelled, yahoo!”</p> |
| Sentence Fluency | <p>Control over varied sentence construction enhances sentence fluency.</p> <p>Combines longer sentences with exclamations that are very effective in conveying excitement.</p> <p>“Flip! Kick! At the other end I could see my mom, dad, and all of my teammates cheering for me. Flip! Push! Oh no!”</p> |
| Conventions | <p>Minor errors in grammar, spelling, and conventions do not interfere with understanding.</p> <p>Effective, excellent control of punctuation is demonstrated.</p> <p>Only spelling error is “annoucer.”</p> |
| Comments | <p>Paragraph about being home and watching <u>The Pink Panther</u> is probably unnecessary, but does not detract from the quality of the paper.</p> |

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| Year <u>2005-2006</u> | Paper <u>PS1 518</u> | Grade Level <u>5</u> | Score <u>3</u> |
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| <p>Ideas</p> | <p>Clearly developed ideas; may have simple details.</p> <p>The focus is clear and maintained throughout the piece. Reader’s attention is drawn through the piece by relevant details.</p> <p>“I had a spelling test.” “I was sad because...”</p> <p>“I studed my spelling words...” “Now I’m glad...”</p> |
| <p>Organization</p> | <p>Organization provides pieces of information that are related to each other.</p> <p>There is a clear beginning, middle, and end that demonstrate an understanding of narrative writing.</p> <p>Includes details that relate to the challenge:</p> <p>“I got 80%,” “...I studed my spelling words,” “...I got a 100%.”</p> |
| <p>Voice and Word Choice</p> | <p>Typical, grade-level word choice; emerging voice.</p> <p>Grade-level word choices:</p> <p>“I was really worried...,” “...we got are spelling words.”</p> <p>Emerging voice occasionally shown, “One bright and sunny morning...” but is otherwise limited.</p> |
| <p>Sentence Fluency</p> | <p>Control over basic sentence construction contributes to sentence fluency.</p> <p>There is a variety of sentence constructions:</p> <p>“I was really worried because I hadn’t studed for this test, and I really had a hard time spelling.” “So we took the test.”</p> <p>A number of sentences begin with the same words (typical of this grade level):</p> <p>“I was really worried...,” “I really had...,” “I didn’t study.”</p> |
| <p>Conventions</p> | <p>Errors in grammar, spelling and conventions do not interfere with understanding.</p> <p>There are misspellings, but the spelling is close enough to not impede reading: “woried,” “wated,” “grad,” “studed.”</p> <p>Capitalization and punctuation are mostly conventional.</p> <p>The few errors do not interfere with understanding.</p> <p>Paragraphing is conventional.</p> |
| <p>Comments</p> | <p>While nothing stands out in this paper, all traits are typical for this grade level.</p> <p>The writer demonstrates a clear understanding of narrative writing.</p> <p>The paper is clear and concise.</p> |

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| Year <u>2005-2006</u> | Paper <u>PS1 530</u> | Grade Level <u>5</u> | Score <u>2</u> |
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| Ideas | <p>Ideas are unclear and/or underdeveloped; details are disconnected and/or presented as a list.</p> <p>Storyline is not developed because writer includes several irrelevant details.</p> |
| Organization | <p>Disorganized or difficult to detect organization.</p> <p>The listings of events detract from narrative structure.</p> <p>Story elements are disjointed.</p> |
| Voice and Word Choice | <p>Simplistic word choice; lacks voice.</p> <p>Narrative lacks voice because of simple word choice, with the exception of “terrified.”</p> <p>Verbs are not vivid: “went, go, was, do.”</p> <p>Overuse of the word “but” leads to choppiness.</p> |
| Sentence Fluency | <p>Limited control over sentence construction and fluency.</p> <p>Awkward word patterns interfere with fluency.</p> <p>“When some people try to do new things it makes them think that this is very challenging for them.”</p> |
| Conventions | <p>Errors in grammar, spelling and conventions may interfere with understanding.</p> <p>Errors in conventions interfere with understanding.</p> |
| Comments | |

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| Year <u>2005-2006</u> | Paper <u>PS1 509</u> | Grade Level <u>5</u> | Score <u>1</u> |
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| Ideas | <p>Attempts a response but lacks focus and details. Underdeveloped story line.</p> |
| Organization | <p>Little or no control over organization. This three sentence paper has an introduction, middle, and conclusion, but lacks sufficient development to show organization.</p> |
| Voice and Word Choice | <p>Limited or inaccurate word choice. Emerging voice, "It was hard and scary." Shortness of paper doesn't allow for development of word choice or voice.</p> |
| Sentence Fluency | <p>Little or no control over sentence construction and fluency. Author uses simple, short, underdeveloped, and run-on sentences.</p> |
| Conventions | <p>Errors in grammar, spelling, and conventions make understanding difficult. Errors in grammar, spelling, capitalization, and spacing.</p> |
| Comments | <p>This paper is too short to assess effectively.</p> |