

Year <u>2005-2006</u>	Paper <u>PS2 538</u>	Grade Level <u>5</u>	Score <u>4</u>
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<p><b>Ideas</b></p>	<p><b>Develops ideas well and uses specific, relevant details across the response.</b>  The use of dialogue moves the story forward and lets the reader share in the experience.  “I kept thinking, ‘What if I fall off the ski lift when I’m really high off the ground.’”</p>
<p><b>Organization</b></p>	<p><b>Clearly organized; the ideas are presented in an orderly way.</b>  Storyline is well-developed and strong transitions help connect writing in a logical sequence.  “I got off...” “My skis kept...” “After a couple of hours...” “By the end of the day...”</p>
<p><b>Voice and Word Choice</b></p>	<p><b>Purposeful word choices contribute to strong voice.</b>  Vivid descriptions enhance readability and enjoyment of this piece.  “The mountain was a giant trying to crush me.”  Voice is strong and present throughout the piece.  “It sounds easy but you try it. It’s hard.” “My skis kept overlapping and I kept crashing.”</p>
<p><b>Sentence Fluency</b></p>	<p><b>Control over varied sentence construction enhances sentence fluency.</b>  The author shows purposeful choices in sentence structure that are effective.  “I made enormous S’s by pushing on one ski and turning the opposite way I pushed.”</p>
<p><b>Conventions</b></p>	<p><b>Minor errors in grammar, spelling, and conventions do not interfere with understanding.</b>  Minor grammatical errors: “I had never went skiing...”</p>
<p><b>Comments</b></p>	<p>This is an engaging narrative that is clear and inviting to the reader.</p>

Year <u>2005-2006</u>	Paper <u>PS2 524</u>	Grade Level <u>5</u>	Score <u>3</u>
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<p><b>Ideas</b></p>	<p><b>Clearly developed ideas; may have simple details.</b>  The focus is clear and is maintained throughout the piece.  Reader's attention is drawn through the piece by relevant details:  "...I entered the geography bee....," "...I stayed in till the last round,"  "...and I came in second..."</p>
<p><b>Organization</b></p>	<p><b>Organization provides pieces of information that are related to each other.</b>  There is a clear beginning, middle, and end that demonstrate an understanding of narrative writing.  Developed through a writing formula, such as Step Up or Four Square.  Includes related details: "...practiced alot....," "...almost dropped out....,"  "...had 30 seconds to answer..."</p>
<p><b>Voice and Word Choice</b></p>	<p><b>Typical, grade-level word choice; emerging voice.</b>  Includes grade-level word choices: "I was not good at....," "On most of the questions....," "I had fun....," "I did pretty good."  Emerging voice is shown: "I needed to practice a lot more," "...but I stayed in till the last round."</p>
<p><b>Sentence Fluency</b></p>	<p><b>Control over simple sentence construction contributes to sentence fluency.</b>  Sentences are well constructed, but there isn't much variety.  Most sentences are compound.  A number of sentences begin with the same words, (typical of this grade level):  "I decided to stay....," "Second, I had....," "I missed....," "I did..."</p>
<p><b>Conventions</b></p>	<p><b>Errors in grammar, spelling and conventions do not interfere with understanding.</b>  Spelling is mostly conventional.  Capitalization and end punctuation are mostly conventional.  Writer is attempting internal punctuation, but hasn't yet worked out how to do this conventionally. "I missed the question and was out but, I was OK because I had fun."  Conventional paragraphing.</p>
<p><b>Comments</b></p>	<p>Students are directed to draw a line through edited words. This should not detract from the score.  This paper is more formulaic than other range finders. "First, when I had..." "Second, I had..." "At last, the final round..." "In conclusion..." However, this writer has used the formula to produce an effective narrative where the formula does not detract.</p>

Year <u>2005-2006</u>	Paper <u>PS2 557</u>	Grade Level <u>5</u>	Score <u>2</u>
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<b>Ideas</b>	<p><b>Ideas are unclear and/or underdeveloped; details are disconnected and/or presented as a list.</b></p> <p>The narrative has not developed a clear focus.</p>
<b>Organization</b>	<p><b>Disorganized or difficult to detect organization.</b></p> <p>Underdeveloped narrative lacks a middle and end.</p>
<b>Voice and Word Choice</b>	<p><b>Simplistic word choice; lacks voice.</b></p> <p>Strong sense of a real person behind the writing.</p>
<b>Sentence Fluency</b>	<p><b>Limited control over sentence construction and fluency.</b></p> <p>Writer manipulates rhythm with short, deliberate phrases that provide a sense of voice: "Kicked up my skateboard, Rolled down the driveway and went to school thinking it would be a normal day."</p>
<b>Conventions</b>	<p><b>Errors in grammar, spelling and conventions may interfere with understanding.</b></p>
<b>Comments</b>	<p>Score can only be based on what is on the page.</p> <p>We would anticipate, had this writer finished the narrative, the writing may have scored differently.</p>

Year <u>2005-2006</u>	Paper <u>PS2 544</u>	Grade Level <u>5</u>	Score <u>1</u>
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<b>Ideas</b>	<p><b>Attempts a response, but lacks focus and details.</b></p> <p>Lacks focus and details.</p> <p>Each sentence has a new topic.</p>
<b>Organization</b>	<p><b>Little or no control over organization.</b></p> <p>No internal structure.</p>
<b>Voice and Word Choice</b>	<p><b>Limited or inaccurate word choice.</b></p> <p>Below basic word choice.</p> <p>Common words aren't used effectively.</p>
<b>Sentence Fluency</b>	<p><b>Little or no control over sentence construction and fluency.</b></p> <p>Short, unrelated sentences.</p>
<b>Conventions</b>	<p><b>Errors in grammar, spelling and conventions make understanding difficult.</b></p> <p>Run-on sentence.</p> <p>Incorrect use of capitalization.</p>
<b>Comments</b>	<p>Fundamental deficiencies of the understanding of narrative writing.</p>