

Primary Scoring Guide ó Writing

Ideas and Content ó the writer's theme supported by details (ideas are clear & developed)

Experimenting	1	2	3	4	5/6
- uses shapes, scribbles, random letters, or lines for text	-some words can be identified	-attempts to make a point or tell a story may be unclear	-topic is broad, obvious, general too many ideas everyday knowledge	-topic is narrow, specific, focused shows insight	-main ideas stand out fresh and original holds attention
-text gives no meaning	-reader needs to fill in important words / info.	-detail sentences are not present	-details are present but not developed (list) reader has questions	-details expand on the main ideas	-interesting, strong details
-writer needs to interpret text or picture	-text or picture give small clues about topic	-text is 1-2 sentences	-multiple sentences (3+) some are off topic	-multiple sentences (3+) on one topic	-text is cohesive and easy to follow

Organization ó structure of the writing (order of ideas & transitions that tie it together)

Experimenting	1	2	3	4	5/6
-reader is unsure of where to begin reading	-reader knows where to begin may be scribbles or letter strings	-beginning is not clearly identified starts with a detail, a few words	-beginning is not developed My name is í I'm going to tell you í	-beginning is clear and developed	-beginning grabs reader's attention
-random placement of marks, letters, or pictures	-placement of text or picture begins to show structure	-text is 1-2 sentences	-sentences are a list no transitions can move sentences	-transitions are formulaic or attempted first, second, last	-transitions are smooth and varied
-unsure of paper's top and bottom	-paper has a recognizable top and bottom	-no ending	-undeveloped ending Now you knowí , That is why í	-ending is a concluding sentence	-interesting resolution or closure

Voice ó the way the writer brings the topic to life and captures the reader

Experimenting	1	2	3	4	5/6
-scribbles, lines, shapes, letter strings	-big letters, underlining, strong strokes	-answers the prompt (similar to others)	-touches of originality begin to show	-standout moments are found in text (unique)	-I will remember this piece.
-picture	-details begin to emerge in the picture (face expression)	-text is mechanical and does not express feeling	-feeling is expressed in a few words (like/fun/ favorite)	-feeling is expressed in personal, sincere details	-writing captures a mood important, scared, funny, sad
-writer needs to interpret text or picture	-a few words	-text is 1-2 sentences	-hints about the writer's feelings begin to show	-the writer's feelings about the topic are loud and clear	-engages the audience (óDid you know?ó talks to the reader)

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Word Choice ó the specific vocabulary the writer uses to convey meaning

Experimenting	1	2	3	4	5/6
-uses scribbles, shapes, or lines to represent text	-writes in letter strings	-repetition or words that don't fit so, so, so, so much	-the message comes across in a generic way	-some moments of sparkle	-uses figurative language metaphors, similes
-no identified words picture	-a few words can be identified	-text is 1-2 sentences	-words are appropriate for the topic	-variety of active verbs, specific nouns add energy	-word usage is fresh, original, natural
-writer needs to interpret the text or picture	-parts of text are difficult to decode	-does not use descriptive words things, stuff	-descriptive words do not stand out (cool, like, fun)	-one or two descriptive words stand out	-words are memorable paint a picture

Sentence Fluency ó the way the words and phrases flow throughout the text

Experimenting	1	2	3	4	5/6
-uses scribbles, shapes, letters, or lines for text	-some recognizable words	-simple sentence	-sentences are close to the same length	-variety of sentence lengths (some short & long)	- uses simple and compound sentences (because, and, so)
-no sense of sentence structure picture only	-includes phrases may need decoding	-text is 1-2 sentences	- all / most sentences begin the same way (õl likeí ö)	-a few sentences begin the same way	-variety of sentence beginnings
-writer needs to interpret the text or picture	-text or picture contain meaning	-word order is choppy and awkward missing words and/or grammar	-sentences all have the same rhythm (mechanical / 1sent)	-most sentences are complete a few bumps/run-ons	-can be read aloud smoothly (complete sentences)

Conventions ó the mechanical correctness of the piece **reversals may be present

Experimenting	1	2	3	4	5/6
-shapes or marks represent text	- all capitals or all lowercase	-random use of upper and lowercase letters (haPpY)	-capitals at the beginning of 1 or some sentences	-capitals at the beginning of all sentences	-correct capitalization throughout (-Ë proper nouns, titles)
-ending punctuation is not present	-ending punctuation is random	- 1 sentence has correct ending punctuation	- some sentences have correct ending punctuation	- all sentences have correct ending punctuation	- internal punctuation is correct commas, apostrophes
- string of letters, no recognizable words	-writer reads text, letter-sound correspondence w(with), tz(toys)	-several words can be decoded by the reader(phonetic)	- some õno excuseõ words are spelled correctly	- all õno excuseõ words are spelled correctly	-only spelling mistakes are when taking risks