



4th Grade Writing Scoring Guide

This scoring guide does NOT take the place of the official ODE writing scoring guide; however it was developed to assist teachers in measuring student performance in specific writing traits. Teachers can use this scoring guide to aide in the development of mini lessons and for the purpose of grading and report cards. It is aligned to our district defined expectations for writing as well as the official state scoring guide. For the purpose of grading and report cards, teachers have the flexibility to use either scoring guide. However; when scoring official work samples, teachers should use the official ODE scoring guide.

		<i>Ideas and Content</i>	<i>Organization</i>	<i>Sentence Fluency</i>	<i>Conventions</i>			
					<i>Spelling</i>	<i>Grammar</i>	<i>Capitalization Punctuation</i>	<i>Letter Forms Penmanship</i>
Work Sample Score	Possible Progress Report Score	<ul style="list-style-type: none"> • Writing is clear, focused, and interesting • Main idea stands out • Writing is developed with supporting details • Suitable to audience/purpose 	<ul style="list-style-type: none"> • Order and structure are strong • Enhances central idea 	<ul style="list-style-type: none"> • Easy flow and rhythm • Sentences are carefully crafted • Varies structure that makes expressive reading easy and enjoyable 	<ul style="list-style-type: none"> • Consistently and independently spells correctly more advanced words 	<ul style="list-style-type: none"> • Consistently applies correct grammar 	<ul style="list-style-type: none"> • Consistently applies correct capitalization and various types of punctuation 	<ul style="list-style-type: none"> • Creates a neatly written piece of work with all letters formed correctly
5	4							
4	3	<ul style="list-style-type: none"> • Focus on a central idea, identifying the audience and purpose • Chooses a form that best fits the purpose • Writes 3 – 5 paragraph composition of appropriate length 	<ul style="list-style-type: none"> • At least 3 detail paragraphs • Inviting introduction • Concluding paragraph summarizes the main points • Effective transitions • Indents paragraphs 	<ul style="list-style-type: none"> • Uses simple and compound sentences • Variety of sentence structures, lengths, and beginnings • Use of prepositions and conjunctions • Sentences have natural sound if read aloud 	<ul style="list-style-type: none"> • Sight words spelled correctly • Uses roots, inflections, suffixes, syllables to support spelling 	<ul style="list-style-type: none"> • Uses correct grammar most of the time • Correctly uses verbs and possessives 	<ul style="list-style-type: none"> • Uses correct capitalization and ending punctuation • Capitalizes proper nouns • Uses commas, apostrophes, quotations 	<ul style="list-style-type: none"> • Writes legibly (manuscript or cursive) • Use correct spacing and letter formation
3	2	<ul style="list-style-type: none"> • Reader can understand the main idea • May be overly broad or simplistic • Supporting details are limited or off topic 	<ul style="list-style-type: none"> • Attempt is made to organize writing • Structure is inconsistent or skeletal 	<ul style="list-style-type: none"> • Simple sentences • No variety • Writing is more mechanical than fluid • Awkward construction forces reader to slow down 	<ul style="list-style-type: none"> • Uses standard and phonetic spelling • Spells some sight words correctly 	<ul style="list-style-type: none"> • Some use of correct grammar 	<ul style="list-style-type: none"> • Some correct use of capitals and ending punctuation • Limited use of commas and apostrophes 	<ul style="list-style-type: none"> • Some letters are formed correctly • More consistent use of spacing between words
2	2	<ul style="list-style-type: none"> • Main idea and purpose are unclear • Writing is too short 	<ul style="list-style-type: none"> • Lacks a clear structure • Difficult to follow • Reader has to reread substantial portions 	<ul style="list-style-type: none"> • Writing is choppy or rambling • Awkward sentence structures 	<ul style="list-style-type: none"> • Misspells words often • Few sight words spelled correctly 	<ul style="list-style-type: none"> • Errors in grammar interfere with readability – impedes readability 	<ul style="list-style-type: none"> • Limited use of correct capitals and ending punctuation • No use of commas or apostrophes 	<ul style="list-style-type: none"> • Letters formed incorrectly • Inconsistent spacing

1	1 or NP	<ul style="list-style-type: none"> • Writing lacks a central purpose • Writing is too short 	<ul style="list-style-type: none"> • Lacks coherence • Too short to develop organization • Reader is confused 	<ul style="list-style-type: none"> • Difficult to read aloud • Sentences tend to be incomplete, rambling, very awkward 	<ul style="list-style-type: none"> • Frequently misspells common words 	<ul style="list-style-type: none"> • Errors in grammar interfere with readability – difficult to read 	<ul style="list-style-type: none"> • No correct capitals • No correct punctuation 	<ul style="list-style-type: none"> • Not legible • No spacing between words
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		Word Choice	Voice
Work Sample Score	Possible Progress Report Score	<ul style="list-style-type: none"> • Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose. • The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact. 	<ul style="list-style-type: none"> • The writer has chosen a voice appropriate for the topic, purpose, and audience. • The writer seems committed to the topic, and there is a sense of “writing to be read.” • The writing is expressive, engaging, or sincere.
5	4		
4	3	<ul style="list-style-type: none"> • Use a variety of descriptive words, demonstrating awareness of impact on audience. • Uses a reasonable variety of words that work appropriate to grade level; possible use of slang; • Attempts at descriptive language (e.g., adjectives and adverbs); • Possible use of technical language or jargon, perhaps without explanations • Limited repetition of words. 	<ul style="list-style-type: none"> • A sense of the writer’s interest in the topic; • A tone that is appropriate, for the most part, for audience and purpose; • Attempts at liveliness, sincerity, or humor through which the reader may sense the writer.
3	2	<ul style="list-style-type: none"> • Language is quite ordinary, lacking interest, precision and variety, or may be inappropriate to audience and purpose in places. • The writer does not employ a variety of words, producing a sort of “generic” paper filled with familiar words and phrases. 	<ul style="list-style-type: none"> • The writer’s commitment to the topic seems inconsistent. • A sense of the writer may emerge at times; however, the voice is either inappropriately personal or inappropriately impersonal.
2	2	<ul style="list-style-type: none"> • Language is monotonous and/or misused, detracting from the meaning and impact. 	<ul style="list-style-type: none"> • The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice.
1	1 or NP	<ul style="list-style-type: none"> • The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. • Only the most general kind of message is communicated because of vague or imprecise language. 	<ul style="list-style-type: none"> • The writing seems to lack a sense of involvement or commitment.