



### 3<sup>rd</sup> 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.

Work Sample Score	Possible Progress Report Score	Ideas and Content	Organization	Sentence Fluency	Conventions			
					Spelling	Grammar	Capitalization Punctuation	Letter Forms Penmanship
5	4	<ul style="list-style-type: none"> <li>Writing is clear, focused, and interesting</li> <li>Main idea is developed with supporting details</li> <li>Holds the attention of the reader</li> </ul>	<ul style="list-style-type: none"> <li>Order and structure are strong, moving the reader through the text</li> <li>Inviting beginning draws the reader in</li> <li>Smooth, effective transitions</li> </ul>	<ul style="list-style-type: none"> <li>Naturally fluent sound with one sentence flowing to the next</li> <li>Variations in sentence structure and length</li> </ul>	<ul style="list-style-type: none"> <li>Consistently and independently spells correctly more advanced words</li> </ul>	<ul style="list-style-type: none"> <li>Consistently applies correct grammar</li> </ul>	<ul style="list-style-type: none"> <li>Consistently applies correct capitalization and various types of punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Creates a neatly written piece of work with all letters formed correctly</li> </ul>
4	3	<ul style="list-style-type: none"> <li>Writes a 1 – 3 paragraph composition of appropriate length</li> <li>Clear and focused</li> <li>3 or more detailed sentences per paragraph</li> <li>Easily identifiable purpose</li> </ul>	<ul style="list-style-type: none"> <li>Develops an introductory sentence or paragraph which includes interesting/strong opening</li> <li>Transition words are used</li> <li>Concluding sentence or paragraph summarizes main idea</li> <li>Indents or skips a line to show paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>Use simple and compound sentences to vary sentence structure</li> <li>Varies sentence beginnings</li> <li>Subject/verb agreement</li> </ul>	<ul style="list-style-type: none"> <li>Sight words spelled correctly</li> <li>Spells previously learned words</li> <li>Uses learned spelling patterns</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct grammar most of the time</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct capitalization and ending punctuation</li> <li>Capitalizes proper nouns</li> <li>Uses commas and apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>Writes legibly (manuscript or cursive)</li> <li>Use correct spacing and letter formation</li> </ul>
3	2	<ul style="list-style-type: none"> <li>Writing is overly broad, simplistic, predictable</li> <li>Details are limited in scope and somewhat off topic</li> </ul>	<ul style="list-style-type: none"> <li>Order and structure occasionally unclear</li> <li>Beginning and ending are present but underdeveloped or too obvious</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally awkward sentence structure forcing the reader to slow down</li> <li>No sentence variation</li> </ul>	<ul style="list-style-type: none"> <li>Uses standard and phonetic spelling</li> <li>Spells some sight words correctly</li> </ul>	<ul style="list-style-type: none"> <li>Some use of correct grammar</li> </ul>	<ul style="list-style-type: none"> <li>Some correct use of capitals and ending punctuation</li> <li>Limited use of commas and apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>Some letters are formed correctly</li> <li>More consistent use of spacing between words</li> </ul>
2	2	<ul style="list-style-type: none"> <li>Weak writing</li> <li>Main purpose is unclear</li> <li>Minimal attempt to develop main ideas</li> <li>Too short</li> </ul>	<ul style="list-style-type: none"> <li>Too short to demonstrate organizational skills</li> </ul>	<ul style="list-style-type: none"> <li>Awkward sentence construction</li> <li>Simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>No use of previously learned words or spelling patterns</li> <li>Some sight words spelled correctly</li> </ul>	<ul style="list-style-type: none"> <li>Errors in grammar interfere with readability – impedes readability</li> </ul>	<ul style="list-style-type: none"> <li>Limited use of correct capitals and ending punctuation</li> <li>No use of commas or apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>Letters formed incorrectly</li> <li>Inconsistent spacing</li> </ul>
1	1 or NP	<ul style="list-style-type: none"> <li>Too short to demonstrate development of an idea</li> </ul>	<ul style="list-style-type: none"> <li>Limited writing</li> </ul>	<ul style="list-style-type: none"> <li>Difficult to read or follow</li> </ul>	<ul style="list-style-type: none"> <li>Frequently misspells</li> </ul>	<ul style="list-style-type: none"> <li>Errors in grammar interfere with readability – difficult to read</li> </ul>	<ul style="list-style-type: none"> <li>No correct capitals</li> <li>No correct punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Not legible</li> <li>No spacing between words</li> </ul>

		<b><i>Word Choice</i></b>	<b><i>Voice</i></b>
<b>Work Sample Score</b>	<b>Possible Progress Report Score</b>	<ul style="list-style-type: none"> <li>Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose.</li> <li>The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact.</li> </ul>	<ul style="list-style-type: none"> <li>The writer has chosen a voice appropriate for the topic, purpose, and audience.</li> <li>The writer seems committed to the topic, and there is a sense of "writing to be read."</li> <li>The writing is expressive, engaging, or sincere.</li> </ul>
5	4		
4	3	<ul style="list-style-type: none"> <li>Use a variety of descriptive words, demonstrating awareness of impact on audience.</li> <li>Uses a reasonable variety of words that work appropriate to grade level; possible use of slang;</li> <li>Attempts at descriptive language (e.g., adjectives and adverbs);</li> <li>Possible use of technical language or jargon, perhaps without explanations</li> <li>Limited repetition of words.</li> </ul>	<ul style="list-style-type: none"> <li>A sense of the writer's interest in the topic;</li> <li>A tone that is appropriate, for the most part, for audience and purpose;</li> <li>Attempts at liveliness, sincerity, or humor through which the reader may sense the writer.</li> </ul>
3	2	<ul style="list-style-type: none"> <li>Language is quite ordinary, lacking interest, precision and variety, or may be inappropriate to audience and purpose in places.</li> <li>The writer does not employ a variety of words, producing a sort of "generic" paper filled with familiar words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>The writer's commitment to the topic seems inconsistent.</li> <li>A sense of the writer may emerge at times; however, the voice is either inappropriately personal or inappropriately impersonal.</li> </ul>
2	2	<ul style="list-style-type: none"> <li>Language is monotonous and/or misused, detracting from the meaning and impact.</li> </ul>	<ul style="list-style-type: none"> <li>The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice.</li> </ul>
1	1 or NP	<ul style="list-style-type: none"> <li>The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured.</li> <li>Only the most general kind of message is communicated because of vague or imprecise language.</li> </ul>	<ul style="list-style-type: none"> <li>The writing seems to lack a sense of involvement or commitment.</li> </ul>