

Student Language Scoring Guide: Grade 4 Condensed Version

<p style="text-align: center;">5/6: STRONG</p> <p>The paper is usually longer, and it shows strong writing skills.</p>	<p style="text-align: center;">4: GETS THE JOB DONE</p> <p>The paper is long enough to show what 4th Graders should be able to do.</p>	<p style="text-align: center;">3: ALMOST THERE</p> <p>The paper is not long enough, or it has some problems.</p>	<p style="text-align: center;">2/1: NEEDS WORK</p> <p>The paper is much too short, or it has problems.</p>
<p>5/6 IDEAS: STRONG</p> <ul style="list-style-type: none"> ▪ Main ideas are interesting and easy to understand. ▪ Many strong, specific details explain the main ideas. ▪ The details are on the topic. ▪ The details are explained well. ▪ Details are good choices for the purpose and the reader. ▪ The writer shares new understandings. 	<p>4 IDEAS: GETS THE JOB DONE</p> <ul style="list-style-type: none"> ▪ Writer’s purpose and main ideas are easy to understand. ▪ There are enough details to explain the main ideas. ▪ Most of the details are specific, not too general. ▪ Most details are on the topic. ▪ Most details are explained. ▪ The writer may share new understandings. 	<p>3 IDEAS: ALMOST THERE</p> <ul style="list-style-type: none"> ▪ Writer’s purpose and main ideas are easy to understand. ▪ There may not be enough details to explain the ideas. ▪ The details may be too general. They are not specific enough. ▪ Details may be off the topic. ▪ Details may be listed but not explained. 	<p>2/1 IDEAS: NEEDS WORK</p> <ul style="list-style-type: none"> ▪ Purpose and main ideas are not easy to understand. The reader may have to guess at what they are. ▪ The paper may be much too short, with few details. ▪ Details may be off the topic. ▪ The same details may be repeated over and over.
<p>5/6 ORGANIZATION:STRONG</p> <ul style="list-style-type: none"> ▪ The reader can follow the writing easily. The order of ideas and details works well. ▪ The beginning makes the reader want to keep reading. ▪ The ending seems like a really good one. ▪ Connecting words and groups of words make the writing easy to follow from one part to the next. ▪ Paragraph breaks are in places that make sense. 	<p>4 ORGANIZATION: GETS THE JOB DONE</p> <ul style="list-style-type: none"> ▪ The reader can follow the writing. The order of ideas and details makes sense. ▪ The beginning is at least a few sentences long. ▪ The ending is at least a few sentences long. ▪ Connecting words and groups of words help the reader to follow the writing. ▪ Paragraph breaks are there. 	<p>3 ORGANIZATION: ALMOST THERE</p> <ul style="list-style-type: none"> ▪ The reader can follow most of the writing, but some parts are not clear. ▪ Some details may not be in the right place. ▪ The beginning may be short. ▪ The ending may be too short. ▪ The same connecting words may be used too often (and, so, but, then). ▪ Some paragraph breaks may be there. 	<p>2/1 ORGANIZATION: NEEDS WORK</p> <ul style="list-style-type: none"> ▪ The reader has a hard time following the writing and is often confused. Ideas and details are not in an order that makes sense. ▪ The beginning may not be there. ▪ The ending may not be there. ▪ Paragraph breaks may not be there. ▪ The paper may be much too short to show organization.
<p>5/6 VOICE: STRONG</p> <ul style="list-style-type: none"> ▪ The writer seems to be very interested in the topic. ▪ The reader may feel a connection with the writer. ▪ The writing may be very lively, sincere, exciting, or funny. 	<p>4 VOICE: GETS THE JOB DONE</p> <ul style="list-style-type: none"> ▪ The writer seems interested in the topic. ▪ The reader may get some sense of the writer. ▪ Parts may be lively, sincere, exciting, or funny. 	<p>3 VOICE: ALMOST THERE</p> <ul style="list-style-type: none"> ▪ The writer seems interested in the topic sometimes, but not most of the time. <p>The paper may not be long enough for the reader to see enough of the writer’s voice.</p>	<p>2/1 VOICE: NEEDS WORK</p> <ul style="list-style-type: none"> ▪ The writer does not seem to be interested in the topic. ▪ The writing seems lifeless.

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<p>5/6 WORD CHOICE: STRONG</p> <ul style="list-style-type: none"> ▪ The words are interesting and make the writing lively. ▪ Many different words are used ▪ It seems that just the right words have been chosen for the purpose and the reader. ▪ The words may create pictures in the mind of the reader. 	<p>4 WORD CHOICE: GETS THE JOB DONE</p> <ul style="list-style-type: none"> ▪ The words work. They get the message across. ▪ Words have variety. Many different words are used. 	<p>3 WORD CHOICE: ALMOST THERE</p> <ul style="list-style-type: none"> ▪ Many words are too general. They are not specific. ▪ There is not much variety. Some words may be repeated too often. ▪ Once in a while, the wrong word may be used. 	<p>2/1 WORD CHOICE: NEEDS WORK</p> <ul style="list-style-type: none"> ▪ Most words may be too general. ▪ Words may be repeated over and over. ▪ It may be hard to tell what the writing means because so many wrong words are used.
<p>5/6 SENTENCE FLUENCY: STRONG:</p> <ul style="list-style-type: none"> ▪ The writing is very easy to read out loud. It sounds smooth and flowing. Sentences have much variety. ▪ Sentences begin in many different ways. ▪ There may be some short sentences, some medium, and some longer ones. ▪ Sentences have many different patterns. 	<p>4 SENTENCE FLUENCY: GETS THE JOB DONE</p> <ul style="list-style-type: none"> ▪ The writing is easy to read out loud. It sounds natural. ▪ Sentences have variety. ▪ Most sentences begin in different ways. ▪ Some sentences are shorter; some sentences are longer. ▪ Sentences have different patterns. 	<p>3 SENTENCE FLUENCY: ALMOST THERE</p> <ul style="list-style-type: none"> ▪ Parts of the writing are easy to read out loud. Other parts are more difficult, and the reader may have to slow down. There is less variety in sentences. ▪ Some sentence beginnings are the same; some are different. ▪ Many sentences are about the same length. ▪ Many sentence patterns are the same. Some are different. 	<p>2/1 SENTENCE FLUENCY: NEEDS WORK</p> <ul style="list-style-type: none"> ▪ The writing is difficult to read out loud. The reader has to slow down or re-read. ▪ The order of words may be mixed up or confusing. ▪ Many sentences may begin in the same way. ▪ Sentences may be short and choppy or long and rambling. ▪ Sentence patterns may be repeated over and over.
<p>5/6 CONVENTIONS: STRONG</p> <ul style="list-style-type: none"> ▪ Sentences end where they should with the correct mark. ▪ Higher-level punctuation is also used (such as commas, parentheses, dialogue, hyphens, etc.) and is correct. ▪ Even difficult words are spelled correctly. ▪ Grammar is correct. ▪ There are not many mistakes in the writing. 	<p>4 CONVENTIONS: GETS THE JOB DONE</p> <ul style="list-style-type: none"> ▪ Sentences end where they should with the correct mark. ▪ Everyday words are spelled correctly. ▪ The direct words of a speaker are in quotation marks. ▪ Capital letters are where they should be. ▪ There are some mistakes, but the most important rules are followed most of the time. 	<p>3 CONVENTIONS: ALMOST THERE</p> <ul style="list-style-type: none"> ▪ Most sentences end where they should with the correct mark, but some do not. ▪ Some everyday words may be spelled incorrectly. ▪ There may be some mistakes with capital letters. ▪ There are more mistakes in the writing; some mistakes are serious ones. 	<p>2/1 CONVENTIONS: NEEDS WORK</p> <ul style="list-style-type: none"> ▪ Most sentences do not end where they should with the correct mark. ▪ Many everyday words may be spelled incorrectly. ▪ There may be many mistakes with capital letters. ▪ There are so many mistakes that the reader has a hard time figuring out what the writer is trying to say.