

WRITING SCORING GUIDE Student \_\_\_\_\_  
**WRITING STANDARD 2.1 – FIRST PERSON NARRATIVE—Fictional or Autobiographical—Grade 4**

Cajon Valley Union School District  
 Standards-Based Writing Scoring Guide

	BELOW STANDARD (1) (Below Basic)	APPROACHING STANDARD (2) (Basic)	MEETS STANDARD (3) (Proficient)	EXCEEDS STANDARD (4) (Advanced)	SCORE
<b>CONTENT</b>	<b>In my story I need to:</b> ___ Write to the prompt ___ Use details to describe the setting/characters/event/ incident ___ Write in the 1 <sup>st</sup> person ___ Tell why the event was important or memorable	<b>My story:</b> ___ Gets off the topic of the prompt ___ Does not consistently use rich, colorful words and sensory images (pictures) to describe the setting/ people/ event ___ Does not consistently use 1 <sup>st</sup> person point of view ___ Is unclear about why the event was important or memorable	<b>My story meets standard because I remembered to:</b> ___ Write to the topic of the prompt throughout the story ___ Use rich, colorful words and sensory images (pictures) to describe the setting/ people/ event ___ Use 1 <sup>st</sup> person point of view ___ *Make it clear why the event was important or memorable	<b>My story meets <u>all</u> descriptors in the “meets standard” column and:</b> ___ Is interesting and appealing because of excellent use of images and descriptions (giving the story flair and style-voice)	
<b>ORGANIZATION &amp; FOCUS</b>	<b>In my story I need to:</b> ___ Write an opening paragraph ___ Write paragraphs to develop the event/incident ___ Use transitional expressions ___ Write a concluding paragraph	<b>My story:</b> ___ The opening paragraph either does not focus the reader on the event/incident or does not capture the reader’s interest ___ Contains one or more paragraphs that do not develop the event/incident ___ Contains few transitional expressions to move the story along ___ Includes a concluding paragraph, but it does not create a feeling of closure	<b>My story meets standard because I remembered to:</b> ___ Begin with an opening paragraph that focuses the reader on the event/incident and captures the reader’s interest ___ Write at least 2 body paragraphs that develop the event/incident ___ Use transitional expressions (later, the next day, etc.) so that the essay flows smoothly ___ Write a concluding paragraph that creates a feeling of closure	<b>My story meets all descriptors in the “meets standard” column and (includes 1 of 2):</b> ___ Includes body paragraphs that maintain excellent focus in developing the story ___ Flows smoothly because of the excellent use of transitional expressions	
<b>LANGUAGE CONVENTIONS</b>	<b>In my story I need to:</b> ___ Use complete sentences ___ Use a variety of sentence forms ___ Use correct grammar (use nouns, verbs, adjectives, adverbs, conjunctions, appositives, participial phrases, and prepositions correctly) ___ Use correct punctuation ___ Use correct capitalization ___ Use correct indentation and margins ___ Spell grade level words correctly	<b>My writing is inconsistent in:</b> ___ Using complete sentences-has many fragments/run-ons ___ Using a variety of sentence forms ___ Using correct grammar (use nouns, verbs, adjectives, adverbs, conjunctions, appositives, participial phrases, and prepositions correctly) ___ Using correct punctuation ___ Using correct capitalization ___ Using correct indentation and margins ___ Spelling grade level words correctly; errors may cause distraction	<b>My writing meets standard because the majority of the time I remembered to:</b> ___ Write complete sentence forms ___ Use a variety of sentence forms ___ Use correct grammar (use nouns, verbs, adjectives, adverbs, conjunctions, appositives, participial phrases, and prepositions correctly) ___ Use correct punctuation ___ Use correct capitalization ___ Use correct indentation and margins ___ Spell grade level words correctly; errors do not cause distraction	<b>My writing meets <u>all</u> descriptors in “meets standard” column and (includes 1 of 3):</b> ___ Consistently uses a wide variety of sentence forms ___ Demonstrates command of language conventions ___ Takes risks spelling above grade level words	
<b>TOTAL SCORE</b> 3 – 5 Below Basic    6 - 8 Basic    9 – 10 Proficient    11 – 12 Advanced <b>A proficient essay includes: 3 of 4 and 6 of 7 descriptors. *Descriptor must be met to score proficient in the area.</b>					