

WRITING SCORING GUIDE

Student _____

WRITING STANDARD 2.2 – RESPONSE TO LITERATURE—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
CONTENT	<p>In my essay I need to: ___ Include the title, author, and brief summary ___ Support the main idea with an example/details</p>	<p>My essay: ___ Is missing one of the following: title or author, or brief summary ___ Includes only one example/detail/quote</p>	<p>My essay meets standard because I remembered to: ___ Include the title, author, and a brief summary of the story ___ Use at least two examples/details and/or passages of quoted text to show understanding of the story</p>	<p>My essay meets <u>all</u> descriptors in the “meets standard” column and (includes 1 of 2): ___ Shows deep understanding/insight through explanations of examples and quotes ___ Has flair and style-voice</p>	
ORGANIZATION & FOCUS	<p>In my essay I need to: ___ Write an opening paragraph ___ Write a body paragraph ___ Use transitional words ___ Write a concluding paragraph</p>	<p>My essay: ___ Has an opening paragraph, but the main idea statement is unclear ___ Body paragraph(s) is unfocused; it does not support the essay’s main idea ___ Is not clearly connected because of a lack of transition words ___ Has a concluding paragraph, but it either does not link to the main idea or does not include a final reflection or connection creating a feeling of closure</p>	<p>My essay meets standard because I remembered to: ___ Begin with an opening paragraph that includes a clear main idea statement ___ Write at least one body paragraph that supports the main idea statement ___ Use transition words (first, therefore, next, etc.) so that the essay is clearly connected ___ Write a concluding paragraph that makes a link to the main idea statement, includes comments, and/or connections to what I already know</p>	<p>My essay meets all descriptors in the “meets standard” column and (includes 1 of 2): ___ Includes 2 or more body paragraphs that maintain excellent focus in developing the story ___ Flows smoothly because of the excellent use of transitional words and phrases</p>	
LANGUAGE CONVENTIONS	<p>In my essay I need to: ___ 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</p>	<p>My essay is inconsistent in: ___ 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</p>	<p>My essay meets standard because the majority of the time I remembered to: ___ 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</p>	<p>My writing meets <u>all</u> descriptors in “meets standard” column and (includes 1 of 3): ___ Consistently uses a wide variety of sentence forms ___ Demonstrates command of language conventions ___ Takes risks spelling above grade level words</p>	
<p>TOTAL SCORE 3 – 5 Below Basic 6 - 8 Basic 9 – 10 Proficient 11 – 12 Advanced</p> <p>A proficient essay includes: 2 of 2, 3 of 4, and 6 of 7 descriptors</p>					