

MEA 2006-2007
WRITING SCORING GUIDE FOR NARRATIVE WRITING – GRADE 5

Content Standard G: Stylistic and Rhetorical Aspects of Writing					
Link to Maine Learning Results G2 and Scoring Notes			<p>These scoring notes are listed in order of importance and are to be considered in hierarchical order when scoring on-demand, first-draft writing. This scoring guide is designed to be used in conjunction with student benchmark, papers, contained in MEA released items.</p> <p>Note: Papers that receive a 0 score point include responses that may be: illegible, one sentence or less, refusals without adequate text, written in a foreign language, scribed, answers to another part of the test, or gratuitously obscene and/or offensive. These papers are to be review by scoring leadership.</p>		
Topic	The degree to which the narrative response:				
Development	<ul style="list-style-type: none"> • Addresses the prompt appropriately (Off-topic responses will be lowered one score point). • Develops major events, settings, characters and deals with problems and solutions (Responses of one sentence or less will be treaded as <i>not able to be scored.</i>) 				
Organization	The degree to which the response <ul style="list-style-type: none"> • Maintains a clear and logical focus • Is clearly and logically ordered 				
Details	The degree to which the response <ul style="list-style-type: none"> • Provides and develops supporting details. 				
Language/Style	The degree to which the response <ul style="list-style-type: none"> • Demonstrates use of descriptive language that clarifies, enhances, and develops ideas 				
Score Points					
1	2	3	4	5	6
<ul style="list-style-type: none"> ▪ Little topic development ▪ Little focus or organization ▪ Few or no supporting details ▪ Simple word choice <p>Doesn't flow, choppy, no logical sequence, Lack of transition.</p>	<ul style="list-style-type: none"> ▪ Limited topic development ▪ Limited focus or organization ▪ Limited details that may or may not support the topic ▪ Limited variety in word choice <p>No Voice</p>	<ul style="list-style-type: none"> ▪ Basic topic development ▪ Basic focus and organization ▪ Basic supporting details ▪ Some variety in word choice, with hint of voice 	<ul style="list-style-type: none"> ▪ Moderately developed topic ▪ Clear focus and organization ▪ Relevant details ▪ Variety in word choice ▪ Developing a voice 	<ul style="list-style-type: none"> ▪ Fully developed topic ▪ Logical pacing that supports a clear focus or main idea ▪ Interesting details ▪ Effective use of word choice ▪ Good voice 	<ul style="list-style-type: none"> ▪ Richly developed topic ▪ Logical pacing and controlled, clear focus or main idea ▪ Rich details ▪ Skillful use of word choice ▪ Rich voice

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Sentences	<p>The degree to which the response</p> <ul style="list-style-type: none"> ▪ Includes sentences that are correct in structure 	<p>These scoring notes are to be considered when scoring on-demand, first-draft student writing. They should be considered in a non-hierarchical order.</p>	
Grammar and Usage	<p>The degree to which the response</p> <ul style="list-style-type: none"> ▪ Demonstrates correct use of standard grammatical rules of English ▪ Demonstrates correct word usage 		
Mechanics	<p>The degree to which the response</p> <ul style="list-style-type: none"> ▪ Demonstrates correct punctuation ▪ Demonstrates correct capitalization ▪ Demonstrates correct spelling 		
Score Points			
1	2	3	4
<ul style="list-style-type: none"> ▪ Little or no control of sentence structure, incomplete sentences or run-on. ▪ Little or no use of grammar ▪ Little control of conventions <p>Text is difficult to read or follow.</p>	<ul style="list-style-type: none"> ▪ Simple sentence structure ▪ Some use of grammar ▪ Some control of conventions <p>Text makes sense but needs to be developed for readers to be able to follow.</p>	<ul style="list-style-type: none"> ▪ Control of a variety of sentence structures are used most of the time ▪ Correct grammar and usage most of the time ▪ Control of conventions is shown most of the time. 	<ul style="list-style-type: none"> ▪ A variety of sentence structures and correct grammar are used. ▪ Correct use of conventions