

Grade 6 Narrative Writing
Scoring Guide 2009

	CONTENT	ORGANIZATION	SENTENCE STRUCTURE	VOCABULARY	CONVENTIONS
FOCUS	<p>When marking CONTENT appropriate for Grade 6 narrative writing, the marker should consider how effectively the writer</p> <ul style="list-style-type: none"> establishes a context uses ideas and/or events that are appropriate for the established context uses specific details (of characters, setting, actions, events, etc.) demonstrates an awareness of audience 	<p>When marking ORGANIZATION appropriate for Grade 6 narrative writing, the marker should consider how effectively the writer</p> <ul style="list-style-type: none"> introduces the response follows a coherent order establishes connections and/or relationships among events, actions, details, and/or characters brings closure to the writing 	<p>When marking SENTENCE STRUCTURE appropriate for Grade 6 narrative writing, the marker should consider the</p> <ul style="list-style-type: none"> writer's control of sentence structure effectiveness and variety of sentence type and sentence length variety of sentence beginnings <p>Length and complexity of response must be considered.</p>	<p>When marking VOCABULARY appropriate for Grade 6 narrative writing, the marker should consider the extent to which the writer uses</p> <ul style="list-style-type: none"> words and expressions accurately words and expressions effectively words and expressions to enhance the student's voice <p>Length and complexity of response must be considered.</p>	<p>When marking CONVENTIONS appropriate for Grade 6 narrative writing, the marker should consider the extent to which the writer has control of</p> <ul style="list-style-type: none"> mechanics (spelling, punctuation, capitalization, indentation for new speakers, etc.) and usage (subject-verb agreement, pronoun-antecedent agreement, etc.) clarity and flow of the communication <p>Proportion of error to length and complexity of response must be considered.</p>
Excellent E	<ul style="list-style-type: none"> The context is clearly established and consistent. The ideas and/or events are creative and deliberately chosen for the context established. Supporting details are precise and consistently effective. The writing is confident and/or creative and holds the reader's interest. 	<ul style="list-style-type: none"> The introduction is purposeful, interesting, and effectively establishes events, characters, and/or setting, and provides direction for the writing. Events and/or details are developed in paragraphs, in a purposeful and effective order, and coherence is maintained. Connections and/or relationships among events, actions, details, and/or characters are consistently maintained. The ending ties events and/or actions together. 	<ul style="list-style-type: none"> Sentence structure is effectively and consistently controlled. Sentence type and sentence length are consistently effective and varied. Sentence beginnings are consistently varied. 	<ul style="list-style-type: none"> Words and expressions are used accurately. Precise words and expressions are used to create vivid images and/or to enrich details. Words and expressions are used to enhance the student's voice. 	<ul style="list-style-type: none"> The quality of the writing is enhanced because it is essentially error-free. Errors, if present, do not reduce the clarity or interrupt the flow of the communication.
Proficient Pf	<ul style="list-style-type: none"> The context is clearly established and appropriate. The ideas and/or events are intentionally chosen for the context established. Supporting details are specific and generally effective. The writing is purposeful and draws the reader's interest. 	<ul style="list-style-type: none"> The introduction clearly establishes events, characters, and/or setting, and provides direction for the writing. Events and/or details are developed in paragraphs, in a purposeful order, and coherence is generally maintained. Connections and/or relationships among events, actions, details, and/or characters are maintained. The ending provides an appropriate finish for events and/or actions. 	<ul style="list-style-type: none"> Sentence structure is controlled. Sentence type and sentence length are usually effective and varied. Sentence beginnings are often varied. 	<ul style="list-style-type: none"> Words and expressions are often used accurately. Specific words and expressions are frequently used to create images and/or to add clarity to details. Words and expressions are descriptive and generally enhance the student's voice. 	<ul style="list-style-type: none"> The quality of the writing is sustained because it contains only minor convention errors. Errors that are present rarely reduce the clarity or interrupt the flow of the communication.
Satisfactory S	<ul style="list-style-type: none"> The context is established and generally appropriate. The ideas and/or events are adequate for the context established. Supporting details are general and may be predictable. The writing is straight forward and generally holds the reader's interest. 	<ul style="list-style-type: none"> The introduction directly presents information about events, characters, and/or setting. Events and/or details are developed in a discernible order, although coherence may falter occasionally. Connections and/or relationships among events, actions, details, and/or characters are generally maintained. The ending is predictable and/or contrived, and is connected to events and/or actions. 	<ul style="list-style-type: none"> Sentence structure is generally controlled, but lapses may occasionally impede the meaning. Sentence type and sentence length are sometimes effective and/or varied. Some variety of sentence beginnings is evident. 	<ul style="list-style-type: none"> Words and expressions are generally used appropriately. General words and expressions are used adequately to clarify meaning. Words and expressions sometimes enhance the student's voice. 	<ul style="list-style-type: none"> The quality of the writing is maintained through generally correct use of conventions. Errors that are present occasionally reduce the clarity and sometimes interrupt the flow of the communication.
Limited L	<ul style="list-style-type: none"> The context is vaguely established and/or may not be appropriate. The ideas and/or events are vague given the context established. Supporting details are few and/or may be repetitive. The writing is superficial and does not hold the reader's interest. 	<ul style="list-style-type: none"> The introduction presents information about events, characters, and/or setting but lacks direction. The development of events and/or details is not clearly discernible, and coherence falters frequently. Connections and/or relationships among events, actions, details, and/or characters are unclear and/or inconsistent or missing. The ending is predictable and/or contrived, and may not be connected to events and/or actions. 	<ul style="list-style-type: none"> Sentence structure often lacks control, and this may impede the meaning. There is little variation of sentence type and sentence length. There is little variety of sentence beginnings. 	<ul style="list-style-type: none"> Words and expressions generally convey only vague meanings. Imprecise words and expressions predominate; specific words, if present, may be awkwardly used. Words and expressions are basic and may detract from the student's voice. 	<ul style="list-style-type: none"> The quality of the writing is weakened by the frequently incorrect use of conventions. Errors often reduce the clarity and interrupt the flow of the communication.
Poor P	<ul style="list-style-type: none"> The context may be unclear and/or inappropriate. The ideas and/or events are undeveloped and/or unrelated to any context established. Supporting details are scant. The writing is confusing and/or frustrating for the reader. 	<ul style="list-style-type: none"> The introduction provides little information and/or is ineffective. The development of events and/or details is haphazard and incoherent. Connections and/or relationships among events, actions, details, and/or characters are missing. The ending, if present, is unconnected to the events and/or actions. 	<ul style="list-style-type: none"> Sentence structure generally lacks control, and this often impedes the meaning. There is no variation of sentence type or sentence length. There is no variety of sentence beginnings. 	<ul style="list-style-type: none"> Words and expressions convey only vague meanings. Overgeneralized words and expressions predominate; specific words, if present, are frequently misused. Words and expressions are simple and/or obscure the student's voice. 	<ul style="list-style-type: none"> The quality of the writing is impaired by the consistently incorrect use of conventions. Errors severely reduce the clarity and impede the flow of the communication.
INSUFFICIENT INS	<ul style="list-style-type: none"> The marker can discern no evidence of an attempt to fulfill the assignment, or the student has written so little that it is not possible to assess Content. 	<ul style="list-style-type: none"> The writing has been awarded an INS for Content. 	<ul style="list-style-type: none"> The writing has been awarded an INS for Content. 	<ul style="list-style-type: none"> The writing has been awarded an INS for Content. 	<ul style="list-style-type: none"> The writing has been awarded an INS for Content.

Note: Content and Organization are weighted to be worth twice as much as each of the other categories.