NeSA – Writing

2012

Grade 4

Rubric Training

Scottsbluff - July 10, 2012

Kearney - July 12, 2012

Lincoln – July 17, 2012
| Nebraska Department of Education Scoring Guide for Narrative Writing – Analytic – Grade 4 |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| **IDEAS / CONTENT** 35%         | **ORGANIZATION** 25%            | **VOICE / WORD CHOICE** 20%     | **SENTENCE FLUENCY / CONVENTIONS** 20% |
| **1**                          | **2**                          | **3**                          | **4**                          |
| • The writer creates little understanding of events of the story. | • Structural development of a beginning, middle, or end is lacking. | • Wording is lifeless and mechanical, conveying little sense of the writer. | • Sentences seldom vary in length or structure. |
| • Content has many digressions from the topic. | • Pacing is awkward. | • Voice is inappropriate for the purpose and audience. | • Phrasing sounds awkward and unnatural. |
| • Supporting details are lacking. | • Transitions are missing or connections are unclear. | • Language is neither specific, precise, nor varied. | • Fragments or run-ons confuse the reader. |
| • Storyline is often repetitious, disconnected, or random. | • Paragraphing is ineffective or missing. | • Wording is occasionally expressive, conveying a limited sense of the writer. | • Grammar, usage, punctuation, and spelling errors throughout distract the reader. |
| • The writer creates a limited understanding of events of the story. | • Structural development of a beginning, middle, or end is limited. | • Wording is generally expressive, conveying a sense of the writer. | • Sentences occasionally vary in length or structure. |
| • Content has some digressions from the topic. | • Pacing is somewhat inconsistent. | • Voice is generally appropriate for the purpose and audience. | • Phrasing occasionally sounds unnatural. |
| • Limited or unrelated details are included. | • Transitions are repetitious or weak. | • Language is generally specific, precise, and varied. | • Fragments or run-ons sometimes confuse the reader. |
| • Storyline is occasionally vague. | • Paragraphing is irregular. | • Sentences generally vary in length or structure. | • Grammar, usage, punctuation, and spelling errors may distract the reader. |

• The writer creates a clear understanding of events of the story.  
• Content is well-focused on the topic.  
• Numerous, relevant details are included.  
• Storyline is logical and easy to follow throughout.

• Structural development of a beginning, middle, and end is effective.  
• Pacing is well-controlled.  
• Transitions effectively show how ideas connect.  
• Paragraphing is sound.

• Wording is expressive and engaging, conveying a strong sense of the writer.  
• Voice is well-suited for the purpose and audience.  
• Language is specific, precise, and varied throughout.

• Sentences vary in length and structure throughout.  
• Phrasing consistently sounds natural and conveys meaning.  
• Fragments and run-ons, if present, are intended for stylistic effect.  
• Grammar, usage, punctuation, and spelling are consistently correct and may be manipulated for stylistic effect.
2012 4th Grade Writing Prompt:

Memories are something that are special to you.

Think about a time you remember well. It could be a memory about a special celebration, a favorite sports moment, or a fun time with a friend or family member.

Write a story about this memory using detail so that the reader will be able to understand what happened.
The Day I Got a Kitten

One day my mom, my sister, and I went to a forach store. We had to wait for a while for the ice cream. It was so good my kitten Friskie had some. But he was not my cat at that time. He would walk around. It was so funny because he would roll down.

We got to play for a while with the kitten. Then we had to discuss about forach and get to know people. We also had to look at books for me to do forach. They said they did not want the kitten so they gave it to us. It was FREE! The food and the cat. He was so little he could fit one of my hands.

We went back home in the car. It was crazy. We had to get a box for him to sleep in. My mom and my sister went over to the shop to get a box. I went over to my grandma's.
hours. She said, "Laurissa, you got one and I said yes. Then I went back to my house. My dog went nuts like a wild animal. Overall, I got the best kitten of all I had. He goes crazy that is why we name him Frisbie."
Paper #1 – The Day I Got a Kitten

Scores: ideas /content -3
    Organization 2
    Voice/word choice -2
    Sentence Fluency/ Conventions - 1

The essay does focus on and creates an understanding of the topic: acquiring a new kitten. However, the essay tends to be split with a second topic of 4-H. The details, for example, “It (Ice cream) was so good my kitten Friskie had some, but he was not my cat at that time.”, are adequate and related to the topic although limited. The story line is occasionally vague. The word choice gives a limited sense of the writer with occasionally specific wording. “My dog went nuts like a wild animal.” Sentence structure only occasionally varies, phrasing in place is awkward, and errors in conventions confuse the reader. This student in a conference could easily be shown some changes that would enhance the paper.
I remember when I was ten years old, my family and I went to Texas to swim in the ocean. My mom and dad went snorkeling off the coast, and the kids and I had to stay behind. We waited for them to return and then went into the water. The waves were strong, and I got scared, but they reassured me that I could do it. I was so scared, but I did it! We only stayed for five days, but I hope you like my story.
Paper #2 – I remember when I was in Texas.

Scores: Ideas/content - 2
Organization - 1
Voice/word choice - 1
Sentence Fluency/Conventions - 1

The student response creates a limited understanding of the trip to Texas. However, the story line is occasionally vague with very limited details. Paragraphing is missing and the structure of a beginning, middle, and end is weak. Pacing is awkward, and transitions are missing. Sentence variety is weak with run-ons which confuse the reader. The numerous errors in grammar, punctuation, and spelling throughout the paper distract the reader. Extensive revision on the part of the student would be required to move this paper to the 3 level in all 4 scoring domains.
One of my best times was when me and my friend had a sleepover. First we played the Wii. Next we played Pokémon. Last we mad a tent.

My friend chose the Wii game it was LEGO batman. We passed a lot of levels.

Next we played Pokémon. He always wins with a classic.

Last we had a tent with blankets and peros.

Now you see why that was fun.
Paper #3 — One of my best times . . .

Scores: Ideas /content - 2
    Organization - 2
    Voice/word choice - 1
    Sentence Fluency/Conventions - 1

The student creates a limited understanding of the events of the story with limited details. The details are primarily just a list of what was played – Wii, Pokemon, and tent building. There is a functional beginning, middle, end with acceptable transitions, “one, next, last, now.” Pacing is weak. The paragraphing skeleton is successful, but the paragraphs tend to be single sentences. Wording is lifeless conveying little sense of the writer. Details beyond names of games are not specific or precise. Sentences seldom vary in length or structure. Run-ons and fragments are confusing. Grammar, punctuation, and spelling distract throughout the paper.
Going to Pizza Machine

A time when I had a fun time with my friend and some family members was when we went to Pizza Machine! It all started in Omaha when we were at an indoor complex playing a softball game in the winter. "If we lose this game, we get knocked out of the tournament," coach Bob said to our team called the Nebraska Nemesis. We then lost the game, so we were now knocked out of the tournament. We were all bummed, so my mom asked my best friend's dad if they wanted to go to Pizza Machine with us because if your team is playing in the tournament everyone on your team gets free coupons to go there. They said YES!

Then both families drove there and entered Pizza Machine! Everyone was so excited! The lady at the front desk gave us all cards to play games and eat. Our moms then gave the lady money.
and the coupons, we were ready to go eat! We went to the food court and got our food. Holly Cow, a giant could never eat that much food! There was a TON of food. I barely ate half of my plate! When everyone was finished it was game time! We then headed to the arcade!

The games were so much fun! I wish I could have stayed there all day! After I played two games we went on a roller coaster. It was so much fun! After I got to play 15 more games I had to drive to my sister's basketball game. So I ran to go get some awesome prizes like a back-scratcher with my tickets and then me and my family got in our car and my friend got in her family's car and we both drove off! I had a terrific time at Pizza Machine and I hope I can go there again sometime!
Paper #4 – Going to Pizza Machine

Scores: Ideas/content - 4
       Organization - 3
       Voice/word choice - 3
       Sentence Fluency/Conventions - 3

This essay creates a clear understanding of the events of the story while the content sets up and focuses on the topic of a visit to Pizza Machine. The structure of a beginning, middle, and an end is functional. Pacing is generally controlled. The transitions between paragraphs are functional; however, transitions within paragraphs tend to be overused. The opening and closing are problematic as far as paragraph construction. Wording is generally expressive and conveys a sense of the writer. Language is generally specific and varied throughout. Sentences occasionally vary in length, and phrasing for the most part sounds natural. Fragments and run-ons do not confuse the reader. The errors in conventions for the most part do not distract the reader although the use of “are” for “our” in more than one place is somewhat distracting.
One day in the summer my cousin and I were waiting for a week. We saw a truck carrying a huge cooler and a motor boat with him. After lunch, we picked up supplies and headed off. An hour later, we finally reached the river. My uncle rowed a cooler and I set up the tent. My uncle will sleep in the cooler, and Tyler sat if there going to sleep in our tent.

My uncle also brought a tube to ride on in the river. He attached it to the boat and Tyler and I got on. We were supposed to hold on to three handles attached to the tube so we wouldn't fall off. The boat started. We rode on the tube for 15 four minutes and then Tyler and I fell off.

My uncle stopped the boat motor and drove toward us. He got back in the tube and rode for a few more hours. After that, we went back to our camping spot and rested for a few hours. I had a lot of fun.

As I slept in the tent, I was woken up by water that filled part of the tent! I woke up Tyler and we noticed it was steaming and the threatening sound pushed on our tent.
Suddenly, the tent blew away! We ran into the camper and told my uncle about the storm.

Luckily, the storm stopped. My uncle went out to look for the tent. A minute later, he came back with a wet tent. Kylee and I slept in the camper, and we had a fun time!

The next day, the sun was shining, birds were chirping, and the river was rushing. We went on the tube again along the river. Then we decided to go on a boat ride. We were later of driving on the boat, we reached the other side! Then we made back to our camping spot.

Then my uncle got out fishing poles, some bait, and hooks. I was guessing we were going fishing, which isn't really my hobby. I went along anyway. Once we got to the perfect place, I put a little piece of some meat on my hook. Then when I put it in the water, I felt something pull on my hook!

I pulled out a small-sized catfish! After fishing, we cleared out the fish. I was after an enjoyable meal of catfish, hot dogs, and smores. It was time to go.
I had a lot of fun! I learned it's more fun to do things with friends and family than it is by myself. I felt rested, nervous, happy, and scared on the trip. I think going on trips are very fun.
Paper #5 – One day in summer . . .

Scores: Ideas /content - 4  
Organization - 4  
Voice/word choice - 4  
Sentence Fluency/ Conventions - 4

The writer creates a clear understanding of the events of the camping trip with well-focused, numerous, relevant details. The storyline is logical and easy to follow. The structural development of a beginning, middle, and end is effective. Pacing is well-controlled. Paragraphing for the most part is sound, but some paragraphs could be improved by combining them for example the two on tubing and the two on the tent and storm. The wording is expressive and engaging and well suited for the purpose of the essay. Sentence structure is strong and varied throughout. Conventions are strong.
One of my favorite memories is when I went on a field trip to the archways. This is how it started, we got on the bus at 8:25 a.m. and I sat by my best friend Molly Lambert. We talked the whole way there.

Once we got to the archways, we were very excited. We rushed inside and saw many fascinating things. (My favorite thing was a talking buffalo.) At the very end, we went to the souvenir shop and I bought a keychain for my mom and finally we went home.
One year for my 6th birthday, my mom had gotten me tickets to the Hannah Montana concert. I was super excited! But then came the bad news: "The day of the concert you will have to get a flu shot." NOOOOOOOOOOOOOO! I screamed. I screamed no because I HATE flu shots. Actually I hate shots period. They're just so pointy! It was really hard to sleep that night because I was so scared of that shot.

The next day, I was super excited but I was also very scared. I was running around the house saying, "OK, should I wear my hair like this or like this or like that? Oh whatever, I'll just wear it up in a BIG party bun." After a couple hours of that, my mom finally told me to calm down. Then we had some Taco Bell. I hurried up and ate so I could get my flu shot over with and go to the concert.

On the way to the flu shot place, I was so scared that I think I was shaking the car! I gave everybody an order that they needed to be "in. Of course I made my dad go first because he was the strongest.
and me go last because I was the weakest. I got it in my thigh but everyone else got it in their leg. I even watched a 3 year old get a shot and all she did was giggle and want another one! The only time she cried was when she had to leave.

When we were done, I acted like I could hardly walk. We took my mom and my brother home because they or cause they didn’t want to go see a Hannah Montana concert. So when my mom and I got in the rest center, there was a TON of people there. We gave this bald guy our tickets. We went to the bathroom and then got some really cheesy nachos. Yum! The concert was starting! She sang a bunch of songs. In one of the songs she even wore a moose giraffe and black costume. Then the Jonas Brothers came in. Woo! I asked my mom if I could get a T-shirt and she said yes. I got a Hannah Montana T-shirt and a few glow sticks. She sang her last couple songs and it was over. It was like 11:00 p.m. when we
got home so I went to bed. I said thank you to my mom. I will never forget the time I went to the Hannah Montana concert!