

# 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

	1	2	3	4
IDEAS / CONTENT  35%	<ul style="list-style-type: none"> <li>The writer creates little understanding of events of the story.</li> <li>Content has many digressions from the topic.</li> <li>Supporting details are lacking.</li> <li>Storyline is often repetitious, disconnected, or random.</li> </ul>	<ul style="list-style-type: none"> <li>The writer creates a limited understanding of events of the story.</li> <li>Content has some digressions from the topic.</li> <li>Limited or unrelated details are included.</li> <li>Storyline is occasionally vague.</li> </ul>	<ul style="list-style-type: none"> <li>The writer creates a general understanding of events of the story.</li> <li>Content is generally focused on the topic.</li> <li>Adequate, related details are included.</li> <li>Storyline is generally logical and easy to follow.</li> </ul>	<ul style="list-style-type: none"> <li>The writer creates a clear understanding of events of the story.</li> <li>Content is well-focused on the topic.</li> <li>Numerous, relevant details are included.</li> <li>Storyline is logical and easy to follow throughout.</li> </ul>
ORGANIZATION  25%	<ul style="list-style-type: none"> <li>Structural development of a beginning, middle, or end is lacking.</li> <li>Pacing is awkward.</li> <li>Transitions are missing or connections are unclear.</li> <li>Paragraphing is ineffective or missing.</li> </ul>	<ul style="list-style-type: none"> <li>Structural development of a beginning, middle, or end is limited.</li> <li>Pacing is somewhat inconsistent.</li> <li>Transitions are repetitious or weak.</li> <li>Paragraphing is irregular.</li> </ul>	<ul style="list-style-type: none"> <li>Structural development of a beginning, middle, and end is functional.</li> <li>Pacing is generally controlled.</li> <li>Transitions are functional.</li> <li>Paragraphing is generally successful.</li> </ul>	<ul style="list-style-type: none"> <li>Structural development of a beginning, middle, and end is effective.</li> <li>Pacing is well-controlled.</li> <li>Transitions effectively show how ideas connect.</li> <li>Paragraphing is sound.</li> </ul>
VOICE / WORD CHOICE  20%	<ul style="list-style-type: none"> <li>Wording is lifeless and mechanical, conveying little sense of the writer.</li> <li>Voice is inappropriate for the purpose and audience.</li> <li>Language is neither specific, precise, nor varied.</li> </ul>	<ul style="list-style-type: none"> <li>Wording is occasionally expressive, conveying a limited sense of the writer.</li> <li>Voice is sometimes inappropriate for the purpose and audience.</li> <li>Language is occasionally specific, precise, and varied.</li> </ul>	<ul style="list-style-type: none"> <li>Wording is generally expressive, conveying a sense of the writer.</li> <li>Voice is generally appropriate for the purpose and audience.</li> <li>Language is generally specific, precise, and varied.</li> </ul>	<ul style="list-style-type: none"> <li>Wording is expressive and engaging, conveying a strong sense of the writer.</li> <li>Voice is well-suited for the purpose and audience.</li> <li>Language is specific, precise, and varied throughout.</li> </ul>
SENTENCE FLUENCY / CONVENTIONS  20%	<ul style="list-style-type: none"> <li>Sentences seldom vary in length or structure.</li> <li>Phrasing sounds awkward and unnatural.</li> <li>Fragments or run-ons confuse the reader.</li> <li>Grammar, usage, punctuation, and spelling errors throughout distract the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences occasionally vary in length or structure.</li> <li>Phrasing occasionally sounds unnatural.</li> <li>Fragments or run-ons sometimes confuse the reader.</li> <li>Grammar, usage, punctuation, and spelling errors may distract the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences generally vary in length or structure.</li> <li>Phrasing generally sounds natural.</li> <li>Fragments and run-ons, if present, do not confuse the reader.</li> <li>Grammar, usage, punctuation, and spelling are usually correct and errors do not distract the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences vary in length and structure throughout.</li> <li>Phrasing consistently sounds natural and conveys meaning.</li> <li>Fragments and run-ons, if present, are intended for stylistic effect.</li> <li>Grammar, usage, punctuation, and spelling are consistently correct and may be manipulated for stylistic effect.</li> </ul>



2012 4<sup>th</sup> 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 meeting. 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 fall 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 hand.

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

houses. She said Laurissa you  
got one and I said yes. Then I  
went back to my horses. My dog  
went nuts like a wild animal.  
Overall, I got the best Ritten  
of all I had. He goes crazy that  
is why we name him Friskie.

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.

Paper for Statewide Writing Pilot Prompt. Please Use Pencil. You may use only the pages in the booklet.

I remember when I was 10 Texas was fun I got to swim in the beach my mom and dad went holes boe riding when we had to swim we would take jets in the air we would go then go in the water and then the kids would go after that we went to a turtle center to I got to play on a island and there was some we would face the wind all the time it so bad we only got to stay for 5 days

I hope you like my story

Paper #2 – I remember when I was to 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.



Paper for Statewide Writing Pilot Prompt. Please Use Pencil. You may use only the pages in the booklet.

One of my best times was when me and my friend had a sleep over. First we played the wii. Next we played pokémon. Last we made a tent.

My friend Chas the wii game it was Lego batman. We passed a lot of levels.

Next we played pokémon. He won with easter.

Last we made a tent with blankets, pillows.

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 though out 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," our 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 a card 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. Holy 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 we then 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 I

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 focus 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 over used. 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.

Paper for Statewide Writing Pilot Prompt. Please Use Pencil. You may use only the pages in the booklet.

One day in the summer my cousin was visiting for a week. I was so excited. We were also going camping by the Republican river for two whole days!

Once he got here, I saw a truck carrying a huge canoe and a motor boat with a motor. After lunch, we packed up supplies and headed off. An hour later, we finally reached the river. My uncle, cousin Tyler, and I set up the tent. My uncle will sleep in the canoe, and Tyler and I were 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 these handles attached to the tube so we wouldn't fall off. The boat started. We rode on the tube for a few minutes, and then Tyler and I fell off!

My uncle stopped the boat motor and drove toward us. We got back on the tube and rode for a few more hours. After that, we went back to our camping spots and roasted hot dogs and snow. 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 storming, and the threatening wind 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. Tyler 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 after lunch, then we decided to go on a boat ride. An hour later of being 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 big fat squawmy worm 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 cleaned out the fish. Yuck! After an enjoyable meal of cat fish, hot dogs, and smores, it was time to go.

I had alot of fun! I learned its more fun to do things with friends and family than it is by yourself. I felt excited, 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.

Paper for Statewide Writing Pilot Prompt. Please Use Pencil. You may use only the pages in the booklet.

One of my favorite memories is when I went on a field trip to the archway. 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 archway 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 key chain for my mom and finally we went home.

One year for my 6<sup>th</sup> 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." NOOOOOOOOOOOOOOOOOO!" I screamed. I screamed NO because I HATE flu shots. Actually I hate shots period. They're just so pritty! 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 pony 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 a order that they needed to be in. Of course I made my dad go first because he was the strongest.

and me as last because I was the weakest. I got it in my thigh but everyone else got it in their leg. I even watched a 2 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 dad and my brother home because there of course they didn't want to go see a Hannah Montana concert. So when my mom and I got to the Quaker center, there was a ~~TON~~ 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 neon green and black costume. Then the Jonas Brothers came in. BOO! I asked my mom if I could get a T-shirt and she said yes. I got a Hannah Montana T-shirt and a green glow stick! 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!