

# Writing Assessment

## Writing Prompt

Imagine that you were playing in your room one day and one of your toys came to life. Write a story about what happened.



### As you write your story, remember to:

- Focus your story on what happened the day one of your toys came to life.
- Use details to support the topic/subject of your story.
- Make sure your story is complete and has a beginning, middle, and end.
- Check to be sure that you are writing good paragraphs.
- Use your best grammar, spelling, punctuation, and capitalization.

**Use a blank sheet of paper to plan your story. Anything you write on the blank sheet will not be scored.**

**Type the final copy of your story on the next slide.**

# Writing Assessment

Narrative

Type your final copy here.

# Writing Assessment

Narrative

Continue here if you need more space.

# FOR TEACHER USE ONLY!

## NARRATIVE SCORING RUBRIC

Score:

	<b>4</b> <b>Above Grade Level</b>	<b>3</b> <b>On Grade Level</b>	<b>2</b> <b>Slightly Below Grade Level</b>	<b>1</b> <b>Well Below Grade Level</b>
<b>Focus &amp; Setting</b>	<ul style="list-style-type: none"> <li>• Topic/Subject is clear</li> <li>• Maintains focus and responds to all parts of the prompt</li> <li>• Establishes a vivid situation and introduces characters, narrator, and setting</li> </ul>	<ul style="list-style-type: none"> <li>• Topic/Subject is generally clear, though may not be stated</li> <li>• Exhibits minor lapses in focus and response to the prompt</li> <li>• Establishes a situation and includes characters, narrator, and setting</li> </ul>	<ul style="list-style-type: none"> <li>• Topic/Subject is vague</li> <li>• May lose or exhibit major lapses in focus and response to the prompt</li> <li>• Establishes a situation and attempts to include characters, narrator, and setting</li> </ul>	<ul style="list-style-type: none"> <li>• Topic/Subject is unclear or confusing</li> <li>• May fail to establish focus and does not respond to the prompt</li> <li>• Fails to establish a situation and does not include characters, narrator, and setting</li> </ul>
<b>Organization &amp; Plot</b>	<ul style="list-style-type: none"> <li>• Organizes a clear sequence of events that unfolds naturally</li> <li>• Clearly uses words and phrases to signal event order</li> <li>• Provides a clear conclusion that follows the sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes a clear sequence of events that unfolds naturally, although minor lapses may be present</li> <li>• Uses some words and phrases to signal event order</li> <li>• Provides some sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes some sequence of events but may confuse the reader</li> <li>• Uses very little words and phrases to signal event order; minor lapses may be present</li> <li>• Attempts to provide a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• May fail to organize sequence of events that unfold in a logical order</li> <li>• Does not use words or phrases to sequence events in a logical order; may be confusing to the reader</li> <li>• No attempt made to provide a conclusion; leaves the reading hanging</li> </ul>
<b>Support &amp; Elaboration</b>	<ul style="list-style-type: none"> <li>• Support and elaboration are evident and supportive of topic/subject</li> <li>• Consists of specific, developed details to describe experiences and events</li> <li>• Uses vivid dialogue or responses of characters to support events and situations</li> </ul>	<ul style="list-style-type: none"> <li>• Support and elaboration may have minor weaknesses</li> <li>• Consists of some specific details to describe experiences and events</li> <li>• Uses dialogue or responses of characters to support events and situations</li> </ul>	<ul style="list-style-type: none"> <li>• Support and elaboration may have major weaknesses</li> <li>• Consists of undeveloped details; may be presented in a list-like fashion</li> <li>• Attempts to use some dialogue or responses of characters to support events and situations</li> </ul>	<ul style="list-style-type: none"> <li>• Very little support and elaboration is evident; may be confusing or unrelated to the topic/subject</li> <li>• Consists of very little or no details to describe experiences or events</li> <li>• Does not use dialogue or responses of character to support events and situations</li> </ul>
<b>Sentence Structure &amp; Language</b>	<ul style="list-style-type: none"> <li>• Demonstrates skillful use of sentence structure</li> <li>• Utilizes precise and purposeful word choices</li> <li>• Exhibits skillful use of grammar, punctuation, capitalization, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates reasonable use of sentence structure</li> <li>• Utilizes reasonable use of word choice that are grade-level appropriate</li> <li>• Exhibits grade appropriate use of conventions; errors are minor and does not impede understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates minimal use of sentence structure</li> <li>• Utilizes vague or basic word choices</li> <li>• Exhibits some grade-level appropriate conventions; errors may impede understanding</li> </ul>	<ul style="list-style-type: none"> <li>• May not demonstrate correct sentence structure</li> <li>• Lacks word choices that are precise and purposeful</li> <li>• Exhibits limited understanding of grade-level appropriate conventions; errors interfere with the meaning</li> </ul>