

**Grade 4: Narrative (Example of a “Medium Low” paper)**

**Title: “My Grand Slam”**

**Topic:** Have you ever been part of a live performance? Perhaps you were in a play, a puppet show, a dance recital, a school program, or a ball game. **Tell a true story** about your experience.

**SCORES AND COMMENTARY** (Phrases in bold are taken from the *Official Writing Scoring Guide*):

**Ideas and Content: 4** This paper contains a **clear main idea** with some support and **relevant** developmental **details**. Confusion about how softball scoring normally works (“...it counted as 8 point when we were only aloud to have 6.”) should not significantly affect the student’s score in this trait.

**Organization: 4** This paper has a **recognizable, developed beginning** and **clear sequencing**. It would not score a 5 because the transitions between paragraphs and from one idea to the next are not always effective or smooth and the conclusion is rather abrupt.

**Voice: 4** The writer of this selection seems **sincere**, and a **sense of audience** is present (“So I want to tell you about the time...”). The section of the paper that describes the actual hitting of the grand slam, culminating in the word “Smack!” moves this paper close to a 5 in this trait, but that same liveliness is not consistently present throughout the majority of the paper.

**Word Choice: 4** Although the words used in this paper are generally **appropriate to audience and purpose**, they **do not particularly energize the writing** (“I like softball a lot,” “..I finally thought I was doing good.”). Overall, the words are **functional** and **convey the intended message**.

**Sentence Fluency: 3** Occasional lapses in sentence construction cause the reader to slow down. The beginning of paragraph two is particularly choppy due to **repetitive sentence patterns** (“So I want...” “So of course...” “So I tryed...”). The writing shows **little control over more complex sentences** (“The bases were loated, and I was up to bat, if I get out the game is over. When the ball came.”)

**Conventions: 3** Enough errors are present in this paper to indicate a **significant need for editing**. Errors range from end-of-sentence punctuation (“Hey do you like sports, I do.”) to spelling (“loated,” “tryed,” and “cepers”), shifts in tense from past to present back to past, and a missing pronoun antecedent (“I slid right under her.”). **The writing demonstrates limited control of standard writing conventions.**