



# English I Writing

## Literary Scoring Guide

April 2014

# English I Writing Literary Prompt



**LOOK** at the photograph.



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**WRITE** a story about experiencing a big surprise.

Be sure to —

- write a focused story that is complete
- include an interesting plot and engaging characters
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling

## **Score Point 1**

**The story represents a very limited writing performance.**

### Organization/Progression

- ☐ The form or structure of the story is inappropriate to the purpose or the specific demands of the prompt. The writer uses narrative strategies or literary devices that are only marginally suited to the literary task, or they are inappropriate or not evident at all. The writer presents the story in a random or illogical way, causing it to lack clarity and direction.
- ☐ Many of the details do not contribute to the story. The writer's lack of focus on a specific character, event, or idea weakens the unity and coherence of the story.
- ☐ The writer's presentation of the story is weak. Repetition of ideas or wordiness sometimes causes serious disruptions in the story line. At other times the lack of transitions and sentence-to-sentence connections makes the story unclear or difficult to follow.

### Development of Ideas

- ☐ The development of the story is weak because the details are inappropriate, vague, or insufficient. They do not contribute to key literary elements such as character development, conflict, and point of view.
- ☐ The story is insubstantial because the writer's response to the prompt may be vague or confused. In some cases, the story as a whole is only weakly linked to the prompt. In other cases, the writer develops the story in a manner that demonstrates a lack of understanding of the literary writing task.

### Use of Language/Conventions

- ☐ The writer's word choice may be vague or limited. It reflects little or no awareness of the literary purpose. The word choice may impede the quality and clarity of the story.
- ☐ Sentences may be very awkward or uncontrolled, weakening the effectiveness of the story.
- ☐ The writer has no command of sentence boundaries and/or little or no command of spelling. Serious and persistent errors in capitalization, punctuation, grammar, and usage conventions may create disruptions in the fluency of the writing and sometimes interfere with meaning.

A surprise for someone you can surprise them by throwing them a surprise birthday party. You can surprise anyone really. Don't you just love it when you surprise them and there face get all red like a carry, and they don't know what to say all they can do is smile and smile. I guess that's the fun part of it all really. They call it a surprise because that person don't know about it. Until you see that look on there face. You can surprise all most anyone your mother, your father, your sister or your brother, your close friend, your boy friend or girl friend. It really don't matter who you surprise cause you still love them no matter what.

**Score Point 1**

The writer of this very limited writing performance explains how to surprise someone, and how they might react. The expository organizational structure that the writer chooses for the essay is inappropriate to the purpose and specific demands of the prompt and demonstrates a lack of understanding of the literary writing task. The development is weak because the writer does not include details that contribute to key literary elements such as character development, conflict, or point of view.

Lasst Chrismos I was so surprised  
becaus I got alot of things for Chrismos  
I was verre happy that Chrismos when  
I woke up fais I what to wath my face  
then I what to boee my teeth ather that  
I what down spec and open my Chrismos  
Paests I had 2 per of Jonels 5 per  
of bule Joes 5 dieft shos I also  
had a iphone and a ipod I was verre  
happy. My brother had a raclo he  
had a lot of Cosos he had  
3 per of nikes 3 per of bule  
Joes and 3 good lookcan shes.  
My sister had a lot of Cosos  
I maen a lot of Cosos she had  
5 dieft pers of shos, 10 dieft  
Joes, and she had a MP3. Player.  
and evebarly was happy on  
Chrismos day.

**Score Point 1**

In this response the writer attempts to tell a story about Christmas day, but demonstrates only a weak understanding of the literary writing task. Although the student at first provides some sense of a timeline (waking up, washing face, brushing teeth, opening presents), the remainder of the essay focuses on describing the presents received by family members rather than developing a literary story about experiencing a big surprise. Additionally, the writer has no command of sentence boundaries and little command of spelling. Serious and persistent errors in conventions create disruptions in the fluency of the writing and often interfere with meaning, which is indicative of a very limited writing performance.

My mom surprise me when I first passed my task test in 5 grade. I was even surprise when I found out that I passed my task test. I had no Idea that I passed when I got home and walked into the house my mom, dad, and brother's and sister's yelled surprise I though to myself it isn't my birthday so what is every one yelling surprise for. That is when my mom told me that the School called her and told her that I passed my first ever task test when my mom told my that I was happy for my self.

**Score Point 1**

In this very limited writing performance, the writer tells a story about being surprised by passing the TAKS test. However, the presentation of the story is weak. The repetitive idea of passing the TAKS test causes disruptions in the storyline. Meaningful development about the happy event is hindered by this repetition. In addition, the writer's limited word choice impedes the quality and clarity of the story.



Two years ago i told my mom i can  
get a car she told me that if i  
do well in school she will buy me  
a car. I really think she was  
joking till four month ago she put  
in \$400 in my bank i was really  
surprised about it. She told me if you  
really think im joking about it look at  
your bank i was really happy to see it.  
She told me if i keep up my good work  
she will put in more till im 18 that when  
i new i have to do good in school.

**Score Point 1**

In this very limited writing performance, the writer tells a story about being surprised by receiving money for a car. The development is weak because details describing the event are insufficient and too vague to support key literary elements such as character development, conflict, or point of view. In addition, errors in conventions impede the quality and clarity of the story.

## **Score Point 2**

**The story represents a basic writing performance.**

### Organization/Progression

- ☐ The form or structure of the story is evident but may not always be appropriate to the purpose or responsive to the specific demands of the prompt. The writer uses narrative strategies or literary devices that are only somewhat suited to the literary task. The writer is able to convey some sense of the story.
- ☐ Some of the details do not contribute to the story. The writer may focus on a specific character, event, or idea but may not sustain that focus, limiting the unity and coherence of the story.
- ☐ The writer's presentation of the story is inconsistent. Repetition of ideas or wordiness sometimes causes disruptions in the story line. At other times meaningful transitions and sentence-to-sentence connections are too perfunctory or weak to support logical movement of the story.

### Development of Ideas

- ☐ The development of the story is minimal and remains at a surface level because there are few details, they are not always appropriate, or they are too general. For the most part, the details contribute only marginally to key literary elements such as character development, conflict, and point of view.
- ☐ The story may reflect little or no thoughtfulness. The writer's response to the prompt may be artificial and rely on forced patterns of development. In any case, the writer develops the story in a manner that demonstrates a basic understanding of the literary writing task.

### Use of Language/Conventions

- ☐ The writer's word choice may be general or imprecise. It reflects a basic awareness of the literary purpose. The word choice may limit the quality and clarity of the story.
- ☐ Sentences may be simplistic, awkward, or only somewhat controlled, limiting the effectiveness of the story.
- ☐ The writer demonstrates a partial command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Distracting errors may be evident, creating some disruptions in the fluency or meaning of the writing, but there is evidence of complete sentences and correct spelling.



My experience of a big surprise is all started when I in the room sleeping. I was snoozing and dreaming when suddenly, I heard a noise. It was coming from the kitchen. I try to look in the kitchen, but nothing there. I looked in the living room but nothing there. So, the only place I have to look is the bathroom I looked in there until, something touch me. As I looked behind me it was just my brother trying to scare me. I laughed so hard I felt sleepy, so I went back to sleep and remember that surprise.

**Score Point 2**

The writer of this story tells about being surprised because his brother scared him. The writer conveys some sense of the story by using narrative strategies somewhat suited to the literary task. However, the development of the story is minimal and remains at a surface level because the writer moves quickly through the action of finding the noise and does not pause to develop conflict and point of view. This demonstrates a basic understanding of the literary writing task.

Experiencing a big surprise for me was great. The day that I experienced a big surprise was at my Quincenera. It was a fun day I wanted to see how many came and a lot of people came which was a surprise for me but not a big surprise. The big surprise was when I had to open the surprise gift. It was a really big box with pink wrapper all over it. Once my aunts said I could open it I told her how I was surprised to see a big box that is covered with my favorite color. Once I opened it there was a bunch of balloons with different colors and then I found a red box that had pens, wipes, headphones and screen protectors. I thought it was a phone but when my aunt told me to look at a pink bag & see what it was and it was heavy. Once I opened the pink bag I found a Kindle Fire! That was a BIG surprise for me and I'm glad I had it. That was the best Experiencing a Big Surprise that I could have ever gotten.

**Score Point 2**

In this basic writing performance, the writer conveys some sense of the story about receiving a gift at her Quincenera, but the presentation of ideas is inconsistent. Repetition and wordiness (. . . a lot of people came which was a surprise for me but not a big surprise. The big surprise was when I had to open the surprise gift) causes disruptions in the story line. In addition to this, the development is minimal and remains at a surface level, while the writer's limited word choice also affects the quality and clarity of the story.

It was my birthday I told my mom I don't want a party. My mom she loves parties because she loves to decorate and make food and stuff. My dad said "Paul come with me to the store." I go to the store with my dad we were at the store for along time. But he was getting a lot of stuff for the house. Then he said, "I have to get gas so we went to the gas station. It tooked about ten minutes then we went home I open the door and "surprise" everyone was at my house and my mom through me a surprise party.

**Score Point 2**

In this response, the writer conveys some sense of the story about receiving a surprise birthday party. However, the author spends too much time focusing on minor events leading up to the surprise (going to the store and gas station). The inclusion of these details is not always appropriate and demonstrates only a basic understanding of the literary writing task. In addition, general word choice (make food and stuff; stuff for the house) and simplistic sentences limit the effectiveness of the story.

It was a Special day for **Andrew** it was his birthday. His mom and dad didn't know what to get him. So they went to Academy and looked around. His dad saw a weight set and got it for him. They called **Andrew** told him to get out of the house to go hang out with friends. They got home put it in his room and started to fix it up. After they were done they went to there till **Andrew** came home. **Andrew** got home at 5:00pm and went to his room and saw the weight set. He went to his parents room and gave them a hug for the gift. He was so happy he jumped up and down like a kangaroo everywhere. So he went to his room and started his first workout.

**Score Point 2**

In this basic writing performance, the writer tells a story about Andrew receiving a weight set for his birthday. The story is written in the third person, which is an appropriate narrative strategy, and progresses chronologically. However, the development is surface level as the writer only briefly lists the events. This surface level development is indicative of a basic understanding of the literary writing task.

## **Score Point 3**

**The story represents a satisfactory writing performance.**

### Organization/Progression

- ☐ The form or structure of the story is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The writer uses narrative strategies or literary devices that are adequately suited to the literary task. The writer is able to clearly convey the story.
- ☐ Most details contribute to the effectiveness of the story. The writer focuses on a specific character, event, or idea and generally sustains that focus. The story is coherent, though it may not always be unified due to minor lapses in focus.
- ☐ The writer's presentation of the story is adequately controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the logical movement of the story.

### Development of Ideas

- ☐ Specific details add some substance to the story. For the most part, these details contribute to key literary elements such as character development, conflict, and point of view.
- ☐ The story reflects some thoughtfulness and may engage the reader. The writer's response to the prompt may be original or may connect ideas in interesting ways. In any case, the writer develops the story in a manner that demonstrates a good understanding of the literary writing task.

### Use of Language/Conventions

- ☐ The writer's word choice is, for the most part, specific and concrete. At times the writer's word choice may even be vivid or expressive. In any case, it reflects an awareness of the literary purpose and usually contributes to the quality and clarity of the story.
- ☐ Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the story.
- ☐ The writer demonstrates an adequate command of sentence boundaries and spelling, capitalization, punctuation, grammar and usage conventions. Although some errors may be evident, they create only minor disruptions in the fluency of the writing, and they do not affect the clarity of the story.



It was December 27, 2009 and it was Tim Smith's birthday. Today Tim is expecting something he always wanted... a Fender guitar! Ever since he got a Rock Band game, he wanted a Fender guitar. He wanted this certain brand because it seems so cool to him. While rushing downstairs he went searching for that guitar. It was nowhere to be found. His heart was filled with tears. He wanted that guitar so bad, he was willing to do anything for it. The funny thing is, he was looking forward to get that guitar on his birthday. So he checked in the basement to see if it was down there. Next time you know, he was surprised. Then his dad came out of nowhere gave him this big box. He opened it and found out that it was a Fender guitar. Tim jumped up and down (cause of joy). Plus, it came with an amp. Tim his dad and ran upstairs, plugged in his new guitar and played it.

### Score Point 3

This story focuses on the search for a special birthday gift. The writer uses narrative strategies and literary devices that are adequately suited to the task and controls the progression of the story with clear sentence-to-sentence connections. Specific details about how special the Fender Guitar is and the anticipation of finding it add substance to the story and reflect some thoughtfulness. In addition, expressive word choice (rushing downstairs; the funny thing is; jumped up and down [cause of joy]) contributes to the quality and clarity of the story.

A week before Tina's Birthday. Kim and Matt her older sister and brother wanted to make Tina's 10th Birthday the best yet! They planned on inviting over 50 of Tina's friends and family. But there was a little problem how was they going to keep this party a secret? Kim had an idea. "Matt" said Kim "How would you like for me to keep Tina busy all week while you go get things for the party?" Matt "I would love that you can take Tina to the movies then out to eat I'll pay!" So as Matt went to go get things for the party. Tina and Kim went out. They could not wait to see Tina's face. Well the week went by and it was the day of Tina's Birthday! So while Tina was at school Matt and Kim got the party ready. Kim picked up Tina and said "I feel like going to the park want to go?" Tina smiled and got in the car. They arrived at the park. Tina got out of the car and everyone jumped out and yelled "Surprise" Tina began to smile as tears ran down her face. This was the best surprise Birthday ever!

### Score Point 3

The writer of this concise response tells the story of a brother and sister secretly planning a surprise birthday party for their younger sibling. The writer sustains focus on the action and dialogue of two of the characters, while logically progressing through the events leading up to the big surprise. Specific details contribute to the conflict in the story (keeping the party a secret) and the point of view of multiple characters. Overall, the writer demonstrates a good understanding of the literary task.



One day Me and My friend **Cassie** were out side walking when, we saw a puppie. it was skinny and looked like it hasent ate in days. So Me and My friend took it to my house and asked my mom if we could keep it "well" She said we already have a cat and a hamster we dont need another animal to take care of. Oh Mom I said walking out the door hey, **Cassie** said with a grin on her face lets take her to my mom. She always's wanted a puppie my mom always said seems she's been a littel girl she's always had a dog and she always's wanted a puppie. Oh I said running to her house. MOM, MOM, **Cassie** said running in to her house "you no how you always wanted a puppie" "yes" her mom said with a grin "we got you wai. REALLY! yes MOM Come look out side" She said. "Oh My gosh" She said it so cute can I really have it yes, you can have all your's. "Think you, Think you!" her mom said with a grin. her mom was so happy that the next day her house was full of puppie things. I'm so glad that we gave **Spot** to her mom because she treats it the way it need to be treated.

### Score Point 3

In this story, the writer sustains focus on two characters' attempts to find a home for a lost puppy. The writer clearly conveys the story using dialogue to progress the plot. Specific and somewhat engaging details (it was skinny and looked like it hasent ate in days; we already have a cat and a hamster) add some substance to the story. The writer demonstrates an adequate control of conventions. Although some errors are evident, they create only minor disruptions in the fluency of the writing, and they do not affect the clarity of the story. Overall, the writer demonstrates a good understanding of the literary writing task.

Hi im David I go fishing every day at my tank. I sit on my pier and fish. I once had a boat I still do but it has holes in it every time I use it I have to go back to the shore to empty the water out so I just stick to the pier. I go back home after catching a couple of bass and catfish. I eat my mom's overcooked steak I survived that time. I tell my self. My mom also said that I am going to get a big thing in this week. I could not stop asking her to tell me what it is. She said "It's coming in Monday." I am up all night trying to think what it is. It seems like 1 hour was 2 years. All of a sudden a truck pulled up at 2:30 AM. I was thinking the news paper man doesn't come this early. My mom walks out side and flows the truck to the tank. I drive down to the tank on my Ranger, I couldn't find my mom or the truck any where. I go home and wake up my dad and say mom has gotten kidnaped! He didn't believe me made he is in on some top secret thing that takes moms away! I ran threw the house and hit my head on the door. I passed out. The next morning my mom woke me up and asked how were did she go? She said "It's a surprise." I go fishing and there is a 12 foot flat bottom boat with a 5hp Mercury motor on it and I could not believe it!

### Score Point 3

In this satisfactory writing performance, most details contribute to the effectiveness of the story. The writer focuses on a specific event, receiving a fishing boat as a surprise, and generally sustains that focus. The writer includes meaningful transitions, and the approach to the prompt, a late night mystery, is somewhat thoughtful and original. Overall, the writer demonstrates a good understanding of the literary writing task.