



Grade 4 Writing

Personal Narrative Scoring Guide

April 2014

Grade 4 Writing

Personal Narrative Prompt



LOOK at the picture below.



THINK about the following statement.

Swimming can be a fun activity.



WRITE about a time when you took part in an activity you really enjoyed.

Be sure to —

- write about a personal experience
- organize your writing
- develop your ideas in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

Score Point 1

The narrative represents a very limited writing performance.

Organization/Progression

- ☐ The form or structure of the narrative is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies or literary devices that are only marginally suited to the narrative task, or they are inappropriate or not evident at all. Because the narrative is presented in a random or illogical way, the writer is not able to convey a sense of the experience.
- ☐ Many of the details do not contribute to the narrative. The writer's lack of focus on a specific personal experience weakens the unity and coherence of the narrative.
- ☐ The writer's narrative presentation 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 narrative unclear or difficult to follow.

Development of Ideas

- ☐ The development of the narrative is weak because the details are inappropriate, vague, or insufficient. They do not contribute to the writer's portrayal of the experience.
- ☐ The narrative is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the narrative as a whole is only weakly linked to the prompt. In other cases, the writer fails to establish a realistic situation or present motivations for behavior or actions.

Use of Language/Conventions

- ☐ The writer's word choice may be vague or limited. It reflects little or no awareness of the narrative purpose. The word choice impedes the writer's ability to relate the experience clearly.
- ☐ Sentences may be very awkward or uncontrolled, weakening the effectiveness of the narrative.
- ☐ 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.

Do you do some activity? I do. I
do a lot of activities with Nana.
I made a dog puppet with a pocket
on it. I paint a lot of pictures,
and more stuff too. I also do
activities with granny too. What
type of activities do you do
at home? I do a lot of
activities in art class at school.
Sometimes I do some painting myself.
Sometimes I draw some flags from
countries and states. This is the
time I do some activities.

Score Point 1

In this response the writer lists a number of arts and crafts activities instead of writing a story about a specific personal experience. The writer chooses an expository organizational structure that is inappropriate to the purpose and specific demands of the prompt and demonstrates a lack of understanding of the narrative writing task. These problems are indicative of a very limited writing performance.

Do you remember a time when you had a
fun activity? Lend me tell you when I had
a fun activity when I went to ~~western~~ ~~land~~
It was morin we wer in line for the
tickes son we wer in sand and we wer rend
to get want. But my mom sind we need to
eat fast. So I had nacos and my cas had hot-dog.
We wer fineh and my mom sind to go have fun
so we wer in line for the game cond the
yoys. So we wer on the rond was genseb
than it got sureer fast it was more fun
than the rond was over. My casn and I
wer best. And my cas comet. Than we got
in all the rast like the yoys and
the page and the stil ro cost. And we
got on the big was like the gat son and
the big tell cost. So it was time to
go home and went to bed. So in the
mori went to ~~western~~ ~~play~~ ~~land~~ and my
cas and myself in line on the game.
And me and my cas on all the
dig rast too. That was my best
activity in my life. Thik you for rend
my composition.

Score Point 1

The writer of this response focuses on a visit to an amusement park. Specific details contribute to the writer's portrayal of the trip, and sentence-to-sentence connections support the logical movement of the narrative. However, serious and persistent errors in English language conventions create disruptions in the fluency of the writing and sometimes interfere with meaning.

Flying !!!

Whee!!! I am flying in the air of wings of eagle I can see everything from up here it look like a antpile. It all started like this a hot cloudy day.

I like spending time with My Dad and Mom. Its fun spending time with your family or parents,

Its a massive day for me because we are going to fly in the wings of a eagle it is going to be so fun!!!

Ya!!! we are flying in the air its fun I dont want to get off of it I want to stay here all day long.

Lets get off its getting late" My Mom said and I said "no can we stay here."

I larned that spending time with your parents is fun and funny.

Score Point 1

The writer presents a focused, organized, and developed narrative with satisfactory control of conventions, but the story about flying on the wings of eagles is a fantasy. The writer's lack of focus on a specific personal experience weakens the unity and coherence of the response. Consequently, the details provided are inappropriate and do not contribute to the writer's portrayal of a personal experience. The result is a very limited writing performance.

I like runing it is somthing I really enjoy you get to be cheered on it makes me feel good insied. When I firsh stared it I was not as good as the other peoplo. Now I'm kind of good at it but two peoplo are faster than me. When I get home I always run around my back yard. When it is dark my mom and I go walking it is kind of fun. It is so fun runing is somthing I really enjoy every day I hope you thiak it is fun to.

Score Point 1

The writer of this very limited response describes running as a fun activity; however, the writer uses an organizational strategy that is only marginally suited to the narrative task. The presentation is weak because the repetition of ideas about fun and enjoyment take the place of meaningful development, and the vague details that are provided do not contribute to the writer's portrayal of a specific personal experience.

Score Point 2

The narrative represents a basic writing performance.

Organization/Progression

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

Development of Ideas

- ☐ The development of the narrative 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 the writer's portrayal of the experience.
- ☐ The narrative may reflect little or no thoughtfulness. In some cases, the writer's response to the prompt may be artificial and rely on forced patterns of development, demonstrating only a basic understanding of the writing task. In other cases, the writer establishes some elements of a realistic situation but may provide few motivations for behavior or actions. The narrative conveys little sense of why the experience was important to the writer.

Use of Language/Conventions

- ☐ The writer's word choice may be general or imprecise. It reflects a basic awareness of the narrative purpose. The word choice limits the writer's ability to relate the experience clearly.
- ☐ Sentences may be simplistic, awkward or only somewhat controlled, limiting the effectiveness of the narrative.
- ☐ 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.

ON one sunny day me and my family where at are cuisins house. And I was bord so she saide all go teach you art. And I saide ok! lets go and we whent down stairs and the first thing we did was get All the splay's out. And then she showed me how to do it. And then I drew, what I whated then I painted it then we put all the Sparkles on the paper and then we let it dry. And thin was my art work. And that was the thim I lurned Art.

Score Point 2

The writer of this basic response focuses on the specific personal experience of making an art project during a family visit. Perfunctory transitions help advance the storyline; however, the development remains at the surface level because the details are too general and contribute only marginally to the writer's portrayal of learning about an art project.

A time when I took part in an activity I really enjoyed is when I got my first fish. I was at rimers ranch with my grandparents. my papa and I went to a good spot on the beach. We set up and took off our shirts socks and shoes off. we got into the cold shallow part of the river and tossed our lines out into the river and got a wile a tug pulled my arms out of the socket I pulled and pulled and pulled in tel I got it out of the water and we took pitchers of it and set it free

Score Point 2

In this basic writing performance, the writer tells a story about catching a fish for the first time. The progression of ideas is clear, and effective word choice helps to convey some sense of the experience. However, the development of the narrative is minimal because there are too few details. In addition, distracting errors in spelling and punctuation create some disruptions in the fluency of the writing.

The Y is my favorite place to go swimming! First we went to go swimming at the children pool. Then I went to the waterslide one time. Then I went to the childrens pool again. Then I was practice swimming. The guy Gave me a rist ben. Then I went to the waterslide 3 times. Then I swimm the crazy water 2 times. Then I went to the crcile pool. Then The people got off the pool. when the guy blue the wistle, The people Got on the pool. And Then it was geting dark out. So we went to the bathroom and change. Then I was done change-ing. Then I sit on the banch and wait for my mom and my little brother to. Then my mom was done changing. So my little brother went to the bathroom. And Then my little brother was done changing. Then we watch Voneyball. And Fanily we went home.

Score Point 2

The writer of this list-like narrative focuses on a favorite place to go swimming. The development is minimal because the details the writer provides are too general and are not always appropriate. The narrative conveys little sense of why swimming at this particular place is important to the writer. In addition, general word choice, simplistic sentences, and distracting errors in grammar and usage limit the effectiveness of this response.

The time I went bowling was with my best friend
My mom took us. We both had a amazing time
together.

Then it was my chose. I got all of them. I was
so exited I jumped up and said yes, yes. ^{Stacey}

Then it was ^{Stacey} chose, but she was upset
because she didn't make like I did, but she had
one more chanes. She roll that ball has heard
has she can and made all of them. She was
so exited she wanted to do it again.

It was almost time to go. We both made
some great rolls. Then we both had to
go home. She told me I was awesome at bowling
and I said you are too. And if you did want
to know who won it was ^{Stacey}. I
needed two more from her and I could
have won and she could have lose. But
we both had fun together and that all
what matter. And that is why I enjoyed my
activity.

Score Point 2

The writer of this basic response presents a focused and organized response about going bowling with a friend. The use of dialogue and reflective observation help convey some sense of the friends' experience. However, overall development of the narrative is minimal and remains at a surface level because there are too few details, and many of those provided are too general.

STAAR Modified Grade 4 Personal Narrative

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Score Point 3

The narrative represents a satisfactory writing performance.

Organization/Progression

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

Development of Ideas

- ☐ Specific details add some substance to the narrative. For the most part, these details contribute to the writer's portrayal of the experience.
- ☐ The narrative reflects some thoughtfulness and may engage the reader. The writer demonstrates a good understanding of the writing task by establishing a realistic situation and providing reasonable motivations for behavior or actions. The narrative conveys some sense of why the experience was important to the writer.

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 narrative purpose. Generally effective word choice allows the writer to relate the experience clearly.
- ☐ Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the narrative.
- ☐ 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 few disruptions in the fluency of the writing, and they do not affect the clarity of the narrative.

The big game!
One day I wrok up excitedly and I sied to my
Self the big game is here! my dad sied get dress
So I did. I whent down stare to eat brea fqa
We left + my team yelled Debbie come! So I whent
They sied I have a plain I sied what is the
plain you go in front and three people going
to be in front of you. so the game start
the idea work we got two gols in the
same time. the other them sied to us you
you are a louser and I sied at less you
calling your self a louser. so the other
corder started I kick the ball so high and
it made inside the gol! next we tekk
a brake the Coushe sied who whant to
Seat out vetory sied I whant to so
she did. my team sied she always Seat
Out because she is lazy. Fihally it was
the last corder started I keep + running
and running and finally I mad it in the
gol! And we won the game and we
sied go venuma that was a relly enjoyful
game. And we Jump and Screaming i
was the exited day!

Score Point 3

The writer focuses on a specific personal experience, an important soccer game, and adequately controls the narrative presentation. Meaningful transitions and clear sentence-to-sentence connections are sufficient to support the logical movement of the game's action. Specific details and the use of dialogue convey some sense of this soccer game's importance to the writer and demonstrate a good understanding of the writing task. Although frequent sentence boundary, spelling, and usage errors are evident, they do not affect the clarity of the response. Overall, the narrative represents a satisfactory writing performance.

June 5, 2009 my grandpa, uncle, and cusers & I wanted to go have some fun for the summer. So we went fishing at City Park lake. When we where haeding for the boat we saw a big fish jump up we all scaamed. As soon as we had every thing ready & set to go fishing, we had through our polls in. Frist my papa was the frist to caech a bass. Then after a wile of looking in the water I finily cought one! but it was not a fish it was a trattle. Every one started to run away I didnt know why, but they endyenchaly side so it was because of the trattle so they all jump out of the boat. Then all a sudden every time I put my poll in the water I would fill some thing I Kaept on caeching fish more & more each time. An thats the time when I enjoyed some thing with my family.

Score Point 3

The writer of this response demonstrates a good understanding of the narrative task by clearly conveying the specific personal experience of going fishing with family members. Sentence-to-sentence connections are sufficient to support the logical movement of the narrative, and specific details add some substance. Although sentence boundaries, spelling, punctuation, and usage errors are evident, they create few disruptions in the fluency of the writing, and they do not affect the clarity of the response.

"La la la la la" when I arrived at the carnival. I was amazed it was like I was paralyzed so I went to play games. My mom said I could pick three places we could go to I picked games first I wanted to play bowling & first I got 500 points then I got 1,000 then 1,000 I won the game. The next game we went to was throw the ball in the hole I missed one but I got the other two that only gave me 20,000 points so I won again. Then the last game I played darts it was a little difficult I had got a 1,500 and a 1,000 I won again. Then we went on the rides the first one was the ferris wheel but I was not afraid the next ride was the roller coaster it went fast so fast I almost went flat like Flat Stanley. Then the last ride I went on was bumper cars it was amazing I crashed two people it was a sum. Then I went into the buildings I saw the car buildings the toy buildings and we went to the food buildings. "yay today was the most funnest day ever!" "Thank you mom I appreciate you for this" "Thank you" "I had the most funnest day I want to come next year" I said to my mom.

Score Point 3

In this focused response, the writer tells the story of a day at the carnival. For the most part, transitions used to move through activities at the carnival are meaningful. Specific details about each activity are included, adding some substance to the narrative. The word choice is specific and, at times, expressive, while sentences are varied and adequately controlled. Errors in English language conventions are evident, but they do not affect the clarity of the narrative.

Last Summer I had a basketball game. Before the game I was doing pushups, situps, and jumping jacks. So the game was starting, the man was throwing the ball in the air and I got the ball. I was trying to make a shot but some kid pushed me. So we tried again. I passed the ball to my partner, we were running to make a shot. My partner was going to shoot it but they were blocking him. I was trying to tell him to give me the ball but he didn't want to, so he tried to make it and he did make it, and everyone was shouting. My team was in the lead, our team had 28 and the other team had 18. So the time was running out, it was like 10 seconds. So I was running to try to make it, 5 more seconds on the timer. I was right there getting ready, 3 more seconds on the timer, I shot it there was 1 more second on the timer. I had done it! So my team won and I got to take the trophy home. That was a fun activity I enjoyed.

Score Point 3

In this engaging response, the writer relates a story about a basketball game. The writer clearly conveys this specific personal experience by sustaining focus on the fast-paced action of the game. The writer develops the game's highlights in detail, establishing a realistic situation and providing reasonable motivations for the players' behavior and actions. The word choice describing the events leading up to the final shot is specific and concrete, and the language used to describe the winning shot is vivid and expressive.