

Scoring Guide: Narrative Writing

Narrative writing re-creates a real or imagined experience. It usually contains four elements: characters, a setting, a chronological sequence of events, and a conflict or problem to be solved. The writer typically builds in high points by putting characters into interesting situations, weaving in plot twists, incorporating vivid details, and creating a central conflict or problem that builds suspense and holds the piece together.

<div>6</div> <div>HIGH</div>	<div>EXCEPTIONAL</div> <ul style="list-style-type: none"> Starts with a lead that sets up the story and draws in the reader. Contains characters that are believable, fresh, and well described. The characters grow and learn. Describes a setting that is unique and rich. Features events that are logically sequenced and move the story forward. Time and place work in harmony. Is a complete story that has never been told or is an original twist on a familiar story. The plot is well developed. There is a key conflict or problem that is compelling and eventually solved. Features well-used literary techniques, such as foreshadowing and symbolism. Leaves the reader feeling intrigued, delighted, surprised, entertained, and/or informed. Ends satisfyingly because the key conflict or problem is solved thoughtfully and credibly.
<div>5</div> <div>MIDDLE</div>	<div>STRONG</div>
<div>4</div> <div>MIDDLE</div>	<div>REFINING</div> <ul style="list-style-type: none"> Starts with a lead that sets the scene, but is predictable or unoriginal. Contains characters that are a bit too familiar. The characters show little change in their thinking or understanding as the story moves along. Offers a setting that is not described all that well. Features events that are given the same level of importance. Significant ones mingle with trivial ones, and sometimes stray from the main story line. Is a nearly complete story that may not contain new or original thinking. The plot moves forward, but then stumbles. Minor conflicts and problems distract from major ones. Contains examples of literary techniques such as foreshadowing and symbolism that are not all that effective. Leaves the reader engaged at some points, detached at others. Ends by providing the reader with a sense of resolution, but he or she may also feel unsatisfied or perplexed.
<div>3</div> <div>MIDDLE</div>	<div>DEVELOPING</div>
<div>2</div> <div>LOW</div>	<div>EMERGING</div> <ul style="list-style-type: none"> Starts with a lead that is perfunctory: "I'm going to tell you about the time..." Contains characters that don't feel real. The unconvincing characters are stereotypes or cardboard cutouts. Offers a setting that is not at all described clearly and/or completely. Features simple, incomplete events that don't relate to one another and/or add up to anything much. There is a mismatch between the time and place. Is a story that jumps around illogically. There is no clear conflict or problem to be solved. Contains no examples of literary techniques—or, at most, poor, purposeless ones. Leaves the reader frustrated and/or disappointed. He or she feels the story was not thought out before it was committed to paper. Finishes with no clear ending or, at most, a halfhearted attempt at an ending, leaving the reader wondering why he or she bothered to read the piece.
<div>1</div> <div>LOW</div>	<div>RUDIMENTARY</div>

Narrative Writing Scoring Guide

**Pearson/Prentice Hall, Joyce Armstrong
Carroll**



Narrative Writing Scoring Guide:

Education Statistics Quarterly, 2000 *What Principals Need to Know About Teaching and Learning Writing* Ruth Culham, 2009-09-01 Discover practical strategies for supporting and assessing writing instruction in all content areas while equipping teachers with instructional practices that emphasize this critical skill which students need to adapt to the demands of the CCSS and thrive in the 21st century This guide offers the pedagogical expertise every administrator needs to serve as an effective leader **Middle School Writing Process Transparencies**, 200? **Texas Assessment of Academic Skills** Texas Education Agency, 1999 *Windows Into the Classroom* Claudia A. Gentile, John H. Kennedy, James Martin-Rehrmann, 1995 Based on a survey conducted in 1992 by the National Assessment of Educational Progress NAEP a study examined the types of writing students performed in school the quality of their classroom writing and the relationship between their classroom writing and their performance on the NAEP writing assessment A nationally representative subgroup of more than 3 000 fourth and eighth graders who participated in the 1992 NAEP writing assessment submitted three pieces of writing that represented their best writing efforts and reflected different kinds of writing narrative informative persuasive Students were asked to give special preference to pieces developed using writing process strategies such as pre writing activities consulting with others about writing and revising successive drafts Teachers completed a brief questionnaire and students wrote a letter explaining their selections Each student portfolio underwent a 3 part analysis Major findings included 1 most students submitted narrative and or informative writing 2 at fourth grade most of the informative papers were brief and undeveloped 3 most of the fourth grade informative writing was at a basic level 4 the majority of papers showed evidence that their writers had employed process strategies 5 students who spent more time on writing performed better on their portfolio writing and 6 generally the correlation between assessment and portfolio ratings was low for narrative and informative writing for both grades Contains 32 tables and 9 figures of data A summary of state writing assessment programs a 100 item annotated bibliography a procedural appendix administration materials and examples of students writing are attached RS **Exploring New Methods for Collecting Students' School-based Writing** Claudia Gentile, 1992 This report describes the procedures used to collect describe and evaluate school based writing in a special pilot portfolio study conducted by the National Assessment of Educational Progress NAEP to explore portfolios as an alternative method of assessing students writing achievement The report has three main purposes 1 to explore procedures for collecting classroom based writing from students around the country 2 to develop methods for describing and classifying the variety of writing submitted and 3 to create general scoring guides that could be applied across papers written in response to a variety of prompts or activities The report is divided into four chapters Following an introduction the first chapter describes the writing received from the students and information from participating teachers about the activities that generated the writing Chapter 2 explains the procedures used to evaluate the writing students

submitted as well as the results of this evaluation Chapter 3 compares the results of the NAEP 1990 writing assessment with the analysis of participants school based writing samples and summarizes the lessons learned from the portfolio study Chapter 4 contains a set of sample papers further illustrating how the evaluative guides can be applied and presenting a sense of the range and depth of writing received from participating students Appendixes contain information on demographic characteristics and on students performance by process strategies SR *Performance Assessment Sampler*, 1993 *NAEP Scoring of Fourth-grade Narrative Writing*, 2000 **Show What You Know on the WASL, Grade 4, Mathematics** Englefield & Associates, Incorporated, 2006 The Student Workbook for the Washington Assessment of Student Learning WASL covers Math on the WASL with a tutorial and full length practice assessment including multiple choice short answer and extended response questions Aligned with the Essential Academic Learning Requirements EALR s Components and the new Grade Level Expectations GLE s each workbook contains a test anxiety chapter along with subject specific glossaries of terms scoring guides and item distribution charts **The Scott Foresman Grammar & Writing Book**, 2006

Assessment in Special Education Linda J. Hargrove, James A. Poteet, 1984 *Creative Power* Ronald L. Cramer, 2001 With the goal of helping teachers discover how best to nurture children s creative potential *Creative Power* explores the practices and strategies needed to understand writers and writing It examines the nature of children s writing and provides a wealth of information and ideas about the language interests and creative capabilities of children *Using the Writing Process as a Transitional Program for Limited English Proficient Students* Isabel Patricia Valdivia, 1991 *Scott Foresman Reading Street*, 1985 **Assessment Handbook**, 2000 **Writing Achievement, 1969-79: Results From the Third National Writing Assessment, Volume III** Education Commission of the States, Denver, CO. National Assessment of Educational Progress, 1980 Results from the third national writing assessment of nine year old students conducted in 1979 by the National Assessment of Educational Progress NAEP are presented in this volume Chapter one provides highlights of the results of the test assessment which indicate both decline and improvement on different tasks in the writing performance of nine year old students Chapter two gives an overview of the NAEP assessments a discussion of the populations assessed a description of the written exercises and descriptions of the methods of scoring holistic primary trait analysis of rhetorical effectiveness and analysis of syntax and mechanics Chapter three provides an indepth discussion of the results and chapter four gives an overview of the writing of 9 year old 13 year old and 17 year old students Chapter five offers some observations about writing in the United States and suggests implications of the results of the assessment for instruction Appendixes include exercises documentation scoring guides and sample papers guidelines for syntax and mechanics analysis group results and exercises evaluated for primary trait and cohesion error frequencies for good and poor papers and selected groups and the background questionnaire and group responses to background and attitude questions MKM Primary type of information provided by report Assessment Instrument Released Exercises Scoring Guides Results Exercise Level **The**

Language Arts Ronald L. Cramer, 2004 Described by reviewers as one of the most comprehensive and complete texts to be published in the field in years Teaching the Language Arts provides readers with a truly balanced approach to the teaching of language arts with an emphasis on the arts themselves Written with the belief that all children and teachers possess creative potential the author masterfully integrates essential elements of phonics instruction with critical principles of literature based instruction namely literature comprehension writing and oral language Cramer s engaging writing style leaves readers feeling as though they are in a conversation with the author and clearly answers the question How can we teach Language Arts well *Writing and Grammar: Communication in Action* Pearson/Prentice Hall, Joyce Armstrong Carroll, 2004 **Cycle II Criterion-based Holistic Scoring** New Jersey. Department of Education, 2002 **Yearbook of the National Reading Conference** National Reading Conference (U.S.), 2001

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Table of Contents Narrative Writing Scoring Guide

1. Understanding the eBook Narrative Writing Scoring Guide
 - The Rise of Digital Reading Narrative Writing Scoring Guide
 - Advantages of eBooks Over Traditional Books
2. Identifying Narrative Writing Scoring Guide
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Narrative Writing Scoring Guide
 - User-Friendly Interface
4. Exploring eBook Recommendations from Narrative Writing Scoring Guide
 - Personalized Recommendations
 - Narrative Writing Scoring Guide User Reviews and Ratings
 - Narrative Writing Scoring Guide and Bestseller Lists
5. Accessing Narrative Writing Scoring Guide Free and Paid eBooks
 - Narrative Writing Scoring Guide Public Domain eBooks
 - Narrative Writing Scoring Guide eBook Subscription Services
 - Narrative Writing Scoring Guide Budget-Friendly Options
6. Navigating Narrative Writing Scoring Guide eBook Formats

- ePub, PDF, MOBI, and More
- Narrative Writing Scoring Guide Compatibility with Devices
- Narrative Writing Scoring Guide Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Narrative Writing Scoring Guide
 - Highlighting and Note-Taking Narrative Writing Scoring Guide
 - Interactive Elements Narrative Writing Scoring Guide
- 8. Staying Engaged with Narrative Writing Scoring Guide
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Narrative Writing Scoring Guide
- 9. Balancing eBooks and Physical Books Narrative Writing Scoring Guide
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Narrative Writing Scoring Guide
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Narrative Writing Scoring Guide
 - Setting Reading Goals Narrative Writing Scoring Guide
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Narrative Writing Scoring Guide
 - Fact-Checking eBook Content of Narrative Writing Scoring Guide
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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