

Essential Skills Writing Work Sample Scoring/Feedback Form

Narrative High School:

Use with Oregon’s Official Writing Scoring Guide.

Student Name:		Freshman Year:	
Task Title: _____ _____ Narrative	Rater:		
	Date:		
	Aligned to Standards:	Yes/No	
	Standards Addressed:	Meets at “4” level or above on all required Process Dimensions:	Yes/No
<p>Bullets describe a score of 4. Checked boxes indicate areas that meet the standard. Empty boxes indicate areas that need improvement. Raters may mark the boxes and circle specific words. No other feedback beyond the Official Scoring Guide may be provided.</p>			

IDEAS AND CONTENT

1 2 3 4 5 6

The student responses show:

- The purpose is clear and main idea(s) are easily identifiable.
- Supporting details are typically relevant and help develop the experiences, events and/or characters.
- Some connections and insights may be present.

ORGANIZATION

1 2 3 4 5 6

The student responses show:

- Sequencing and paragraph breaks are clear and contribute to the logic and sense of the piece.
- The beginning is recognizable, developed, and introduces the plot, main idea, or main characters.
- The narrative is easy to follow with details that fit where placed and has a reasonable sequence to the events or experiences described in the narrative.
- If used, techniques such as foreshadowing, flashbacks, dream sequences etc. work within the structure of the narrative although they may be somewhat contrived.
- Transitional strategies are used adequately, with some variety, to clarify the relationships between and among ideas, events and experiences.
- The conclusion provides a sense of resolution or closure connected to what is experienced, observed or resolved over the course of the narrative.

SENTENCE FLUENCY**1 2 3 4 5 6***The student responses show:*

- The writing has a natural sound and the reader can move easily through the piece.
- There is some syntactic variety with adequate variation in sentence length beginnings, connectives and rhythm.
- Control of simple sentence structures is strong, but control over more complex sentences varies; fragments, if present, are usually effective.
- Some lapses in stylistic control may occur; dialogue, if used, sounds natural for the most part.

CONVENTIONS**1 2 3 4 5 6***The student responses show:*

- Conventions used are generally correct, demonstrating control, although a limited range may be employed.
- End-of-sentence punctuation and internal punctuation, including hyphenation, is generally correct. Spelling of common words is generally correct.
- Where used, dialogue is generally punctuated correctly, and dialect, while inconsistent with standard usage, is not so inaccurate that the reader is confused or distracted.
- Spelling of common words is generally correct.
- Capitalization is generally correct.
- Occasional lapses in correct grammar and usage do not distort meaning or confuse the reader.
- The need for further editing is moderate and meaning is clear

The following writing traits are not required for demonstrating proficiency for Essential Skills**VOICE (Not required for diploma)****1 2 3 4 5 6***The student responses show:*

- The writing generally maintains a consistent point of view.
- An appropriate level of style and tone is generally consistent with audience, topic and purpose.
- The writer seems to be aware of audience but may not consistently employ and maintain an appropriate level of closeness to or distance from the audience.
- The writing may show liveliness, sincerity, or humor but may be either inappropriately casual and personal, or inappropriately formal and stiff at times.

WORD CHOICE (Not required for diploma)**1 2 3 4 5 6***The student responses show:*

- Words are functional and clear in conveying the intended ideas and events.
- Vocabulary is sufficiently varied to avoid repetition and to suggest nuances in characters and describe events and settings.
- Some sensory language may be used effectively to describe experiences, events, setting and/or characters.
- Slang and dialect, if used, are generally effective.
- Clichés are generally avoided and some carefully selected metaphors, similes, and analogies may be effectively used.

Rater ID Number, Initials, or Name: _____