

Grade 4 – Personal Narrative Writing Work Sample: Not Yet Meeting

Task: Your class is studying about insects and ant colonies. You are given two articles about ants and ant colonies. Read the sources carefully so you can **write a story** about shrinking to the size of an ant, falling into a hole in the ground, and becoming part of an ant colony. When writing your story, find ways to use information and details from the sources to improve your story about becoming part of an ant colony.

Scores, Justification of Student Evidence, and Suggested Areas of Student Improvement

Ideas and Content: 3

The student's writing demonstrates progress toward meeting grade-level expectations, but lacks development in details, character emotions, and logical progression.

Evidence from Student Work: Ideas and Content	
✓ Writer's Purpose and Main Ideas Are Generally Easy to Understand	<ul style="list-style-type: none">○ The story follows a basic narrative structure:<ol style="list-style-type: none">1. The main character shrinks.2. The ants take them into the colony.3. The queen questions them.4. The character learns a lesson and changes.○ Example: <i>"The girl did change and she became nice and friends with the ants."</i>○ This conveys a moral lesson about learning from mistakes.
✓ The Writer Identifies a Situation for the Story	<ul style="list-style-type: none">○ The character falls into the ant colony and faces a challenge.○ Example: <i>"I looked and they took me in there hill."</i>○ This introduces the central conflict of the story.
✓ Some Specific Details Describe Characters and Events	<ul style="list-style-type: none">○ The student describes some physical sensations related to the ants.○ Example: <i>"A lot of ants were stepping on me with their six tiny legs, they were touching me with their antennae."</i>○ This provides a sensory experience for the reader.

Organization: 3

The student's writing follows a basic sequence of events but lacks clear transitions and logical flow between scenes.

Evidence from Student Work: Organization	
✓ The Writing Has a Clear Beginning, Middle, and End	<ul style="list-style-type: none">○ The story progresses in a logical order:○ Beginning: The main character floods the ant hill and shrinks.○ Middle: The ants take the character into their colony, and the queen makes a decision.○ End: The character is allowed to go home and learns a lesson.○ Example: <i>"Then the queen told the soldiers to take me away. But then she said 'Stop, let her go home.'"</i>○ The conflict is introduced and resolved, making the story feel complete.
✓ The Beginning Introduces the Situation	<ul style="list-style-type: none">○ The story starts with an action that leads to the main event.○ Example: <i>"I dumped the cup on the ant hill."</i>○ This sets up the consequence of shrinking and entering the ant world.

Evidence from Student Work: Organization	
✓ The Ending Resolves the Story's Conflict	<ul style="list-style-type: none"> ○ The character learns a lesson and changes, which gives the story purpose. ○ Example: <i>"The girl did change and she became nice and friends with the ants."</i> ○ This provides a moral or reflection at the end.

Voice: 3

The student's writing shows some personality and engagement but lacks depth in emotional reactions and could be more expressive to fully engage the reader.

Evidence from Student Work: Voice	
✓ The Writing Has Some Engaging Moments	<ul style="list-style-type: none"> ○ The student includes an interesting premise where the character shrinks and learns a lesson. ○ Example: <i>"I dumped the cup on the ant hill. I started walking back to my house. Then I turned into a small person."</i> ○ This creates intrigue and a clear consequence.
✓ The Writing Shows Some Interest in the Topic	<ul style="list-style-type: none"> ○ The student seems engaged with the idea of shrinking and interacting with ants. ○ Example: <i>"A lot of ants were stepping on me with their six tiny legs, they were touching me with their antennae."</i> ○ This description adds a small sensory detail that makes the situation more vivid.
✓ Some Parts of the Story Have an Engaging Tone	<ul style="list-style-type: none"> ○ The moral lesson at the end suggests the character changed from their experience. ○ Example: <i>"The girl did change and she became nice and friends with the ants."</i> ○ The story ends with a transformation, making the character's journey feel complete.

Word Choice: 3

The student's writing uses some effective words, but many descriptions are basic, and stronger, more precise word choices could enhance the story.

Evidence from Student Work: Word Choice	
✓ Some Words Create Clear Images	<ul style="list-style-type: none"> ○ The student uses some descriptive words to explain actions and surroundings. ○ Example: <i>"A lot of ants were stepping on me with their six tiny legs, they were touching me with their antennae."</i> ○ This provides a simple but clear sensory description.
✓ The Writing Has a Consistent Tone	<ul style="list-style-type: none"> ○ The student keeps a consistent tone throughout, making the story easy to follow.
✓ Some Concrete Words Help Create Visuals	<ul style="list-style-type: none"> ○ Example: <i>"I dumped the cup on the ant hill."</i> ○ This clearly describes the action that leads to the main event.

Sentence Fluency: 2

The student's writing contains some sentence variety, but parts of the story feel choppy or lack smooth transitions between ideas.

Evidence from Student Work: Sentence Fluency	
✓ Some Sentences Flow Smoothly and Are Easy to Read Aloud	<ul style="list-style-type: none">○ The student uses some natural-sounding sentences that make the story readable.○ Example: <i>"A lot of ants were stepping on me with their six tiny legs, they were touching me with their antennae."</i>○ The structure allows the reader to visualize the scene easily.
✓ Some Sentence Length Variety Is Present	<ul style="list-style-type: none">○ The student includes both short and longer sentences, which adds some rhythm to the story.○ Example: <i>"Then the queen told the soldiers to take me away. But then she said 'Stop, let her go home.'"</i>○ The mix of short and medium-length sentences prevents monotony.
✓ Some Sentences Contain Run-Ons That Make Them Harder to Read	<ul style="list-style-type: none">○ Some long sentences could be broken up for better clarity.○ Example:<ul style="list-style-type: none">○ <i>"Then the queen told the soldiers to take me away. But then she said 'Stop, let her go home.'"</i>○ The structure makes it feel abrupt and unnatural.

Conventions: 2

The student's writing contains frequent spelling, punctuation, and grammar errors that make some parts difficult to read and understand.

Evidence from Student Work: Conventions	
✓ Some Sentences Use Correct Capitalization and Punctuation	<ul style="list-style-type: none">○ The student capitalizes most sentences correctly and uses some correct punctuation.○ Example: <i>"Then the queen told the soldiers to take me away."</i>○ The sentence structure is correct and clear.
✓ Some Words Are Spelled Correctly	<ul style="list-style-type: none">○ Many basic words are spelled correctly, demonstrating progress in conventions.
✓ Some Sentences Are Grammatically Incorrect	<ul style="list-style-type: none">○ Some sentences have incorrect verb tenses or missing words.○ Example: <i>"The girl did change and she became nice and friends with the ants."</i>○ This sentence is unclear and could be rewritten for better readability.