

Grade 5 – Personal Narrative Writing Work Sample: Not Yet Meeting

Task: Your class is studying about oceans and animals that live in these oceans. You are given three resources about whales. Read the sources carefully so you can **write a story** about a family that goes on vacation to a place right by the ocean. They go out on a boat ride and spot a huge creature coming out of the water. It's a whale! Tell the story of what happens when the family sees the whale. When writing your story, find ways to use information and details from the sources to improve your story.

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

Ideas and Content: 2

The student's writing lacks development, clear storytelling, and relevant details from the sources. The narrative is repetitive and does not fully meet the expectations of the task.

Evidence from Student Work: Ideas and Content	
✓ The Writer Mentions a Situation and a Whale Encounter	<ul style="list-style-type: none">○ The student acknowledges the boat ride and whale sighting, which aligns with the task prompt.○ Example: <i>"The guide was talking. The whale was there. Then it was not there. Then it was there again."</i>○ This introduces the presence of the whale but lacks any buildup or detailed action.
✓ The Story Includes Some Basic Details	<ul style="list-style-type: none">○ The student describes the setting in very simple terms.○ Example: <i>"The water was blue. The boat was wet. The sun was bright."</i>○ These details provide some context but lack depth and engagement.
✓ Lacks a Clear and Engaging Storyline	<ul style="list-style-type: none">○ The events are not fully developed, and the writing feels disconnected rather than forming a compelling story.○ Example: <i>"The boat was there. The water was there. The ocean was big. The water was wet. The boat was wet too."</i>○ The repetition does not contribute to a clear plot or character experience.
✓ Limited Character Thoughts and Emotions	<ul style="list-style-type: none">○ Lily's reactions are very basic and do not show depth.○ Example: <i>"Lily was happy. It was fun. It was the best vacashun."</i>○ Why was she happy? What did she feel when she saw the whale?
✓ Minimal Use of Relevant Details from the Whale Sources	<ul style="list-style-type: none">○ The student briefly mentions whale bubbles and feeding but does not elaborate.○ Example: <i>"The bubbles got bigger. The fish were stuck. The whales ate them."</i>○ This is an important part of whale behavior, but it lacks explanation or connection to Lily's experience.

Organization: 2

The student's writing lacks a clear structure, logical flow, and effective transitions. The story does not follow a strong beginning, middle, and end, making it difficult to follow the sequence of events.

Evidence from Student Work: Organization	
✓ The Story Has a Basic Sequence of Events	<ul style="list-style-type: none">○ The student mentions a boat ride, a whale sighting, and the end of the vacation.○ Example: <i>"The guide was talking. The whale was there. Then it was not there. Then it was there again."</i>○ This establishes some progression, but the sequence lacks depth or a logical build-up.

Evidence from Student Work: Organization	
✓ Some Paragraph Breaks Exist	<ul style="list-style-type: none"> ○ The writing is not one long block of text, but the breaks are not always logical.
✓ The Story Lacks a Clear Beginning, Middle, and End	<ul style="list-style-type: none"> ○ The writing feels disconnected, with short, choppy sentences that do not form a full narrative. ○ Example: <i>"The boat was wet. The ocean was big. The whale was there. The whale was gone. Then the vacation was over."</i> ○ This does not provide a structured sequence of events for the reader to follow.
✓ Transitions Are Weak or Missing	<ul style="list-style-type: none"> ○ The student does not connect ideas smoothly, making the story feel robotic. ○ Example: <i>"The whale was there. Then it was not there. Then it was there again."</i> ○ The reader does not understand how the whale is moving or why it disappears and reappears.
✓ The Ending Is Abrupt and Feels Unfinished	<ul style="list-style-type: none"> ○ The story ends without reflection or a sense of closure. ○ Example: <i>"The vacation was over."</i> ○ There is no explanation of how Lily felt or what she learned from the experience.

Voice: 2

The student's writing lacks a strong, engaging voice and does not convey emotions or excitement about the whale sighting. The story feels flat and does not draw the reader into the experience.

Evidence from Student Work: Voice	
✓ The Writing Has a Consistent Tone	<ul style="list-style-type: none"> ○ The student sticks to a basic storytelling tone, which helps maintain clarity. ○ Example: <i>"The water was blue. The boat was wet. The sun was bright."</i> ○ These sentences provide setting details but lack personality or emotion.
✓ There Are Some Attempts at Expressing an Event	<ul style="list-style-type: none"> ○ The student mentions the whale appearing and disappearing, which shows some awareness of storytelling. ○ Example: <i>"The whale was there. Then it was not there. Then it was there again."</i> ○ This describes the action but does not create excitement or suspense.
✓ The Writing Lacks Personality or Emotional Connection	<ul style="list-style-type: none"> ○ The story does not capture the wonder or excitement of seeing a whale in the ocean. ○ Example: <i>"Lily was happy. It was fun. It was the best vacashun."</i> ○ Why was she happy? What made the vacation fun?
✓ The Story Lacks a Sense of Wonder and Adventure	<ul style="list-style-type: none"> ○ The student does not show excitement, curiosity, or amazement about the whale. ○ Example: <i>"The vacation was over."</i> ○ This is an abrupt, unemotional ending that does not reflect on the experience.
✓ There Is No Dialogue or Internal Thoughts	<ul style="list-style-type: none"> ○ The student does not include any thoughts, reflections, or dialogue, which makes the story feel distant. ○ Example: <i>"The whale was there. Then it was not there."</i> ○ What did Lily think? What did she hear from the tour guide?

Word Choice: 2

The student's writing uses very basic and repetitive words that do not bring the story to life. The vocabulary lacks variety, and there are missed opportunities to use more vivid and engaging descriptions.

Evidence from Student Work: Word Choice	
✓ The Student Attempts to Describe Action	<ul style="list-style-type: none">○ Example: <i>"The whale was there. Then it was not there. Then it was there again."</i>○ This shows movement, but the sentence structure is repetitive and does not capture the majesty of the whale's actions.
✓ Some Words Provide Basic Descriptions	<ul style="list-style-type: none">○ The student includes a few words that describe the setting.○ Example: <i>"The water was blue. The boat was wet. The sun was bright."</i>○ These words describe the environment, but they are too simple and do not create a strong image.
✓ Verbs Are Weak and Do Not Show Action Clearly	<ul style="list-style-type: none">○ The student relies on simple verbs instead of strong, action-packed words.○ Example: <i>"The whale was there."</i>○ This does not capture the excitement of seeing a whale leap from the ocean.
✓ Repetitive and Simple Word Choices Make the Story Less Engaging	<ul style="list-style-type: none">○ The student repeats words like "was," "there," and "wet," making the story feel dull.○ Example: <i>"The boat was wet. The water was wet too."</i>
✓ Lack of Vivid Sensory Words	<ul style="list-style-type: none">○ The writing does not use the five senses (sight, sound, smell, taste, touch) to bring the scene to life.○ Example: <i>"The whale was big."</i>○ What did it look like? How did it sound? Did the boat shake when it jumped?

Sentence Fluency: 2

The student's writing has a choppy, repetitive structure with limited variation in sentence patterns. Many sentences are short and lack transitions, making the story difficult to read smoothly.

Evidence from Student Work: Sentence Fluency	
✓ Some Simple Transitions Exist	<ul style="list-style-type: none">○ The student uses "then" to connect events, but it is overused and does not add variety.○ Example: <i>"Then the vacation was over."</i>
✓ Some Sentences Are Complete and Logical	<ul style="list-style-type: none">○ The student writes full sentences that make sense grammatically.○ Example: <i>"The whale was there. Then it was not there. Then it was there again."</i>○ While this sentence describes an event, it lacks fluency and variation.
✓ Missing or Weak Transitions Between Events	<ul style="list-style-type: none">○ The student jumps between ideas without smooth connections.○ Example: <i>"The whale was there. Then it was not there. Then it was there again."</i>○ This does not show how the whale moves or build suspense.
✓ Many Sentences Are Short and Choppy	<ul style="list-style-type: none">○ The writing lacks longer, flowing sentences that create a natural rhythm.○ Example: <i>"The boat was wet. The water was wet. The sun was bright."</i>○ This structure is repetitive and does not provide engaging descriptions.

Evidence from Student Work: Sentence Fluency	
✓	Repetitive Sentence Beginnings Make the Story Feel Monotonous <ul style="list-style-type: none"> Many sentences begin the same way, making the story sound robotic. Example: <ul style="list-style-type: none"> <i>"The whale was there. The water was blue. The boat was small."</i> Almost every sentence starts with "The" or "The whale."

Conventions: 2

The student's writing contains frequent spelling, punctuation, and grammar errors that make it difficult to read smoothly.

Evidence from Student Work: Conventions	
✓	Some Capitalization Is Used Correctly <ul style="list-style-type: none"> The student capitalizes the first letter of sentences and some proper nouns.
✓	Some Sentences Are Correctly Structured <ul style="list-style-type: none"> The student forms basic sentences that are understandable. Example: <i>"The whale was there. Then it was not there. Then it was there again."</i> While repetitive, this structure is grammatically correct.
✓	Capitalization Mistakes with Proper Nouns <ul style="list-style-type: none"> Some proper nouns (names, places, and titles) are not capitalized correctly. Example: <i>"lily saw the whale"</i> → <i>"Lily saw the whale."</i>
✓	Frequent Spelling Errors Affect Readability <ul style="list-style-type: none"> Several words are misspelled, making sentences difficult to understand. Examples: <ul style="list-style-type: none"> <i>"vacashun"</i> → <i>"vacation"</i> <i>"antanea"</i> → <i>"antennae"</i> <i>"resuce"</i> → <i>"rescue"</i>
✓	Punctuation Errors, Especially Missing Commas and Periods <ul style="list-style-type: none"> Some sentences lack necessary punctuation, leading to run-on sentences. Example: <i>"The boat was wet The water was blue The whale was big"</i> There are no periods separating these sentences, making it confusing.