

Facilitator's Packet for

Essential Skill of Writing: In-Depth Training

Sentence Fluency & Conventions

For Content Area Teachers

This packet contains the following:

- Facilitator's Agenda
- PowerPoint Slides with Facilitator's notes
- Scoring Guides for Sentence Fluency, Conventions & Citing Sources



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Essential Skill of Writing: In-Depth Training for Content Area Teachers

Sentence Fluency & Conventions AGENDA: ~ 3 hours

<p>5 -7 minutes</p>	<p>1. Welcome and Introductions</p> <ul style="list-style-type: none"> • May be done by the host or by the presenter. • Focus on making participants feel welcome and let them know what to expect • Take care of any housekeeping details • Handout: Participant's Packet
<p>PowerPoint Overview Introduction & Goals Slides 1 – 2</p> <p>5 minutes</p>	<p>2. The Essential Skill of Writing: Sentence Fluency and Conventions for ELA Teachers</p> <ul style="list-style-type: none"> • Materials: Laptop with PowerPoint & projector • Participant Packet: Sentence Fluency & Conventions for Content Area Teachers contains all handouts referred to in the PowerPoint presentation. • Facilitator's Packet: contains PowerPoint notes and other handouts used in PowerPoint <p>Note: General scoring issues and rater bias were covered in Session One – Ideas/Content & Organization. You may want to reference them briefly, depending on the amount of time that has elapsed between workshops. Information on the Common Core State Standards for Writing was also included in the workshop for Ideas/Content & Organization and is not repeated here.</p>
<p>Focused training & paper scoring</p> <p>2 – 2.5 hours</p>	<p>3. PowerPoint Presentation: Slides 3-7 introduce Sentence Fluency – leading to practice scoring papers; Slides 8 - 23 do the same for Conventions. (Because of the many details in Conventions, a number of examples are provided in the slides to help focus discussion.)</p> <ul style="list-style-type: none"> • Student Writing Packet: contains student papers that will be used for scoring during this session and may be used in other in-depth trainings on additional traits. • Facilitator's Guide to Leading the Scoring Session: contains key to student writing packet, commentaries on each paper, and suggestions for sequencing use of the papers through all 6 traits <p>Facilitators have been provided with Commentary for each student paper which is not included in the participant's packet. It is recommended that you wait to distribute these commentaries until the in-depth training sessions are completed.</p>

5 - 10 minutes	4. Optional Question & Answer or Summary: PowerPoint Slides 24 & 25 list resources and provide a final slide to end the session. Remind participants of future sessions on Voice and Word Choice. Provide dates if you have scheduled this workshop.
Total = ~ 3 hours	

The Essential Skill of Writing

Sentence Fluency & Conventions For Content Area Teachers

An In-Depth Training Session



Intro slide – get participants comfortable and oriented.

This is the second in a series of 3 in-depth training sessions. For Content Area teachers, this session will focus on increasing their comfort in scoring Sentence Fluency and Conventions by emphasizing the key components of each trait.

The purpose of this session is to assure that teachers around the state are operating from the same reference for each score point on the scale, but especially in distinguishing between a score of 3 and a 4 for the purpose of establishing proficiency in the Essential Skill of Writing.

Goals for this Workshop

Participants will

1. Understand the key components of the traits of Sentence Fluency and Conventions
2. Recognize student performance at different score levels for Sentence Fluency and Conventions
3. Develop expertise in scoring student writing for classroom and Essential Skills purposes in Sentence Fluency and Conventions



These are the main goals for this session. Emphasis is on becoming comfortable and accurate in scoring Sentence Fluency and Conventions.

Remind participants that there are other sessions for Voice and Word Choice (optional).

SENTENCE FLUENCY



Time to dig into the meat of the session! Use your experience and skills to help participants internalize the important considerations in Sentence Fluency.

Sentence Fluency

- Is the writing fairly easy to read aloud? (Supply punctuation wherever natural)
- Enough variety of:
 - sentence structures?
 - sentence beginnings?
 - sentence lengths?



These are key elements addressed in the 4 level of the scoring guide. It is important for participants to see that a paper that scores a 4 in Sentence Fluency is not perfect – but it has more strengths than weaknesses.

Use this slide and the next as you walk participants carefully through the key concepts in Sentence Fluency.

Recommended: Teachers use highlighters to mark words or phrases that help them understand this trait. Refer to Facilitator’s Instructions for Scoring Student Papers.

General Comments about Sentence Fluency:

- Looking for natural flow of language and variety within sentences. For most native speakers of English, the flow within an individual sentence will come fairly naturally, but some effort is needed to avoid repetitious sentence patterns. **Beware** of leaping to judgment about Sentence Fluency because of weak Conventions -- many students often have more command of Sentence Fluency than we expect due to oral language and a natural sense story-telling.

Sentence Fluency

- Marking punctuation is scored under conventions. “Sense of sentence” shows when reading aloud.
- Missing words can affect fluency
- Inverted word order can affect fluency



Key Concepts are listed on slide

VERY IMPORTANT to read through punctuation errors. Reading aloud, even if done “in your head,” really helps. Fragments usually connect easily to a sentence before or after. Run-on sentences connected by a comma allow for a natural pause. Other run-ons are more problematic; some provide a natural stopping point because of the structure, but others do not permit a reader to pause, especially those with endless “and,” “so,” “and then,” etc. The error in correctly marking the end of the sentence with a punctuation mark (or not) is scored in conventions, not in sentence fluency.

Point out the value of short, punchy sentences at meaningful points (suspense, excitement, etc.). Watch for examples in training papers. (This helps illustrate bullet regarding variety of sentence length)

Missing words affect fluency--one or two OK (copying errors), but pattern of repeatedly leaving out words is not OK (or consistently missing articles--a, an, the)

Inverted word order also affects fluency.

Sample Papers to score have examples of all of these.

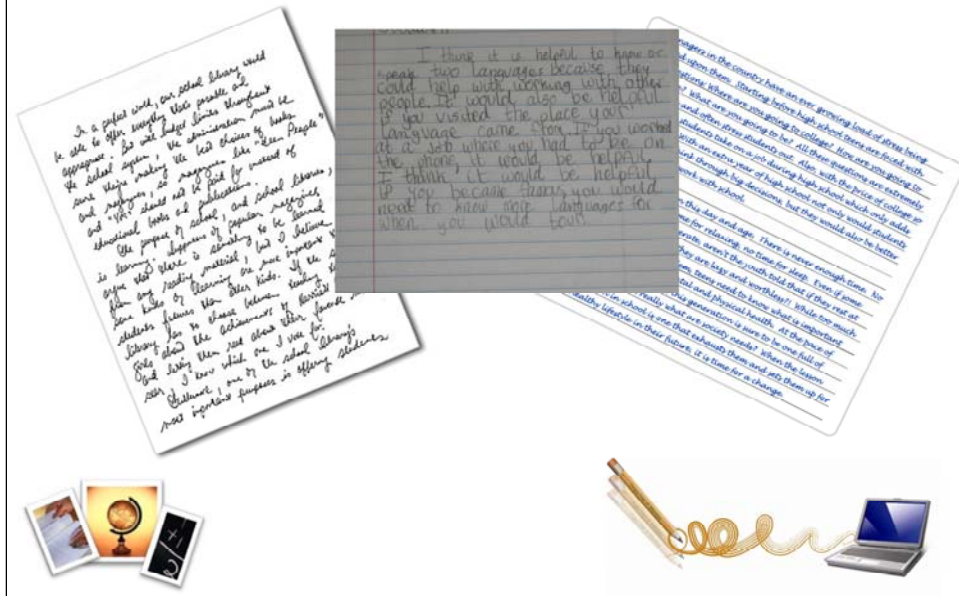
Let's Review the Scoring Guide



Highlight words and phrases that help distinguish a score of 3 from a 4 in Sentence Fluency

The most critical differentiation occurs at the 3 and 4 score points. Don't neglect the other scores, however.

Let's Score some Papers!



You have a set of papers with scores and commentary. Suggestions are included in the facilitator's packet for which papers to score for Sentence Fluency. Participants have the student papers, but no commentary. Some of these papers may have been used in the previous in-depth training session on Ideas & Content and Organization. Others may be referenced again and scored during subsequent training sessions on Voice and Word Choice.

Recommended: do not provide commentary to participants until all training sessions have been completed – A. Ideas/Content and Organization; B. Sentence Fluency and Conventions; C. (optional) Voice and Word Choice.

CONVENTIONS



Introduction to Conventions

Conventions



Conventions contains many details. Generally, content area teachers feel comfortable scoring basic conventions such as spelling, run on sentences, and end of sentence punctuation.

This session will focus on increasing comfort and expertise in scoring some of these important basics. Reassure teachers that they are not expected to become “English Teachers,” but that they will easily recognize many of the most common errors in Conventions. If, in the future, when scoring a paper for an Essential Skill work sample, a question arises about a detail in Conventions, an expert rater can be called on to resolve the question.

Conventions

Analyze:

- Kinds of errors
- Significance of errors (refer to grade-level expectations in Skill Level Guidelines)
- Proportion of errors relative to overall text length and complexity

These are key points to consider with Conventions. The following slides add more about Conventions, including good examples to illustrate the points under discussion.

Conventions

- ❖ Correct end-of-sentence punctuation?
 - Run-on sentences (none or very few)
 - Fragments (none or just a few effective ones)
- ❖ Correct spelling of common words? (grade level appropriate)
- ❖ Correct capitalization



This slide lays out questions to ask about common Conventions in a given paper. Answers of “yes” mean the paper is most likely a 4.

- Tell raters they’ll be looking more closely at end-of-sentence punctuation in slides that follow.
- No magic spelling list; tell raters to trust their judgment about grade level common words.

End of Sentence Punctuation

In Conventions:

Score of 4: "correct end-of-sentence punctuation; internal punctuation may sometimes be incorrect."

Score of 3: "end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors."

Correct end-of-sentence punctuation means that the writing

- is characterized by complete sentences, punctuated correctly
- avoids run-on sentences
- avoids comma splices
- generally avoids fragments; they are used sparingly and effectively, if at all

Emphasize the importance of end-of-sentence punctuation in order to earn a 4. At a 3 level the key word is "usually." A paper could earn a 3 even with a couple of end of sentence punctuation errors, but other conventions would have to be fairly solid.

Examples of run-on sentences and fragments follow. For the purpose of discussion here, a "comma splice" is a type of run-on sentence where two sentences are joined by a period. Participants should just focus on the concept of a run-on sentence.

Run-on Sentences

Run-on sentences

- complete lack of punctuation between sentences
- never correct (maybe stream-of-consciousness in published works)

Last summer we camped near Cape Arago on the southern Oregon coast we saw lots of seals, sea lions, cormorants, and other marine life. My brother climbed on the huge rock formations he thought they looked like alien spaceships.

Just for fun, my grandmother and I rode on the tram in Portland from the river up to OHSU it was great because at the top, we could see the whole city, the river, and Mount Hood.

Read examples or have a participant read them aloud. Do not assume participants know these terms and rules. This review is to really solidify their understanding of what terms in the scoring guide mean and how they might appear in student work.

Sentence Fragments

Fragments

- parts of sentences; incomplete sentences
- O.K. if used sparingly and effectively
- incorrect if used frequently and ineffectively

Ineffective fragments: We wanted to visit the Interpretive Center at the John Day Fossil Beds. Although we didn't have much time. It shows how eastern Oregon was once a tropical forest. Which is so amazing. Especially since it's a high desert now. At different times various animals lived there. Such as a rhino, an elephant, a saber-toothed cat, and a very small horse.

Effective fragment: The car careened around the icy curves at top speed when it suddenly went into a series of crazy spins. We were thrown violently from one side to another until we came to a stop. A screeching, lurching stop.

Fragments can be very effective. Do not to penalize a paper that includes effective use of fragments. Watch dialogue as it may be an appropriate place for fragment use.

Continue to read and discuss examples aloud.

Conventions

Conventions: Skill Level Guidelines		
Grade 4	Grade 7	Grade 10
Spelling <ul style="list-style-type: none"> correctly spelled common words and bases (roots) of words appropriate to grade level difficult words may be phonetically spelled Usage <ul style="list-style-type: none"> basic control of subject/verb agreement although there may be a few lapses generally correct verb tense in regular and irregular verbs generally correct use of adverbs, prepositions and coordinating conjunctions (and, or, but) Punctuation <ul style="list-style-type: none"> correct end of sentence punctuation use quotation marks to identify the words of a speaker and titles of short works (e.g., articles, poems and songs). apostrophes are generally used correctly in contractions and singular and plural possessives Use commas in dates, locations, and addresses, and for items in a series Capitalization <ul style="list-style-type: none"> correctly capitalize sentence beginnings, proper nouns, titles (Mr., Mrs., and titles of short works), and pronoun "I" correctly capitalize titles and first words of quotations, when appropriate. 	Spelling <ul style="list-style-type: none"> correctly spelled common words appropriate to grade level, and words derived from common bases or roots few misspellings of more difficult words Usage <ul style="list-style-type: none"> basic control of noun/pronoun and subject/verb agreement generally correct verb tense in regular and irregular verbs correctly use the various parts of speech and types and structures of sentences Punctuation <ul style="list-style-type: none"> correct end of sentence punctuation commas are correctly placed in dates and in a series attempts at internal punctuation (commas, colons, semi-colons) although they may occasionally be incorrect quotation marks, if used, are used correctly; punctuation in dialogue applied accurately apostrophes are used correctly in contractions and singular possessives and plural possessives Capitalization <ul style="list-style-type: none"> correct capitalization, including within quotation marks 	Spelling <ul style="list-style-type: none"> correctly spelled common words appropriate to grade level few misspellings of more difficult words Usage <ul style="list-style-type: none"> solid control of subject/verb agreement general control of noun/pronoun agreement correct verb tense in regular and irregular verbs consistent control of point of view (first, second, third person) Punctuation <ul style="list-style-type: none"> correct end of sentence punctuation generally correct use of commas (after introductory phrases, in compound sentences, in a series) internal punctuation is generally correct correct use of apostrophes in contractions and singular possessives and plural possessives Use conventions of punctuation correctly, including semicolons, colons, ellipses, and hyphens Capitalization <ul style="list-style-type: none"> correct capitalization, including within quotation marks

Have participants refer to their handout packet for this chart. It is a useful reference when scoring student papers. Note that we are scoring Usage, not Grammar. We are not scoring a student's knowledge of parts of speech; rather we are looking for the student's ability use language correctly. The next slide will help to illustrate this point.

IMPORTANT: Ask participants to make particular note of the adjectives that describe each skill (e.g., "**general** control of..." is less important than "**solid** control of..."). These adjectives will help raters understand which skills are considered really important to have mastered at the given grade level.

Relative importance of the skill at the grade level is a significant factor in assigning a score.

Correct usage?

10th: subject-verb agreement

- My **brother** is a nutritionist and my **sisters** are mathematicians.
- **Each** of the girls sings well.
- On the wall were several **posters**.



Subject/verb agreement comes naturally to most native English speakers. Problems are most likely to occur when collective verbs (like class, staff, club) are used or when the sentence is inverted with the subject following the verb.

Next slide illustrate this point with examples from student writing.

Verb Tense: correct? consistent?

7th and 10th Grades:

Verb tense: correct and consistent

Last August our family went to the coast near Newport, and my sister and I tried surfing. We had borrowed boards from a neighbor, and we couldn't wait to try them out.

We paddled out beyond the waves and wait for one that looks just right. Suddenly, one came along. I jump up on top of my board and crouch low until I can fully stand. It seemed like I rode that wave forever! It was one of the most exciting things I ever did, and it happened in Oregon, not Hawaii!

Verb tense switches often occur in narrative papers that begin in past tense. Then, when the action becomes exciting or suspenseful, students switch to present and begin to switch back and forth between past and present. This would result in a score of 3 or lower, depending on the degree to which the subject/ verb inconsistencies affect the ability to read and understand the paper without re-reading for clarity.

Participants should be alert to verb tense switches.

Consistent Point of View

10th Grade:

Point of view (1st, 2nd, 3rd): consistent

My mom and I decided to drive along the old Columbia River Highway to see Vista House at Crown Point. It was built in the 1940's, and they recently renovated it. It's open to the public with no admission fee. When you drive out to the point, which is up very high, you can see a vast area up and down the Columbia. We put a quarter in the huge binoculars there and could see sailboats, colorful windsurfers, barges with cargo, and freighters. At the river's edge you can see trains coming and going, and beyond the river you can see houses and farms, the huge paper mill on the Washington side, and lots of other interesting things.

Typically, narrative papers are written in 1st person (I, me, etc.). Expository and persuasive papers are often written in 3rd person (he, she, they, one). "How-to" expository papers may be written in second person (you, your).

It is ok to be somewhat forgiving of a switch to second person when the writer is trying to generalize about something or is attempting to give generic directions for something as in the example in the slide.

Weigh the effectiveness in that case; if the switches don't occur too often, the paper is generally consistent in point of view, and conventions are otherwise fairly clean, it could still earn a 4.

Quotations, Apostrophes, etc.

If dialogue present, correctly punctuated & paragraphed?

- Use **quotation marks** [“ ”] to set off material that represents quoted or spoken language.
- In the United States, periods and commas always go inside quotation marks regardless of logic.
- Quotation marks used around words to give special effect or to indicate irony are usually unnecessary.

This slide is to allow a quick review of quotation marks – another place where students are likely to make errors. Again, the purpose is to reinforce what Content Teachers already know – that quotation marks are used to set off actual words spoken or written by another.

The second bullet is to clarify the correct placement of punctuation in quoted material.

The third misuse of quotation marks occurs so commonly in media and other public forums that a student probably would not be penalized unless this affectation was over-used in a paper.

The next slide quickly reviews the difference between a direct quotation and an indirect quotation.

Direct vs. Indirect Quotations

- Mr. Johnson, who was working in his field that morning, said, "The alien spaceship appeared right before my own two eyes."
- Mr. Johnson, a local farmer, reported last night that he saw an alien spaceship on his own property.



First example is a direct quotation – the exact words the person said.

Second example is an indirect quotation – the general idea of what the person said.

Remember – your participants know this information; this is a review. Be sure you don't appear to be "talking down" to your colleagues!

Error Analysis and Classification		
Examples of Errors	Type of Error	Trait Affected
"Someone that encourage you..." "When parents talks about school..." "I wonder where he get the energy..."	Subject/Verb Agreement	Conventions
"Both his grandparent were poor..."	Problem with Plural Form	Conventions
"At the age of 5, both his parents die ..." "He had to started working..." "He has always work hard..."	Verb Tense Problem	Conventions
"If one student is doing good ..."	Adverb vs. Adjective Form	Conventions
"Some parents requirement a uniform..." "The principal ruler is that you need..." "You need to have a permit of your parents..."	Word Form Problem	Conventions, not word choice
"Second issue is what parents think..." "Big influence in schools is..."	Missing Article (perhaps 1 in an essay can be overlooked, but not if there's a pattern)	Sentence Fluency
"...first thing comes into mind..."	Missing Word(s) (perhaps one can be overlooked but not if there's a pattern)	Sentence Fluency
"What education there will be ?"	Inverted Word Order	Sentence Fluency
?	Error in Word Use (Wrong word is used.)	Word Choice

Refer to this handout in the participants' packet.

These errors often occur with ELL papers. The purpose of this handout is to be sure participants are being thoughtful about the kinds of errors they're seeing and assigning lower scores in only the **appropriate trait**.

Review the examples, which were drawn from real student writing for the statewide writing assessment. Emphasize which trait is affected and discuss why so that participants feel comfortable that they can recognize and correctly score these types of errors.

Papers for the statewide assessment and for Essential Skills worksamples, must be scored for Standard Written English. Note that an occasional error can be overlooked – it is the pattern of repeated error that lowers the score.

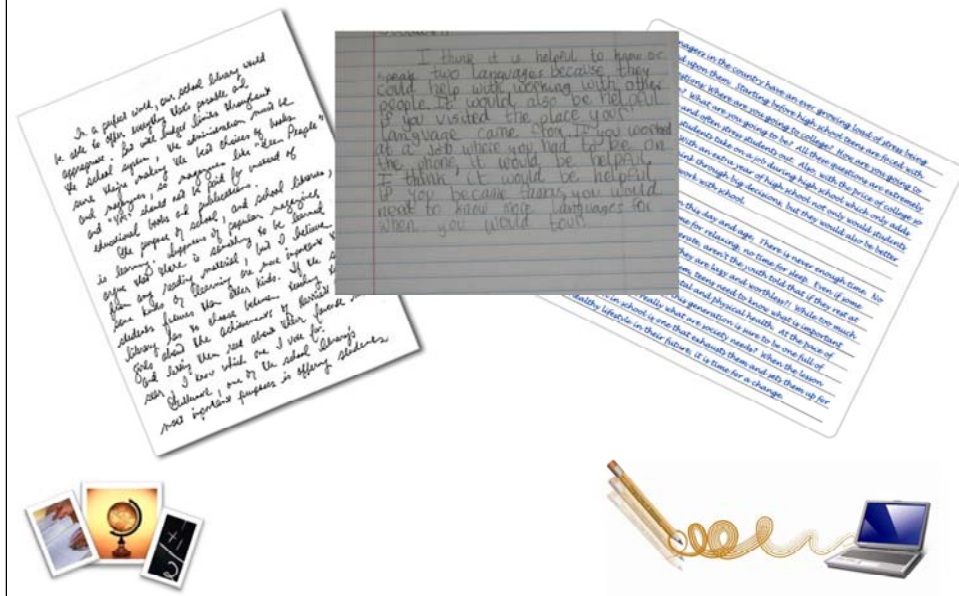
Let's Review the Scoring Guide



Highlight words and phrases that help distinguish a score of 3 from a 4 in Conventions

Again, focus is on helping participants distinguish between a 3 and 4, but go over other score points as well.

Let's Score some Papers!



Time to rate student papers. Again, your facilitator list will identify papers that would be good exemplars of conventions.

Resources to Practice Scoring

- ODE High School Writing Samples:
<http://www.ode.state.or.us/search/page/?=527>
- OPEN Scoring Site:
<http://www.openc.k12.or.us/scoring/>
- Clackamas ESD Writing Samples
<http://www.clackesd.k12.or.us/cie/writing.html>



These are three resources where teachers can find papers to score for Sentence Fluency and Conventions (and all other traits) and then compare their scores with the official scores.

Thank you for your attention!



Final slide – Remind participants of training sessions on Voice & Word Choice (optional). If you have scheduled this session, give the dates and encourage participation.

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OREGON DEPARTMENT OF EDUCATION

OFFICIAL SCORING GUIDE, WRITING

Sentence Fluency	
<p>6</p> <p>The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next. • extensive variation in sentence structure, length, and beginnings that add interest to the text. • sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas. • varied sentence patterns that create an effective combination of power and grace. • strong control over sentence structure; fragments, if used at all, work well. • stylistic control; dialogue, if used, sounds natural. 	<p>5</p> <p>The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural, fluent sound; it glides along with one sentence flowing into the next. • variation in sentence structure, length, and beginnings that add interest to the text. • sentence structure that enhances meaning. • control over sentence structure; fragments, if used at all, work well. • stylistic control; dialogue, if used, sounds natural.
<p>4</p> <p>The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing is characterized by</p> <ul style="list-style-type: none"> • a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace. • some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact. • strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective. • occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural. 	<p>3</p> <p>The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> • some passages that invite fluid oral reading; however, others do not. • some variety in sentence structure, length, and beginnings, although the writer falls into repetitive sentence patterns. • good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective. • sentences which, although functional, lack energy. • lapses in stylistic control; dialogue, if used, may sound stilted or unnatural. • text that is too short to demonstrate variety and control.
<p>2</p> <p>The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> • significant portions of the text that are difficult to follow or read aloud. • sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object). • a significant number of awkward, choppy, or rambling constructions. 	<p>1</p> <p>The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by</p> <ul style="list-style-type: none"> • text that does not invite—and may not even permit—smooth oral reading. • confusing word order that is often jarring and irregular. • sentence structure that frequently obscures meaning. • sentences that are disjointed, confusing, or rambling.

OREGON DEPARTMENT OF EDUCATION

OFFICIAL SCORING GUIDE, WRITING

Conventions	
<p>6</p> <p>The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by</p> <ul style="list-style-type: none"> • strong control of conventions; manipulation of conventions may occur for stylistic effect. • strong, effective use of punctuation that guides the reader through the text. • correct spelling, even of more difficult words. • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little or no need for editing. 	<p>5</p> <p>The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, grammar and usage) and uses them effectively to enhance communication. Errors are few and minor. Conventions support readability. The writing is characterized by</p> <ul style="list-style-type: none"> • strong control of conventions. • effective use of punctuation that guides the reader through the text. • correct spelling, even of more difficult words. • correct capitalization; errors, if any, are minor. • correct grammar and usage that contribute to clarity and style. • skill in using a wide range of conventions in a sufficiently long and complex piece. • little need for editing.
<p>4</p> <p>The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, grammar and usage). Significant errors do not occur frequently. Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • control over conventions used, although a wide range is not demonstrated. • correct end-of-sentence punctuation; internal punctuation may sometimes be incorrect. • spelling that is usually correct, especially on common words. • correct capitalization; errors, if any, are minor. • occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader. • moderate need for editing. 	<p>3</p> <p>The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, grammar and usage). Errors begin to impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • some control over basic conventions; the text may be too simple or too short to reveal mastery. • end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors. • spelling errors that distract the reader; misspelling of common words occurs. • capitalization errors. • errors in grammar and usage that do not block meaning but do distract the reader. • significant need for editing.
<p>2</p> <p>The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> • little control over basic conventions. • many end-of-sentence punctuation errors; internal punctuation contains frequent errors. • spelling errors that frequently distract the reader; misspelling of common words often occurs. • capitalization that is inconsistent or often incorrect. • errors in grammar and usage that interfere with readability and meaning. • substantial need for editing. 	<p>1</p> <p>Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by</p> <ul style="list-style-type: none"> • very limited skill in using conventions. • basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect. • frequent spelling errors that significantly impair readability. • capitalization that appears to be random. • a need for extensive editing.

Conventions: Clarification of “End-of-sentence punctuation”

Score of 4: “correct end-of-sentence punctuation; internal punctuation may sometimes be incorrect” (Scoring Guide)

Score of 3: “end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors” (Scoring Guide)

Correct end-of-sentence punctuation means that the writing

- is characterized by complete sentences, punctuated correctly
- avoids run-on sentences
- avoids comma splices
- generally avoids fragments; they are used sparingly and effectively, if at all

Run-on sentences

- complete lack of punctuation between sentences
- never correct (maybe stream-of-consciousness in published works)

Last summer we camped near Cape Arago on the southern Oregon coast we saw lots of seals, sea lions, cormorants, and other marine life. My brother climbed on the huge rock formations he thought they looked like alien spaceships.

Just for fun, my grandmother and I rode on the tram in Portland from the river up to OSHU it was great because at the top, we could see the whole city, the river, and Mount Hood.

Comma splices

- separating two complete sentences with only a comma
- never correct

Last summer we camped near Cape Arago on the southern Oregon coast, we saw lots of seals, sea lions, cormorants, and other marine life. My brother climbed on the huge rock formations, he thought they looked like alien spaceships.

Just for fun, my grandmother and I rode on the tram in Portland from the river up to OSHU, it was great because we could see the whole city, the river, and Mount Hood.

Fragments

- parts of sentences; incomplete sentences
- OK if used sparingly and effectively
- incorrect if used frequently and ineffectively

Ineffective fragments:

We wanted to visit the Interpretive Center at the John Day Fossil Beds. Although we didn't have much time. It shows how eastern Oregon was once a tropical forest. Which is so amazing. Especially since it's a high desert now. At different times various animals lived there. Such as a rhino, an elephant, a saber-toothed cat, and a very small horse.

Effective fragment:

The car was careening around the icy curve at top speed when it suddenly went into a series of crazy spins. We were thrown violently from one side to another until we came to a stop. A screeching, lurching stop.

Conventions: Skill Level Guidelines

Grade 4	Grade 7	Grade 10
<p>Spelling</p> <ul style="list-style-type: none"> • correctly spelled common words and bases (roots) of words appropriate to grade level • difficult words may be phonetically spelled <p>Usage</p> <ul style="list-style-type: none"> • basic control of subject/verb agreement although there may be a few lapses • generally correct verb tense in regular and irregular verbs • generally correct use of adverbs, prepositions and coordinating conjunctions (and, or, but) <p>Punctuation</p> <ul style="list-style-type: none"> • correct end of sentence punctuation • use quotation marks to identify the words of a speaker and titles of short works (e.g., articles, poems and songs). • apostrophes are generally used correctly in contractions and singular and plural possessives • Use commas in dates, locations, and addresses, and for items in a series <p>Capitalization</p> <ul style="list-style-type: none"> • correctly capitalize sentence beginnings, proper nouns, titles (Mr., Mrs., and titles of short works), and pronoun “I” • correctly capitalize titles and first words of quotations, when appropriate. 	<p>Spelling</p> <ul style="list-style-type: none"> • correctly spelled common words appropriate to grade level, and words derived from common bases or roots • few misspellings of more difficult words <p>Usage</p> <ul style="list-style-type: none"> • basic control of noun/pronoun and subject/verb agreement • generally correct verb tense in regular and irregular verbs • correctly use the various parts of speech and types and structures of sentences <p>Punctuation</p> <ul style="list-style-type: none"> • correct end of sentence punctuation • commas are correctly placed in dates and in a series • attempts at internal punctuation (commas, colons, semi-colons) although they may occasionally be incorrect • quotation marks, if used, are used correctly; punctuation in dialogue applied accurately • apostrophes are used correctly in contractions and singular possessives and plural possessives <p>Capitalization</p> <ul style="list-style-type: none"> • correct capitalization, including within quotation marks 	<p>Spelling</p> <ul style="list-style-type: none"> • correctly spelled common words appropriate to grade level • few misspellings of more difficult words <p>Usage</p> <ul style="list-style-type: none"> • solid control of subject/verb agreement • general control of noun/pronoun agreement • correct verb tense in regular and irregular verbs • consistent control of point of view (first, second, third person) <p>Punctuation</p> <ul style="list-style-type: none"> • correct end of sentence punctuation • generally correct use of commas (after introductory phrases, in compound sentences, in a series) • internal punctuation is generally correct • correct use of apostrophes in contractions and singular possessives and plural possessives • Use conventions of punctuation correctly, including semicolons, colons, ellipses, and hyphens <p>Capitalization</p> <ul style="list-style-type: none"> • correct capitalization, including within quotation marks

Error Analysis and Classification

Examples of Errors	Type of Error	Trait Affected
<p>“Someone that encourage you...”</p> <p>“When parents talks about school...”</p> <p>“I wonder where he get the energy...”</p>	Subject/Verb Agreement	Conventions
<p>“Both his grandparent were poor...”</p>	Problem with Plural Form	Conventions
<p>“At the age of 5, both his parents die...”</p> <p>“He had to started working...”</p> <p>“He has always work hard...”</p>	Verb Tense Problem	Conventions
<p>“If one student is doing good...”</p>	Adverb vs. Adjective Form	Conventions
<p>“Some parents requirement a uniform...”</p> <p>“The principal ruler is that you need...”</p> <p>“You need to have a permit of your parents...”</p>	Word Form Problem	Conventions, not word choice
<p>“Second issue is what parents think...”</p> <p>“Big influence in schools is...”</p>	Missing Article (perhaps 1 in an essay can be overlooked, but not if there’s a pattern)	Sentence Fluency
<p>“...first thing comes into mind...”</p>	Missing Word(s) (perhaps one can be overlooked but not if there’s a pattern)	Sentence Fluency
<p>“What education there will be?”</p>	Inverted Word Order	Sentence Fluency
<p>?</p>	Error in Word Use (Wrong word is used.)	Word Choice

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