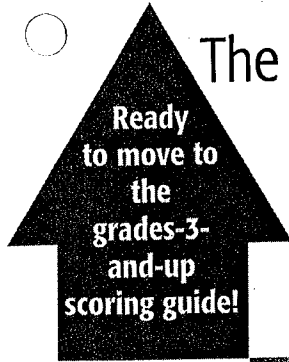
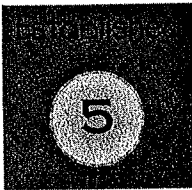


# The Primary Writing Traits Scoring Guide

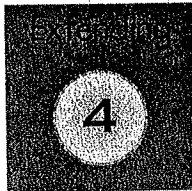


*Ideas*  
*Organization*  
*Voice*  
*Word Choice*

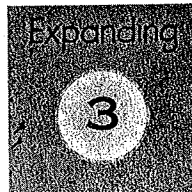
*Sentence Fluency*  
*Conventions*  
*Presentation*



The writer shows control and skill in writing standard English text in at least a few sentences.

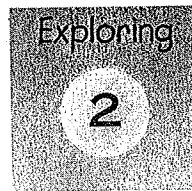


The writer is creating readable text and trying new, more advanced skills.



Expanding

The writer is gaining confidence and showing some skills in creating readable text.



Exploring

The writer shows signs of understanding how to create conventional text.



Ready to Begin

The writer is attempting to create conventional text.

# The Primary Scoring Guide

## *Ideas*

Ready  
to move to  
the  
grades-3-  
and-up  
scoring guide!

5

- \_\_\_ The idea is clear and coherent.
- \_\_\_ The text is a well-developed paragraph.
- \_\_\_ Elaboration through interesting details creates meaning for the reader.

- \_\_\_ The writer shows understanding of the topic through personal experience or research.
- \_\_\_ Pictures (if present) enhance the key ideas but aren't necessary for comprehension.

4

- \_\_\_ The writing works by itself to explain a simple idea or story.
- \_\_\_ The writing is made up of several sentences on one topic.
- \_\_\_ Key details begin to surface.

- \_\_\_ The writing makes sense, but some information may be missing or irrelevant.
- \_\_\_ Pictures and text work harmoniously to create a rich treatment of the topic.

3

- \_\_\_ The idea is written in a basic sentence.
- \_\_\_ A simple statement with somewhat detailed pictures captures the topic.

- \_\_\_ Basic details are present in the text; the illustrations work to enhance the main idea.
- \_\_\_ The text contains real words.
- \_\_\_ Text and picture are understandable to the reader.

2

- \_\_\_ One or more ideas are present in the most general way.
- \_\_\_ Letters and words can be picked out as clues to the topic.
- \_\_\_ The drawing helps to clarify the idea.

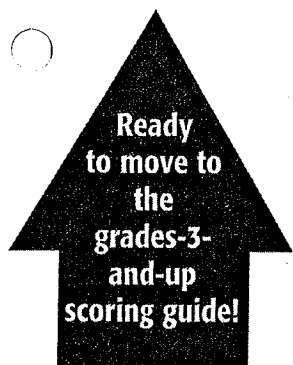
- \_\_\_ The text is composed of simple, recognizable letters with some early attempts at words.
- \_\_\_ The reader gets the basic idea but needs the writer's assistance to comprehend it fully.

Ready to  
Begin

1

- \_\_\_ The piece conveys little meaning.
- \_\_\_ Real-life objects show up in drawings.
- \_\_\_ Drawings may not be completely recognizable.

- \_\_\_ Letters are not consistent or standard.
- \_\_\_ An oral reading by the writer is needed to understand the message.



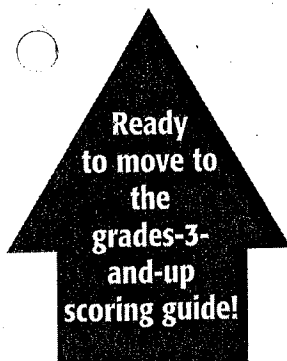
# The Primary Scoring Guide

## *Organization*

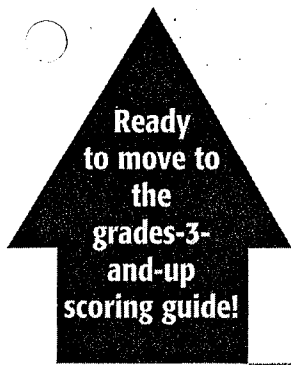
<p style="text-align: center;"><b>5</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The title (if present) is thoughtful and effective.</li> <li><input type="checkbox"/> There is a clear beginning, middle, and end.</li> <li><input type="checkbox"/> Important ideas are highlighted within the text.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Everything fits together nicely.</li> <li><input type="checkbox"/> The text slows down and speeds up to highlight the ideas and shows the writer's skill at pacing.</li> <li><input type="checkbox"/> Clear transitions connect one sentence to the next.</li> </ul>
<p style="text-align: center;"><i>Extending</i></p> <p style="text-align: center;"><b>4</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The title (if present) comes close to capturing the central idea.</li> <li><input type="checkbox"/> The writing starts out strong and includes a predictable ending.</li> <li><input type="checkbox"/> The writer uses a pattern to spotlight the most important details.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ideas follow a logical but obvious sequence.</li> <li><input type="checkbox"/> The writing's pace is even; it doesn't bog the reader down.</li> <li><input type="checkbox"/> Basic transitions link one sentence to the next.</li> </ul>
<p style="text-align: center;"><i>Expanding</i></p> <p style="text-align: center;"><b>3</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The simple title (if present) states the topic.</li> <li><input type="checkbox"/> The piece contains a beginning but not a conclusion.</li> <li><input type="checkbox"/> The piece is little more than a list of sentences connected by theme.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There is basic order with a few missteps.</li> <li><input type="checkbox"/> There is more text at the beginning than in the middle or end.</li> <li><input type="checkbox"/> Sentence parts are linked with conjunctions (<i>but, and, or</i>).</li> </ul>
<p style="text-align: center;"><i>Exploring</i></p> <p style="text-align: center;"><b>2</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The piece has no title.</li> <li><input type="checkbox"/> Letters or words are used as captions.</li> <li><input type="checkbox"/> Simple clues about order emerge in pictures or text.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The arrangement of pictures or text shows an awareness of the importance of structure and pattern.</li> <li><input type="checkbox"/> Left-to-right, top-to-bottom orientation is evident.</li> <li><input type="checkbox"/> No transitions are indicated.</li> </ul>
<p style="text-align: center;"><i>Ready to Begin</i></p> <p style="text-align: center;"><b>1</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Letters (if present) are scattered across the page.</li> <li><input type="checkbox"/> No coordination of written elements is evident.</li> <li><input type="checkbox"/> Lines, pictures, or letters are randomly placed on the page.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lines, pictures, or letters are grouped haphazardly.</li> <li><input type="checkbox"/> There is no sense of order.</li> </ul>

# The Primary Scoring Guide

## *Voice*



<p>Masterpiece</p> <p>5</p>	<ul style="list-style-type: none"> <li>___ The writer "owns" the topic.</li> <li>___ The piece contains the writer's imprint.</li> <li>___ The writer is mindful of the piece's audience and connects purposefully with the reader.</li> </ul>	<ul style="list-style-type: none"> <li>___ The tone is identifiable—bittersweet, compassionate, frustrated, terrified, and so on.</li> <li>___ The writer takes real risks, creating a truly individual piece of writing.</li> </ul>
<p>Extending</p> <p>4</p>	<ul style="list-style-type: none"> <li>___ The writer takes a standard topic and addresses it in a nonstandard way.</li> <li>___ The writer tries a new word, interesting image, or unusual detail.</li> <li>___ The writing speaks to the reader in several places.</li> </ul>	<ul style="list-style-type: none"> <li>___ The writing captures a general mood such as happy, sad, or mad.</li> <li>___ The writer begins to show how he or she really thinks and feels about the topic.</li> </ul>
<p>Expanding</p> <p>3</p>	<ul style="list-style-type: none"> <li>___ There are fleeting glimpses of how the writer looks at the topic.</li> <li>___ Touches of originality are found in the text and pictures.</li> <li>___ There is a moment of audience awareness, but then it fades.</li> </ul>	<ul style="list-style-type: none"> <li>___ BIG letters, exclamation points, underlining, repetition, and pictures are used for emphasis.</li> <li>___ A pat summary statement conceals the writer's individuality.</li> </ul>
<p>Exploring</p> <p>2</p>	<ul style="list-style-type: none"> <li>___ The piece is a routine response to the assignment.</li> <li>___ The writer copies environmental text but also adds an original bit.</li> <li>___ The text connects with the reader in the most general way.</li> </ul>	<ul style="list-style-type: none"> <li>___ The drawings begin to reveal the individual.</li> <li>___ The barest hint of the writer is in evidence.</li> </ul>
<p>Ready to Begin</p> <p>1</p>	<ul style="list-style-type: none"> <li>___ The reader is not sure why the writer chose this idea for writing.</li> <li>___ The writer tries to copy without purpose what he or she sees around the room.</li> </ul>	<ul style="list-style-type: none"> <li>___ No awareness of audience is evident.</li> <li>___ The piece contains very simple drawings or lines.</li> <li>___ Nothing distinguishes the work to make it the writer's own.</li> </ul>



# The Primary Scoring Guide

## *Word Choice*

<p style="text-align: center;"><b>5</b></p>	<p>___ The writer uses everyday words and phrases with a fresh and original spin.</p> <p>___ The words paint a clear picture in the reader's mind.</p>	<p>___ The writer uses just the right words or phrase.</p> <p>___ Figurative language works reasonably well.</p> <p>___ Colorful words are used correctly and with creativity.</p>
<p style="text-align: center;"><b>4</b></p>	<p>___ Descriptive nouns (e.g., Raisin Bran, not cereal) are combined with generic ones.</p> <p>___ The writer uses an active verb or two.</p>	<p>___ There is very little repetition of words.</p> <p>___ The writer attempts figurative language.</p> <p>___ The writer "stretches" by using different types of words.</p>
<p style="text-align: center;"><b>3</b></p>	<p>___ Some words make sense.</p> <p>___ The reader begins to see what the writer is describing.</p> <p>___ One or two words stand out.</p>	<p>___ Occasional misuse of words bogs the reader down.</p> <p>___ The writer tries out new words.</p>
<p style="text-align: center;"><b>2</b></p>	<p>___ Conventional letters are present.</p> <p>___ The letter strings begin to form words.</p> <p>___ Letter strings can be read as words even though the spacing and spelling isn't correct.</p>	<p>___ Words from the board, displays, or word walls are attempted.</p> <p>___ A few words can be identified.</p>
<p style="text-align: center;"><b>1</b></p>	<p>___ Scribbling and random lines mark the page.</p> <p>___ Imitation letters may be present.</p> <p>___ There may be random strings of letters across the page.</p>	<p>___ Writer uses his or her name.</p> <p>___ Few, if any, recognizable words are present.</p>

# The Primary Scoring Guide

## *Sentence Fluency*

Ready  
to move  
to the  
grades-3-  
and-up  
scoring guide!

Established  
5

- \_\_\_ Different sentence lengths give the writing a nice sound. There is playfulness and experimentation.
- \_\_\_ Varied sentence beginnings create a pleasing rhythm.

- \_\_\_ Different kinds of sentences (statements, commands, questions, and exclamations) are present.
- \_\_\_ The flow from one sentence to the next is smooth.
- \_\_\_ The piece is a breeze to read aloud.

Extending  
4

- \_\_\_ Sentences are of different lengths.
- \_\_\_ Sentences start differently.
- \_\_\_ Some sentences read smoothly while others still need work.

- \_\_\_ Connectives are correctly used in long and short sentences.
- \_\_\_ Aside from a couple of awkward moments, the piece can be read aloud easily.

Expanding  
3

- \_\_\_ Basic subject-verb agreement occurs in simple sentences—e.g., "I jumped."
- \_\_\_ Sentence beginnings are identical, making all sentences sound alike.
- \_\_\_ Longer sentences go on and on.

- \_\_\_ Simple conjunctions such as *and* and *but* are used to make compound sentences.
- \_\_\_ The piece is easy to read aloud, although it may contain repetitive or awkward sentence patterns.

Exploring  
2

- \_\_\_ Written elements work together in units.
- \_\_\_ Words are combined to make short, repetitive phrases.
- \_\_\_ Awkward word patterns break the flow of the piece.

- \_\_\_ The reader gets only one or two clues about how the pictures and text are connected.
- \_\_\_ The writer stumbles when reading the text aloud and may have to back up and reread.

Ready to  
Begin  
1

- \_\_\_ It's hard to figure out how the elements go together.
- \_\_\_ Words, if present, stand alone.
- \_\_\_ Imitation words and letters are used across the page.

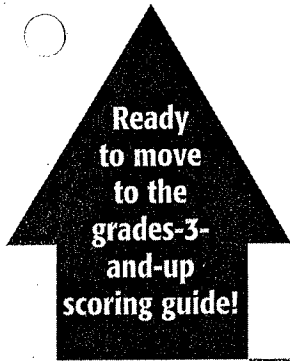
- \_\_\_ There is no overall sense of flow to the piece.
- \_\_\_ Only the writer can read the piece aloud.

# The Primary Scoring Guide

## *Conventions*

Ready  
to move  
to the  
grades-3-  
and-up  
scoring guide!

<p>Mastering</p> <p>5</p>	<ul style="list-style-type: none"> <li>___ High-use words are spelled correctly and others are easy to read.</li> <li>___ The writer applies basic capitalization rules with consistency.</li> <li>___ Punctuation marks are used effectively to guide the reader.</li> </ul>	<ul style="list-style-type: none"> <li>___ One or more paragraphs with indenting are present.</li> <li>___ Standard English grammar is used.</li> <li>___ Conventions are applied consistently and accurately.</li> </ul>
<p>Extending</p> <p>4</p>	<ul style="list-style-type: none"> <li>___ Spelling is correct or close on high-use words (<i>kiten, saed, want</i>).</li> <li>___ Sentence beginnings and proper nouns are usually capitalized.</li> <li>___ The writer uses end punctuation and series commas correctly.</li> </ul>	<ul style="list-style-type: none"> <li>___ The writer may try more advanced punctuation (dashes, ellipses, quotation marks) but not always with success.</li> <li>___ Only minor editing is required to show thoughtful use of conventions.</li> </ul>
<p>Expanding</p> <p>3</p>	<ul style="list-style-type: none"> <li>___ Spelling is inconsistent (phonetic spelling—e.g., <i>kitn, sed, wtn</i>) but readable.</li> <li>___ Upper- and lowercase letters are used correctly.</li> </ul>	<ul style="list-style-type: none"> <li>___ Capitals mark the beginning of sentences.</li> <li>___ End punctuation marks are generally used correctly.</li> <li>___ The writing correctly follows simple conventions.</li> </ul>
<p>Exploring</p> <p>2</p>	<ul style="list-style-type: none"> <li>___ The words are unreadable to the untrained eye (quasi-phonetic spelling—e.g., <i>kN, sD, Wt</i>).</li> <li>___ There is little discrimination between upper- and lowercase letters.</li> </ul>	<ul style="list-style-type: none"> <li>___ Spacing between letters and words is present.</li> <li>___ The writer experiments with punctuation.</li> <li>___ The use of conventions is not consistent.</li> </ul>
<p>Ready to Begin</p> <p>1</p>	<ul style="list-style-type: none"> <li>___ Letters are written in strings (pre-phonetic spelling—e.g., <i>gCmkrRt</i>).</li> <li>___ Letters are formed irregularly; there is no intentional use of upper- and lowercase letters.</li> <li>___ Spacing is uneven between letters and words.</li> </ul>	<ul style="list-style-type: none"> <li>___ Punctuation is not present.</li> <li>___ The piece does not employ standard conventions.</li> </ul>



# The Primary Scoring Guide

## *Presentation*

5	<ul style="list-style-type: none"><li>___ The margins frame the text for easy reading.</li><li>___ Pictures and text look planned and work where they are placed.</li><li>___ The handwriting is legible and consistent in form.</li></ul>	<ul style="list-style-type: none"><li>___ There are no stray marks, cross-outs, or tears on the paper.</li><li>___ The overall appearance is neat and pleasing to the eye.</li></ul>
4	<ul style="list-style-type: none"><li>___ Margins are present but not consistent.</li><li>___ White space is used effectively, but words or pictures are often jammed at the end of lines.</li></ul>	<ul style="list-style-type: none"><li>___ Most letters are formed correctly and legibly.</li><li>___ A few cross-outs and smudges mar an otherwise pleasing appearance.</li><li>___ The overall presentation is organized with only minor distractions.</li></ul>
Expanding 3	<ul style="list-style-type: none"><li>___ Margins show awareness of left-to-right/top-to-bottom directionality, though they are not evenly spaced.</li><li>___ White space is present but inconsistent in size.</li></ul>	<ul style="list-style-type: none"><li>___ The handwriting is more legible at the beginning than at the end.</li><li>___ There are cross-outs and stray marks but only a few small smudges or tears from erasing.</li><li>___ The piece looks rushed.</li></ul>
Exploring 2	<ul style="list-style-type: none"><li>___ Attempts at margins are inconsistent.</li><li>___ The writing contains irregular chunks of white space.</li><li>___ Letters slant in different directions and form different shapes and sizes.</li></ul>	<ul style="list-style-type: none"><li>___ Many cross-outs, marks, and tears divert attention.</li><li>___ Only a last-minute attempt was made to create a readable piece.</li></ul>
Ready to Begin 1	<ul style="list-style-type: none"><li>___ No margins are present.</li><li>___ The use of white space is random and ineffective.</li><li>___ The handwriting is messy and illegible.</li></ul>	<ul style="list-style-type: none"><li>___ There are many cross-outs, stray marks, or tears from erasing.</li><li>___ Little care went into this piece to make it readable or understandable.</li></ul>