Writing Test Marking Guide

Test 1: Writing Your Name
This section has four possible correct answers to it (2 possible points for the African name and two possible points for the English name).

AN:SP Short code for African Name Spelling

- Code 0 if the name is attempted but spelled incorrectly.
- Code 1 if the name is spelled correctly.
- Leave the field blank if the child did not attempt to write anything or wrote something that was not a name.

AN:C/S Short code for African Name (use of) Capital and Small letters

- Code 0 if the child did not use the correct mix of capital and small letters in the name.
- Code 1 if the name is written correctly beginning with a capital letter followed by small letters.
- Leave the field blank if the child did not write anything or wrote something that was not a name.

EN:SP Short code for English Name Spelling

- Code 0 if the name is attempted but spelled incorrectly.
- Code 1 if the name is spelled correctly.
- Leave the field blank if the child did not attempt to write anything or wrote something that was not a name.

EN:C/S Short code for English Name (use of) Capital and Small letters

- Code 0 if the child did not use the correct mix of capital and small letters in the name.
- Code 1 if the name is written correctly beginning with a capital letter followed by small letters.
- Leave the field blank if the child did not write anything or wrote something that was not a name.

Test 2: Writing a Story
This section is scored using the 5-Point Beginning Writers' Rubric on the following pages.

5-Point Beginning Writer's Rubric

	1. EXPERIMENTING	2. EMERGING	3. DEVELOPING	4. CAPABLE	5. EXPERIENCED
	Ideas	**Ideas**	**Ideas**	**Ideas**	**Ideas**
	Big Idea is unclear; print sense is just beginning	Big Idea is conveyed in a general way through text, labels, symbols	Big Idea is stated in text	Big Idea is clear, but general—a simple story or explanation	Big Idea is clear; topic is narrow, fresh, and original
A	Details are missing, or if present, are unclear	Few details are present	Details are relevant to topic and support Big Idea	Details are telling, and sometimes specific to Big Idea	Details are accurate, relevant, high-quality, and support or enrich Big Idea
B	Experience with topic is unclear	Some experience with topic is demonstrated	Experience with topic is obvious	Experience with topic is supported by text	Experience with topic is demonstrated clearly
C	Pictures, if present, are unclear	Pictures, if present, connect to a few words	Pictures, if present, support topic	Pictures, if present, add descriptive details to topic	Pictures, if present, clarify, enrich, and enhance topic
	Key question: Does the writer stay focused and share original and fresh information or perspective about the topic?				
	Organization	**Organization**	**Organization**	**Organization**	**Organization**
	Beginning/ending is absent	A bare beginning is present	Beginning and middle are present, but no ending	Beginning, middle, and predictable ending are present	Beginning attracts, middle works, ending is present
A	Transitions are not present	Transitions are starting to emerge	Transitions rely on connective "and"	Transitions work in predictable fashion	Transitions are somewhat varied
B	Sequencing is not present	Sequencing is limited or confusing	Sequencing is adequate	Sequencing is sound	Sequencing is purposeful from start to finish
C	Pacing is not evident	Pacing is predictable, monotonous	Pacing is adequate	Pacing moves reader through piece	Pacing is purposeful
D	Title (if required) is missing	Title (if required) is attempted	Simple title (if required) works	Title (if required) fits content	Title (if required) is engaging
E	Structure is random	Structure is unclear or only starting to emerge	Structure is present and works	Structure matches purpose	Structure clarifies topic
	Key question: Does the organizational structure enhance the ideas and make the piece easier to understand?				
	Voice	**Voice**	**Voice**	**Voice**	**Voice**
	Individual expression is not present	Individual expression is emerging	Individual expression is present	Individual expression is supported by text	Individual expression reflects unique tone
A	Writing for audience is not evident	Writing starts to address audience	Writing addresses audience in a general way	Writing connects to audience	Writing clearly engages audience
B	Voice is not discernible	Voice is emerging in pictures and/or text	Voice is present	Voice supports writer's purpose	Voice is engaging and enthusiastic for purpose
C	Risk-taking is not evident	Risk-taking is limited to "safe" choices	Risk-taking reveals moments of sparkle	Risk-taking uncovers individual perspective	Risk-taking reveals person behind words
	Key question: Would you keep reading this piece if it were longer?				

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5-Point Beginning Writer's Rubric

	1. EXPERIMENTING	2. EMERGING	3. DEVELOPING	4. CAPABLE	5. EXPERIENCED
	Word Choice	**Word Choice**	**Word Choice**	**Word Choice**	**Word Choice**
	No words are present—only letters strung together or scribbles	Words are difficult to decode; some are recognizable	General or ordinary words convey message	Favorite words are used correctly	Specific, accurate words are used well
A	Word patterns are imitated	Environmental words are used correctly	New words are attempted but don't always fit	New and different words are used with some success	Precise, fresh, original words linger in reader's mind
B	Vocabulary relies upon environmental print	Vocabulary includes phrases, clichés	Vocabulary is limited to safe, known words	Vocabulary is expanding	Vocabulary is natural, effective, and targets audience
C	No awareness of parts of speech exists	Nouns emerge as main word choice	Basic verbs and nouns dominate piece	Modifiers add to mix of words	Variety of parts of speech adds depth
D	Words do not convey meaning of piece	Words begin to convey single idea or topic	Words are mundane, normal, generic for topic	Words clarify topic and convey meaning	Words enhance, enrich, and/or showcase meaning
E	Words do not create mental imagery	Words begin to create mental imagery	Words are grouped in ways that create general mental imagery	Phrases, word groups create specific mental imagery	Strong attempts at figurative language create clear mental imagery
	Key question: Do the words and phrases create vivid pictures and linger in your mind?				
	Sentence Fluency	**Sentence Fluency**	**Sentence Fluency**	**Sentence Fluency**	**Sentence Fluency**
	Letters and words are scribbled across page	Words are strung together into phrases	Simple sentences are used to convey meaning	Simple and compound sentences strengthen piece	Consistently varied sentence construction enhances piece
A	Sentences are not used, but instead random words or marks	Sentence parts are present, but not complete	Most simple sentence parts are present; variety in beginnings or length exists	Sentence structure varies; variety in beginnings and length exists	Sentences vary in structure, as well as beginnings and length
B	Connective words do not exist	Connective words may appear in sentence parts	Connective words, mostly "and," serve as links between phrases	Connective words are more varied	Connective words work smoothly and enrich fluency
C	Rhythm is not evident	Rhythm is choppy and repetitive	Rhythm is more mechanical than fluid	Rhythm is more fluid than mechanical and is easy to read aloud	Rhythm is fluid and pleasant to read aloud
	Key question: Can you feel the words and phrases flow together as you read it aloud?				

5-Point Beginning Writer's Rubric

	1. EXPERIMENTING	2. EMERGING	3. DEVELOPING	4. CAPABLE	5. EXPERIENCED
	Conventions	Conventions	Conventions	Conventions	Conventions
	Nearly every convention requires editing	Some conventions are correct, most are not	Half of conventions are correct and half need editing	More conventions are correct than not	Conventions require little editing to be published
A	Spelling is not evident, only strings of letters	Semiphonetic spelling is attempted	Phonetic spelling is used; high-frequency words are still spotty	Spelling is usually accurate for grade-level words	High-frequency words are spelled correctly; spelling is very close on others
B	No sense of punctuation exists	Random punctuation exists	End punctuation is usually correct; experiments with other punctuation	End punctuation is correct; some other punctuation is correct	Punctuation is usually correct and/or sometimes even creative
C	Print sense is still emerging	Upper and lowercase letters are randomly used	Capitals are inconsistent but begin most sentences and some proper nouns	Capitals are more consistent and begin sentences and most proper nouns	Capitals are consistently accurate for sentence beginnings, proper nouns, and titles
D	No awareness of grammar and/or usage exists	Part of a grammatical construction is present	A grammatical construction is present	Subject/verb agreement, proper tense are present but the rest is still spotty	Some control is shown over basic grade-level grammar
	Key question: How much editing would have to be done to be ready to share with an outside source? (Expectations should be based on grade level and include only skills that have been taught.)				
	Presentation	Presentation	Presentation	Presentation	Presentation
	No formatting clues are present; placement of text and pictures is totally random	Formatting of text and pictures is starting to come together	Formatting of text and pictures is generally correct	Formatting of text and pictures is clear and thoughtful	Formatting of text and pictures assists comprehension
A	Only scribbles are present	Handwriting shows letters beginning to take shape, though random in placement	Handwriting includes few discrepancies in letter shape; shapes are easily identifiable	Handwriting reveals proper manuscript, spaced and written appropriately	Handwriting is neat and easy to read; proper manuscript or cursive is used
B	Letters and/or words are strung together with no spacing	Spacing between letters and words is attempted	Spacing of words is mostly correct	Words, sentences, and paragraphs have proper spacing	White space is used well within piece and to frame text
C	If pictures are present, they are randomly placed	Pictures are placed appropriately	Pictures fit with text	Pictures add detail, support piece, and are appropriate	Pictures are "balanced" with text and match content
D	No identifiable markers (title, heading, bullets, page numbers) exist	Markers are present but not connected to text	Some markers match some text	Markers clarify, organize, and define text	Markers enrich, enhance, and/or help showcase text
E	No charts, tables, graphs are evident	Charts, tables, graphs are attempted but randomly placed	Charts, tables, graphs match text and are placed properly	Charts, tables, graphs match and clarify text; are placed together properly	Charts, tables, graphs match, clarify, and enrich text and are placed properly
	Key question: Is the finished piece easy to read, polished in presentation, and pleasing to the eye?				

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