

## Teacher-Friendly Scoring Guide for the Sentence Fluency Trait

The sentence fluency trait reflects the way words and phrases flow through the piece. This is the auditory trait and is therefore “read” with the ear as much as the eye.

### 6 EXCEPTIONAL

- A. **Building Complete Sentences:** The writer crafts solid sentences throughout the piece—sentences that are varied and grammatically correct. Any fragments add to the flow of the piece.
- B. **Starting Sentences in Different Ways:** The writer begins sentences differently. If any sentences begin the same way, it is a deliberate move to create a pleasing rhythm.
- C. **Varying Sentence Lengths:** The writer creates sentences of various lengths. Some are short, some are long, and some are in between; the variety enhances the piece’s fluency.
- D. **Making Smooth-Sounding Sentences:** The writer creates sentences that flow together smoothly. He or she may use conjunctions to connect ideas and make the piece a breeze to read aloud.

### 5 STRONG

### 4 REFINING

- A. **Building Complete Sentences:** The writer offers simple, grammatically correct sentences, with a few exceptions. Fragments, if present, are unintentional or ineffective, which disrupts the piece’s flow.
- B. **Starting Sentences in Different Ways:** The writer begins sentences the same way, for the most part. Only a couple of sentences begin differently from the rest.
- C. **Varying Sentence Lengths:** The piece contains short sentences of almost equal length or, perhaps, one or two extremely long sentences that seem to go on endlessly.
- D. **Making Smooth-Sounding Sentences:** The writer uses simple conjunctions (“and” or “but”) to connect ideas and make sentences flow. Despite a few awkward moments, the piece can be read aloud without too much trouble.

### 3 DEVELOPING

### 2 EMERGING

- A. **Building Complete Sentences:** The writer struggles with sentence construction. There are no correctly formed sentences in the piece, only short and/or repetitive words and phrases.
- B. **Starting Sentences in Different Ways:** The writer begins each line in much the same way. Repeating words and phrases makes reading a challenge.
- C. **Varying Sentence Lengths:** The writer puts words down, but without much regard to how they sound together. Some words stand alone.
- D. **Making Smooth-Sounding Sentences:** The writer must read the piece aloud for the reader to hear how the words flow. Only the writer can read the piece with any sense of continuity.

### 1 RUDIMENTARY