<table>
<thead>
<tr>
<th>Score:</th>
<th>Focus/Organization</th>
<th>Support/Elaboration</th>
<th>Language/Style</th>
<th>Conventions</th>
</tr>
</thead>
</table>
| 4      | **In response to a prompt or stimulus:**  
• The writer clearly introduces a character or characters and effectively establishes one or multiple points of view.  
• The writer engages and orients the reader by setting out a clear situation, context, or problem.  
• The writer creates a well-organized sequence of events that unfolds naturally and logically and creates a smooth progression of experiences or events.  
• The writer provides an effective conclusion that follows from and reflects on the narrated experiences or events. | **The writer uses sophisticated narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.**  
• The writer makes strong use of precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. | **The writer demonstrates a command of skills in language, vocabulary, and style to enhance meaning and maintains reader interest.**  
• The writer demonstrates syntactic variety by expanding, combining, and reducing sentences.  
• The writer provides a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame to another, and show relationships among experiences and events.  
• The writer creates a particular tone that helps build toward a certain outcome (i.e., suspense, growth) in a coherent, fluent narrative. | **The writer demonstrates complete control of the conventions of standard written English for sentence structure, grammar, usage, spelling, capitalization, and punctuation.**  
• The writer may make a few errors, but they do not interfere with meaning. |
| 3      | **In response to a prompt or stimulus:**  
• The writer introduces a character or characters and establishes one or multiple points of view.  
• The writer sufficiently orientates the reader by setting out a situation, context, or problem.  
• The writer sufficiently creates a sequence of events that unfolds naturally and creates a progression of experiences or events.  
• The writer provides a conclusion that follows from the narrated experiences or events. | **The writer sufficiently uses narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.**  
• The writer uses some precise words and phrases, descriptive details, and sensory language to convey a picture of the experiences, events, setting, and/or characters. | **The writer demonstrates sufficient skills in language, vocabulary, and style to convey meaning and maintains reader interest.**  
• The writer demonstrates sufficient syntactic variety.  
• The writer uses some transition words, phrases, and clauses to convey sequence, signal shifts from one time frame to another, and show relationships among experiences and events.  
• The writer sufficiently creates a particular tone that helps build toward a certain outcome (i.e., suspense, growth) in a coherent narrative. | **The writer demonstrates sufficient control of the conventions of standard written English for sentence structure, grammar, usage, spelling, capitalization, and punctuation.**  
• The writer may make occasional errors, but they do not interfere materially with meaning. |
| 2      | **In response to a prompt or stimulus:**  
• The writer may simply name the character or characters, but it/they may not be clear to the reader; point of view may be unclear or confusing.  
• The writer provides weak or minimal orientation for the reader in terms of situation, context, or problem.  
• The writer creates a sequence of events that may be brief or confusing; the writing may have gaps or be hard to follow.  
• The writer provides a weak conclusion; conclusion may only loosely relate to the narrated experiences or events. | **The writer insufficiently uses narrative techniques, including dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.**  
• The writer makes insufficient use of words and phrases, descriptive details, and sensory language, so that the picture of the experiences, events, and/or characters is unclear or undeveloped. | **The writer demonstrates insufficient skills in language, vocabulary, and style to convey meaning and maintains reader interest.**  
• The writer demonstrates insufficient syntactic variety.  
• The writer provides insufficient transition words, phrases, and clauses to convey a sequence of events.  
• The writer shows little control over tone that helps build toward an outcome; narrative may not be adequately coherent. | **The writer demonstrates insufficient control of the conventions of standard written English for sentence structure, grammar, usage, spelling, capitalization, and punctuation.**  
• The writer makes errors that detract materially from meaning. |
| 1      | **In response to a prompt or stimulus:**  
• The writer provides little to no introduction of a character or characters; point of view may be unclear or missing.  
• The writer provides little to no orientation to the reader in terms of situation, context, or problem.  
• The writer creates a sequence of events that is very brief and/or confusing; sequence may be very hard to follow.  
• The writer provides little to no conclusion; writing may stop abruptly or be disconnected from narrated experiences or events. | **The writer uses few to no narrative techniques, including dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.**  
• The writer uses few to no words and phrases, descriptive details, and sensory language, so there is little to no picture created of the experiences, events, setting, and/or characters. | **The writer demonstrates few to no skills in language, vocabulary, and style and conveys little to no meaning or maintenance of reader interest.**  
• The writer demonstrates little to no syntactic variety.  
• The writer uses few to no transition words, phrases, and clauses, and conveys little to no sequence of events.  
• The writer demonstrates little to no control of language, resulting in little to no tone building to an outcome; narrative may be incoherent. | **The writer demonstrates little to no control of the conventions of standard written English for sentence structure, grammar, usage, spelling, capitalization, and punctuation.**  
• The writer makes persistent errors that seriously impede the meaning. |