

Score:	Focus/Organization	Support/Elaboration	Language/Style	Conventions
4	<p><i>In response to a prompt or stimulus:</i></p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<p><i>In response to a prompt or stimulus:</i></p> <ul style="list-style-type: none"> The writer introduces a character or characters and establishes one or multiple points of view. The writer sufficiently orients 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<p><i>In response to a prompt or stimulus:</i></p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<p><i>In response to a prompt or stimulus:</i></p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.