

| | Development of Ideas | Organization | Style | Word Choice | Sentence Fluency | Conventions |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | The response is strongly focused and complete, with a wealth of details to develop real or imagined experiences or events. The writer introduces a narrator and/or characters and establishes a situation. The writer uses narrative techniques such as dialogue and description to fully develop experiences and events or show the response of characters to situations. Support strongly enhances cohesion. The writer takes creative approaches that enhance the response. | The response has a strong vertical and horizontal structure. The organization is specific to task, purpose and audience. The writer provides an event sequence that unfolds naturally and moves smoothly from purposeful introduction to effective conclusion. Effective transitions contribute to unity. Transitions may be transparent and do not interfere with the flow of ideas. There is a strong progression of ideas from sentence to sentence and introduction to conclusion. | The writer personalizes the topic and forms a strong connection with the audience by demonstrating a strong sense of purpose and appropriateness to task and audience. The writer's voice comes through the composition and strengthens the connection with the audience. Compositional risks are successful and enhance the response. The communication with the audience is strong without seeming forced. | Words are used in a precise and sophisticated way to enhance and convey experiences and events. The response has evidence of precise vocabulary that is beyond grade level. Word selection provides a vivid picture of the experiences, events, setting, and/or characters. Words have impact and are used with efficiency. The writer's choice of words effectively brings the narrative to life. | The writing shows expert control over sentence structure and fluency. Sentence construction contributes to a strong sense of fluency. The writing has rhythm and flow and is a pleasure to read aloud. The purposeful variety of sentence lengths and structures shows originality, enhances flow, and promotes strong expression. The writer has considered the sound of the words well as the meaning. Sentence construction emphasizes and enhances meaning. | The response demonstrates command of the standard conventions of English grammar, usage, capitalization, spelling, and punctuation. |
| 4 | The response is focused and reasonably complete, with sufficient details to develop real or imagined experiences or events. The writer introduces a narrator and/or characters and generally establishes a situation. The writer uses narrative techniques such as dialogue and description to develop experiences and events or show the response of characters to situations, although development may be uneven. The writer may take creative approaches that enhance the response. Support enhances cohesion. | The response has a reasonably strong vertical and horizontal structure. The response is generally appropriate to task, purpose and audience. The writer provides an event sequence that unfolds in a generally natural way and moves somewhat smoothly from beginning to conclusion. Some effective transitions are evident that contribute to unity. Transitions may be obvious but they do not interfere with the flow of ideas. There is a progression of ideas from sentence to sentence and introduction to conclusion. | The writer forms a reasonably successful connection with the audience and has awareness of purpose. There is evidence of voice and awareness of the audience. Compositional risks, if evident, are reasonably successful. The communication with the audience is evident and does not seem forced. | Words enhance the development of the narrative. The response may have evidence of vocabulary that is beyond grade level. Word selection provides a picture of experiences, events, setting, and/or characters. Words are well chosen and are used somewhat efficiently. The writer's choice of words brings the narrative to life. | The writing shows strong control over sentence structure and fluency. Sentence construction contributes to fluency. The writing has a good flow and is easy to read aloud. The variety of sentence lengths and structures enhances flow and promotes expression. There is evidence that the writer has considered the sound of the words well as the meaning. Sentence construction often emphasizes and enhances meaning. | The response demonstrates mostly adequate command of the standard conventions of English grammar, usage, capitalization, spelling, and punctuation. |
| 3 | The response is focused and somewhat complete, with sufficient details to develop real or imagined experiences or events. The story includes a narrator and/or characters. The situation of the narrative may be unclear. Use and control of narrative techniques is uneven. The sequence of events may be somewhat confusing or uneven. Support somewhat enhances cohesion. | The response has a basic vertical and horizontal structure. The response is somewhat appropriate to task, purpose and audience. The writer provides an event sequence that unfolds unevenly. Some transitions are evident, but they may be artificial and interfere somewhat with the flow of ideas. There is a progression of ideas from introduction to conclusion, but sentence-to-sentence cohesion may be lacking. | The writer's connection with the audience and purpose is uneven. The response may be mundane and lack voice. Compositional risks, if evident, are only partially successful. The writer may not demonstrate awareness of the audience or the writing may seem somewhat artificial. | Words are adequate to develop the narrative. There are few words that are beyond grade level. Word selection is a mix of general and specific and may not support development of experiences, events, setting, and/or characters. Wordiness may be evident as the writer tries to relate ideas. The writer's choice of words may be mundane. | Sentence structure and fluency are generally controlled. Some variety in sentence lengths and structures is present. Awkward sentences may create some minor interruptions. There are errors in sentence construction, including run-ons and fragments, but they do not seriously disrupt the presentation. | The response demonstrates partial command of the standard conventions of English grammar, usage, capitalization, spelling, and punctuation. |
| 2 | The response is weakly focused and lacks development. The response may lack clearly-established characters. The situation of the narrative is unclear or absent. Use and control of narrative techniques is lacking. Details may be general, vague, or inappropriate. The response may display minimal writing. Cohesion may be lacking. | The response is flawed structurally and disorganized. The response lacks specificity as to task, purpose and/or audience. The sequence of events is confusing and/or uneven or may have insufficient writing to organize. Transitions may be missing or inappropriate. The progression of ideas from beginning to end is disrupted by repetition, gaps, or random ideas. | The writer's connection with the audience and purpose is weak. The response has a weak awareness of the audience and lacks voice. The response is pedestrian and may be formulaic. Any reaching out to the audience is disruptive to the flow of the response. The response may have insufficient writing to develop a connection with the audience. | Words are not adequate to develop the narrative. Vocabulary is basic and may be inaccurate. Word selection is primarily general. Wordiness and repetition disrupt the flow of ideas. The response may have insufficient writing to indicate adequate word choice. | Sentence structure and fluency is elemental. Sentence lengths and structures are simple and repetitive. Awkward sentences create interruptions. There are errors in sentence construction, including run-ons and fragments that seriously disrupt the presentation. The response may have insufficient writing to evaluate sentence fluency. | The response demonstrates minimal command of the standard conventions of English grammar, usage, capitalization, spelling, and punctuation. |
| 1 | The response lacks focus and development. The response lacks established characters. The situation of the narrative is absent. Details are minimal. The response may be confusing and may display minimal writing. Ideas may be presented randomly. | The response is seriously disorganized. The response may have insufficient writing to organize. Transitions may be confusing. The progression of ideas from introduction to conclusion is seriously disrupted by repetition, gaps, or random ideas. | The writer demonstrates little to no sense of the audience or the purpose of the topic. The response is disconnected from the topic and may have vague or random ideas. The response may be difficult for the audience to understand. The response may have insufficient writing to develop a connection with the audience. | Words are not adequate to develop the narrative and may be incorrect. Vocabulary is basic and may be confusing to the audience. Word selection is general and vague. Wordiness and repetition disrupt the flow of ideas. The response may have insufficient writing to indicate adequate word choice. | Command of sentences is still emerging. Sentences are simple and errors create confusion. Command of sentences is still emerging. The response consists of simple or incomplete sentence structures. Awkward sentences create confusion and make it difficult for the audience to understand. There are errors in sentence construction, including run-ons and fragments that seriously disrupt the response. The response may have insufficient writing to evaluate sentence fluency. | The response demonstrates no command of the standard conventions of English grammar, usage, capitalization, spelling, and punctuation. |