

Score	Development	Focus & Organization	Language	Conventions
4	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> effectively utilizes relevant narrative techniques such as dialogue, pacing, description, reflection in order to thoroughly and insightfully develop experiences, events, and/or characters. effectively incorporates relevant, well-chosen details from the text/passage. effectively demonstrates a clear, insightful understanding of the task by using relevant, well-chosen, descriptive details in order to convey a precise and thorough picture of the experiences, events, setting, and/or characters. 	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> effectively establishes a relevant situation, observation, or problem and a point(s) of view to engage and orient the reader and introduces a narrator and/or characters. utilizes effective organizational strategies to establish a sequence of events and/or experiences that clarify relationships and unfold naturally and logically, creating cohesion, resulting in a unified whole. contains an effective conclusion that follows from and reflects the narrated events or experiences. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates consistent and sophisticated command of precise language and domain-specific vocabulary appropriate to the task. illustrates sophisticated command of syntactic variety for meaning and reader interest. utilizes sophisticated and varied transitional words and phrases. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates consistent and sophisticated command of grade-level conventions of standard written English.¹ may contain a few minor errors that do not interfere with meaning.
3	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> adequately utilizes relevant narrative techniques such as dialogue, pacing, description, reflection in order to sufficiently develop experiences, events, and/or characters. adequately incorporates relevant, well-chosen details from the text/passage. adequately demonstrates a clear understanding of the task by using relevant, well-chosen, descriptive details in order to convey a precise picture of the experiences, events, setting, and/or characters. 	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> adequately establishes a relevant situation, observation, or problem and a point(s) of view to engage and orient the reader and introduces a narrator and/or characters. utilizes adequate organizational strategies to establish a sequence of events and/or experiences that clarify relationships and unfold naturally and logically, creating cohesion, resulting in a unified whole. contains an adequate conclusion that follows from and reflects the narrated events or experiences. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates consistent command of precise language and domain-specific vocabulary appropriate to the task. illustrates consistent command of syntactic variety for meaning and reader interest. utilizes appropriate and varied transitional words and phrases. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates consistent command of grade-level conventions of standard written English.¹ contains some minor and/or major errors, but the errors do not significantly interfere with meaning.
2	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> utilizes some relevant narrative techniques such as dialogue, pacing, description, reflection in order to partially convey experiences, events, and/or characters. utilizes limited, if any, relevant, well-chosen details from the text/passage. demonstrates some understanding of the task by using some relevant or well-chosen details in order to convey a limited picture of the experiences, events, setting, and/or characters. 	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> conveys a limited, possibly confusing, situation, observation, or problem that may include a point(s) of view, a narrator, and/or characters. contains a limited sequence of events and/or experiences that may be confusing or contain gaps that interfere with the natural flow of events and/or experiences. contains a weak conclusion that may be only loosely related to the narrated events or experiences. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates inconsistent command of precise language and domain-specific vocabulary. illustrates inconsistent command of syntactic variety. utilizes basic or repetitive transitional words and phrases. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates inconsistent command of grade-level conventions of standard written English.¹ contains many errors that may significantly interfere with meaning.
1	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> contains few or no relevant narrative techniques such as dialogue, pacing, description, reflection in order to convey experiences, events and/or characters. contains no or irrelevant details from the text/passage. demonstrates little to no understanding of the task by using no or irrelevant details, conveying an unclear or no picture of the experiences, events, setting, and/or characters. 	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> contains an unclear, irrelevant, or no situation, observation, problem, or point of view. contains no or an ineffective sequence of events and/or experiences that may be brief, confusing, or very hard to follow. contains no or an irrelevant conclusion. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates little to no use of precise language and domain-specific vocabulary. illustrates little to no syntactic variety. utilizes no or few transitional words and phrases. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates limited command of grade-level conventions of standard written English.¹ contains numerous and repeated errors that seriously impede meaning.

¹ Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.