<table>
<thead>
<tr>
<th>Score</th>
<th>Focus &amp; Organization</th>
<th>Development</th>
<th>Language</th>
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</table>
| 4     | In response to the task and the stimulus, the writing:  
* effectively establishes a relevant situation to orient the reader and introduces a narrator and/or characters.  
* utilizes effective organizational strategies to establish a sequence of events that unfolds naturally and logically.  
* contains an effective conclusion that follows from the narrated events or experiences.                                                                                                                                                                                                                                                                                                         | In response to the task and the stimulus, the writing:  
* effectively utilizes relevant narrative techniques, such as dialogue, description, and pacing,¹ to thoroughly develop experiences, events, and/or characters.  
* effectively incorporates relevant, well-chosen details from the stimulus.  
* effectively demonstrates a clear understanding of the task and stimulus by using relevant, well-chosen, descriptive details in order to convey a precise picture of experiences, events, and/or characters.                                                                                                                                                                 | The writing:  
* illustrates consistent and sophisticated command of precise language, including sensory details, appropriate to the task.  
* utilizes sophisticated and varied transitional words and phrases.                                                                                                                                                                                                            | The writing:  
* demonstrates consistent and sophisticated command of grade-level conventions of standard written English.²  
* may contain a few minor errors that do not interfere with meaning.                                                                                                                                                                                                                                                                  |
| 3     | In response to the task and the stimulus, the writing:  
* adequately establishes a relevant situation to orient the reader and introduces a narrator and/or characters.  
* utilizes adequate organizational strategies to establish a sequence of events that unfolds naturally and logically.  
* contains an adequate conclusion that follows from the narrated events or experiences.                                                                                                                                                                                                                                                                                                         | In response to the task and the stimulus, the writing:  
* adequately utilizes relevant narrative techniques, such as dialogue, description, and pacing,¹ to sufficiently develop experiences, events, and/or characters.  
* adequately incorporates relevant details from the stimulus.  
* adequately demonstrates an understanding of the task and stimulus by using relevant, descriptive details in order to convey a precise picture of experiences, events, and/or characters.                                                                                                                                                                 | The writing:  
* illustrates consistent command of precise language, including sensory details, appropriate to the task.  
* utilizes appropriate and varied transitional words and phrases.                                                                                                                                                                                                             | The writing:  
* demonstrates consistent command of grade-level conventions of standard written English.²  
* contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.                                                                                                                                                                                                                     |
| 2     | In response to the task and the stimulus, the writing:  
* conveys a limited, possibly confusing situation that may include a narrator and/or characters.  
* contains a limited sequence of events 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 loosely related to the narrated events or experiences.                                                                                                                                                                                                                                                                                                         | In response to the task and the stimulus, the writing:  
* utilizes some relevant narrative techniques, such as dialogue, description, and pacing,¹ in order to partially develop experiences, events, and/or characters.  
* utilizes limited, if any, relevant details from the stimulus.  
* demonstrates some understanding of the task and stimulus by using some relevant or descriptive details in order to convey a limited picture of experiences, events, and/or characters.                                                                                                                                                                 | The writing:  
* illustrates inconsistent command of precise language, including sensory details.  
* utilizes basic or repetitive transitional words and phrases.                                                                                                                                                                                                             | The writing:  
* demonstrates inconsistent command of grade-level conventions of standard written English.²  
* contains frequent errors that may significantly interfere with meaning.                                                                                                                                                                                                       |
| 1     | In response to the task and the stimulus, the writing:  
* contains an unclear, irrelevant, or no situation.  
* contains no or an ineffective sequence of events that may be brief, confusing, or very hard to follow.  
* contains no or an irrelevant conclusion.                                                                                                                                                                                                                                                                                                                                                   | In response to the task and the stimulus, the writing:  
* contains few or no relevant narrative techniques, such as dialogue, description, and pacing,¹ to develop experiences, events, and/or characters.  
* contains no or irrelevant details from the stimulus.  
* demonstrates little to no understanding of the task and stimulus by using no or irrelevant details, conveying an unclear or no picture of the experiences, events, and/or characters.                                                                 | The writing:  
* illustrates little to no use of precise language, including sensory details.  
* utilizes no or few transitional words and phrases.                                                                                                                                                                                                                | The writing:  
* demonstrates limited command of grade-level conventions of standard written English.²  
* contains numerous and repeated errors that seriously impede meaning.                                                                                                                                                                                                   |

¹ Pacing is expected at grade 5.  
² Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.