

Score	Development	Focus & Organization	Language	Conventions
4	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> effectively utilizes relevant narrative techniques such as dialogue, description, reflection in order to sufficiently develop experiences, events, and/or characters. effectively incorporates relevant details from the text/passage. effectively demonstrates an understanding of the task by using relevant, descriptive details in order to convey a precise picture of the experiences, events, setting, and/or characters. 	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> 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 and/or experiences that unfold naturally. contains an effective conclusion that follows from the narrated events or experiences. 	The writing: <ul style="list-style-type: none"> illustrates consistent and sophisticated command of precise language and domain-specific vocabulary appropriate to the task. utilizes sophisticated and varied transitional words and phrases. 	The writing: <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	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> adequately utilizes relevant narrative techniques such as dialogue, description, reflection in order to sufficiently develop experiences, events, and/or characters. adequately incorporates relevant details from the text/passage. adequately demonstrates an understanding of the task by using relevant, descriptive details in order to convey a precise picture of the experiences, events, setting, and/or characters. 	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> 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 and/or experiences that unfold naturally. contains an adequate conclusion that follows from the narrated events or experiences. 	The writing: <ul style="list-style-type: none"> illustrates consistent command of precise language and domain-specific vocabulary appropriate to the task. utilizes appropriate and varied transitional words and phrases. 	The writing: <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	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> utilizes some relevant narrative techniques such as dialogue, description, reflection in order to partially convey experiences, events, and/or characters. utilizes limited, if any, relevant details from the text/passage. demonstrates some understanding of the task by using some relevant or descriptive details in order to convey a limited picture of the experiences, events, setting, and/or characters. 	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> conveys a limited, possibly confusing, situation that may include 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 loosely related to the narrated events or experiences. 	The writing: <ul style="list-style-type: none"> illustrates inconsistent command of precise language and domain-specific vocabulary. utilizes basic or repetitive transitional words and phrases. 	The writing: <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	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> contains few or no relevant narrative techniques such as dialogue, 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. 	In response to the task and the stimulus, the writing: <ul style="list-style-type: none"> contains an unclear, irrelevant, or no situation. 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. 	The writing: <ul style="list-style-type: none"> illustrates little to no use of precise language and domain-specific vocabulary. utilizes no or few transitional words and phrases. 	The writing: <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.