|  | Score of 4 | Score of 3 | Score of 2 | Score of 1 |
| --- | --- | --- | --- | --- |
| Reading/ Research  (only if applicable) | The writing –   * makes effective use of available resources * effectively uses relevant and sufficient text support from the resources with accuracy * uses credible sources\* | The writing –   * makes adequate use of available resources * uses relevant and sufficient text support from the resources with accuracy * uses credible sources\* | The writing –   * makes limited use of available resources * uses relevant and sufficient text support from the resources with accuracy * inconsistently uses credible sources\* | The writing –   * makes inadequate use of available resources * fails to use relevant and sufficient text support from the resources with accuracy * attempts to use credible sources\* |
| Development | The writing –   * skillfully develops real or imagined experiences or events using descriptive details * skillfully uses dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations * demonstrates effective use of writing process (technology if applicable) ∆ | The writing –   * develops real or imagined experiences or events using descriptive details * uses dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations * demonstrates adequate use of writing process (using technology if applicable) ∆ | The writing –   * develops real or imagined experiences or events using insufficient descriptive details * inconsistently uses dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations * demonstrates limited use of writing process (using technology if applicable) ∆ | The writing –   * develops real or imagined experiences or events using few, if any, descriptive details * fails to use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations * demonstrates inadequate use of writing process (using technology if applicable) ∆ |
| Organization | The writing –   * skillfully establishes a situation and introduces a narrator and/or characters * skillfully organizes an event sequence that unfolds naturally * skillfully uses temporal words and/or phrases to signal event order * skillfully provides a sense of closure | The writing –   * establishes a situation and introduces a narrator and/or characters * organizes an event sequence that unfolds naturally * uses temporal words and/or phrases to signal event order * provides a sense of closure | The writing –   * ineffectively establishes a situation and introduces a narrator and/or characters * organizes an event sequence that may not unfold naturally * uses some temporal words and/or phrases to signal event orderattempts to provide sense of closure | The writing –   * fails to establish a situation and introduce a narrator and/or characters * fails to organize an event sequence that unfolds naturally * uses few, if any, temporal words and/ or phrases to signal event order * may lack a sense of closure |
| Language/Conventions | The writing –   * demonstrates a well-developed command of standard English conventions * skillfully employs language and tone appropriate to audience and purpose * has sentences that are skillfully constructed with appropriate variety in length and structure | The writing –   * demonstrates a command of standard English conventions; errors do not interfere with understanding * employs language and tone appropriate to audience and purpose * has sentences that are generally complete with sufficient variety in length and structure | The writing –   * demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding * inconsistently employs language and tone appropriate to audience and purpose * has some sentence formation errors and/or a lack of sentence variety | The writing –   * demonstrates a weak command of standard English conventions; errors interfere with understanding * employs language and tone that are inappropriate to audience and purpose * has frequent and severe sentence formation errors and/or a lack of sentence variety |