|  | 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 * effectively integrates 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 * inconsistently 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 relevant descriptive details * skillfully uses narrative techniques (such as dialogue, pacing, and description) to develop experiences, events, and/or characters * skillfully uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events * demonstrates effective use of writing process (using technology if applicable) | The writing –   * develops real or imagined experiences or events using relevant descriptive details * uses narrative techniques (such as dialogue, pacing, and description) to develop experiences, events, and/or characters * uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events * 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 narrative techniques (such as dialogue, pacing, and description) to develop experiences, events, and/or characters * inconsistently uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events * demonstrates limited use of writing process (using technology if applicable) ∆ | The writing –   * develops real or imagined experiences or events using little or no descriptive detail * uses few, if any, narrative techniques (such as dialogue, pacing, and description) to develop experiences, events, and/or characters * uses few, if any, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events * demonstrates inadequate use of writing process (using technology if applicable) ∆ |
| Organization | The writing –   * skillfully engages and orients the reader by establishing a context and, when appropriate, introducing a narrator and/or characters * skillfully organizes an event sequence that unfolds naturally and logically * skillfully uses a variety of transition words, phrases, and/or clauses to convey sequence and signal shifts from one time frame or setting to another * skillfully provides a conclusion that follows from the narrated experiences or events | The writing –   * engages and orients the reader by establishing a context and, when appropriate, introducing a narrator and/or characters * organizes an event sequence that unfolds naturally and logically * uses a variety of transition words, phrases, and/or clauses to convey sequence and signal shifts from one time frame or setting to another * provides a conclusion that follows from the narrated experiences or events | The writing –   * inconsistently engages and orients the reader by ineffectively establishing a context and, when appropriate, introducing a narrator and/or characters * inconsistently organizes an event sequence that unfolds naturally and logically * inconsistently uses a variety of transition words, phrases, and/or clauses to convey sequence and signal shifts from one time frame or setting to another * provides a conclusion that ineffectively follows from the narrated experiences or events | The writing –   * fails to engage and orient the reader by ineffectively establishing a context and, when appropriate, introducing a narrator and/or characters * fails to organizes an event sequence that unfolds naturally and logically * uses few, if any, transition words, phrases, and/or clauses, to convey sequence and signal shifts from one time frame or setting to another * may lack a conclusion that follows from the narrated experiences or events |

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| Language/Conventions | The writing –   * demonstrates an exemplary 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 * provides basic bibliographic information for sources\* | 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 * provides basic bibliographic information for sources\* | 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 * attempts to provide basic bibliographic information for sources\* | 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 * fails to provide basic bibliographic information for sources \* |