|  | Score of 4 | Score of 3 | Score of 2 | Score of 1 |
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| 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 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 * 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 well-chosen details * skillfully uses narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters * skillfully uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/ or characters * demonstrates effective use of writing process (using technology if applicable) ∆ | The writing –   * develops real or imagined experiences or events using well-chosen details * uses narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters * uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/ or characters * demonstrates adequate use of writing process (using technology if applicable) ∆ | The writing –   * develops real or imagined experiences or events using insufficient details * inconsistently uses narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters * inconsistently uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters * demonstrates limited use of writing process (using technology if applicable) ∆ | The writing –   * develops real or imagined experiences or events using little or no detail * uses few, if any, narrative techniques (such as dialogue, pacing, description, reflection. and multiple plot lines) to develop experiences, events, and/or characters * uses few, if any, precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters * demonstrates inadequate use of writing process (using technology if applicable) ∆ |
| Organization | The writing –   * skillfully engages and orients the reader by setting out a situation or observation, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters * skillfully uses a variety of techniques to sequence events so that they build on one another to create a coherent whole * skillfully creates a smooth progression of experiences or events * skillfully provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative | The writing –   * engages and orients the reader by setting out a situation or observation, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters * uses a variety of techniques to sequence events so that they build on one another to create a coherent whole * creates a smooth progression of experiences or events * provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative | The writing –   * inconsistently engages and orients the reader by ineffectively setting out a situation or observation, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters * inconsistently uses a variety of techniques to sequence events so that they build on one another to create a coherent whole * has a progression of experiences or events that may lack cohesion * provides a conclusion that ineffectively follows from and reflects on what is experienced, observed, or resolved over the course of the narrative | The writing –   * fails to engage and orient the reader by ineffectively setting out a situation or observation, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters * fails to sequence events so that they build on one another to create a coherent whole * may lack a clear progression of experiences or events * may lack a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative |

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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 * follows standard format for citation with few errors\* | 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 * follows standard format for citation with few errors\* | 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 * follows standard format for citation with several errors\* | 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 * follows standard format for citation with significant errors\* |