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<th>Writing Trait</th>
<th>Points</th>
<th>Criteria</th>
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|              | 4      | The student’s response is a well-developed narrative that fully develops a real or imagined experience based on a text as a stimulus.  
- Effectively establishes a situation, one or more points of view, and introduces a narrator and/or characters  
- Creates a smooth progression of events  
- Effectively uses multiple narrative techniques such as dialogue, description, pacing, reflection, and plot to develop rich, interesting experiences, events, and/or characters  
- Uses a variety of techniques consistently to sequence events that build on one another  
- Uses precise words and phrases, details, and sensory language consistently to convey a vivid picture of the events  
- Provides a conclusion that follows from the narrated experiences or events  
- Integrates ideas and details from source material effectively  
- Has very few or no errors in usage and/or conventions that interfere with meaning* |
|              | 3      | The student’s response is a complete narrative that develops a real or imagined experience based on a text as a stimulus.  
- Establishes a situation, a point of view, and introduces one or more characters  
- Organizes events in a clear, logical order  
- Uses narrative techniques such as dialogue, description, pacing, reflection, and plot to develop experiences, events, and/or characters  
- Uses words and/or phrases to indicate sequence  
- Uses words, phrases, and details to convey a picture of the events  
- Provides an appropriate conclusion  
- Integrates some ideas and/or details from source material  
- Has few minor errors in usage and/or conventions with no significant effect on meaning* |
|              | 2      | The student’s response is an incomplete or oversimplified narrative based on a text as a stimulus.  
- Introduces a vague situation and at least one character  
- Organizes events in a sequence but with some gaps or ambiguity  
- Attempts to use a narrative technique such as dialogue, description, reflection, and plot to develop experiences, events, and/or characters  
- Inconsistently uses occasional signal words to indicate sequence  
- Inconsistently uses some words or phrases to convey a picture of the events  
- Provides a weak or ambiguous conclusion  
- Attempts to integrate ideas or details from source material  
- Has frequent errors in usage and conventions that sometimes interfere with meaning* |

* This trait examines the writer’s ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.
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| This trait examines the writer’s ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read. | 1 | The student’s response provides evidence of an attempt to write a narrative based on a text as a stimulus.  
- Response is a summary that includes narrative techniques in the summary  
- Provides a weak or minimal introduction  
- May be too brief to demonstrate a complete sequence of events  
- Shows little or no attempt to use dialogue or description  
- Uses words that are inappropriate, overly simple, or unclear  
- Provides few if any words that convey a picture of the events, signal shifts in time or setting, or show relationships among experiences or events  
- Provides a minimal or no conclusion  
- May use few if any ideas or details from source material  
- Has frequent major errors in usage and conventions that interfere with meaning* |
| | 0 | The student’s response is flawed for various reasons and will receive a condition code:  
- Code A: Blank  
- Code B: Copied  
- Code C: Too Limited to Score/Illegible/Incomprehensible  
- Code D: Non-English/Foreign Language  
- Code E: Off Topic/Off Task/Offensive |

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart in Appendix A for those standards that need continued attention beyond the grade in which they were introduced.