Score	Development	Focus & Organization	Language	Conventions
4	In response to the task and the stimulus, the writing: • 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: • 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: • 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: • 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: • 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: • 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: • illustrates consistent command of precise language and domain-specific vocabulary appropriate to the task. • utilizes appropriate and varied transitional words and phrases.	The writing: • 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: • 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: • 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: • illustrates inconsistent command of precise language and domain-specific vocabulary. • utilizes basic or repetitive transitional words and phrases.	The writing: • 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: • 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: • 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: • illustrates little to no use of precise language and domain-specific vocabulary. • utilizes no or few transitional words and phrases.	The writing: • 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.