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|  | **Score of 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.* | **Score of 3**  *The student’s response is a complete narrative that develops a real or imagined experience based on a text as a stimulus.* | **Score of 2**  *The student’s response is an incomplete or oversimplified narrative based on a text as a stimulus.* | **Score of 1**  *The student’s response provides evidence of an attempt to write a narrative based on a text as a stimulus* |
| **Opening** | Effectively establishes a situation and point of view, and introduces a narrator and/or characters | Establishes a situation and point of view, and introduces one or more characters | Introduces a vague situation and at least one character | Provides a weak or minimal introduction of a situation or a character |
| **Organization** | Organizes an event sequence that unfolds naturally | Organizes events in a clear, logical order | Organizes events in a sequence but with some gaps or ambiguity | May be too brief to demonstrate a complete sequence of events or to signal shifts in one time frame or setting to another |
| **Narrative Techniques** | Effectively uses narrative techniques, such as dialogue, description, and pacing to develop rich, interesting experiences, events, and/or characters | Uses narrative techniques, such as dialogue, description, and pacing to develop experiences, events, and/or characters | Attempts to use a narrative technique, such as dialogue, description, and pacing to develop experiences, events, and/or characters | Shows little or no attempt to use dialogue or description and pacing to develop experiences, events, and/or characters |
| **Sequence** | Uses a variety of words and phrases consistently to convey the sequence of events and signal shifts from one time frame or setting to another | Uses words and/or phrases to indicate sequence of events and signal shifts from one time frame or setting to another | Uses occasional signal words inconsistently to indicate sequence and ineffectively to indicate sequence of events and signal shifts from one time frame or setting to another | Provides few if any words that convey sequence of events and signal shifts from one time frame or setting to another |
| **Vivid Language** | Uses precise words and phrases, and sensory language consistently to convey experiences or events and capture the action | Uses words, phrases, and details to convey experiences or events and capture the action | Uses some words or phrases inconsistently and ineffectively to convey experiences or events and capture the action | Uses words that are inappropriate, overly simple, or unclear |
| **Conclusion** | Provides a conclusion that follows from the narrated experiences or events | Provides an appropriate conclusion | Provides a weak or ambiguous conclusion | Provides a minimal or no conclusion |
| **Use of Source** | Integrates ideas and details from provided text or prompt effectively | Integrates some ideas and/or details from provided text or prompt | Attempts to integrate ideas or details from provided text or prompt | May use few if any ideas or details from provided text or prompt |