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| **KEY TRAITS** | **6** | **5** | **4 Proficient** | **3** | **2** | **1** |
| **DEVELOPMENT OF IDEAS****W 3a****W 3b****W 3e****W 4** | • The introduction creates a vivid impression, clearly establishes the setting, and identifies the experience.• The narrative provides informative background to help explain events.• Descriptive details, realistic dialogue, and reflection dramatically re-create the experience.• The conclusion powerfully summarizes the importance of the experience and offers an insightful reflection. | • The introduction engages the reader, establishes the setting, and identifies the experience.• The narrative includes some background to help explain events.• Descriptive details, dialogue, and reflection vividly re-create the experience.• The conclusion summarizes the significance of the experience and offers an interesting reflection. | • The introduction clearly identifies the experience but could do more to present the setting and interest the reader. • Helpful background is needed to explain one or two events. • Descriptive details, dialogue, and reflection generally re-create the experience.• The conclusion summarizes most of the writer’s ideas and feelings about the experience. | • The introduction is mundane; it mentions an experience and hints at the setting.• More helpful background is needed throughout the narrative.• A few descriptive details create lively scenes, but most details are commonplace; dialogue and reflection are lacking.• The conclusion only hints at the significance of the experience. | • The focus of the introduction is ambiguous: it only hints at an experience and offers no other information.• The narrative includes very little helpful background.• Details, dialogue, and reflection are often missing or unrelated to the importance of the experience.• The conclusion lacks a reflection on the importance of the experience. | • The introduction does not focus on an experience or establish a setting.• Necessary background is missing.• Details, dialogue, and reflection are irrelevant or missing.• The narrative lacks a conclusion. |
| **ORGANIZATION OF IDEAS****W 3b****W 3c****W 4** | • The organization is effective; ideas are arranged logically, and events are organized chronologically.• The pace is effective.• Effective transitions clearly connect ideas and show the sequence of events. | • The organization is mostly effective; ideas are arranged logically, and events are organized chronologically in most places.• The pace is mostly effective.• Transitions connect ideas and show the sequence of events. | • The organization of ideas generally is logical; the sequence of events is confusing in a few places.• At times, the pace is too slow or too fast.• A few more transitions are needed to explain the sequence of events. | • The organization of ideas often doesn’t follow a pattern, and the sequence of events is confusing in several places. • The pace overall is either too slow or too fast.• More transitions are needed throughout to clarify the sequence of events. | • The organization is ineffective; ideas are unrelated, and the sequence of events is confusing throughout the narrative.• The pace is distracting and choppy due to organizational problems.• Only one or two transitions are used effectively, making the narrative difficult to follow. | • The narrative is not organized; information and details are presented randomly.• The pace is ineffective.• Transitions are not used, making the narrative difficult to understand. |
| **LANGUAGE FACILITY AND CONVENTIONS****W 3a****W 3d****L 1****L 2** | • The first-person point of view is used creatively and consistently.• Sensory language is used creatively to describe people, places, and events in vivid ways. • Sentence beginnings, lengths, and structures vary and have a rhythmic flow.• Spelling, capitalization, and punctuation are correct.• Grammar and usage are correct. | • The first-person point of view is used consistently. • Sensory language is used effectively to describe people, places, and events in vivid ways. • Sentence beginnings, lengths, and structures mostly vary and contribute to an effective narrative. • Spelling, capitalization, and punctuation are mostly correct.• Grammar and usage have minor errors. | • The narrative shifts from the first-person point of view in one or two places. • More sensory language is needed to describe some people, places, and events. • Sentence beginnings, lengths, and structures vary somewhat.• Several spelling, capitalization, and punctuation mistakes occur. • Some grammatical and usage errors are repeated in the narrative. | • The narrative shifts from the first-person point of view in a few places. • The narrative lacks sensory language in many key parts.• Sentence structures barely vary, and some fragments or run-on sentences are present.• Spelling, capitalization, and punctuation are often incorrect but do not interfere with reading the narrative.• Grammar and usage are incorrect in many places. | • The narrative shifts from the first-person point of view in many places.• Sensory language is unoriginal and used only in a few parts of the narrative.• Most sentences have the same beginning, length, and structure. Many fragments and run-on sentences are present.• Spelling, capitalization, and punctuation are often incorrect. • Grammar and usage are often incorrect and distract from meaning. | • The narrative lacks a consistent point of view.• Sensory language is not used.• Repetitive sentence structure, fragments, and run-on sentences make the writing hard to follow.• Spelling, capitalization, and punctuation are incorrect throughout.• Many grammatical and usage errors change the meaning of the writer’s ideas. |