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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. |