<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
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</thead>
<tbody>
<tr>
<td><strong>Organization/Purpose</strong></td>
<td>The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:</td>
<td>The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:</td>
<td>The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:</td>
<td>The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:</td>
<td>Insufficient (includes copied text)</td>
</tr>
<tr>
<td></td>
<td>• an effective plot helps to create a sense of unity and completeness</td>
<td>• an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected</td>
<td>• there may be an inconsistent plot, and/or flaws may be evident</td>
<td>• there is little or no discernible plot or there may just be a series of events</td>
<td>In a language other than English</td>
</tr>
<tr>
<td></td>
<td>• effectively establishes a setting, narrator/characters, and/or point of view*</td>
<td>• adequately establishes a setting, narrator/characters, and/or point of view*</td>
<td>• unevenly or minimally establishes a setting, narrator/characters, and/or point of view*</td>
<td>• may be brief or there is little to no attempt to establish a setting, narrator/characters, and/or point of view*</td>
<td>Off-topic</td>
</tr>
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<td>• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas</td>
<td>• adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</td>
<td>• uneven use of appropriate transitional strategies and/or little variety</td>
<td>• few or no appropriate transitional strategies may be evident and may cause confusion</td>
<td>Off-purpose</td>
</tr>
<tr>
<td></td>
<td>• natural, logical sequence of events from beginning to end</td>
<td>• adequate sequence of events from beginning to end</td>
<td>• weak or uneven sequence of events</td>
<td>• little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• effective opening and closure for audience and purpose</td>
<td>• adequate opening and closure for audience and purpose</td>
<td>• opening and closure, if present, are weak</td>
<td>• opening and/or closure may be missing or unsatisfactory</td>
<td></td>
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</table>

*point of view begins at grade 7
### 4-Point Narrative Performance Task Writing Rubric (Grades 3–8)

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| **Development/Elaboration** | The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and/or description:  
- experiences, characters, setting and/or events are clearly developed  
- connections to source materials may enhance the narrative  
- effective use of a variety of narrative techniques that advance the story or illustrate the experience  
- effective use of sensory, concrete, and figurative language that clearly advances the purpose  
- effective, appropriate style enhances the narration | The narrative, real or imagined, provides adequate elaboration using details, dialogue, and/or description:  
- experiences, characters, setting, and/or events are adequately developed  
- connections to source materials may contribute to the narrative  
- adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience  
- adequate use of sensory, concrete, and figurative language that generally advances the purpose  
- generally appropriate style is evident | The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and/or description:  
- experiences, characters, setting, and/or events are unevenly developed  
- connections to source materials may be ineffective, awkward, or vague but do not interfere with the narrative  
- narrative techniques are uneven and inconsistent  
- partial or weak use of sensory, concrete, and figurative language that may not advance the purpose  
- inconsistent or weak attempt to create appropriate style | The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:  
- experiences, characters, setting, and/or events may be vague, lack clarity, or confusing  
- connections to source materials, if evident, may detract from the narrative  
- use of narrative techniques may be minimal, absent, incorrect, or irrelevant  
- may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose  
- little or no evidence of appropriate style | Insufficient (Includes copied text)  
- In a language other than English  
- Off-topic  
- Off-purpose |

05/08/2014
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<tr>
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| Conventions | The response demonstrates an adequate command of conventions:  
- adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | The response demonstrates a partial command of conventions:  
- limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | The response demonstrates little or no command of conventions:  
- infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | Insufficient (includes copied text)  
- In a language other than English  
- Off-topic  
- Off-purpose |

Holistic Scoring:
- **Variety**: A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling
- **Severity**: Basic errors are more heavily weighted than higher-level errors.
- **Density**: The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.