<table>
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<th>Score Point</th>
<th>Description</th>
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| 4           | - Distinctly established situation/theme that orients the reader and introduces the narrator and/or characters  
- Effective narrative pattern that sequences events and provides a conclusion  
- Thorough elaboration that effectively supports the storyline  
- Effective use of narrative techniques to develop experiences and events  
- Effective use of transitions  
- Precise control of language that conveys experiences and events using concrete words, phrases, and sensory details*  
- Consistent control of sentence formation  
- Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning |
| 3           | - Clearly established situation/theme that orients the reader and introduces the narrator and/or characters  
- Narrative pattern that generally sequences events and provides a conclusion; interruptions to the sequence may occur  
- Sufficient elaboration that supports the storyline  
- Adequate use of narrative techniques to develop experiences and events  
- Clear use of transitions  
- Adequate control of language that conveys experiences and events using concrete words, phrases, and sensory details*  
- Adequate control of sentence formation  
- Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning |
| 2           | - Vague situation/theme that inconsistently orients the reader and introduces the narrator and/or characters  
- Weak narrative pattern that inconsistently sequences events and may or may not provide a conclusion  
- Weak elaboration that somewhat supports the storyline  
- Limited use of narrative techniques to somewhat develop experiences and events  
- Inconsistent/limited use of transitions  
- Limited control of language that conveys experiences and events using limited concrete words, phrases, and sensory details*  
- Inconsistent control of sentence formation  
- Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning |
| 1           | - Minimal evidence of a situation/theme  
- Minimal sequencing of events that may or may not establish a narrative pattern  
- Minimal elaboration that may or may not support the storyline  
- Minimal use of narrative techniques  
- Minimal use of transitions  
- Insufficient control of language (words, phrases, and sensory details)*  
- Minimal control of sentence formation  
- Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning |

*This bullet point does not apply at grade 3.*