<table>
<thead>
<tr>
<th>Score Point 1</th>
<th>Score Point 2</th>
<th>Score Point 3</th>
<th>Score Point 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The narrative represents a <strong>very limited</strong> writing performance</td>
<td>The narrative represents a <strong>basic</strong> writing performance</td>
<td>The narrative represents a <strong>satisfactory</strong> writing performance</td>
<td>The narrative represents an <strong>accomplished</strong> writing performance</td>
</tr>
</tbody>
</table>

**Organization / Progression**

- The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the expository task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction.
  - Most ideas are generally related to the topic specified in the prompt, but the central idea is missing, unclear, or illogical. The writer may fail to maintain focus on the topic, may include extraneous information, or may shift abruptly from idea to idea, weakening the coherence of the essay.
  - The writer’s progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the flow of the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.
- The development of ideas is weak. The essay is ineffective because the writer uses details and examples that are inappropriate, vague, or insufficient. The essay is insubstantial because the writer’s response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the expository writing task.
  - The development of ideas is minimal. The essay is superficial because the writer uses details and examples that are not always appropriate or are too brief or partially presented.
  - The essay reflects little or no thoughtfulness. The writer’s response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the expository writing task.

**Use of Language / Conventions**

- The writer’s word choice may be vague or limited. It reflects little or no awareness of the expository purpose and does not establish a tone appropriate to the task. The word choice may impede the quality and clarity of the essay. Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay.
  - The writer’s word choice may be general or imprecise. It reflects a basic awareness of the expository purpose but does little to establish a tone appropriate to the task. The word choice may not contribute to the quality and clarity of the essay.
  - Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay.
  - The writer demonstrates a partial command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency of the writing.
- The writer’s word choice is purposeful and precise. It reflects a keen awareness of the expository purpose and maintains a tone appropriate to the task. The word choice strongly contributes to the quality and clarity of the essay. Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the essay.
  - The writer demonstrates an adequate command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.