Criterion	5 – Advanced (above grade level)	4 – Proficient (at grade level)	3 - Basic	2 - Below Basic	1 - Far Below Basic
Focus/ Exposition CCSS -W: ➢ 3a ➢ 4	• The narrative, real or imagined, insightfully addresses all aspects of the prompt • Purposefully engages and orients the reader by setting out a problem, situation, and establishing one or multiple point(s) of view • Expertly introduces a narrator and/or characters	• The narrative, real or imagined, competently addresses all aspects of the prompt • Engages and orients the reader by establishing a context and point of view • Introduces a narrator and/or characters	• The narrative, real or imagined, superficially addresses all aspects of the prompt • Attempts to engage or orient the reader by establishing a context and point of view • Introduces a narrator and/or characters	• The narrative, real or imagined, partially addresses aspects of the prompt • Might engage or orient the reader by establishing a context and point of view • Attempts to introduce a narrator and/or characters	• The narrative, real or imagined, minimally addresses some aspect of the prompt • Does not engage or orient the reader by establishing a context a point of view • Does not introduce a narrator and/or characters
Organi-zation/ Plot CCSS – W: ➢ 3a ➢ 3c ➢ 3e ➢ 4	• Creates a smooth progression of experiences or events • Skillfully uses a variety of techniques to sequence events so that they build on one another to create a coherent whole • Provides a conclusion that clearly follows from and reflects on what is experienced, observed or resolved over the course of the narrative	• Organizes a clear event sequence that unfolds logically and naturally • Uses a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another • Provides a conclusion that follows from and reflects on the narrated experiences or events	• Organizes an event sequence that unfolds naturally but may not be logical • Uses a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another • Provides a conclusion that connects to the narrated experiences or event	• Organizes an event sequence but may not be logical • Uses some transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (may be repetitive) • Provides a weak conclusion that may not connect to the narrated experiences or events	• Event sequence unfolds unnaturally and/or illogically • Uses few to no transition words, phrases, and/or clauses to convey sequence or time shifts • Provides no conclusion or one that is not connected to the narrated experiences or events
Narrative Techniques CCSS -W: ➢ 3b ➢ 3d	• Skillfully uses a variety of narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters • Sophisticated use of precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	• Effectively uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters • Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events	• Adequately uses a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters • Uses some descriptive details, and sensory language to convey experiences and events	• Uses limited narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters • Uses concrete words or phrases with limited use of descriptive details and sensory language	• Uses few to no narrative techniques • Does not use sensory language or descriptive details
Language CCSS – L: ➢ 1 ➢ 2 ➢ 3	• Uses purposeful and varied sentence structure • Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) • Utilizes precise and sophisticated word choice	• Uses correct and varied sentence structure • Contains few, minor errors in conventions • Utilizes strong and grade-level appropriate word choice	• Uses mostly correct and some varied sentence structure • Contains some errors in conventions which may cause confusion • Usually utilizes grade-level appropriate word choice	• Uses limited and/or repetitive sentence structure • Contains numerous errors in conventions which cause confusion • Utilizes vague or basic word choice	• Lacks sentence mastery (e.g., fragments/ run-ons) • Contains serious and pervasive errors in conventions • Utilizes incorrect and/or simplistic word choice

Strand	7th Grade Standards	8th Grade Standards
Writing	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1–3.)	4. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3).
Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (1a-1c are more specific to grammar instruction and are, therefore, not written on this document.) 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a and 2b are not written on this document.) 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (1a-1c are more specific to grammar instruction and are, therefore, not written on this document.) 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Details of 2a-2c are not written on this document.) 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.