### Full Write • Claim 2

**Narrative • Target 2 • Grades 3–8**

**Organization/Purpose**

<table>
<thead>
<tr>
<th>4 Points</th>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Point</th>
<th>No Score (NS)</th>
</tr>
</thead>
<tbody>
<tr>
<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>- 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>- Off-topic</td>
</tr>
<tr>
<td></td>
<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>- 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></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>- little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident</td>
</tr>
</tbody>
</table>

*point of view begins at grade 7*
### Full Write • Claim 2
**Narrative • Target 2 • Grades 3–8**

**Evidence/Elaboration**

<table>
<thead>
<tr>
<th>4 Points</th>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Point</th>
<th>No Score (NS)</th>
</tr>
</thead>
</table>
| **The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and/or description:** | **The narrative, real or imagined, provides adequate elaboration using details, dialogue, and/or description:** | **The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and/or description:** | **The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:** | - Insufficient (includes copied text)  
- In a language other than English  
- Off-topic  
- Off-purpose |

- 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  
- generally appropriate style is evident  
- inconsistent or weak attempt to create appropriate style  
- little or no evidence of appropriate style  
- 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  
- inconsistent or weak attempt to create appropriate style  
- little or no evidence of appropriate style  
- experiences, characters, setting, and/or events may be vague, lack clarity, or confusing  
- 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  
- may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose  
- 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  

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**Full Write • Claim 2**  
**Narrative • Informational/Explanatory • Opinion/Argumentative**  
**Conventions • Grades 3–11**

<table>
<thead>
<tr>
<th>2 Points</th>
<th>1 Point</th>
<th>0 Points</th>
<th>No Score (NS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The response demonstrates an adequate command of conventions:</td>
<td>The response demonstrates a partial command of conventions:</td>
<td>The response demonstrates little or no command of conventions:</td>
<td>Insufficient (includes copied text)</td>
</tr>
<tr>
<td>• adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</td>
<td>• limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</td>
<td>• infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</td>
<td>In a language other than English</td>
</tr>
</tbody>
</table>

**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.