

Scoring Guide for Standard 2.1 STORY -- Purpose: To offer a well-told tale that makes the reader want to keep reading from beginning to end.

	4	3	2	1
Narrative	<p><i>Skillfully</i> offers an <i>authoritative, substantial, rich</i> narrative with more than one interesting character. Describes the setting in just enough detail to set the stage for the reader. Interests the reader from beginning to end.</p> <p>Shows the characters and plot events through colorful, specific sensory details (dialogue; specific actions, gestures, movements, expressions; inner thoughts; rich sensory description; suspense, surprise, flashback.)</p>	<p>Offers a <i>clear, coherent, competent</i> narrative which contains more than one character. Describes the setting.</p> <p>Overall, this story tells more than shows and offers general rather than specific description of events and characters. Lacks purposeful detail. Important plot events and details may be missing, and some of those given may not be well-chosen.</p>	<p>Offers a <i>simple, limited, basic</i> plot with little development. Includes a setting. Characterization is sketchy.</p> <p>Tells more than shows and offers few sensory details. May confuse the reader because important details or transitions are missing, OR too many of the details given may not relate to the story. May seem like a poorly connected list of events.</p>	<p>Offers a minimal plot line which may be very short, incomplete, or confusing.</p> <p>The writer:</p> <ul style="list-style-type: none"> • lacks a clear plot line • may jump from idea to idea • may list events • offers scant characterization • uses none of the narrative elements listed under score level 4 (sensory detail)
Organization	<p>Covers <i>all</i> parts of the writing task. Focuses on the story throughout.</p> <p>Understands the purpose. Speaks to the topic. The tone shows awareness of the audience.</p> <p>Successfully includes:</p> <ul style="list-style-type: none"> • a creative opener • conflict • complex major and minor characters • a well-paced middle • a climax • a satisfying ending 	<p>Covers <i>all</i> parts of the writing task. Mostly focuses on the story.</p> <p>Mostly understands the purpose. Speaks to the topic. Shows awareness of the audience.</p> <p>Includes a beginning, middle, and end, but <i>sections may be out of balance</i>:</p> <ul style="list-style-type: none"> • may give too much detail to some parts and not enough to others • (or) may need more detail overall • (or) may focus on the setting or a person and skimp on the story • may begin abruptly • middle may drag or jump around • may end in a hurry 	<p>Covers <i>part</i> of the writing task. The focus may wander from the story.</p> <p>May understand the purpose but <i>does not successfully achieve it</i>. Speaks to the topic given. May not show awareness of the audience.</p> <p>May include a beginning, middle, and end, but the whole is not well-organized:</p> <ul style="list-style-type: none"> • may begin abruptly • may concentrate on setting at the expense of the story line • may only list events or details • may ramble on and on, lose focus and include unimportant or unrelated details • may lack an ending or end in a hurry 	<p>Covers <i>only one part</i> of the writing task, if at all.</p> <p>Shows <i>no</i> understanding of the purpose. May not speak to the topic given. Shows no awareness of the audience.</p> <p>Shows <i>no</i> understanding of how to create a narrative with a clear beginning, middle and end. Ideas are not presented in an organized way. Story is difficult to follow. May wander off topic or present events out of order, jumping back and forth in time and place without purpose.</p>
Style	<p>Immediately "hooks" the reader with vivid, descriptive language. Creates a pleasing whole with varied sentences and purposeful transitions.</p>	<p>Uses a variety of sentence types but mostly <i>commonplace</i> language. Few surprises or delights for the reader.</p>	<p>Uses <i>simple</i> sentences and <i>elementary</i> language.</p>	<p>Uses <i>no</i> sentence variety and <i>little</i> descriptive language.</p>
Correctness	<p>Contains few or no errors. Errors present do not interfere with the reader's understanding of the writer's meaning.</p>	<p>Contains <i>some</i> errors which do not confuse the reader.</p>	<p>Contains <i>several</i> errors which may confuse the reader.</p>	<p>Contains <i>serious</i> errors which confuse the reader.</p>