<table>
<thead>
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<th>Point Value</th>
<th>Description</th>
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| 90-100/A    | The student's response is a well-developed narrative that fully develops a real or imagined experience based on a text as a stimulus.  
- Effectively establishes a situation, one or more points of view, and introduces a narrator and/or characters  
- Creates a smooth progression of events  
- Effectively uses multiple narrative techniques, such as dialogue, description, pacing, reflection, and plot to develop rich, interesting experiences, events, and/or characters  
- Uses a variety of techniques consistently to sequence events that build on one another  
- Uses precise words and phrases, details, and sensory language consistently to convey a vivid picture of the events  
- Provides a conclusion that follows from the narrated experiences or events  
- Integrates ideas and details from source material effectively  
- Has very few or no errors in usage and/or conventions that interfere with meaning* |
| 80-89/B     | The student's response is a complete narrative that develops a real or imagined experience based on a text as a stimulus.  
- Establishes a situation, a point of view, and introduces one or more characters  
- Organizes events in a clear, logical order  
- Uses some narrative techniques, such as dialogue, description, pacing, reflection, and plot to develop experiences, events, and/or characters  
- Uses words and/or phrases to indicate sequence  
- Uses words, phrases, and details to convey a picture of the events  
- Provides an appropriate conclusion  
- Integrates some ideas and/or details from source material  
- Has a few minor errors in usage and conventions with no significant effect on meaning* |
| 70-79/C     | The student’s response is an incomplete or oversimplified narrative based on a text as a stimulus.  
- Introduces a vague situation and at least one character  
- Organizes events in a sequence but with some gaps or ambiguity  
- Attempts to use a narrative technique, such as dialogue, description, reflection, and plot to develop experiences, events, and/or characters  
- Inconsistently uses occasional signal words to indicate sequence  
- Inconsistently uses some words or phrases to convey a picture of the events  
- Provides a weak or ambiguous conclusion  
- Attempts to integrate ideas or details from source material  
- Has frequent errors in usage and conventions that sometimes interfere with meaning* |
| 65/F        | The student’s response provides evidence of an attempt to write a narrative based on a text as a stimulus.  
- Provides a weak or minimal introduction  
- May be too brief to demonstrate a complete sequence of events  
- Shows little or no attempt to use dialogue or description  
- Uses words that are inappropriate, overly simple, or unclear  
- Provides few if any words that convey a picture of the events, signal shifts in time or setting, or show relationships among experiences or events  
- Provides a minimal or no conclusion  
- May use few if any ideas or details from source material  
- Has frequent major errors in usage and conventions that interfere with meaning* |
| 50/F        | The student’s response does not address the topic.  
- The response is completely irrelevant or incorrect, or there is no response.  
- The student merely copies the text in the prompt.  
- The student copies so much text from the passages that there is not sufficient original work to be scored. |