<table>
<thead>
<tr>
<th>Score</th>
<th>Purpose/Organization</th>
</tr>
</thead>
</table>
| 4     | The response successfully addresses the task with an effective organizational structure, creating a sense of completeness, coherence, and cohesion. The response is fully developed and purposefully focused throughout.  
- has a clear, logical, and effective plot that creates a sense of completeness and coherence  
- effectively establishes and maintains point of view, conflict, and setting; effectively develops narrator/characters  
- effectively uses varied transitional words/phrases to clarify relationships between and among ideas and events  
- has clear, coherent organizational structure of sequence of events  
- has an effective opening and closing |
| 3     | The response adequately addresses the task with an observable organizational structure and a sense of completeness, though some events may be loosely connected. The response is sufficiently developed and generally focused.  
- has a clear plot that has a sense of completeness; some events may be loosely related  
- adequately establishes and maintains point of view, conflict, and setting; develops narrator/characters  
- adequately uses varied transitional words/phrases to clarify relationships between and among ideas and events  
- has evident organizational structure of sequence of events  
- has an adequate opening and closing |
| 2     | The response addresses the task with an inconsistent organizational structure. The response is somewhat developed and may drift in focus.  
- has an inconsistent plot that may have lapses and minor drift in focus  
- establishes and inconsistently maintains point of view, conflict, and setting; inconsistently develops narrator/characters  
- inconsistently uses varied transitional words/phrases and events  
- has inconsistent organizational structure with weak sequence of events  
- has an ineffective or weak opening and/or closing |
| 1     | The response attempts to address the task with little or no observable organizational structure. The response may be related to the task but provides only minimal focus.  
- has a brief, confusing, and/or vague plot with little focus  
- minimally or vaguely establishes point of view, conflict, and/or setting; minimally develops narrator/characters  
- uses few or no appropriate transitional words/phrases  
- has minimal organizational structure of sequence of events  
- has a confusing or vague opening and/or closing |
| 0     | The response is undeveloped and/or inappropriate to the task, purpose, and audience.  
- has little or no plot with only a series of events  
- has no observable organizational structure of sequence of events  
- has no opening and/or closing |
## ACAP SUMMATIVE GRADE 6 NARRATIVE RUBRIC

<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Development / Elaboration</strong></td>
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<tr>
<td>The response addresses the task with thorough, effective development using relevant details, dialogue, and description.</td>
<td>The response addresses the task with sufficient development, using appropriate details, dialogue, and description.</td>
<td>The response addresses the task with inconsistent development, using superficial details, dialogue, and description.</td>
<td>The response provides minimal development using limited details, dialogue, and/or description.</td>
<td>The response is undeveloped and provides no details, dialogue, and/or description.</td>
<td></td>
</tr>
<tr>
<td>• has events, point of view, conflict, characters, and setting that are clearly and effectively developed</td>
<td>• has events, point of view, conflict, characters, and setting that are sufficiently developed</td>
<td>• has events, point of view, conflict, characters, and setting that are inconsistently developed</td>
<td>• has events, point of view, conflict, characters, and setting that are vague or confusing</td>
<td>• includes no connections to source material</td>
<td></td>
</tr>
<tr>
<td>• includes effective connections to source material that enhance the narrative</td>
<td>• includes adequate connections to source material that contribute to the narrative</td>
<td>• includes ineffective or vague connections to source material that offer little to the narrative</td>
<td>• includes attempted connections to source material that disrupt/interfere with the narrative</td>
<td>• demonstrates no use of narrative techniques</td>
<td></td>
</tr>
<tr>
<td>• demonstrates effective use of narrative techniques, such as dialogue, that advance the narrative</td>
<td>• demonstrates adequate use of narrative techniques, such as dialogue, that contributes to the narrative</td>
<td>• demonstrates inconsistent use of narrative techniques, such as dialogue, that contributes somewhat to the narrative</td>
<td>• demonstrates minimal use of narrative techniques, such as dialogue, that contribute little to the narrative</td>
<td>• demonstrates no use of sensory details</td>
<td></td>
</tr>
<tr>
<td>• shows effective use of sensory details that advance the narrative</td>
<td>• shows adequate use of sensory details that contribute to the narrative</td>
<td>• shows inconsistent use of sensory details</td>
<td>• shows little use of sensory details</td>
<td>• shows no use of sensory details</td>
<td></td>
</tr>
<tr>
<td>• uses varied sentence structure throughout the response that demonstrates syntactic fluency and successfully engages the audience</td>
<td>• uses somewhat varied sentence structure that demonstrates adequate syntactic control and generally engages the audience</td>
<td>• uses limited sentence variety that may partially engage the audience</td>
<td>• uses minimal or no sentence variety, demonstrating little awareness of the audience</td>
<td>• shows no use of sensory details</td>
<td></td>
</tr>
<tr>
<td>• demonstrates effective and appropriate style and tone that are relevant to the task and purpose</td>
<td>• demonstrates generally appropriate style and tone</td>
<td>• demonstrates inconsistent or weak appropriate style and tone</td>
<td>• demonstrates little or no evidence of appropriate style and tone</td>
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</tr>
</tbody>
</table>
## ACAP SUMMATIVE GRADE 6 NARRATIVE RUBRIC

<table>
<thead>
<tr>
<th>Score</th>
<th>2</th>
<th>1</th>
<th>0</th>
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</thead>
<tbody>
<tr>
<td><strong>Conventions</strong></td>
<td>The response demonstrates an adequate control of conventions.</td>
<td>The response demonstrates a partial control of conventions.</td>
<td>The response demonstrates little or no control of conventions.</td>
</tr>
<tr>
<td></td>
<td>• demonstrates adequate use of correct sentence formation, grammar, usage, and mechanics</td>
<td>• demonstrates limited use of correct sentence formation, grammar, usage, and mechanics</td>
<td>• demonstrates infrequent use of correct sentence formation, grammar, usage, and mechanics</td>
</tr>
</tbody>
</table>

### Holistic Scoring of Conventions

- **Variety:** Scoring considers the range of errors, including errors in sentence formation, grammar, usage, and mechanics.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** Scoring considers the proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

### Nonscorable

A response is nonscorable if it meets any of the following criteria.

- Unintelligible
- In a language other than English
- Off-topic
- Copied text