

FEATURES	Fully Developed		Developed	Developing		Ab
	6	5	4	3	2	
<p>FOCUS <i>The clarity with which a paper presents or maintains a unifying event or theme</i></p>	<ul style="list-style-type: none"> •Subject and unifying event clear and maintained throughout with the event commented upon by the end of the paper •Clearly sets purpose of paper through successful introduction strategy •Reactions are effectively connected to unifying event •Effective closing which unifies the writing 	<ul style="list-style-type: none"> •Subject and unifying event clear and maintained throughout with the event commented upon by the end of the paper •Clearly sets purpose through effective opening or may attempt more sophisticated strategy (may not be completely successful) •Reactions are relevant to unifying event •Effective closing 	<ul style="list-style-type: none"> •Subject and unifying event clear and maintained with the event commented upon by the end of the paper •Sets purpose through effective opening •Reactions clearly present and appropriate •Has closing 	<ul style="list-style-type: none"> •Subject and event clear; may be prompt-dependent •Minor Focus drift or lapses in logic •Reactions are present •May lack closing •Lacks sufficiency to demonstrate developed Focus 	<ul style="list-style-type: none"> •Subject and/or event may be vague •Unrelated or illogical ideas or major drift from Focus (paper consists mostly of repetitions/redundancies) •Off-mode response (NOT narrative showing a sequence through time) •Multiple events without an umbrella statement •No reactions •Insufficient writing to determine that Focus can be sustained 	<ul style="list-style-type: none"> •Subject/event •Reactions ab •Insufficient v show that crit
<p>ELABORATION <i>The degree to which the event is elaborated by specific details, descriptions, and reactions</i></p>	<ul style="list-style-type: none"> •All major episodes are developed by specific detail •Episodes developed evenly (to the same degree of specificity as appropriate) •Considerable Elaboration through multiple strategies (e.g., points of view/perspective, others' reactions, dialogue, etc.) •Most episodes show significant depth of development •Word choice enhances specificity 	<ul style="list-style-type: none"> •All major episodes developed by specific detail •Most elaboration is even or balanced •Some Elaboration through multiple strategies (e.g., points of view/perspective, others' reactions, dialogue, etc.) •Word choice may enhance specificity 	<ul style="list-style-type: none"> •Some major episodes developed by specific detail; some Elaboration may be general or repetitive •Elaboration may not be even or balanced •Some depth •Word choice may enhance specificity 	<ul style="list-style-type: none"> •Some Elaboration may be general or repetitive •May be list of specific episodes/reactions with some extensions •Limited depth •Lacks sufficiency to demonstrate developed Elaboration 	<ul style="list-style-type: none"> •List of episodes and/or reactions which may have extensions •Most Elaboration is general or consists of repetition/redundancy •Insufficient writing to determine that the Elaboration can be maintained 	<ul style="list-style-type: none"> •May lack cla •Insufficient v show that crit
<p>ORGANIZATION <i>The clarity of the logical flow of an experience and/or movement of an event through time (coherence and cohesion)</i></p>	<ul style="list-style-type: none"> •Narrative structure is clear, effective and appropriate-sequence of episodes is logically presented without gaps •Appropriate and purposeful paragraphing* •Coherence and cohesion demonstrated by effective and varied devices (transitions, parallel structure, pronouns, etc.) •Paragraph development follows narrative sequence •All episodes and reactions logically presented and interrelated •Varied sentence structure and word choice produce cohesion 	<ul style="list-style-type: none"> •Narrative structure is clear and effective-sequence of episodes is logically presented through time without significant gaps •All paragraphs appropriate* •Coherence and cohesion demonstrated by appropriate devices (transitions, parallel structure, pronouns, repetition, etc.) •Most episodes and reactions logically presented and interrelated •Some varied sentence structure and word choice produce cohesion 	<ul style="list-style-type: none"> •Narrative structure is evident-sequence of episodes moves through time with a beginning, middle and ending with few gaps •Most paragraphs appropriate* •Some coherence (paragraph to paragraph) and cohesion (sentence to sentence) demonstrated with appropriate devices •Coherence may depend on holistic structure (e.g., chronology) •May have minor digressions •Most episodes logically presented and organized 	<ul style="list-style-type: none"> •Narrative structure is evident-sequence of episodes moves through time with significant gaps •Some appropriate paragraphing •May have a major digression •May have intrusive or inappropriate transitional devices •Lacks sufficiency to demonstrate developed Organization 	<ul style="list-style-type: none"> •Structure is noticeable, but the reader must infer it-sequence of episodes moves through time with either an expository preview developed by event/reaction, OR an event developed by reasons/examples •Limited evidence of appropriate paragraphing •May have major lapses/digressions •Insufficient writing to determine that Organization can be sustained 	<ul style="list-style-type: none"> •Little or no e structure •Insufficient v show that crit

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CONVENTIONS <i>Use of standard written English</i>					<ul style="list-style-type: none"> •Mastery of sentence construction •Few run-ons or fragments in proportion to amount written •Mastery of verb tense and subject/verb agreement •Correct use of pronouns •Mastery of basic punctuation/capitalization •Few minor and very few major errors in proportion to amount written 	
INTEGRATION <i>Evaluation of the paper based on a focused, global judgment of how effectively the paper as a whole uses the four basic features to fulfill the assignment</i>	<ul style="list-style-type: none"> •Fully-developed paper for grade level •Clear and purposeful Focus; in-depth, balanced Elaboration; sequence of episodes is coherently and cohesively developed throughout the paper 	<ul style="list-style-type: none"> •Developed paper for grade level •All features not equally well-developed throughout the paper •Depth is evident 	<ul style="list-style-type: none"> •Bare-bones-developed paper for grade level •Simple and clear, presenting nothing more than the essentials •Limited depth 	<ul style="list-style-type: none"> •Partially developed •Some (or one) of the feature(s) are not sufficiently formed, but all are present •Inference is usually required 	<ul style="list-style-type: none"> •Attempts to address the assignment, but only rudiments of techniques for forming Focus, Elaboration, and Organization can be detected •Some confusion and/or disjointedness •Lacks narrative structure •Insufficient writing to determine that the feature can be maintained 	<ul style="list-style-type: none"> •Does not fully address assignment; but with the topic present most of the features •Insufficient writing to show that criteria are met

*A well developed one-paragraph paper may receive a '4', '5', or '6'.

Grade 7 Narrative — Feature Descriptions

FOCUS: This feature examines whether the subject or unifying event is clear and maintained throughout the narrative. The writer must indicate the subject/topic or the reader must be drawn into the event. If multiple events are addressed, they must be tied together with an umbrella statement. The narrative Focus also includes the presence of reactions to indicate the significance of the event. Previewed points are unacceptable in a narrative Focus. Titles are not considered part of the Focus.

ELABORATION: This feature focuses on the quality of details of the Elaboration describing and/or illustrating the unifying event or the theme. In narrative writing, the unifying event or theme, the component people, action, and situation are elaborated through descriptive detail and illustrations. The thoroughness of Elaboration depends upon balanced descriptions of the key components of the narrative and how well these lead up to the problem/conflict and its solution/resolution. Elaboration scores for longer papers will depend on the proportion of narrative elements developed and the specific details. Shorter papers will have fewer opportunities to develop components. Word choice enhances quality of details. Elaboration in the narrative does NOT include reasons supporting a position.

ORGANIZATION: This feature examines whether the paper exhibits a clear structure or plan of development that moves an event through time, and whether the logic of the event is evident. Organization has a “vertical” dimension (coherence) indicated by the use of paragraphing and transitions to signal the plan or text structure. The “horizontal” dimension (cohesion) is evident in the connection of one sentence to the next. The writer may employ varied methods to achieve coherence and cohesion (repetition, pronouns, synonyms, parallel structure, connectives, and transitions). Sentence variety and word choice enhance cohesion.

CONVENTIONS: Evaluation of the paper’s use of conventions should take into account the following: how seriously the errors interfere with communication; whether the errors are major or minor and the number of errors in relation to how much is written (e.g., three major errors in three sentences are significantly different than three errors in three paragraphs). For the purpose of this evaluation, Conventions scores will be assigned on the basis of ‘2’ for the “developed” score and ‘1’ for the “undeveloped” score. The evaluation of Conventions also takes into account the paper’s progress in the final draft in the writing process. For example, if a student had three weeks to do an assignment with multiple drafts, more stringent criteria may be used in assigning a Conventions score to on-demand writing or timed assessment. The ISAT Writing sample is scored as a first draft; hence, the plus (2) or minus (1) designation.

INTEGRATION: The purpose of this rating is to provide a general evaluation of how clearly the paper achieves the assigned task for a specific grade level. The holistic rating assumes that effectiveness of the paper depends upon the skill with which the student in a particular grade orchestrates the fundamental features to complete the assignment. The judgment is limited to a combination of the four basic features and does not include other factors such as humor, originality or style. It reflects the view that the paper is a total work; the whole is greater than the sum of its parts. The Integration score is not an arithmetic average, although it often resembles that. Papers with one Feature at '3' or below on Focus, Support, Organization, or '1' in Conventions are partially developed in those features. These papers may be scored at a '4' or below in Integration depending on how the features work together to form the whole.