



Grade 7 Writing

Personal Narrative Scoring Guide Spring 2012

Look at the picture below.



Sometimes we are not able to do what we had planned on doing.

Write a personal narrative about a time when you had to change your plans because something unexpected happened. Be sure to write about your experience in detail and describe how your experience was important to you.

The names of individuals mentioned in the compositions have been changed to protect the confidentiality of the students whose responses appear in this guide.

Score Point 1

The narrative represents a very limited writing performance.

Organization/Progression

- ❑ The form or structure of the narrative is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies or literary devices that are only marginally suited to the narrative task, or they are inappropriate or not evident at all. Because the narrative is presented in a random or illogical way, the writer is not able to convey a sense of the experience.
- ❑ Many of the details do not contribute to the narrative. The writer's lack of focus on a specific personal experience weakens the unity and coherence of the narrative.
- ❑ The writer's narrative presentation is weak. Repetition or wordiness sometimes causes serious disruptions in the story line. At other times the lack of transitions and sentence-to-sentence connections makes one or more parts of the narrative unclear or difficult to follow.

Development of Ideas

- ❑ The development of the narrative is weak because the details are inappropriate, vague, or insufficient. They do not contribute to the writer's portrayal of the experience.
- ❑ The narrative is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the narrative as a whole is only weakly linked to the prompt. In other cases, the writer fails to establish a realistic situation, present motivations for behavior or actions, or show any awareness of changes or insights that developed as a result of the experience.

Use of Language/Conventions

- ❑ The writer's word choice may be vague or limited. It reflects little or no awareness of the narrative purpose. The word choice impedes the writer's ability to relate the experience clearly or to convey a sense of its importance or meaning.
- ❑ Sentences are simplistic, awkward, or uncontrolled, weakening the effectiveness of the narrative.
- ❑ The writer has little or no command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.

WRONG WAY! :-

Hurry let's leave! Zip, we jump in the car. We had to go to my soccer party and we had to leave early so we could get there right on time. As we about to take the next exit, we came to a sign that said exit closed!! So we had to turn around it took us hours trying to find a new way to get there we were in the car about 2 hours I was exhausted. Till we finally came a way and we got to the party, this party meant alot to me because I was getting my medal that I deserve d!!!!!!

Score Point 1

This narrative is focused on the difficulties encountered when a closed exit threatened the writer's arrival at a soccer party. The writer provides some details regarding the reason for leaving early, the difficulty involved in finding a new route, and the importance of attending the party, but minimal development hinders the writer's portrayal of the experience. In addition, the absence of sentence boundaries indicates the writer's inability to construct basic sentences, resulting in a very limited writing performance.

My brothers fault

It was saturday night and we were in plano we were going to go to eat dinner to the chinnise restaurant. Finally we got thier we started to get of of the truck, then my mom recied a phone call it was my brother he was in the hospital he had crashed with his motorcycle and he was in the hospital my mom told us and we had to cancel the dinner for another day we got mad and my little sister started to bkurned my brother, we got to the hospital and saw him thir he was I was very angry because right now we should of been eating chinnies food not taking care of my brother.

Score Point 1

This very limited writing performance is focused on a time when the writer's family had to cancel their plans to eat at a Chinese restaurant due to the brother's motorcycle accident. The writer maintains an appropriate narrative form, but minimal development and repetition of the idea "he was in the hospital" weaken the presentation of the experience. In addition, persistent errors in spelling, grammar, and sentence boundaries create disruptions in the fluency of the writing.

The sun was just about to rise. Dew covered the ground. Albert and I have been married for 60 years. For our anniversary, we decided to go on a road trip.

We're ready to go! After everything was packed, we got in our purple mini van. A little ways down the road, I write about the beautiful scenery.

Then things take a turn for the worst. Albert and I start arguing over directions. As we're looking at the map, Albert starts drifting into the other lane. Quickly coming over the hill is an 18 wheeler. Those 3 seconds felt like minutes. Knowing there's nothing we can do, I pray.

Next thing I remember, I wake up to a nurse standing over me. Everything flashed before my eyes, every little detail. Then I remember, Albert. "Where's Albert, how's Albert?" I ask.

She tells me he's fine, but something's telling me he's not. I ask to see a doctor. She rushes to the hallway. The doctor walks in with his head down. He tells me to take a deep breath. The doctor explains that Albert didn't make it, and that the doctors did the best they could.

My heart stopped, "How could this be true? No! No! No! It should be me not him! I kick, scream, and cry!" Knowing it did no good, I stop. "All we wanted to do was take one last trip together, and we couldn't even do that."

Score Point 1

This composition is a fictional story of a road trip the writer takes with her husband of 60 years and of the automobile accident that kills him. Although the story is a narrative, it is inappropriate to the purpose and the specific demands of the prompt, which require that the writer produce a narrative based on a personal experience. Because the writer fails to establish a realistic situation, this response cannot be considered a personal narrative.

One hot sunny day the sun made me feel as if it was some bacon. I ask my sister if she wanted to go swimming. She said yes but then as I was leaving her room she said "You need to go ask mom, before you come and ask me." In my head I wanted to say something that I knew I would probably get in trouble for so I didn't take that chance.

Normally when we try to go somewhere, we end up happening to go to church since my Dad is a preacher. So I went and asked my mom could we go swimming. I said, "Mom can we go swimming please?" She gave me no answer "Can we mom?" I said still no answer. As I was about to ask again she said, "I don't know go ask your dad".

I went to go ask my Dad and just as I thought he was in the study room and when ever he's in the study room we will most likely have to go to church. Most of the time I like church but when you have to go all the time you get tired of going all time. It gets on my nerve going so much I go every day all day. I just get tired of it.

Score Point 1

The writer of this very limited response recounts a time when his plan to go swimming was threatened by the probability that he would be going to church instead. The writer begins the composition in the narrative form; however, a significant portion of the response is a non-narrative complaint about church attendance. This organizational strategy is inappropriate to the narrative task because it causes the writer to lose focus on the experience he is attempting to relate (going swimming). Overall, the writer's response to the prompt is confused.

Score Point 2

The narrative represents a basic writing performance.

Organization/Progression

- ❑ The form or structure of the narrative is evident but may not always be appropriate to the purpose or responsive to the specific demands of the prompt. The writer uses organizational strategies or literary devices that are only somewhat suited to the narrative task. The writer is able to convey some sense of the experience but may not be able to communicate its importance or meaning.
- ❑ Some details do not contribute to the narrative. The writer may focus on a specific personal experience but may not sustain that focus, limiting the unity and coherence of the narrative.
- ❑ The writer's narrative presentation is inconsistent. Sometimes repetition or wordiness causes minor disruptions in the story line. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the logical movement of the narrative or establish a link between the experience and its meaning.

Development of Ideas

- ❑ The development of the narrative is minimal and remains at a surface level because there are few details, they are not always appropriate, or they are too general. For the most part, the details contribute only marginally to the writer's portrayal of the experience and provide the reader with little or no understanding of why this experience was meaningful.
- ❑ The narrative reflects little or no thoughtfulness. In some cases, the writer's response to the prompt is formulaic and demonstrates only a limited understanding of the writing task. In other cases, the writer establishes some elements of a realistic situation but may provide few motivations for behavior or actions. In addition, the writer may not address changes or insights that developed as a result of the experience.

Use of Language/Conventions

- ❑ The writer's word choice may be general or imprecise. It reflects a basic awareness of the narrative purpose. The word choice limits the writer's ability to relate the experience clearly or to convey a sense of its importance or meaning.
- ❑ Sentences are awkward or only somewhat controlled, limiting the effectiveness of the narrative.
- ❑ The writer demonstrates a partial command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.

THE MOVIES

Written by: _____

It was about six in the morning on a Friday. My friends and I were planning to see *Saw* in 3D all weekend. I was getting dressed in my room at about six thirty. At my understanding the movie was at seven thirty! I would be prepared to go around seven fifteen which would give me time to buy tickets! to get snacks, most likely popcorn. I had twenty five bucks to spend. The tickets were seven dollars because it was in 3D.

Once I was done getting dressed and decent I got my mom to drop me off. It was around seven eighteen. I met all my friends and they told me it turned out that the movies at eight 'o' clock. So we blew it off! went to the mall. I bought a shirt with fifteen dollars so I was left with ten dollars. It was seven forty three so we headed out, we already had our tickets. Once we were inside I only had three dollars left which is enough for a small popcorn. I bought one & glazed it in butter. Then we went into the theater took our seats & enjoyed our movie.

Score Point 2

In this response about going to a movie with friends, the writer recounts how the day's plans were changed to include a trip to the mall before the movie. However, the development of the narrative is minimal and remains at a surface level. In addition, many of the details included contribute only marginally to the writer's portrayal of the experience, providing the reader with no real understanding of why this experience was meaningful. Overall, this personal narrative represents a basic writing performance.

When I was ten years old, we were going to go on vacation to Disney Land. Then that's when my dad's grandma died, so our vacation got delayed for two days. Also, my dad's cousin died three days after the first death, so then there was another three day delay.

We went to all the funerals and paid our respect to them and took off to California the next hour. When we were driving past Glendale, Arizona we got a call saying that my dad's cousin's dad had died also. But there was nothing we could do, because we're two states away from Texas. So we went on and had fun at Disney land. Then we came back a week later and said what we could.

Score Point 2

This basic narrative is an account of a family vacation to Disneyland that was overshadowed by deaths in the family. The writer maintains an appropriate narrative form, relating how plans were changed when the family had to attend two funerals before driving to California. The writer establishes some elements of a realistic situation by mentioning who died and when, but the writer includes few details as he moves quickly from one event to the next. In addition, the writer's general word choice limits his portrayal of the experience and its importance to him.

This was a very important day, it changed me and my life.

I came home from school same time as usual, had a snack and finished my homework. After that I played on my xbox. I was thinking about a party I was going to on Friday so much that I had to stop playing xbox and decided which games to bring. Then my Mom came in and told me that when dad gets home they are going to tell me a surprise. Later that night they said that we were going to a country next to Australia called New Zealand. We were leaving the US on the day of the party. I had to tell my friends I wasn't going to go to the party. I decided to go back and think about New Zealand.

At New Zealand we had an awesome time. When I got back I was a better person and was well matured. I will never forget New Zealand.

Score Point 2

In this basic writing performance, the writer describes a time she planned to go to a party, but her parents surprised her with a trip to New Zealand. Although the writer organizes the events chronologically, some of the details (eating a snack, doing homework, playing Xbox) do not contribute to the narrative because they serve only to lead up to the day's surprise announcement. In addition, the writer does not describe what occurred to bring about the personal changes and insights she gained from the New Zealand trip (When I got back I was a better person and was well matured). Overall, development remains at a surface level and provides the reader with only a limited understanding of the experience.

My family and I were to go skiing at my Grandparents house in Nevada. It was my first time snowboarding and I wasn't very good. So I decided to take the learning class where they taught you how to turn and stop. After the class I decided to go down one of the beginner hills. To get to the top you ride a sort of treadmill like machine. I got to the top and while I was getting off the lift I twisted my knee a little. It was a minor pain so I dismissed it and went down the hill. It was whenever I started to turn my knee hurt like there was a bonfire inside of it. I made it to the bottom and called my dad over to help me walk to the first aid station. The paramedic said I had almost torn my ACL which is a ligament in your knee. They put a splint on my entire leg and told me to stay off it for a week. I called my Grandparents to pick me up, after that I had to stay at the house while my family skied. My plans had been changed from skiing to laying down and watching television.

Score Point 2

In this basic writing performance, the writer focuses on his first time snowboarding while visiting his grandparents in Nevada. A knee injury forces his plans to change, and he is left to watch television while his family continues to ski. The writer includes some specific details about the snowboarding experience and the minor pain that worsens to feeling "like a bonfire" inside of his twisted knee. Word choice is appropriate and conventions are adequate. However, although it is easy for the reader to imagine the disappointment of a ruined vacation, the writer does not address any changes or insights that developed as a result of this experience. This lack of reflection prevents the response from reaching a score of 3.

Score Point 3

The narrative represents a satisfactory writing performance.

Organization/Progression

- The form or structure of the narrative is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The writer uses organizational strategies or literary devices that are adequately suited to the narrative task. The writer is able to clearly convey the experience and adequately communicate its importance or meaning.
- Most details contribute to the effectiveness of the narrative. The writer focuses on a specific personal experience and generally sustains that focus. The narrative is coherent, though it may not always be unified due to minor lapses in focus.
- The writer's narrative presentation is adequately controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the logical movement of the narrative and establish a link between the experience and its meaning.

Development of Ideas

- Specific details add some substance to the narrative. For the most part, these details contribute to the writer's portrayal of the experience and provide the reader with some understanding of why this experience was meaningful.
- The narrative reflects some thoughtfulness. The writer demonstrates a good understanding of the writing task by establishing a realistic situation, providing reasonable motivations for behavior or actions, and addressing (at least to some degree) changes or insights that developed as a result of the experience.

Use of Language/Conventions

- The writer's word choice is, for the most part, specific and concrete. It reflects an awareness of the narrative purpose. Generally effective word choice allows the writer to relate the experience clearly and to convey some sense of its importance or meaning.
- Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the narrative.
- The writer demonstrates an adequate command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the narrative.

Sometimes good things can take a bad and unexpected turn.

My Robotics competition in San Angelo, Texas was coming up the day an unexpected thing happened. I couldn't wait to get there and compete. I could already feel the slick gold of the first place trophy in my hands. Finally, my friends and I arrived there. Then we unloaded all of the things that we needed and set them on our tables.

When my team and I were practicing and about to compete, my mom came up to me with tears in her eyes and said, "I need to talk to you". She said "I just got a call that grandma passed away." I couldn't believe that it was really true.

Instead of competing that day, I went back to my hometown with my family. My Robotics competition was very important to me, but my family and grandma was a lot more.

That day took a very bad and unexpected turn.

Score Point 3

This response focuses on a change of plans at a robotics competition. Meaningful transitions and sufficient sentence-to-sentence connections support the logical movement of the narrative as the writer anticipates victory on the way to San Angelo, practices with the team just prior to the competition, suddenly learns of her grandmother's death, and leaves the competition to return home. Specific details add some substance to the narrative, and the writer provides a brief but thoughtful reflection on the importance of the day's events. Although the development could be stronger in places, the writer's word choice and control of sentences and conventions enhance the overall effectiveness of the narrative, resulting in a satisfactory writing performance.

Have you ever had really important plans that were interrupted. If so, then you must know that terrible feeling you get, full of anger, sadness, annoyance, and most of all, disappointment. Here's the story of when I got such a terrible feeling.

SPLASH! Every body was in our backyard swimming. We were playing water tag, racing, and even seeing who could hold their breath under water the longest. It was a blast. I was having a ton of fun, but I knew this would be nothing compared to tomorrow when we would go to the water park. For the rest of the day, I couldn't stop thinking how good the next day would be, with the slippery waterslides, big pools, and the nice warm water. That night, I went to bed with high hopes and dreams.

The next morning I got up almost an hour earlier than usual and got changed into swimming clothes, even though I knew we wouldn't be leaving for another few hours. When we finally did go to leave, I went to the car, and as soon as I touched the door handle, "BOOM!". It was thundering and my parents called off our trip. I was so disappointed. I couldn't believe my awful luck. I looked up to my mom, but all she did was shrug her shoulders, sighed deeply, and said "better luck next time."

Score Point 3

In this satisfactory writing performance, the writer begins the response by directly addressing the reader to convey his feelings of frustration and disappointment when a family trip to the water park is cancelled because of a storm. Specific details contribute to the writer's portrayal of the experience, and some thoughtfulness is evident as the writer recalls his emotions as events unfold (went to bed with high hopes and dreams; couldn't believe my awful luck). The writer's word choice throughout the response is generally effective, allowing him to clearly convey not only the experience but also the insights he developed as a result of it. Although some minor spelling errors are evident, they do not affect the fluency of the writing or the clarity of the narrative.

Boom! "Mom, it's pouring buckets outside!" Mom raced towards the stairs, tripped, fell down the carpeted steps and got up as if nothing happened. "Oh, no," she said. "It looks like we're gonna have to cancel our reservation." "Oh, no! Now what?" Let's rewind this flashback about eight hours or so to this morning. It seemed like your typical Saturday, wake up, turn on the T.V., make some cereal, and plop down on the couch. Then Mom came down and said, "It's Tom's birthday." I didn't believe her, so I went to check the calendar and, lo and behold, it was.

Don't get me wrong, I like my stepdad, because he's cool and he treats me like a little brother, even though I'm as tall as him, but the problem is I don't know what he likes. I came back into the living room and grilled Mom about what we were going to do. "I was thinking that we could go to the Sun Palace, drop you off back here while we go to a club," she said. "Ok, when?" I asked. "Around 5:00," she replied. "Casual or nicely dressed?" I asked. "Casual."

We got dressed and were about to head out when a storm started. Tom said, "I don't care what you guys do for my birthday, as long as you do it for me. That day I learned it's not what you do, it's how hard you try doing it."

Score Point 3

In this response the writer focuses on a time when a thunderstorm canceled the family's plans to go to the Sun Palace for his stepdad's birthday. The writer begins the narrative with the thunderstorm and then uses a flashback to tell the story of how he and his mother made the birthday plans. The writer uses specific details and dialogue to move the narrative forward and to establish what motivated them to make the day special. At the end of the composition, the writer addresses a lesson he learned as a result of the experience. Word choice is generally effective, and sentences and conventions are adequately controlled.

I woke up at nine in the morning to get dressed and ready to go to the movies with my friends. It was a Saturday morning and a new movie that everyone was dying to see was out. I was so glad that I had a chance to go see it. On the way up there, we stopped to eat at Red Lobster. After we had a good time, we were leaving and I recieved an unexpected phone call from my mom. She yelled, "Casey your dad is in the hospital. He has fell at work!" I was in shock. I didnt know what to do. So I texted my mom that I was on my way to the hospital. She replied, "Thank you". I told my friends what happened. They were frightened. I ask Michelle, who drove us to the movies, if she could take me to the hospital. She nodded yes, so we jumped in her car. Driving up the rocky parking lot, Michelle put the car in parked and I rushed inside. I asked the front desk lady what room was John Smith in, and she replied, 432. I ran down the hall as fast as I could. I entered the dark, quiet room. My dad was OK and he told me he felt better when I came because he knew all his family was there praying for him.

Score Point 3

In this satisfactory writing performance, the writer's plans to attend a movie are canceled when her father is hospitalized after being injured at work. The writer uses appropriate transitions and sentence-to-sentence connections to make the narrative coherent, moving logically from her excitement about attending a new movie to the unexpected phone call from her mother to her rushed trip to the hospital to her relief at discovering that her father was okay. The writer is able to clearly relate the experience and adequately communicate its importance by using language that conveys the fear she felt (I was in shock; I didn't know what to do; I ran down the hall as fast as I could).

Score Point 4

The narrative represents an accomplished writing performance.

Organization/Progression

- ❑ The form or structure of the narrative is appropriate to the purpose and responsive to the specific demands of the prompt. The writer uses organizational strategies or literary devices that are particularly well suited to the narrative task. The writer is able to skillfully convey the experience and communicate its importance or meaning.
- ❑ All details contribute to the effectiveness of the narrative. The writer focuses on a specific personal experience and sustains that focus, strengthening the unity and coherence of the narrative.
- ❑ The writer's narrative presentation is well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the logical movement of the narrative and reinforce the link between the experience and its meaning.

Development of Ideas

- ❑ Specific, well-chosen details add substance to the narrative. These details contribute significantly to the writer's portrayal of the experience and provide the reader with a clear understanding of why this experience was meaningful.
- ❑ The narrative is thoughtful and engaging. The writer demonstrates a thorough understanding of the writing task by establishing a realistic situation, providing plausible motivations for behavior or actions, and revealing changes or insights that developed as a result of the experience.

Use of Language/Conventions

- ❑ The writer's word choice is vivid and expressive. It reflects a keen awareness of the narrative purpose. Effective word choice enables the writer to recreate the experience in a way that conveys its importance or meaning.
- ❑ Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the narrative.
- ❑ The writer demonstrates a consistent command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency or clarity of the writing. The overall strength of the conventions contributes to the effectiveness of the narrative.

I walked through the large doors and into club volleyball practice. All the sounds of balls being played and the yelling of girls bouncing off the walls usually excited me, but today it only brought pure frustration. I was injured for the biggest volleyball tournament of the season.

I had pulled a muscle in my right leg and was out for two weeks. This was a problem because I had nationals coming up and I was the star middle. My team needed me and I wasn't there for them. So I boarded the flight to Colorado and began the worst weekend of my life.

Not only was I not allowed to play, I couldn't run, jump, walk long distances, or anything else that involved the use of my right leg. While my whole team was running down the hallways, I was hobbling behind them. This injury set me back from doing the things I love spending time with friends and playing volleyball.

When the games came around I saw my team soar and also give up. Seeing my team out there made me realize that everyone has a strength and a weakness.

I learned that even though you may not want to it is best that you take time off and replenish yourself if needed. I also realized that 30 hours of volleyball in less than a week can and will hurt you! So take a lesson from someone who has lived and learned like me and "don't do it!"

Score Point 4

In this accomplished writing performance, the writer focuses on her reaction to being sidelined for the biggest volleyball tournament of the season. The narrative presentation is well controlled, and the writer's effective word choice enables her to skillfully communicate her changing feelings—from her initial frustration about being injured to her gradual acceptance of being sidelined. In the conclusion the writer not only recognizes that everyone has a strength and a weakness but also applies this insight to her own life, adding depth to the experience and conveying its importance. Although minor errors in spelling are evident, they do not detract from the fluency or clarity of the writing.

"What time is it?" "GAME TIME!" the team shouts as our coach pumps us up. I had been waiting for this game all season, the championship! Ready to play my best and get that homerun I had been waiting for, the sky changes from bright and sunny to dim and shady. As the time inched closer to play we think nothing of it. The clouds change even darker until we hit the field.

Rain begins to pour down upon the fields, harder and harder. It bangs on the dugout. I look over to my left to see the frightening sight of yellow flashes of light. CRASH!! The sound of thunder hitting my ears. The team runs off the field and to my coach to see what we do next. He walks over to the umpire. In the dugout I wait anxiously watching the coaches and ump. talk back and forth.

A few minutes later everyone groups up to hear the final decision. "The game is off!" yelled the umpire. Devistated I get my bag together and slug over to my mom. "It's ok, you will get to make it up on a sunny day." says my mom trying to cheer me up as we slush through the mud toward the car.

That day I learned that things don't always go as planned. And that was something unexpected that happened to me.

Score Point 4

This writer of this accomplished narrative focuses on the time his championship baseball game was canceled due to rain. The writer's engaging introduction, use of specific details, and inclusion of vivid description contribute significantly to the portrayal of the events of the day, providing the reader with a clear understanding of the insights the writer developed as a result of his experience. The purposeful, well-controlled sentences and strong conventions enhance the effectiveness of the narrative. Overall, the writer demonstrates a thorough understanding of the narrative writing task.

"Can we please go to the fair?" I begged. I quickly fed the chickens and swept the barn, nearly bursting with excitement. When my dad approved of my chores, my sister and I raced to our old blue chevy pickup truck. "This is going to be great!" I thought as we drove towards the fair grounds. Little did we know that something horribly unexpected, would change our plans big time!

It was a warm summer evening in the Texas countryside. Our family was on our way to the state fair in Amarillo. Most years there was too much work, but this year, we finished early. As we drove, my happy mood suddenly faded. I had left the stove on out of habit, and set my sister's doll on it so it was out of her reach. My dad sped back towards home at way over the speed limit.

When we arrived at home, the house was filled with smoke. Luckily, it was a small fire and was instantly put out. We ended up missing the fair, and I was grounded for a month. The next year, we went to the fair and had a blast! From that scary day on, I was more responsible, and never left the stove on again.

Score Point 4

In this accomplished writing performance, the writer offers a well-controlled narrative about the time her family had to cancel a trip to the fair because she left the stove on at home. Meaningful transitions enhance the logical movement of the narrative and reinforce the link between the experience and its meaning (Little did we know; From that scary day on). Vivid and expressive word choice adds substance to the narrative and enables the writer to recreate the experience in a way that conveys its importance.

With my grandma's soft, plush hand in mine, we began to walk the short path to the park. My senses seemed to burst alive as we encountered the forest area. Whistling birds echoed around and enthusiastic crickets chirped simultaneously. With a wimpy smile, my grandma and I pushed on.

My grandma, always up for adventure, encouraged me to face my fears of public pools. The park was coming nearer and my anxiety wasn't getting any better. "You will be fine," soothed my grandmother as I saw the wet kids splashing each other.

With a nervous laugh, I pushed on ahead. After a while, I noticed the patter of my grandma's sandals had become silent. With a hasty turn, I became in shock as I saw my grandmother collapsed on the ground. I screamed for help and rushed toward her. In a matter of minutes an ambulance came.

I gripped my grandma's hand as the ambulance drove us to the hospital. I began to weep until my grandmother's shaky hand pushed my tears away. With that small gesture, I realized that everything was going to be okay.

After the park incident, my grandma quickly healed and was up and about in no time. Although she acts like nothing happened, she taught me a significant lesson that will always be in my heart. Through this unexpected experience, I have learned that being positive is always necessary in accomplishing many tasks. My experience at the park is important because my eyes are even more open to the world around me. I will never forget that surprising day.

Score Point 4

The writer of this thoughtful narrative remembers how she learned to be positive and face her fears after a medical emergency involving her grandmother. Meaningful transitions and strong sentence-to-sentence connections enhance the logical movement of the narrative. Specific, well-chosen details contribute significantly to the writer's portrayal of the experience and provide the reader with a clear understanding of why this experience was meaningful. Vivid word choice, purposeful and well-controlled sentences, and strong conventions contribute to the overall effectiveness of this narrative.