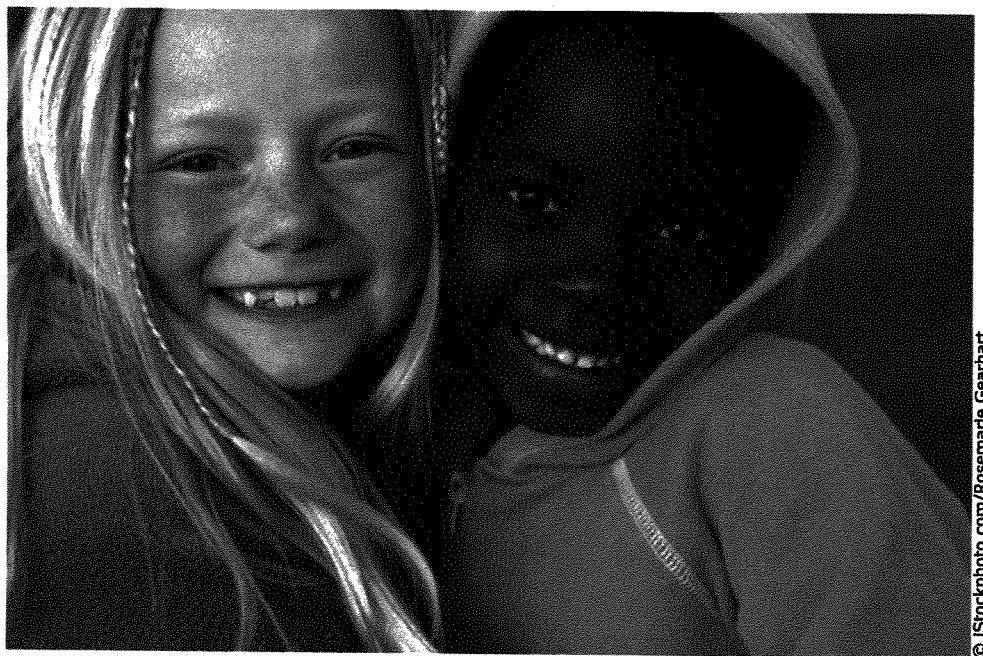


# **Grade 4 Writing**

## **Personal Narrative Scoring Guide Spring 2012**

Look at the picture below.



Friends are an important part of our lives.

Write about a time you spent with a special friend.

Be sure to —

- write about a personal experience
- organize your writing
- develop your ideas in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

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 or present motivations for behavior or actions.

### 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.
- ❑ 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.

## A Time with Friends

A friend is a great thing to have. When you have them life is the best it can be. When you don't, life is terrible. So if you want people who will play with you, just find friends. Finding friends is not hard to do. They could be on your street. They could be in your class or school. They could even be on your bus. They could also be in all. To make a friend go up to some one and say hello. Next, can find your allies and differences. Then you can have fun with your new friend.

Having fun with a friend is the best part. All you have to do is find your friend's house ask him or her what they want to play. If you have two basketballs, basket ball hoop, and some space around it, then you can play "Around the World" or "Knock out". If you have cones, a tennis ball, a pair of roller skates, two or more hockey sticks, and two goalie stick then you can play roller hockey. That is how fun it is.

The fun ends when you or your friend has to leave. So try and make it last forever, but it can. That is how having a friend is so fun.

### Score Point 1

The writer focuses on the value of friendship but uses an organizational strategy that is not suited to the narrative task. The writer develops the response by explaining how to find a friend, make a friend, and have fun with a friend. Because the composition is an expository piece rather than a personal narrative, the response is inappropriate to the purpose for writing, resulting in a very limited writing performance.

"3, 2, 1." "We have lift off." "I think."  
Wyatt and I thought it would be funny if we jumped  
in a rocket and went to mars. Oh boy we were so wrong.  
We left atmosphere at about 746 miles per hour so  
were prone at the back of the rocket. When  
we came into space we were floating in midair  
so it was time to take chances and play----- tag ya!  
The pilot cut off the engines so the rocket could sit  
there and be lazy.

The landing was an easy 9 for us, but the pilots  
werent trained to land they were trained to take off  
and be lazy. They dropped off all of the junk on  
Mars and us. Were not junk. So since your in  
space you think you cant breath. Wrong. Its very  
strange but you can breath on mars. Wyatt and I  
started floating around until we saw a little green  
thing. When we got down it was a marshine.

The marshine wanted to play mars ball which  
is doge ball. Marshine introduced himself. Marde Marshine  
Marde got mad because I hit him in the face.  
Then he shoot his so called lazer at me and  
made us leave the planet. I just laughed and  
left.

I'm glad I went to Mars with Wyatt.

**Score Point 1**

This narrative is a fantasy about a trip to Mars. Although the story is a narrative, it is inappropriate to the specific demands of the prompt because the writer does not establish a realistic situation. Overall, the writer's response to the prompt is confused and results in a very limited writing performance.

Ding ding I heard The doorbell Ring I  
opened The door and it was my Friend Isaiah  
he asked me you want to go ride our Bikes  
at The park said Isaiah I said Sure  
But when we were about to go to The  
Park mom said Adam want to go swimming  
I said Can Isaiah come she said sure  
but tell him to go get his trunk  
and his towel and after we got what  
needed we were off to the pool when we  
got in me and Isaiah couldn't believe  
our eyes me and him gasped we couldn't  
believe it Then we went on rides  
and swim in the pool it was so  
fun until we had to leave we were  
really bummed out well when  
we got home Isaiah walked to his  
house and when I saw The time  
I couldn't believe it it was 10:00  
so right when I was done taking  
a shower I feel right to sleep  
And That was the best time I  
went some where with a special friend

**Score Point 1**

The writer recounts an afternoon spent with Isaiah. Although the writer maintains an appropriate narrative form, the presentation of events is weak because many details do not contribute to the narrative. The focus is going to the pool to swim, but the writer's inclusion of events before swimming and after the boys part company weakens the coherence of the piece. In addition, the writer's control of conventions is weak, specifically with regard to sentence boundaries. The absence of punctuation reveals the writer's inability to construct basic sentences. Serious and persistent errors create disruptions in the fluency of the narrative and result in a very limited writing performance.

Splash! Boom! Splash! Boom! Hee! Hee! Hee!  
"Yeah-h-h-h." Gabriella, "isn't fun!" I scream-  
ed." Gabriella, "don't you feel the cold, and bl-  
asting water." I said. "yes." Gabriella said. Gab-  
riella and I are yelling like if some body put  
crabs in our bathing Suits. Tap! Tap!  
Tap! Tap! Tap! Tap! Tap! Tap! It was a swi-  
mming pool party. My best friend was  
supressed because I took her to cool  
places. I spent time with Gabriella at  
boring places, but now I am spending  
time with Gabriella at cool places. know  
I know that my friend ship is import-  
ant in my life. It is the best time I  
spent with my friend. I hope, that  
I will never forget the time I spent  
with Gabriella, and it will be with me forev-  
er.

**Score Point 1**

In this very limited narrative presentation, the writer attempts to describe a time when she attended a pool party with a friend. The writer uses sound effects and dialogue to set the scene for the pool party, but then she abruptly abandons the narrative. In the last half of the response, the writer makes a series of repetitive and wordy general statements about spending time in "cool" places and never forgetting the time with her friend. These statements disrupt the story line and fail to convey a sense of the writer's experience at the pool party.

## 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.
- ❑ 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.

### 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.
- ❑ 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. The narrative conveys little sense of why the experience was important to the writer.

### 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.
- ❑ 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.



My Special Friend  
Have you ever been to a special place with a special friend? I have, there was this one time, my friend invited me to her birthday party. It was on a Sunday and we had to go to school the next morning. Her name is Lauren. She has been my friend since 2<sup>nd</sup> grade.  
Lauren turned 10 years old March 6, 2011. I am older than Lauren. My birthday is February 17, 2011. I am like 20 something days older than her. That doesn't matter.  
I'm Lauren's best friend, because we knew each other since 2<sup>nd</sup> grade. We are in the 4<sup>th</sup> grade now. That is like 2 years.  
The place we went to was Dave and Busters. It was so fun. We got to pick dinner off of a long list. We had a 4 hour cards. I played air hockey with Lauren and we both had fun.  
I bought Lauren something to do with art, I asked her did she like it, she said yes. The gift had DREAM on it. I had so much fun I didn't want to leave. I thank Lauren for inviting me to her birthday party.

**Score Point 2**

In this basic writing performance, the writer attempts to focus on the time she attended her friend Lauren's birthday party. Although there is a "loose" narrative, the writer does not always maintain an appropriate form. In the second and third paragraphs, for example, the writer shifts into expository writing with facts about Lauren and the history of their friendship. Although the writer returns to the narrative in the last two paragraphs and provides a few details about the party and the gift, these details remain at a surface level, causing the development to be minimal. Overall, the writer has only a limited understanding of the writing task and conveys little sense of why the experience was important. In addition, the word choice is general, though the writer demonstrates an adequate command of conventions.

"DING!" "Dong!" "A www!" I get up and Put  
on my aqua shirt and my blue  
Jeans. Tie my shoes and Put on my  
hat. I'm dashing down the stairs, then  
bolt next door to my friend, Chan's.  
"Ding Dong!" "come in." "Hey!" "Hi!" "are  
we ready to go?" "yep." So me, Chan  
and her mom get in the car and  
drive off. We stop at a restaurant called  
"Ponchos." We get back in the blue  
Suburban and stop right in front  
of this huge Place its called "SIX  
FLAGS!" We spend the whole day  
there. Then it was time to leave. We  
got back in the car and they drove  
me home. Me and my best friend  
hugged and then I ran to my  
Porch, turned around and waved.

**Score Point 2**

In this narrative about a trip to Six Flags, the writer focuses on the experience of spending the day with Chan. The events are organized in a clear, chronological order, and the writer demonstrates adequate control of conventions. However, development of the narrative is minimal because the writer includes very few details about the day's events. More specific development and some evidence of thoughtfulness would be needed to help the reader better understand the experience or its importance. This response represents a basic writing performance.

One hot sunny day after school my mom let me and my 2 sister's go to a sleepover with our god sister. We didn't know them. When we were done getting ready my mom drove us over to their house. When we got there we put up are bags. Then Makayla's mom gave my sister's and I an juice, and then we went back outside and played jump-rope. We played mouse trap too. Then we ate dinner it was nachos, "They were good."

Then everyone started to lay down in the living room. We watch some movies and some t.v. shows and they were zombie land, karate kid, are we there yet 2, yogp bear, sponge bob, Sonny with a chance and suiter life on deck. Then my sister's fell asleep. Then Makayla and I started coloring. Then we went to the park. We played tag, and basketball. Makayla has brown hair, she is medium height, she has brown eyes, she is skinny. She is pretty, and she is really nice to me. Then we went to sleep. When everybody woke up we ate breakfast it was backen, egg, and sausage with syrup. "It was so yummy". Then my sister's and I got in the shower and got dressed ready to leave.

Then we left so when I got to know Makayla I became her friend I missinade her.

#### Score Point 2

In this composition about time spent at a sleepover with a godsister, the writer does not always maintain an appropriate narrative form. There is an attempt to present events in chronological order, but the progression stalls when the writer pauses during the narrative to describe Makayla's physical traits. Some specific details about the evening's activities and entertainment are provided, but they are presented in a list-like manner. The flow of the paper is further hindered by simple, repetitive sentence structure (Then we...Then we...). The narrative reflects little thoughtfulness, but the writer is able to convey some sense of the experience. Word choice is simple, but the overall conventions are acceptable for this basic writing performance.

On my last birthday I went to David busters with my friend Crystal. We were best friends. When we first got there I went straight to bowling and me and my Crystal went to go pick a ball. She rolled first she didn't hit none of the pins so when I went I hit all the pins. So I picked a game for her and I picked lazer tag but I didn't know she was a profession lazer tag person she didn't tell me until she beat me. We had to box on the wii I was supprized that they had a wii at david buster. I beat her at it but she took the to far she was getting mad that I was beating her she took it very seriously she wanted to play lazer tag because she knows she can beat me at it but finally I beat her. She got mad at start to puff up but she let all of her anger out at me like I did something to her. Then she start crying and ask for a rematch. I told her that I would like to start over to whith out the crying and the madnest. We stop competeing against each other and start playing for fun. By then it was time to go it some cake and leave. We had a great time and thanked her and she told me happy birthday and gave me a hug.

**Score Point 2**

The writer of this response describes a birthday party at Dave & Buster's and maintains an appropriate narrative form suited to the demands of the prompt. Although the writer attempts to present events in chronological order, the flow of the narrative is often disrupted by the limited control of conventions. The writer and her friend engage in a series of competitions, but the sequencing of events is unclear in places due to surface-level details, repetitive word choice (I beat her at it...she knows she can beat me at it but I finally beat her), and many unwieldy sentences. However, despite the awkward sentence control, the writer is able to convey some sense of the experience. Overall, this response reflects a basic writing performance.

## 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.
- 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.

### 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.
- The narrative reflects some thoughtfulness. The writer demonstrates a good understanding of the writing task by establishing a realistic situation and providing reasonable motivations for behavior or actions. The narrative conveys some sense of why the experience was important to the writer.

### 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.
- 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.

### A Time I Spent With a Friend

One warm, summer day in the year of two thousand seven my friend Jose Sanchez and I went to McDonalds. We each ordered chicken nuggets with a side of french fries. After we finished eating we went to the McDonalds playplace.

At first, we didn't know what to play, but then we decided to play a few games of tag. Jose was it. I started to sprint as fast as I could. I dashed up to the highest slide and slid down. Bad choice, there he was waiting for me at the bottom. TAG!!!

After we were bored of playing that we asked our moms if we could buy icecream. They both said yes and gave us each a dollar bill. I bought chocolate and he bought vanilla.

Finally, it was time to go home. That was the time I had a lot of fun with my friend.

#### Score Point 3

The writer of this satisfactory writing performance focuses on a common experience: eating and playing tag at McDonalds. Meaningful transitions and sufficient sentence-to-sentence connections support the logical movement from one activity at the restaurant to the next. Specific word choice, especially in the description of the game of tag, reflects the writer's awareness of the narrative purpose. The control of sentence structure and conventions enhances the presentation of this narrative.

One day, My friend Brian called me over to go to his house. So, I got my stuff and got in the car and drove to his house. When I got there he asked his mom if we can go to the creek. And she said "Yes." He and I walked to the creek. And started to go through the tunnels there.

We got to the tunnels and went through them. It was dark and scary. Some of them had water in them and some did not. When we got to the last tunnel we ran through it and that lead us to the climbing trees.

Brian was the first one on the tree he went on the short branches and I went on the medium sized ones. It was scary because the tree was very high but it was fun. We climbed down the tree and headed for the water stream.

In the stream we found lots of cool stuff in there. I found a airsoft clip, and a piece of wood. Brian found crawfish holes, an empty bottle. After about 2 hours me and Brian headed back for his house.

When we got back to Brian's house we told his mom what we did. A couple of minutes later my mom came and pick me up. I told her what I did. It was the best time I had with a friend.

### Score Point 3

In this satisfactory writing performance, the writer describes a time he and his friend explored a nearby creek. The writer organizes the narrative by moving logically from one location to another as he and Brian investigated the tunnel, the trees, and the stream. For each location the writer provides specific details that add some substance to the narrative and contribute to the authenticity of the writer's portrayal of the experience. Overall, the writer demonstrates an adequate command of sentence boundaries and conventions, although some minor errors are evident.

"Mom where are the tickets?" I yelled. Me and my friend Charlotte stood eagerly waiting for my mom because her suitcase was heavy. We headed towards the nearest bench. When we got closer we realized it was not a bench, it was a leaning post, but me and Charlotte used it as a bench anyway. We were so excited to get on a train. Suddenly a big gray, red, and blue object comes up the tracks it makes a sound chica chica choo choo! Me and Charlotte jump up for joy like happy kangaroos. After the train stopped the conductor jumped out of the train. He was wearing a blue uniform with some sorts of patches. He opened up the luggage compartment so we put our suitcases in. Then we looked at the train and realized it was two levels. Once we were in I stumbled up the stairs and took our seats. The train had started and we realized the seats were facing the opposite direction that the train was going. Once we got used to it we pulled out her Sorry game and started to play. It was a good game but she still beat me and won. We got hungry and went to the train's cafe the wait was about 45 minutes. We got back to our seats and shared a giant cookie together. We arrived at Oklahoma and had so much fun. I told my mom I hope we can do it next year.

Score Point 3

In this satisfactory writing performance about riding a train to Oklahoma, the writer immediately engages the reader by setting the scene at the train station, beginning with the question "Mom, where are the tickets?" followed by a detailed description of waiting for the train. In fact, the writer uses description effectively throughout the narrative. The specific word choice used to describe the train's arrival, the conductor's uniform, and the travelers' observations add some substance to the narrative, allowing the writer to establish a realistic situation and provide reasonable motivations for the girls' behavior. Although minor spelling errors are evident, they do not disrupt the fluency of the writing or the clarity of the narrative.



### My Special Friend

Friends are an important deal in our lives. They are there for you all the time. Deep down inside them they're very nice and that's how I discovered that I have a new friend.

Mrs. Torres was picking partners for a Science project. I was hoping to get Max or Alonso even though they weren't my friends. Instead, I got Vincent, but I didn't like him. Well, then I figured I sort of liked him because we both sat alone and had no friends. Then he invited me over to work on the project. He told me he had the project planned out.

At 3:50 I came to his big brown rusty house. I figured out that we have more in common like music by: All American Rejects. He also picked out my favorite candy Snickers from his candy store. By now I knew he was rich, but what was more awesome was that he had the coolest mom ever! I started to like him.

He was the nicest friend anyone could have, but then Vincent's mom told us to stop fooling around, so we started our project. Vincent is the best partner and our project was the best. At the end of the day we sat on his porch to talk until my mom was here to pick me up. "You made this my best day ever" I charged at him randomly. He just stared at me and told me no one ever notices him but, I just replied "I do". Until the end of the day we became best buddies.

Just like any other friend couple we turned out to be the best of friends. Vincent and I have a lot of things in common like music, snacks, and got rarely noticed by anyone. He is the nicest person I've ever met and that's why he's my special friend.

#### Score Point 3

Drawing on the experience of working on a science project with a partner picked by the teacher, the writer focuses on getting to know a new friend. The writer adequately controls the narrative presentation. Some thoughtfulness is evident as the writer recalls discovering the things the classmates have in common: music, Snickers, and having few friends. In the fourth paragraph, the writer overuses the superlative "best" in the attempt to convey the importance of the experience; nevertheless, the reader understands the significance of the budding friendship in this satisfactory writing performance.

## **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.
- ❑ 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.

### Development of Ideas

- ❑ Specific, well-chosen details add substance to the narrative. These details contribute significantly to the writer's portrayal of the experience.
- ❑ The narrative is thoughtful and engaging. The writer demonstrates a thorough understanding of the writing task by establishing a realistic situation and providing plausible motivations for behavior or actions. The narrative conveys a good sense of why the experience was important to the writer.

### 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.
- ❑ 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.

"We're off to Victory Camp." I chanted flinging my arms up in the air. We jumped into the bus and sped away. Victory Camp was about four hours away so we were in for a long road trip. After hours of sitting and sleeping on each others shoulders, we were finally there. Emily, Kaylee, Amy, and I hopped out of our bus and tugged on our counselor Mrs. Thelma to check us in. When we got to the front desk the workers gave us orange wristbands so they know whos group your in. They then gave us a chart with all of our activities on it. First up was row boats. We ran to the pond and jumped in a rowboat. "Only two people in a boat," yelled the man in the life vest. Emily and I hopped in the hot pink one with the white stripe down the middle. We started paddling. We paddled to the middle of the pond and stopped. We wanted to enjoy the wonderful view until... We started sinking. "Help," Emily and I cried. The man on the dock hollered at us. "Just peddle!" We obeyed the man and peddled. "Peddle for your life," I hollered. When we reached the dock we hopped out of the boat and plopped on the grass taking deep breathes. When everyone was finished Emily and I sprinted to the cabin. We laid on our bunk bed and laughed. "You know, that was actually," I interrupted, "The best time I've ever had."

**Score Point 4**

With the declaration that "We're off to Victory Camp," followed by a colorful description of the bus ride, the writer effectively engages the reader and establishes the setting and context for this narrative about going to camp. After using the first part of the response to describe the bus ride and check-in process, the writer then narrows her focus to the rowing incident. The writer's presentation of this incident is well controlled, and the tight focus on a specific personal experience strengthens the unity of the narrative. Specific, well-chosen details, such as the writer's expression of emotions throughout this challenging experience, add substance to the narrative; and the transitions from the girls' initial enthusiasm to their panic to their relief allow the reader to understand the importance of the experience. The overall strength of word choice and conventions also contributes to the effectiveness of this accomplished writing performance.

"Boom! Boom!" The cafeteria shook to the beat of the music. On a chilly Friday night, all the 3<sup>rd</sup> through 5<sup>th</sup> graders were having a blast at the winter dance. There was dancing, games, and tons of fun. My BFF Olivia and I were totally rocking it out on the dance floor. Right as our favorite Justin Bieber song came on, the lights came on and the music stopped. The dance was over.

As all the teachers ushered us out the cafeteria doors, Olivia and I held hands so we didn't lose each other. Right outside the doors my dad was waiting to pick us up. Olivia was coming over for a sleepover. When we got to my house, we made our own pizzas, had a huge Ice Cream Sundae, and watched twilight. We watched number One and two of twilight. After that, Olivia fell asleep.

When we got upstairs, Olivia said she didn't feel sleepy anymore. So, until two o'clock in the morning we stayed up talking. We talked about school, boys, tests, everything. That night, I realized something. Just because we didn't become FBI agents, doesn't mean it wasn't special. I will always treasure that night I had with my BFF even if people tell me it wasn't special. Because I know it was.

**Score Point 4**

In this accomplished writing performance, the writer offers a well-controlled narrative about a school dance and a sleepover with her best friend Olivia. The writer wastes no space, launching right into the narrative from the first sentence and using specific details to add substance and skillfully convey the experience. Meaningful transitions and a variety of sentence structures result in a narrative that flows well from one event to the next. There is some thoughtful reflection about the joys of this friendship, and the writer demonstrates a consistent command of conventions.

As my friend Owen and I looked up at the gigantic waterslide we gulped at each other knowing the we were so scared to go on it. Next thing I knew was my forehead and palms began to sweat like crazy! Little did I know that I would never forget this day.

As I took the last and final step I told my self not to look down but I did. Suddenly I couldn't feel my knees. Unfortunately it was Owen and my turn. So we slowly got in to the black inner tube and then the lifeguard pushed us in the pitch black tunnel of doom. Next thing I knew the current began to become faster and faster and faster! Then we started to turn left then right then left then right! suddenly I saw a light. It became bigger and bigger. The ride was over and I had a smile bigger than a crocodile's mouth!

As I dried myself off I looked back at the amazing water slide. I saw Owen having a huge smile on his face too. I will never forget that this was a time I spent with a special friend.

**Score Point 4**

This accomplished writing performance focuses on the day the writer and his friend Owen conquered their mutual fear of a gigantic waterslide. The writer uses a range of emotions to move the reader smoothly through the story. The writer's feelings transition from anxiety before the ride begins to elation once the ride is over; this type of development provides the narrative with substance and depth as well as a sense of authenticity. Vivid, expressive word choice (the lifeguard pushed us in the pitch black tunnel of doom) and well-controlled sentences allow the writer to craft a skillfully paced narrative that is engaging and thoughtful. A keen awareness of the narrative task is evident, and at the story's conclusion, the writer is able to clearly convey why the experience with Owen was important.

"Hello?" my mom said into the phone. "All right, I'll ask her."

"Who's on the phone Mom?" I questioned, wondering if I was the one she was talking about.

"Lillian, she wants to know if you can come over to her house." A broad grin crept across my face.

"Yay!" I exclaimed, dancing around the room. As a six year old, I got excited easily. I leaped up the stairs into my room to get my shoes on. "Wow, those are some droopy bunny ears". I whispered as I tied them. I hopped down the stairs two at a time. My mom was waiting at the door for me. "All set?" she asked "Yes." I replied.

It took about twenty minutes to get there.

Lillian was sitting on her doorstep waiting for me. Her curly, black, bushy hair was tied back in a ponytail. Her knee-high socks, striped shorts, tie-dye shirt, and french fry ear-rings made me laugh.

"Nice ear-rings." I laughed. Lillian laughed also. She is fun, nice, sporty, and a really good friend. We ran inside together, Lillian poked me. "What?" I asked. "You're it!" She ran up the stairs and I chased after her. We flopped onto her bed.

"What are you girls doing up there?" Lillian's mom yelled up the stairs.

"Nothing!" we laughed.

#### Score Point 4

In this concise, accomplished writing performance, the writer focuses on the events leading up to an afternoon with her friend Lillian. Although there is not much action in this narrative, the story is skillfully crafted, providing a sense of the girls' joyful affection for each other. In addition, the effective use of dialogue and vivid, expressive word choice enable the writer to recreate the experience in a way that conveys its importance. The writer's well-controlled sentences and consistent command of conventions contribute to the effectiveness of the narrative.