



Grade 4 Writing

Personal Narrative Scoring Guide

March 2015

Grade 4 Writing Personal Narrative Prompt

Look at the picture below.



Sometimes we can do anything if we are determined.

Write about a time when you tried your hardest.

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

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.

"One time I tried my hardest just to play basket ball. It was a very hard sport but I tried and tried again. Basket ball was my favorite sport. I like to practice it play it, also planning it. However I like to play basket ball. I like playing outside basket ball, playing in the park, playing the basket ball video game, in addition I like playing basket ball in school at recess.

Most of the time I practice basket ball. I'm practicing shooting into the goal, stealing the ball away from the other team, passing it to one of my teammates,

Score Point 1

Although the writer briefly establishes a narrative intent in the opening sentence (One time I tried my hardest just to play basketball), he does not write about a specific personal experience. Instead, he develops the response with a series of general statements about playing basketball, focused mostly on where he likes to play and what he does during basketball practice. Because the composition is written as an expository piece rather than as a personal narrative, the development is inappropriate to the specific demands of the prompt. For this reason, the response represents a very limited writing performance.

I was playing soccer in the front yard when my friend came in his go cart and he said do you want to ride it and I said yes.

So then we got on the go cart I was scared so I kepted trying and trying into I new how to drive it then I wint by my own self and I all most crashed.

Then I went back to my friends hoves my friend said keep on trying all over origine into you get it so I did and I all most got it.

Then my friends dad said let me tieh you and so he tote me then I lerned so when he said letes go tack me on a ride.

I wish that I had a go cart to.

Score Point 1

This response is focused on a time the writer learned how to drive a go-kart. Although the response is written in a narrative form, the development is general, and the transitions used to move through time are limited to “so” and “so then.” However, the most serious problems are at the sentence and word levels. The lack of sentence boundaries within paragraphs reveals the writer’s inability to construct basic sentences, which seriously weakens the narrative. In addition, the errors in word usage (“into” for “until”) and the misspellings of basic words further contribute to the weak control of conventions. The result is a very limited writing performance.

Lalala I was brave when i got on stage and
dared. I was eghit when this happend
Get in your places!! "One day i ned to go to
my dance resoltel and i was so so so exsided to go! but
then i got to NEREVEST get in your places! NEVES-
I oh my oh my OH my! I cant do this! WHY WHY
Im... NEVEST Thoughts in my Hade or going
"I can do it" "I Cant do it" "omg" "they look so
cute" Someone yell's loudly! I DID IT "Omg
omg I did it! i did it!" "I dance and dance like
it was my last time dance,ng ever" NOW WE
can have fun" Tha best day) in my life

Score Point 1

In this very limited response, the writer focuses primarily on her anxiety about doing well at her dance recital at age eight. While this approach is appropriate to the narrative task, a lack of transitions and sentence-to-sentence connections leaves the reader without the context or direction necessary to navigate the internal monologue that comprises most of the story (NEVEST oh my oh my OH my! I can't do this! WHY WHY Im...NEVEST Thoughts in my Hade or going "I can do it"). Because these gaps create disruptions in the story line, the response conveys only a vague sense of the writer's experience. In addition, the lack of appropriate punctuation between sentences causes sentence boundary problems, and errors in the spelling of basic words further detracts from the fluency of the piece.

Have you ever tried your hardest on something?
I was at school I was taking a test. I wanted to
pas the test. I was trying my best to pas and
hardest. I took a long time taking the test.
I was not finish onto it was to go home. I was
taking my time on the test. The test was really
hard and I was trying my best to pas the test.
I was thinking hard on the test because it
was very hard. First, I was using my Brain for
the test. I was trying my best on the test so I
can pas it and it was trichy. The test was the
most hardest thing but I still tryed my best.
Next, I was almost done with my test. I was
Reading the last story from the test and im
done with the test. I was ansewring the
Questions and I was done with the test.
Then, I was waiting for my Grade and
the teacher was saying the Grades and
I finally herd mine I past the test. I
was so glad that I Past. That was
the time I tried my hardest on
Something.

Score Point 1

The writer recounts a time when passing a test was hard. While the response does move through time, repetition and wordiness about the test being very hard stalls the narrative presentation. In addition, the details the writer includes about taking the test are insufficient, preventing him from even minimally portraying the experience. The disruptions in the storyline and weak development, along with vague language and simplistic sentences, result in a very limited personal narrative.

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.

I can do this, I thought to myself. I was swimming!
I did my best and achieved my goal!
We had just arrived at Ms. Blake's swim school. I was very
excited! I met Ms. Blake and she was very nice. We
then got in the pool. The beautiful blue water was
very cold. Ms. Blake took hold of my arms and legs and
showed me how to swim. Soon I got the hang of it. It was
time to learn how to dive. I was very nervous. Ms. Blake
threw some toys into the pool. Ms. Blake showed me how
to dive for the toys. I kept trying and eventually got
all the toys! It was time to go. I towed off and said bye.
I then got in the car. I had a lot of fun.
That was my swimming story and I hope you liked it. Bye!

Score Point 2

The writer begins her narrative by stating that she did her best to achieve her goal of learning how to swim and dive. Minimal details about this experience (the beautiful blue water was cold; Ms. Blake took hold of my arms and legs; Ms. Blake showed me how to dive for the toys) provide some surface-level development. In addition, the writer briefly addresses both her excitement and nervousness, which conveys some sense of the experience. However, the conclusion does not contribute to the storyline, and briefly presented details as well as the writer's use of general language (very nice, had a lot of fun) result in a basic writing performance.

One For The Team

"Son, wake up," said my dad while he was pulling my blanket. "It's a big day," he exclaimed. I got up, walked to the sink, put tooth-paste on my toothbrush, and started brushing my teeth.

As I was doing all of these things, I was remembering today was the final day of summer so it is time to play soccer until next year. As I finished brushing my teeth, I went outside to eat breakfast. I finished breakfast, changed clothes, got in the car with my dad, and drove to the soccer field. The game started with me playing defense. My team scored first. But the other team scored 1 too. The scores stayed the same for half an hour. Then the goalkeeper gave the ball to me and told me to score. I said ok. I ran as fast as I could while my whole team was covering me. I got through the defense of the other team then shot the ball, and I scored!

Everyone was so happy that we won the game.

Score Point 2

In this basic writing performance, the writer recalls scoring the winning goal in the last soccer game of the season. The writer maintains an appropriate narrative form, developing the response with a step-by-step account of the day's activities. However, most of the details the writer includes in the first half of the response (waking up, brushing his teeth, eating breakfast, changing clothes) do not contribute to an understanding of his performance in the soccer game. This problem limits the unity and coherence of the narrative and causes the development to remain at a surface level.

I am going to write about a time when I tried my hardest. One day me and my dad wanted to go and play baseball. So we went to a field to play baseball. Then we got all of our equipment on. Then me and my dad started to play catch. I had the bat and he threw the ball and I tried my hardest to hit the ball and I did. Then I hit the ball again and again until it was my dad's turn to hit the ball. Next I threw the ball to my dad and he hit it to. Next me and my dad were playing catch for the rest of the time. Me and my dad spread out far and my dad threw it to me and I caught it. Then I threw it back and he caught it too. Have you ever played catch with your dad?

Score Point 2

The writer presents a basic narrative about the time he and his dad went to a baseball field to work on their skills. The writer describes how they played catch, took turns batting, and played catch some more, but his descriptions of these activities are general and superficial. In addition, the movement from sentence to sentence is not smooth because of the writer's repetitive use of the perfunctory transitions "Then" and "Next," weakening the narrative presentation. General word choice and simplistic sentence structures also limit the effectiveness of this response.

Splash, swim, I'm doing it, I'm doing it! "Wow I never felt that alive before". I said. That was the first time I ever swam by myself". I said, wait, wait, wait am I going to fast let me tell you the whole story when I learned how to swim by myself. It was in August I have no idea what day it was because I was only about six or seven years old. So we were going to the pool and my family came. We just wanted to go to the pool because it was really hot. It was so hot it felt like an old which was boiling me! That's how hot it was. but one thing I wanted to swim but I don't know how to swim. So I asked my Mom to teach me how to swim. She said yes. so she said Paddle, Paddle, Paddle with your feet. and as soon as possible I could swim as fast as a shark. I was so proud of myself. I was trying my best and my hardest. So if there's a swimming competition call me!

Score Point 2

The writer begins the narrative in the middle of the action—specifically, at the moment she learns to swim—but then immediately backtracks into setting up the story. This set-up is both wordy and repetitive, slowing the movement of the narrative from sentence to sentence (So we were going to the pool and my family came. We just wanted to go to the pool because it was really hot. It was so hot it felt like an old which was boiling me! That's how hot it was). In addition, the inclusion of details that contribute only marginally to a portrayal of the experience hinders meaningful development (It was in August I have no idea what day it was because I was only about six or seven years old). Overall, this narrative represents 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.

Why can't I do it?! My brother can do it, my sister can do it. Why can't I? I just want to skate backwards.

My brother tried to teach me. My sister tried to teach me. I just couldn't do it, so I said "what ever I'll try again after I do one lap."

After I did one lap I tried again and again and again until I decided to take a break and do another lap to cool off.

Then after I cooled off. I tried and tried and tried. Then when I was just about to give up...

I did it! That inspired me to keep trying so I tried to do it and, I fell. I tried again and, I almost did it yet, I still fell again, but that didn't stop me from trying again. That time I did it!

Even if I can skate backwards now, I learned two very important lessons that day and, they were never give up and, if you put your mind to something you can accomplish anything.

The End

Score Point 3

In this satisfactory writing performance, the writer is determined to learn to skate backwards. Although he repeatedly expresses the initial idea of trying and failing, each successive paragraph adds a slightly new dimension to his earlier efforts, allowing the writer to build some depth by emphasizing the persistence it took to learn to skate backwards. In addition, the reflection about the lessons he learned from this experience provides a thoughtful conclusion. Although some minor spelling and punctuation errors are evident, they do not affect the clarity of the narrative.

I've been practicing for months, and I couldn't believe it when it was the day of the UIL competition. I said good bye to my mom as she wished me luck, and my dad took me to school. I went into the classroom and immediately they called the UIL kids to the cafeteria. I went to my Music Memory UIL team they were all there. We got on the bus and almost the whole time I was studying. But I also played games such as the ABC game, rock paper scissors, and I Spy. I got off the bus with the rest of my team. I played with my friends until it was time to take the test. I was shaking all over thinking "I can do it." When I heard the music I just started writing down names. When I left the room I played and then went to see the scores. I got 1st place! I guess all that hard work paid off.

Score Point 3

In this satisfactory narrative, the writer focuses on a time she was determined to do well at a UIL Music Memory competition. Much of the writing in the first half of the paper is background information. However, the writer's descriptions of practicing for months, getting on the bus at school, and studying on the bus are all linked to the UIL competition and, therefore, contribute to the writer's portrayal of the experience. In addition, specific details add some substance to the narrative, and sentences are adequately connected and controlled, allowing the writer to clearly convey the day's events.

A.A.U. Tryouts

Have you ever wanted something so badly and tried so hard to achieve it. Well I have. But I did it in a sweetly and smelly way to be exact

I was on my way to an A.A.U. basketball tryout. It was at H.B.U. On the way to the tryout I was amazingly nervous. I was already sweating in my seat. While I was shaking around my mom asked if I was okay. I answered with a straight up "NO!"

We did a few warm ups like running and going through a few drills to loosen ourselves. After that we began playing a real game. The instructors did this to see how good we were in game situations. I played as hard as I could. I ended up with a lot of points, assists, and rebounds.

When the tryouts ended I was dripping with sweat. The instructors said that they would tell who made the team in 2 days. 2 days later my mom got an email saying I made the team. I was filled with joy. I guess all my hard work payed off after all, because only 8 kids made the team out of thirty something kids. I was very proud of myself.

So remember anything you want to achieve you can achieve, but only if you try.

Score Point 3

The writer focuses on the time he participated in A.A.U. basketball tryouts. The writer adequately controls the narrative by using simple transitions that move the reader smoothly from sentence to sentence and show how different parts of the day impact the experience as a whole. For example, he methodically recounts his nervousness on the way to the tryout, the warm ups at the tryout, his success in the game, and his feelings after he learned he had made the team. Although the description of how hard he tried is brief and general, specific details about the day's events contribute to the writer's portrayal of the experience and convey some sense of why the experience was important to him. In addition, the writer's specific and concrete word choice allows him to relate the experience clearly.

A time when I was determined was when I shot the winning baskets. "Beep!" the whistle yelled someone fouled me. "Dang it," I said, "I never make free throws." I was so nervous. When they were done lining up, the ref gave me the ball. "Two shots," he said. We were down by one. If I make these two shots I could win the game, I said to myself. The ref bounced the ball towards me. I dribbled the ball twice. Then, swoosh! It went in! "Last shot," said the ref. If I make this, we could win. He passed the ball back to me again. Again I dribbled the ball. It hit the backboard, bounced on the rim.... And went in! I was so proud of myself. With five seconds left they passed the ball in. 5, 4, 3, 2, 1. "Beeeeep!" The buzzer screamed. We won the game.

That was a time when I was determined and won our game. Have you had a time like that?

Score Point 3

In this satisfactory narrative, the writer describes shooting the winning baskets in a game. Although neither the introduction nor the conclusion adds substance to the narrative, relevant details about the game's sequential action (dribbled the ball, bounced on the rim, buzzer screamed) combined with an internal monologue that reveals the writer's motivation to succeed add to a concrete portrayal of the experience. Her control of language and use of effective dialogue help her establish a link between the experience and its importance and demonstrate a good awareness of the narrative purpose.

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.

I stepped up to the plate, scared as a turkey on Thanksgiving. I looked at the scoreboard, 9th inning, 2 outs, down by 3, bases loaded. "It's all up to me," I whispered. I took my stance. "Strike one!" The umpire called. "Strike two!" The umpire called again. "UGH!!" I said in my mind, "I've worked so hard for this, why is it so hard?"

I stepped back, took a few swings and stepped up to the plate. "Come on, just a homerun!", I said angrily. I looked at the pitcher, I could feel the rubbery bat touching my fingertips. The pitcher wound up and threw the ball. SMASH!, I ripped the ball so hard, it went over the fence!, my sandpaper-like mouth dissolved. The people cheered as soon as I started running, 1st, 2nd, 3rd, Home! "YES!", I screamed, "I did it, we won the championship!"

My team started running on the field, they gathered around me lifting me up and cheering, "Ruben!" "Ruben!" "Ruben!" I've worked so hard for this and it finally payed off!

Score Point 4

In this concise, engaging narrative, the writer describes the time he worked hard during a championship game to hit a homerun and lead his team to victory. By narrowing the action to the game-winning at bat, the writer is able to focus on the climax of the narrative. He paints a vivid picture of that moment through the use of particularly effective dialogue and well-chosen details. The purposeful word choice (the rubbery bat touching my fingertips; my sandpaper-like mouth dissolved) helps the writer recreate the experience, demonstrating that he has a keen awareness of the narrative task.

"Oh, boy it's Gardening day!", I said joyfully.
I was thrilled to get started. I was going to work extra hard for my mom to be proud of me. I promised her I would do the Gardening this year. I ran to the storage room to get the Gardening tools and seeds. I got started right away.

"How's the Gardening going?", my sister asked. "It's going good", I replied busily. I worked all day long over the past few days. My hands were throbbing with pain from all of the digging, but I didn't give up. The garden was growing, and growing. My mom was watching with disbelief. In fact my whole family came to watch as I worked too! "I can't believe the flowers are almost done growing!" I exclaimed. Spring finally came. The flowers had grown so beautiful! "We know you tried very hard to make the garden look great, and we love it!", my mom said happily. "I'm so glad you all love the garden. I really did work hard," I said.

Score Point 4

The writer recalls working hard to take care of the family garden so that her mother would be proud of her. The writer wastes no space, launching right into the narrative from the first sentence. The writer's use of dialogue is skillful: it helps move the storyline forward and communicates not only her mother's appreciation of her efforts but also her own personal pride in her accomplishment. The narrative is coherent and well controlled because every sentence contributes to the reader's understanding of the experience. Overall, this narrative represents an accomplished writing performance.

I timidly tiptoed into a high-school with my hands clutching the fake rose in my hair. The thought of going on stage that night gave me the chills. I wasn't scared of performing on stage, I was scared because I had to do a colossal leap in front of every one. If I failed I would be extremely embarrassed.

I walked into a giant room with black walls and joined a group of my friends. The room was packed with people in different costumes. My costume was a flowery, gray and red dress with lots of roses on it. A few minutes later, a lady came in with a clipboard and told our group to perform. By then I was trembling in fear.

We marched up some stairs that led to the stage and the music began. That was our cue to start. Then it was time for my big leap. I backed up, took a running start, and jumped in the air. The people in the audience stared and started clapping like thunder as I touched the ground. I was proud of myself that day, and I knew I tried my hardest.

Score Point 4

In this accomplished writing performance, the writer recounts the time she successfully performed a “colossal leap” on stage in front of an audience. The narrative flows well from beginning to end and is easy to follow. She effectively sets the scene in the first paragraph by focusing on her fragile emotional state before she takes the stage. Specific, well-chosen details about her fear of failure, the black walls of the “giant” waiting room, and the climactic big leap add substance to the narrative and contribute significantly to her portrayal of the experience. In addition, the expressive word choice and well-controlled sentences further strengthen the response and reflect the writer’s ability to skillfully craft an engaging narrative.

Vroom! We speed by in our shiny blue MG on a beautiful summer night. We slowed down at the stop sign then leached forwards, but Boom! Our MG had just broken down. "Mom, what's going on?" I blurt out, "Well the car probably just broke down, so we're going to have to push it back to the house unless you want to leave it here." "No!" My sister and I shout back. "Well get out and start pushing." My sister and I slipped out of the car and began to push with all our might. "This is going to take a while." I mumbled to my sister. "Well then stop chattering and focus, push!" We pushed and pushed until I began to descend to the ground. "Ow!" I shout. "What was that for?" "Well aren't you thirsty?" "Yes." "Well there's a water bottle for you right there." I jump up and grab the water bottle chugging it down. "Let's do this thing!" I started to charge the car hoping it would go faster, but it only made me more weak. All of us started to get really tired, but we were almost there! I looked up and saw a sign that said Southwestern. "Push!" I yelled "we're almost there!" Then in the distance I saw our little house. I pushed with all my might and we finally got there. I ran to my house and thought, that was really hard.

Score Point 4

In this accomplished writing performance, the writer recalls the challenging day when his family worked hard to push their broken-down car all the way home. He effectively moves the storyline forward through the use of dialogue. Although written in one paragraph, the writer's dialogue exchanges with his mother and sister are not difficult to follow. They add substance to the narrative by revealing how difficult the experience was and why it remains memorable to him. The specific and concrete language the writer uses (blurt out, leached forwards, began to push with all our might, mumbled to my sister) demonstrates that he has a thorough understanding of the narrative writing task.