



Grade 7 Writing

Personal Narrative Scoring Guide April 2013

Grade 7 Writing Personal Narrative Prompt

Look at the picture below.



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Some activities are more enjoyable when you share them with other people.

Write a personal narrative about a time when you had fun participating in an activity with other people. Be sure to write about your experience in detail and describe why it was memorable.

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.

Sometimes or everytime I don't usually do activities with one or another. I'm more of an independent person than an activity person, or in other words I don't work well with others. If I had to choose one activity with a person, it would be my sister, and I having fun, whether watch a movie talk, play a video game, etc. Even though we are mean to each other, we still hang out, I don't care what activity my sister and I were doing as long as we are having fun. I believe that it is not about the activity, but about the person, or people you are with, whether it be your friends, siblings, or family doing the activity. It can also help you make friends that are new, most common would be a project. So find an activity, and make new friends.

Score Point 1

In this very limited writing performance, the writer states that he does not usually engage in activities with others, but when it comes to having fun, he thinks the person you do the activity with is more important than the choice of activity. The development is weak because the details are inappropriate to the narrative task and do not contribute to the writer's portrayal of a personal experience. Instead, the writer describes possible activities that could be enjoyable with friends, siblings, or family. The writer's confusion about the writing task hinders the effectiveness of the response.

My FRIENDS Annie, David, Will, and I
All wanted to PRACTICE something together
So we TRYED shot-put and i'm not all that
strong so i honestly WAS kinda shy to do
it Will, Andi, David WERE little EXPERTS
So they REALLY didn't mind when we got
to the FIELD All of us WERE STARING EACH
OTHER clown like who going to go FIRST David
CUT on and SAID i'll go first so he pick
up the Ball and went for it he got
BALANCED then As soon he to through it he
lost his footing and FELL right on his FACE
EVERY body BURST with LAUGHTER Annie
LAUGH so hard she FELL AS WELL so EVERY body
got their turn in then we went to get something to
EAT at RAY RAY'S PIZZA ONES we got there
David WAS in so much PAIN he could HARDLY
EAT so we ALL ATE pretty FAST. but that
WAS the time PARTICIPATED in AN Activity
together we ALL had A good time with it and
Couldn't forget something like that and
David MADE SHORE OF THAT.

Score Point 1

The writer focuses on a time when she and her friends had a good time practicing the shot put. To help the reader understand why this group activity was fun, the writer develops the composition with details about David falling on his face and Annie laughing so hard that she also fell. However, the absence of sentence boundaries disrupts the fluency of the writing and indicates the writer's inability to construct basic sentences, resulting in a very limited writing performance.

Friends

I have so many memorable days with my friends but the most memorable day had to be when we came back to school. It was memorable because we all missed each other, we told storys about what happed sense we last saw ~~one another~~ other. We met know pelpol, saw our old and new teachers it was so much fun. All you see is pelpol laughing and crying because they were so happy, it was what every one was looking forward to all summer long well... I know I was but the day end and we all when't home an'till the next day when we see each other for the rest of the year.

Score Point 1

This very limited response focuses on a time when the writer had fun with friends on the first day back at school. Maintaining an appropriate narrative form, the writer briefly and generally describes the day's activities. The lack of details limits the reader's understanding of the experience. In addition, uncontrolled sentences and persistent errors in spelling and grammar create disruptions in the fluency of the writing, weakening the effectiveness of the narrative (I know I was but the day end and we all when't home an'till the next day when we see each other for the rest of the year).

same times when you do activities
with a grope of people it may seem fun.
One time I went fishing on a island with
my mam and Stepdad we had conved out
to the island it plobly took fifteen minets.
But when we aived at the island we started
to fish at first it was boring but then
I caught eight dass and no one else
caught any thing so we camped out on
the island and ate my fish and had a
amazing time the end

Score Point 1

This narrative is based on a time when the writer enjoyed a fishing trip with family members. The writer briefly describes the activities that made the experience enjoyable and memorable, but the development is weak because the details are vague and insufficient. In addition, serious and persistent errors in spelling (grope, seam, minets) and sentence boundaries create disruptions in the fluency of the writing and weaken the effectiveness of the narrative. Overall, this is a very limited writing performance.

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.

This is a story about the time me and my brothers went to Schlitterbahn with my Cousins. I had a lot of fun because all my brothers came even the ones that are in the army. So I got really happy. We were having a somewhat of the best day ever but my Cousins almost drowned in the wave pool that was really funny to me. So they decided to leave the wave pool but we were still laughing to the point I almost choked. My brothers and I always have fun so we decided to do back flips under the water. That was fun the best part was that was the longest time I had ever spent with my brothers in the army. So that made me really happy to spend time with them because most people don't have time to spend or say goodbye to them in the army.

Score Point 2

Focusing on a time he had fun at Schlitterbahn with his brothers and cousins, the writer explains that the experience was meaningful because he typically does not spend that much time with his brothers, who are in the Army. The writer recounts the events of the day, from being in the wave pool to doing back flips in the water, but the development remains superficial because the details are general. The sentences are somewhat controlled, but repetition (always have fun, that was fun; happy to spend time, don't have time to spend) causes minor disruptions in the story line, resulting in a basic writing performance.

Our tour of Washington D.C during Spring Break March 2009 was a blast. Our tourist guide was Oscar he was awesome. He pointed out the smallest things that no one would notice. My family and me got to see everything from the hotels to the White House. It was amazing. The flowers at the White House, they were spectacular. After seeing all the monuments we went to the Smithsonian. The things we saw were just so amazing, things I never knew existed. The hotel we stayed at was a five star which was expensive but worth it very much. Even though every thing was fun, exiting, and spectacular. The food was better than the hotel these meals I will never forget. The one thing that was better than that was I spend all of that time with my family.

Score Point 2

This writer focuses on a family vacation in Washington, D.C. The narrative moves through time as the writer lists places they visited, such as the White House and the Smithsonian, and mentions what made the experience memorable (spending time with family). However, the development remains at a surface level because much of it is general and contributes only marginally to the writer's portrayal of the experience (he was awesome; the things we saw were just so amazing). Overall, this personal narrative represents a basic writing performance.

My parents invited our friends ^{Derek} and ^{Sonya} to come over. We know them because they bowl with my dad and they helped us chose a dog from the humane society. After dinner and a few games of pool somebody came up with the idea to play UNO. We all agreed. I rushed down stairs and turned on Pirates of the Carra bear which we had been watching upstairs.

I watched Pirates of the carrabean as I played UNO. Every so often they yelled at me to say it was my turn. There was a thing that if someone did something to mess up your turn you got them back for it.

One round when on for ever. When ever someone got close to winning they would have to draw 2 or 4 cards. I quit after I had half the deak. ^{Sonya} finally won at 9:30. It is so memorabile because it was the longest game of UNO I ever played.

Score Point 2

In this personal narrative, the writer spends an evening playing games with family friends. The narrative structure is appropriate; the story progresses through time with the friends playing pool and then agreeing to play UNO while the writer also watches a movie. However, these events are described superficially with imprecise word choice (There was a thing if someone did something to mess up your turn you got them back for it). The narrative reflects little thoughtfulness, resulting in a basic writing performance.

Last summer I went to Galveston with some of my family. First we stayed in the Hotel Galvez because Paw Paw and I like to stay in the Galvez. I like to stay there because there is a big pool with a hot tub and a pool bar. I think he likes to watch the people. After that we stayed at our beach house, pretty cool place there's a nice view of the ocean. We went out to eat almost every breakfast, lunch, and dinner, one night we just had a shrimp salad. I met some nice people whose beach house was right next store. They were all younger but still had fun with them any way. We hunted for crabs got one then let it go. Aunt ^{Cindy} rented a golf cart for Paw Paw, didn't get to use it because my mother and I took it and went to a beach house sale. Found a lot of stuff for our beach house. I drove that thing every where, had a blast, even found a cool club for people with beach houses in the area. I'll be there next summer party.

Score Point 2

This writer focuses on a trip to Galveston with his family. While the story progresses through time, the development is surface level (found a lot of stuff for our beach house). For the most part, the details contribute only marginally to the writer's portrayal of the experience and provide the reader with little understanding of why this experience was meaningful. Additionally, some distracting spelling errors are evident, and the sentences are only somewhat controlled, limiting the effectiveness of this 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 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.

Did you know that if you kissed a fish before you let it go that it would bring you good luck? That's what my mom told me every time we went fishing.

My mom and I would always have a great time when we went fishing together. Everytime we went fishing it gave us a chance to hang out together. If I ever went fishing alone then I would have no fun what so ever. In fact, I would be as bored as Tom Sawyer when he was forced to stay in his room.

When I go fishing with my mom we always go to the lake. The one part of the lake that we go to is filled with perch. While me and my mom were talking I caught a perch. I reeled it in, took it off the hook, kissed it, and let it go. After that I had nothing but good luck.

In conclusion, if my mom wasn't there then I would have had a bad time.

Score Point 3

The writer focuses on how much he enjoys going fishing at the lake with his mother. To establish why fishing is important to him, the writer opens the composition with a rhetorical question about kissing a fish and describes how he and his mom always have a great time when they go fishing together. He then relates a story about catching a perch, kissing it, and then having nothing but good luck. This story both ties back to the opening rhetorical question and leads to the writer's conclusion that he wouldn't have had a good time if his mom hadn't been there. The conventions are controlled, and specific details add some substance to the narrative. The writer is able to clearly convey the experience and adequately communicate its importance. Overall, this represents a satisfactory writing performance.

Back in California, skateboarding is very popular. So that was a huge group activity. When you skated alone it was no fun because you can do an awesome trick, but nobody would see it to believe it, and in this day and age, people think you edited the video. One time, I dislocated my elbow at a skatepark with my friends. The paramedics came and told me they can easily snap it back into place right there if I let them. Me being me, my friends talked me into letting them, so once their cameras started rolling, the paramedics began. The thing I didn't know was that they don't give you anesthetics outside of the hospital. I tried to look tough in front of my friends so I held back my screaming but a few tears broke through but that was it. I am now known as the "Dislocator", because of what happened.

Score Point 3

In this satisfactory writing performance, the writer relates a skateboarding incident, establishing a realistic situation and providing reasonable motivations for his preference to skateboard with friends (skating alone is no fun because you can do an awesome trick, but nobody would see it to believe it). The details add some substance to the narrative as the writer addresses how he dislocated his elbow, how his friends talked him into letting the paramedics snap it back into place while cameras rolled, and how he became known as the "Dislocator" due to this dramatic event. The writer demonstrates an adequate command of conventions, and the word choice is, for the most part, specific and concrete, reflecting an awareness of the narrative purpose.

About a year ago I invited my friend Doug to my birthday party at a place called Celebration Station. Celebration Station is a place where people can hang out or do the activities it provides such as: go-karts, bumper boats, mini golf, rock climbing, and lazer tag.

We decided to ride the go-karts the whole time. After we got in a go-kart, we buckled up and were ready to go. When the light turned green, we slammed on the gas, and screeched our tires out of pit area. Because Doug and I won every race, the workers called us the Kings of the Road. We rode side by side and no one could pass us, because we blocked the entire road.

As those excitingly fun minutes turned to hours, we decided to eat. Because we had these all day activity wrist bands on, we could leave and come back. So, that's exactly what we did. My mom took us to eat at a Chick-fil-A.

When we came back, we showed the door person our wrist bands, and the man led us to the outdoor activities. Then, we decided to ride the go-karts a few more times. After we finished our last ride, we left the go-karts with a smile on our faces, and we laughed about it on the way home.

Score Point 3

The writer focuses on a time he spent with his friend at Celebration Station in this satisfactory writing performance. The writer maintains an appropriate narrative form as he recounts the events of the day, from riding go-karts to eating lunch to riding go-karts again. Specific details add some substance to the narrative (when the light turned green, we slammed on the gas), and some thoughtfulness is evident as the writer reflects on what that day meant to him (We left the go-Karts with a smile on our faces). The writer's word choice throughout the response reflects an awareness of the narrative purpose and allows the writer to relate the experience clearly.

There are a lot of times when working by yourself can be fun. Though sometimes being with others can make it a whole lot better. You can sometimes enjoy more when you have one or more companions.

Just this past weekend I went to a ranch retreat with my Church. Now before I say anything else I have to tell you that this would not have been fun without my friends. The first thing we did when we got there was sit out by the fire because it was dark by then. Everyone was out there talking and having fun. Soon everyone wanted to go inside, except me. I didn't want to stay out there alone so one of my good friends stayed out there with me. Let me tell you that it was a whole lot better with him there instead of being by myself. Another thing we did the next night was we went stargazing. Everybody knows this would be boring by yourself, but with everyone out there it was fun. We broke the record of nine satellites and counted thirty-one! That same night once everyone was inside a few people went to bed. I didn't want to so I stayed up with the high schoolers. It was so much better hanging out with them than having to stay up by myself. When it was time to head to bed I got goodnights and a hug. As I layed down in bed I smiled to myself because of how much fun I had staying up with them.

Friendship is important. When you have a friend with you, it makes things so much better. Everything is more fun with a buddy. That's what I learned this past weekend.

Score Point 3

In this satisfactory writing performance, the writer focuses on a time she went to a church retreat that would not have been fun without her friends. The writer maintains appropriate narrative form and demonstrates an adequate command of conventions. Specific details, such as sitting by the fire, stargazing, and staying up late, add some substance to the development. The response progresses through the activities of the weekend to a brief reflection in the conclusion (When you have a friend with you, it makes things so much better). Overall, the writer is able to clearly convey the experience and adequately communicate why it was memorable.

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.

It seemed as if I would get a heart attack from excitement. It was just the anticipation that I hated. When would they open the gates? A few minutes seemed to take hours. Finally, they opened the gates and we poured into the waterpark. Everyone impatiently slathered on sunscreen and waited for the "responsibilities" speech to end. When it did, everyone stampeded onto rides. My friend James and I were first to set foot in the lazy river, where we mingled. After a while, we got tubes and raced each other down the slides. But it wasn't just the tubes, either. It was the body slides. Again and again we raced. We were having the time of our lives. We endeavored to ride the halfpipe, which was amazingly fun. When lunch rolled around, the stench of pizza permeated the waterpark like a blinding fog. Everyone was drawn to it, like moths, drawn to light. In the fun of it all, the time flew by. Soon, it was time to leave. We packed our things and left. But without James, the day at the waterpark would have been average, and with him, the day was extraordinary.

Score Point 4

This writer bases his response on the time he had an extraordinary day at a water park with his friend. The purposeful, well-controlled sentences and the vivid word choice (we poured into the water park, slathered on sunscreen, endeavored to ride the half-pipe) enable the writer to skillfully convey the experience and its importance (In the fun of it all, the time flew by, but without James, the day at the water park would have been average). In addition, the strong conventions enhance the effectiveness of this accomplished writing performance.

C-team Prevails!

I sat on the bench, looked at the time left in the game, and couldn't have made a bigger grin. The buzzer screamed as the shotclock went to zero. The Roach Rams C-team won its first basketball game.

It all started after we lost the first nine games. We were already eliminated from the playoffs, so we were very pessimistic when it came to winning. We were just playing now to not lose everything. Our bodies cried with agony as doubt struck us.

Our fears are over! The bench raided the court. The crowd went wild for the first time all season. We chanted "win" with the help of our cheerleaders. I even caught a glimpse of coach crying tears of joy. We were on top of the world!

This was a remarkable moment because it was the first time we overcame losing and accomplished something together. We put our hearts and souls on the line and it paid off. Our desire to win came true as our doubts were erased.

In the end, we learned that instead of being negative towards something, we should put it aside and work as a true team would. Our doubt has mutated into pure determination. I will never forget the time that my teammates and I worked together to win our first basketball game.

Score Point 4

All details contribute to the effectiveness of this accomplished narrative about the time the writer and her teammates won their first basketball game. Effective word choice and engaging development enable the writer to skillfully communicate the moment of the team's victory and its importance. In the conclusion, the writer reflects on the impact of the experience (learning to work together to accomplish goals), enhancing the effectiveness of the narrative. With varied sentences and a consistent command of conventions, the writer demonstrates a thorough understanding of the narrative writing task.

Now usually I'm not a very outgoing person. I usually spend my free time in my room on the internet or watching TV until the wee hours of the day. Don't get me wrong, I have my circle of friends, I just like some alone time every now and then. However, there was one occasion when that sort of changed.

It was Friday, the day of the Valentine's Day Dance. I, being who I am, thought, "Bleh." and didn't feel like going. So I texted my friend and said, "Are you going to the dance?" and she replied, "Yeah. Are you?" so of course I said no. She then told me, "Come on, you should! It'll be fun." After some persuading, I hesitantly agreed. We hopped in her car and arrived at the dance a few minutes after. She pulled me in the building and I saw exactly what I had pictured: A group of guys on one side, a group of girls on the other, with no two being brave enough to step out to the middle and bust a move. I thought sarcastically, "Oh great, this night'll go down without a hitch." But, despite my bitterness, when some more people showed up, the DJ played good music, and I - never thought I would say this - was having a great time. I danced my butt off with my friends and got all hyped up on soda. It was actually a really fun night!

So, if this hasn't proved to you how much one event with friends can change someone's attitude, I don't know what will. All I know is it really was an awesome night, and honestly, - don't tell anyone - but I think I'd like to do it again sometime!

Score Point 4

The writer of this accomplished piece focuses on the time she unexpectedly had fun socializing with her friends at a Valentine's Day dance. The writer prefaces the events of the dance by describing her normally solitary routine in order to provide context for why her change in attitude is so significant. Specific, well-chosen details add substance to the narrative, and the writer's consistent control of conventions is evident as she effectively incorporates dialogue into the response. The narrative is thoughtful and engaging, providing plausible motivations for behavior and revealing insights that developed as a result of the experience.

"Ahhhh... what a beautiful day it is," I whispered to myself. I stood on the balcony of our hotel cabin in Costa Rica. Brightly-colored flowers, rich greenery, unique birds—Costa Rica was amazing.

Two of my friends shuffled up beside me and gazed at the landscape. We all smiled at each other. Today, my dad was taking us ziplining so we all were hyped up. Zooming through the trees, hooting like Tarzan, speeding high above the ground—ziplining was going to be really fun!

Soon, the four of us, my friends, my dad, and I, rushed to the hotel's restaurant. We took our chairs and ordered a light breakfast. My dad told us we were going to a place called Ecoglide to zipline. He told some of the safety precautions and the steps to zipline.

At last, the Ecoglide Tour Bus came to pick us up. The driver asked for our names and we hopped in. He started the bus and drove us to the Ecoglide headquarters. There, a couple of guides strapped the gear onto us. It felt a little weird and uncomfortable at first, but I got used to it. Then, the guides instructed us what to do and what not to do. The instructions were pretty simple, so we understood them well.

Finally, a jeep took us and two guides up in jungle. We arrived at the first cable and knew it was going to be great! I was first up so the guide fastened me to the thick, strong cable. He gave me a slight push and I was off!

"Woohoo! Yaaaah!" I shouted, darting through the greenery. The wind blowing in my face felt wonderful. The dashing speed was intense. The exquisite world surrounding me was gorgeous! Nothing was bad; ziplining was pure fun! But the cable ended and I slowed down. My friends came down the cable, too, with smiles on their faces. We all loved it and had so much fun! We rocketed down twelve more cables, each one different, and had an excellent, enchanting experience!

Now, I can never forget that day of pure awesomeness! It was a great time of ziplining, but it would've not been as fun without my friends. They made me enjoy the event more. An activity is more fun with other people. That's what family and friends are for: having fun together.

Score Point 4

The writer focuses on the time she and her friends rode a zip-line in a Costa Rican jungle. This accomplished writer uses vivid word choice (zooming through the trees; hooting like Tarzan; speed was intense; exquisite world) and employs varied sentence structure to reveal why the experience was meaningful. Overall, the writer demonstrates a thorough understanding of the narrative writing task.