



Grades 3-4 SC READY: To Convey an Experience (Real or Imagined)

The SC READY Text-Dependent Writing (TDW) rubric is a holistic scoring tool that describes the characteristics of a written response for each score point within each domain. The rubric may assist teachers with evaluating the strengths and weaknesses of student narrative writing in an instructional setting and on released TDW items and responses (when available). The TDW rubric for Narrative Writing is a 4-point rubric.

Structure, Development, and Language:

Each response is scored holistically. The total score point is determined by demonstrating most of the descriptors in each domain: structure, development, and language.

Score Point	Level	Descriptor
4	Exceeds Expectations	The 4-point response is a well-crafted narrative that skillfully develops a real or imagined experience based on the text provided.
3	Meets Expectations	The 3-point response is a complete narrative that develops a real or imagined experience based on the text provided.
2	Approaches Expectations	The 2-point response is an incomplete or oversimplified narrative based on the text provided.
1	Does Not Meet Expectations	The 1-point response is a weak attempt to write a narrative based on the text provided.

The TDW item will be administered for the first time during the spring of 2024 as a standalone field test. Beginning with the 2024-25 school year, the TDW item will be used operationally on the Writing Session of the SC READY ELA assessment and will replace the TDA item.

**Grades 3-4 SC READY TDW Holistic Scoring Rubric
To Convey an Experience (Real or Imagined)**

Each response is scored holistically. The total score point is determined by demonstrating most of the descriptors in each domain: structure, development, and language.

Score Point	Structure	Development	Language
4 Exceeds Expectations <i>A well-crafted narrative that skillfully develops a real or imagined experience based on the text provided.</i>	- Skillfully establishes a setting - Skillfully introduces a narrator and/or characters - Organizes a logical plot structure - Uses a variety of transitional words and/or phrases to skillfully sequence events - Provides a well-crafted ending	- Skillfully integrates ideas and details from the text - Uses well-crafted descriptive language and sensory details to skillfully develop events - Uses well-crafted descriptions of actions, thoughts, and/or feelings to skillfully develop a narrator and/or characters - 4th grade only: Skillfully uses dialogue to develop events and/or characters	- Uses precise language and vocabulary to skillfully develop the narrative - Uses varied sentence types and phrases to skillfully develop the narrative - Has very few or no errors in grammar usage and conventions - Uses a tone and/or voice that strengthens the narrative
3 Meets Expectations <i>A complete narrative that develops a real or imagined experience based on the text provided.</i>	- Establishes a setting - Introduces a narrator and/or characters - Organizes a logical plot structure - Uses a variety of transitional words and/or phrases to sequence events - Provides a logical ending	- Integrates ideas and details from the text - Uses descriptive language and sensory details to develop events - Uses descriptions of actions, thoughts, and/or feelings to develop a narrator and/or characters - 4th grade only: Uses dialogue to develop events and/or characters	- Uses precise language and vocabulary to develop the narrative - Uses varied sentence types and phrases to develop the narrative - Has a few minor errors in grammar usage and conventions with no significant effect on readability
2 Approaches Expectations <i>An incomplete or oversimplified narrative based on the text provided.</i>	- Introduces a setting with little to no detail - Introduces a narrator and/or characters with little to no detail - Plot structure is unclear or disorganized - Uses some transitional words and/or phrases that partially sequence events - Provides a weak ending	- Minimally integrates ideas and details from the text - Minimally uses descriptive language or sensory details to develop events - Uses descriptions of actions, thoughts, or feelings to minimally develop a character	- Uses basic language and vocabulary to develop the narrative - Uses some varied sentence types and phrases to develop the narrative - Has frequent errors in grammar usage and conventions that sometimes interfere with readability
1 Does Not Meet Expectations <i>A weak attempt to write a narrative based on the text provided.</i>	- Attempts to introduce a setting or character - Response is too brief to demonstrate a complete sequence of events - Makes little or no attempt to provide an ending	- May use few, if any, ideas or details from the text - Shows little or no attempt to use descriptive language or sensory details - Descriptive language or sensory details may not be relevant - Shows little or no attempt to develop a character - Response is mostly a summary of the story	- Vocabulary and word choice may be unclear or confusing - Has frequent errors in grammar usage and conventions that significantly interfere with readability

Non-Scorable Code	Reason	Descriptor
B	Blank	The response area is completely blank.
R	Refusal	The response indicates a refusal to attempt the task (e.g., “I don’t know.”)
C	Copied	The response consists mostly of material copied from the text and contains little to no original student thinking.
I	Insufficient	The response is too limited to score.
UR	Unreadable	The response is made up of nonsense words, random keystrokes, or illegible handwriting.
OL	Other Language	The response is written in a language other than English.
OT	Off-Topic	The response makes no reference to the item or text provided but does not indicate a refusal.