

# Grade 6 / Development and Elaboration

## SAMPLE A \* SCORE 4

### Narrative Performance Task

#### Focus Standards

Grade 6: W.6.3b, d; W.6.4; W.6.5; W.6.9; L.6.3



### STUDENT RESPONSE

#### My Friend, Sam the Robot Dog

I'd always wanted a pet since I was just a little kid. I would watch with envy and sorrow as my peers and their pets would play in the park outside my apartment, wishing that I was in their place. "Aww . . . Honey, don't worry," my parents would tell me. "Maybe for Christmas you can have another fish?" That only made things worse. I detested the many fish that filled our living room fish tank. I abhorred the sweet looks sympathy from my parents as they turned my offer away. I wanted a dog.

Alas, that would never happen. Since birth, I've had severe allergies that prevent me from living around housepets – other than fish . . .

One day, I decided I was fed up the pity & the fish. I WAS getting a pet!

A week later, my pet arrived – a robotic dog! I read online that they were built for people who could not have real pets, on account of allergies or some such problem. Eager to end the suspense, I flipped the switch behind his ear up to the "on" setting.

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### RATIONALE AND EVIDENCE

This narrative is a strong example of score level 4 for Development/Elaboration; the response provides thorough, effective elaboration throughout. The student develops the narrator effectively by using specific details about the narrator's feelings throughout the story (such as "I would watch with envy and sorrow as my peers and their pets would play" and "I abhorred the sweet looks sympathy from my parents as they turned my offer away.") that give the reader great insight into the narrator's dilemma. The narrative appropriately builds the conflict, finally solving the narrator's problem using a connection to the source materials: "A week later, my pet arrived – a robotic dog! I read online that they were built for people who could not have real pets, on account of allergies or some such problem." The student effectively captures the parents' surprise, using the narrative techniques of description and realistic dialogue, enhanced by punctuation: "Dad's question halted in his mouth. 'Is . . . that a . . . robot dog!?' He was absolutely stunned, and so was Mom." This moment leads into a satisfying conclusion: "'Hello there!' Sam responded. 'I like your son! I think

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He barked & jumped up to meet me, sniffing my outstretched hand. He was playful & boisterous, the sweetest dog I've ever seen! I grabbed the leash inside his packaging crate, and slipped it around his neck. "Sit boy!" I commanded. He sat immediately, awaiting my next order. "Good boy! Now, speak!" "Hi there!" he yapped.

It was so unexpected that I jumped. "You . . . can talk!" was all I could say, dumbfounded and pleasantly surprised. "'Course I can! You DID say to speak?" He asked. "Oh, yeah . . . right, that's what I said . . . Should've known you'd listen," I answered quickly, pretending that I knew the dog could talk. "Well . . ." I began after a brief awkward pause. "do you have a name, boy?" The robot dog seemed excited by my question. "Oh, yes! Oh, yes!" he said, hopping up and down. "I do have a name! You may call me Sam!" I grinned. "Mom, Dad? Come 'ere! I wanna show ya' something!" After a brief lapse, my parents appeared from the hall. "What was it you wanted to -?" Dad's question halted in his mouth. "Is . . . that a . . . robot dog!?" He was absolutely stunned, and so was Mom. "Say hello to Sam!" I declared proudly. "Hi . . . Sam," they stammered uncertainly. "Hello there!" Sam responded. "I like your son! I think this is just the start of a long friendship!"

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this is just the start of a long friendship!" Throughout the response, the student uses dialogue effectively, and seamlessly weaves emotions and details into a very tight story. The vocabulary and varied syntax create a sophisticated style ("I detested the many fish . . ."; "Eager to end the suspense, I flipped the switch . . ."; "Dad's question halted in his mouth."), and concrete sensory details such as "He barked & jumped up to meet me, sniffing my outstretched hand." bring the characters and events to life.

## 4-Point Narrative Performance Task Writing Rubric (Grades 3–8)

| SCORE                   | 4 POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 3 POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2 POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1 POINT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | NS                                                                                                                                                                      |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DEVELOPMENT/ELABORATION | <p>The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and/or description:</p> <ul style="list-style-type: none"> <li>experiences, characters, setting and/or events are clearly developed</li> <li>connections to source materials may enhance the narrative</li> <li>effective use of a variety of narrative techniques that advance the story or illustrate the experience</li> <li>effective use of sensory, concrete, and figurative language that clearly advances the purpose</li> <li>effective, appropriate style enhances the narration</li> </ul> | <p>The narrative, real or imagined, provides adequate elaboration using details, dialogue, and/or description:</p> <ul style="list-style-type: none"> <li>experiences, characters, setting and/or events are adequately developed</li> <li>connections to source materials may contribute to the narrative</li> <li>adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience</li> <li>adequate use of sensory, concrete, and figurative language that generally advances the purpose</li> <li>generally appropriate style is evident</li> </ul> | <p>The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and/or description:</p> <ul style="list-style-type: none"> <li>experiences, characters, setting and/or events are unevenly developed</li> <li>connections to source materials may be ineffective, awkward, or vague but do not interfere with the narrative</li> <li>narrative techniques are uneven and inconsistent</li> <li>partial or weak use of sensory, concrete, and figurative language that may not advance the purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul> | <p>The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:</p> <ul style="list-style-type: none"> <li>experiences, characters, setting and/or events may be vague, lack clarity, or confusing</li> <li>connections to source materials, if evident, may detract from the narrative</li> <li>use of narrative techniques may be minimal, absent, incorrect, or irrelevant</li> <li>may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose</li> <li>little or no evidence of appropriate style</li> </ul> | <ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul> |

# Grade 6 / Development and Elaboration

## SAMPLE B \* SCORE 3

### Narrative Performance Task

#### Focus Standards

Grade 6: W.6.3b, d; W.6.4; W.6.5; W.6.9; L.6.3



### STUDENT RESPONSE

"Ding!", was the sound my robot made when I turned it on. "Hello caretaker, please state the name you would like to be addressed as,". "Emma" I said. "You said Emma, is this correct?" asked the robot."Yes," I said. "What would you like me name to be?" said the robot. Now this was the hard question. I had to think very hard about this, because once you picked the name it was very difficult to change it. "Hmmm," I said thinking. "I think I'm going to have to go with.... Skylar,". Yes Skylar sounded very nice not too short not too long and not too complicated like my friends robot. Hers is Ferocious Angelic T-rex .They called him F.A.T. for short. The rest of the night I spent programmingSkylar. With software, ID codes. city,state,age, my back-round .

The next morning I woke up to find that Skylar wasn't in my room. At first I started to panicked thinking what could happen to such a young inexperienced robot. But then once I calmed down and tried to get a grip and think about what to do next I smelled something. Something good. Maybe my mom made breakfast which she rarely does unless its easy. But wait...now I know. I'd recognize that smell anywhere. It's BACON!!! Now I

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### RATIONALE AND EVIDENCE

This response provides adequate elaboration throughout and is a clear example of score level 3 for Development/Elaboration. The student uses sensory language to capture the audience's attention with a creative and unexpected beginning: "Ding!", was the sound my robot made when I turned it on." The story continues with narrative techniques, including concrete details and descriptions of the robot's and Emma's interaction, that adequately develop the character and events: "At first I started to panicked thinking what could happen to such a young inexperienced robot." and "It was Skylar cooking my favorite breakfast." The story continues to unfold with adequate description of the setting and the narrator's growing appreciation of Skylar, as well as dialogue that reveals more about the characters. Connections to the source materials are made but do not advance the story. The third paragraph lacks the detail and narrative techniques that are evident in the first two paragraphs, resulting in overall "adequate elaboration" rather than "thorough, effective elaboration" (as described in the rubric).



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definitely had to go see who's cooking. I slowly walked into the kitchen to see what was going on when I stopped dead in my tracks. I had finally solved both the mysteries where Skylar went and who's cooking. It was Skylar cooking my favorite breakfast. Eggs, Bacon, sausage, and waffles. Yum! I guessed I programmed Skylar better than I thought. "Good morning Skylar," I said. "Good morning Emma. Did you sleep well?" said Skylar. "Yes very well thank you," I said, still in shock. "Is this all for me?" I asked. "Well of course. And your mother if she is hungry,".

Later that week Skylar had done so much more than I expected. She cooked, she cleaned, she even helped me with homework when I needed it. She was awesome and my parents liked her. We had to get rid of our other robot because he would raid our fridge and then give he food to all his other robot friends leaving us nothing but the car keys so we could go back u to the stare so we could

## 4-Point Narrative Performance Task Writing Rubric (Grades 3–8)

| SCORE                   | 4 POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 3 POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2 POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1 POINT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | NS                                                                                                                                                                      |
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# Grade 6 / Development and Elaboration

## SAMPLE C \* SCORE 3

### Narrative Performance Task

#### Focus Standards

Grade 6: W.6.3b, d; W.6.4; W.6.5; W.6.9; L.6.3



#### STUDENT RESPONSE

"Honey, a package for you" my mom called. "Coming!" I called back. I thought about what the package could be, than I remembered I ordered a robot off Amazon. At that thought, I ran down the stairs, grabbed the package, and ran back up the stairs to open it. When I opened the package, there was the receipt and the robot. Instantly as I saw it, I grabbed it and turned it on. Than something surprising and weird happened. The robot said, "Hello, Hunter". I fainted at this. I woke up in my, my mom sitting on the edge of it. "Get out of my room Mom," I said quite rudely but my mom left and I got out of bed. I looked under my bed and there it was, the robot. I picked it up again and turned it on. It spoke again but this time it said, "Would you like me to help pick the garden?", Just like an agribot would do. I thought, so it likes gardening, and then I asked it, "What kind of robbot are you?" It responded, "I'm the Helper-Bot 9000 I'm a mixture of an agribot, Mr. Gower, And Dante 2." I thought about that than said, "Sure, you can help me pick the garden."

We got to the garden and immediately the robot got to work. In under thirty seconds, he was done. I tried to

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#### RATIONALE AND EVIDENCE

This narrative demonstrates a score of level 3 for Development/Elaboration because it provides adequate elaboration, using the narrative techniques of details, dialogue, and descriptions. The use of dialogue at both the beginning and the conclusion is engaging. The details and descriptions are grade-appropriate and provide the audience with some insight into Hunter's and the robot's actions and feelings. To develop characters, the student uses dialogue tags such as "I said quite rudely," showing the narrator's frustration with his mother, and descriptions such as "he grabbed a bandage and put it on my leg," which reveals that the robot is caring for Hunter. The student uses concrete details from the source materials; the details are at times awkwardly inserted, but they contribute to the narrative by establishing the robot's capabilities, which are then demonstrated in the second paragraph. The use of dialogue and concrete description such as "the robot walked over on its tiny metallic legs" contribute to a generally appropriate style for this adequately developed story.



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walk over to pick him up, but I fell on a shovel, cutting my knee. the robot walked over on its tiny metallic legs and reached for his stomach. He grabbed his stomach and ripped it open revealing a cabinet with medicine in it. He got the hydrogen peroxide and a cutip and dabbed it on the wound. Then, he grabbed a bandage and put it on my leg. It said, "Are you ok master?", and I responded, "I think were gonna be good friends Helper."



## 4-Point Narrative Performance Task Writing Rubric (Grades 3–8)

| SCORE                   | 4 POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 3 POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2 POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1 POINT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | NS                                                                                                                                                                      |
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# Grade 6 / Development and Elaboration

## SAMPLE D \* SCORE 3

### Narrative Performance Task

#### Focus Standards

Grade 6: W.6.3b, d; W.6.4; W.6.5; W.6.9; L.6.3



### STUDENT RESPONSE

I'm getting my first robot today and I wonder how it works. I hope it does something cool like makes ice cream while i play video games or maybe it has a TV screen in it so I can play games with my robot. (doorbell rings) My robot is here! Wow now i need spray paint so i can paint it or some normal paint because silver just isn't my style. So time to paint lets see little bit of black some green and purple should do it. Now to see what it can do... (robot starting up). Hello I am robot three designation p-324. "Wait why isn't your name something cool like Varger." Name overwritten hello I am Varger.

OK so lets see what you can do. (pressing random colorful buttons) so i have clicked every button twice... oh wait here is a manual. wait where did my robot go? (running down stairs and dropping manual) Hay get out of the fridge. Varger is getting owner food, playing video games, playing sports, and being cheerful! Um... did I make him do this with my pushing buttons. (food falls to floor) Oops owner it is hard to do sports while balancing food in one arm. "Put everything down and go back to my room." Now I have to clean this room up.

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### RATIONALE AND EVIDENCE

This narrative provides adequate elaboration of experiences and characters, using details, description, and dialogue.

Although the writer demonstrates uneven command of some narrative features (e.g., switching from first-person to third-person narration in the last paragraph), many details in the first-person narration provide insight into the main character's/narrator's personality (e.g., "Wow now i need spray paint so i can paint it . . . because silver just isn't my style." and "Wait why isn't your name something cool like Varger."). The parenthetical details, while more typical of staging instructions in a play than of a traditional narrative, provide some vivid images of the character's thoughts and actions. In particular, the line "Now to read the manual (page 1 of 200) OK never mind" cleverly reveals the narrator's personality through his unwillingness to read 200 boring pages and his desire to get straight to the "relevant" features by directly asking the robot what it can do. The use of choppy, third-person "robot talk" (e.g., "Varger is getting owner food, playing video games, playing sports, and being cheerful!") sets the robot apart from the human

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Now to read the manual (page 1 of 200) OK never mind “So Varger what are your functions. Like all the relevant ones.” said Billy. Varger can sing lullaby, dance, do sports, clean, feed you, play games, feed pets, power my self by plugging in, and be a comedian. Wait what was that about a comedian?” said Billy. O...O...OK so are you having fun yet?” hahaha vary funny comedian mode off. Man I wish i had more time to try out some systems he has but I will some other time. Varger activate sleep mode!” said Billy.

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character, whose dialogue sounds more natural (e.g., “So Varger what are your functions. Like all the relevant ones.” and “Wait what was that about a comedian?”).

Additionally, the student uses dialogue and concrete details to move the story forward. For example, paragraph 2 starts with the narrator “pressing random colorful buttons” to see what the robot can do, then uses dialogue and description of specific actions to show the consequences of this action, rather than simply telling that the robot attempted to do every action simultaneously: “Hay get out of the fridge. Varger is getting owner food, playing video games, playing sports, and being cheerful! Um... did I make him do this with my pushing buttons.”

Overall, the student uses a variety of narrative techniques to adequately advance the story and develop the characters.

## 4-Point Narrative Performance Task Writing Rubric (Grades 3–8)

| SCORE                   | 4 POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 3 POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2 POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1 POINT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | NS                                                                                                                                                                      |
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# Grade 6 / Development and Elaboration

## SAMPLE E \* SCORE 2

### Narrative Performance Task

#### Focus Standards

Grade 6: W.6.3b, d; W.6.4; W.6.5; W.6.9; L.6.3



### STUDENT RESPONSE

Today my new robot came in the mail. I was very excited to open it and test how it worked. When I did I found the instruction manual but it was all in Korean so I through it away. It took a few tries but I finally figured out how to put it together. Once I put it together I tried to the button to turn it on. I found it and then I pressed the button.

The robot suddenly came to life and started moving all around the house We tried to stop it but the robot walked right out of the door. and to the car. Thats when we realized what he was made for.

I bought a robot that can drive a car! I was very excited so I jumped in the car and told the robot where I wanted to go. First I wanted to go to the candy store. After that I wanted to go to the movie theater but my robot stopped working. I didn't know what to do because I am not old enough to drive and I couldn't call anyone because I didn't have a phone. I decided to walk around

### RATIONALE AND EVIDENCE

The student produces a narrative story with a sequence of events, but the story does not adequately develop characters or events/ experiences. There is a connection to the sources in the detail that the robot can drive, offering a potentially interesting storyline, but it lacks sufficient development. The characters and setting are also unevenly developed. We know that the narrator is not old enough to drive and is excited to have a robot, but there are no additional details or descriptions to develop the narrator. Some inconsistent language creates confusion about characters (e.g., the narrator is the only human character but says "We tried to stop it" and "Thats when we realized what he was made for."). There are some highlights, such as the narrator's realization that the robot can drive a car: "I bought a robot that can drive a car! I was very excited so I jumped in the car and told the robot where I wanted to go." This description is quite vivid and offers insight into the character, but it is an isolated example, making the development of the characters uneven. The story does include some narrative techniques, such as a description of when the robot "suddenly came to life" and the

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moments of excitement when the narrator realizes that the robot can drive, but overall use of narrative techniques is inconsistent. The best score for this response is 2 in the category of Development/Elaboration because the story is unevenly and somewhat cursorily elaborated, using uneven details and no dialogue.

## 4-Point Narrative Performance Task Writing Rubric (Grades 3–8)

| SCORE                   | 4 POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 3 POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2 POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1 POINT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | NS                                                                                                                                                                      |
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# Grade 6 / Development and Elaboration

## SAMPLE F \* SCORE 2

### Narrative Performance Task

#### Focus Standards

Grade 6: W.6.3b, d; W.6.4; W.6.5; W.6.9; L.6.3



## STUDENT RESPONSE

### Getting the robot

When i opened i got the package for my robot i was excited. When i pressed the on button on the robot it said new user detected please say name to make profile. After i said my name it said hello nick.

The robot had wheels and was a remote controlled robot so i could use the paddle that it came with to drive my robot around. Later on in the day i drove my robot over to my friends house so that I could show him my new robot.

### The park

Joe and I went to the park after one hour at his house playing with the robot. At the park we walked and drove the robot around in the grass. Joe and I had a fun time at the park with my new robot. Then after we left the park we went back to my house.

CONTINUED ON PAGE 17

## RATIONALE AND EVIDENCE

This response earns a score of 2 in Development/Elaboration because it uses partial and uneven details, dialogue, and description to provide uneven, cursory elaboration.

The response employs some features of a narrative, including very defined beginning and middle sections separated by titles ("Getting the robot," "The park," and "The House"). However, the response demonstrates an inconsistent or weak attempt to create appropriate style. The narrative lacks development of characters and events and uses narrative techniques unevenly. For example, some moments provide description about the robot or the boy, such as "The robot had wheels and was a remote controlled robot so i could use the paddle that it came with to drive my robot around." and "i was excited"; yet the description in these sections is very general and provides no sensory, concrete, or figurative details. Connections to the source materials are minimal. Dialogue is used unevenly and without quotation marks or other markers to indicate speech: for example, "it said new user detected please say name to make profile. After i said my name it said hello nick."





CONTINUED FROM PAGE 16

**The House**

When we went to my house we played around with the features that the robot came with like you could name the robot and when you said the robots name it would power on. We named the robot Larry. If larry was already on and you said a command to larry it would do what you said.

## 4-Point Narrative Performance Task Writing Rubric (Grades 3–8)

| SCORE                   | 4 POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 3 POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2 POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1 POINT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | NS                                                                                                                                                                      |
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# Grade 6 / Development and Elaboration

## SAMPLE G \* SCORE 2

### Narrative Performance Task

#### Focus Standards

Grade 6: W.6.3b, d; W.6.4; W.6.5; W.6.9; L.6.3



### STUDENT RESPONSE

After a full week of waiting, it finally arrived! My very own robot! I quickly unwrapped the package in my room and assembled it myself with some instructions. It took me a while, but I finally completed building it.

According to the instructions I hav eto press a small, round, red button to turn my robot on. I quickly found it and pressed it with a click. At first it did nothing, so I started panicking thinking I did something wrong, but then it made 3 quick beeps that echoed throughout my room.

Lights started flaring out from inside the robot and it stood up! my brother decided to see what the ruckus was all about, and he was amazed by what he saw. The robot had started doing some tricks now that I've programmed it to do so. I named it Flare because it had lots of lights coming out from light holes on its body.

I entered it in the science fair and got first place! I was so excited about the bright blue ribbon that I now have up on the hallway wall. I have had many more adventures with Flare and dangers with it. But all in all I've enjoyed my robot throughout the school year and I hope I will pass it on to someone someday so that they too, can feel the joy I've felt with Flare.

### RATIONALE AND EVIDENCE

This narrative provides some elaboration of events and experiences, but it lacks adequate development of characters and their actions. It depends completely on "telling" rather than "showing" through the use of narrative techniques ("Lights started flaring out from inside the robot and it stood up! my brother decided to see what the ruckus was all about, and he was amazed by what he saw."). The narrative techniques in this story can best be described as uneven because, while there is good description in this passage ("Lights started flaring out . . ."), it lacks variety in narrative techniques. Dialogue would be an appropriate way to show the brother's reaction as well as the feelings of the other characters. Although the story mentions robots and how to turn them on, etc., there is no mention of how the robot helps the character: "The robot had started doing some tricks now that I've programmed it to do so." There is some weak use of sensory language, such as "pressed it with a click" and "bright blue ribbon." Because of this story's uneven elaboration, it earns a score of 2 in Development/Elaboration.

## 4-Point Narrative Performance Task Writing Rubric (Grades 3–8)

| SCORE                   | 4 POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 3 POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2 POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1 POINT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | NS                                                                                                                                                                      |
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| DEVELOPMENT/ELABORATION | <p>The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and/or description:</p> <ul style="list-style-type: none"> <li>experiences, characters, setting and/or events are clearly developed</li> <li>connections to source materials may enhance the narrative</li> <li>effective use of a variety of narrative techniques that advance the story or illustrate the experience</li> <li>effective use of sensory, concrete, and figurative language that clearly advances the purpose</li> <li>effective, appropriate style enhances the narration</li> </ul> | <p>The narrative, real or imagined, provides adequate elaboration using details, dialogue, and/or description:</p> <ul style="list-style-type: none"> <li>experiences, characters, setting and/or events are adequately developed</li> <li>connections to source materials may contribute to the narrative</li> <li>adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience</li> <li>adequate use of sensory, concrete, and figurative language that generally advances the purpose</li> <li>generally appropriate style is evident</li> </ul> | <p>The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and/or description:</p> <ul style="list-style-type: none"> <li>experiences, characters, setting and/or events are unevenly developed</li> <li>connections to source materials may be ineffective, awkward, or vague but do not interfere with the narrative</li> <li>narrative techniques are uneven and inconsistent</li> <li>partial or weak use of sensory, concrete, and figurative language that may not advance the purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul> | <p>The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:</p> <ul style="list-style-type: none"> <li>experiences, characters, setting and/or events may be vague, lack clarity, or confusing</li> <li>connections to source materials, if evident, may detract from the narrative</li> <li>use of narrative techniques may be minimal, absent, incorrect, or irrelevant</li> <li>may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose</li> <li>little or no evidence of appropriate style</li> </ul> | <ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul> |

# Grade 6 / Development and Elaboration

## SAMPLE H \* SCORE 1

### Narrative Performance Task

#### Focus Standards

Grade 6: W.6.3b, d; W.6.4; W.6.5; W.6.9; L.6.3



#### STUDENT RESPONSE

The RMS advance robotics club (RMSARC) can proudly confirm that website is launching on 4/7/15. There you may see what we do. We recently made made a robot that can speak in diffrent languges like Russian, german, french, spanish and more. One member made a engine that works.

#### RATIONALE AND EVIDENCE

This student response is more of an announcement than a narrative. Although it includes details such as the languages that the robot can speak, it lacks all elements of a narrative, such as characters, setting, and plot. Narrative techniques are missing. Because it is still related to the topic of the prompt, holistically this response receives a score of 1 for Development/Elaboration.

## 4-Point Narrative Performance Task Writing Rubric (Grades 3–8)

| SCORE                   | 4 POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 3 POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2 POINTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1 POINT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | NS                                                                                                                                                                      |
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