

Scoring Key: Grade 6

Narrative Performance Task

Focus Standards

Grade 6: W.6.3 a, c, e; W.6.4; W.6.5

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

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION AND PURPOSE	<p>The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:</p> <ul style="list-style-type: none"> an effective plot helps to create a sense of unity and completeness effectively establishes a setting, narrator/characters, and/or point of view* consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas natural, logical sequence of events from beginning to end effective opening and closure for audience and purpose 	<p>The organization of the narrative, real or imagined, is adequately sustained and the focus is adequate and generally maintained:</p> <ul style="list-style-type: none"> an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected adequately establishes a setting, narrator/characters, and/or point of view* adequate use of a variety of transitional strategies to clarify the relationships between and among ideas adequate sequence of events from beginning to end adequate opening and closure for audience and purpose 	<p>The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:</p> <ul style="list-style-type: none"> there may be an inconsistent plot, and/or flaws may be evident unevenly or minimally establishes a setting, narrator/characters, and/or point of view* uneven use of appropriate transitional strategies and/or little variety weak or uneven sequence of events opening and closure, if present, are weak 	<p>The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:</p> <ul style="list-style-type: none"> there little or no discernable plot or there may just be a series of events may be brief or there is little to no attempt to establish a setting, narrator/characters, and/or point of view* few or no appropriate transitional strategies may be evident and may cause confusion little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident opening and/or closure may be missing or unsatisfactory 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

*point of view begins at grade 7

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 6 O/P A	3	<p>Overall, the organization of the narrative is adequately sustained and the focus is generally maintained, which earns this paper a score of 3 on the dimension of Organization/Purpose.</p> <p>The plot is evident and complete, and the use of dialogue helps to move the narrative forward through a series of interactions between the narrator and the robot. Some loosely connected ideas are evident, as in the first paragraph: "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." However, the story quickly returns to the robot narrative: "I looked under my bed and there it was, the robot." The characters are adequately established: a mother who tolerates rudeness, a narrator who faints when surprised, and a robot who has the qualities of three of the robots mentioned in the source materials. The setting is also established, with the bedroom and the garden. The transitional strategies and organization are adequate, with some flaws; e.g., the first paragraph could have been divided between "I got out of bed." and "I looked under my bed . . ." to alleviate some clumsiness and more clearly establish distinct sections of the narrative. However, there is appropriate use of several transitional phrases: "than I remembered . . ."; "At that thought, I ran . . ."; "It spoke again but this time . . ."</p> <p>The sequence of events is adequate; the student is able to incorporate the medical skills of the robot, as well as its gardening skills, though the purpose of these events is not strongly established. The conclusion is adequate and appropriately indicates a positive future for the narrator and the robot.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 6 O/P B	2	<p>Overall, the organization of this narrative is somewhat sustained and the focus is uneven.</p> <p>The plot, while simplistic, is present. The student unevenly establishes two characters: the narrator and Joe. The student includes almost no information about Joe, but does include some details that give the reader information about the narrator and the narrator's motivation ("When i opened i got the package for my robot i was excited." and "so that I could show him my new robot."). The student also minimally establishes the setting, both with the titles of the sections of the narrative and with some minimal use of details (e.g., "drove the robot around in the grass").</p> <p>The student makes minimal use of transitions that lead the reader through the narrative, and relies heavily on subordinate clauses beginning with the word "when" ("When i opened . . ."; "When i pressed . . ."; "When we went . . ."). Although the student uses a few other transition strategies, such as time markers ("Later on in the day"; "after one hour"), overall there is little variety.</p> <p>The sequence of events, while connected, is weak. Several things happen, such as the narrator going to Joe's house, followed by Joe and the narrator going to the park and finally to the narrator's house, but those events could be reordered without significant change to the narrative.</p> <p>The opening is weak, and there is no discernible closure.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 6 O/P C	1	<p>In this narrative, the organization is maintained around the idea of the narrator finding out what the robot does, but there is not really a discernible plot. The narrative consists primarily of a listed series of events consisting of "I" statements/events.</p> <p>There is no attempt to establish a setting, characters, or a narrator beyond the first-person statements. There is also no discernible conflict or problem. There is a weak attempt to create paragraph structure using line breaks. There is an evident but weak sequence of events that follow a pattern: the robot reveals some new capability; then the narrator reacts by having the robot perform actions related to that capability (e.g., "I go outside and start to steer it but then it falls in the water. I see that its water proof and can float. So I start to play with it in the water:").</p> <p>Little variety in transitional strategies is evident. Mostly, the student uses connectives within paragraphs to show how the narrator reacts to the newly discovered capability ("I see that its water proof and can float. So I start to play with it in the water."; "... it can climb stairs. So I steer it upstairs ..."). There is a weak opening ("I just turn on my new robot ..."), but no discernible closure.</p> <p>Overall, while this paper does have some elements of a 2 (weak sequence of events; some limited transitions), the lack of a discernible plot, along with the lack of attempt to establish a setting or characters, earns this response a 1.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 6 O/P D	3	<p>This response has an evident plot and a sense of completeness. Although the narrative is very long and full of details, the plot is unevenly paced and gets bogged down in details. The narrative begins slowly, describing such minutiae as handling a backpack and how quickly each character answers the telephone. This type of detail, while vivid, does little to move the story forward. Many characters are introduced, but few are actually developed. The events progress slowly; the writer's attempt to integrate a large amount of source material causes the sequence of events to lag and lose focus. The result is a sequence of events that is adequate but not "natural and logical", as described in the rubric. Some transitions are forced ("We read the packet some more . . ."), while others are simple ("After we taught . . .") or nonexistent ("It's Monday . . ."). The opening is adequate but simplistic: "Hi, my name is Elizabeth. Me and my friends, Alex and Maizie, are in the technology club at my school." The conclusion is adequate but vague: "I'm super glad that I got a robot, and I can't wait to do more stuff with my new friend and robot, Amanda."</p> <p>Holistically, the best score for this response is a 3 for Organization/Purpose, because the organization is adequately sustained and the focus is generally maintained.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 6 O/P E	2	<p>The narrative makes an attempt at a plot, with a beginning ("Today my new robot came in the mail.") and a midsection with some progression of ideas (the narrator figures out how to start up the robot; the robot starts walking and leaves the house; the narrator discovers that the robot can drive a car). The conclusion, in which the robot loses power and the narrator "decide[s] to walk around," is weak and leaves the plot feeling incomplete.</p> <p>The characters are only minimally established; there seems to be only one human character, but the narrator frequently uses the pronoun "we" ("We tried to stop it" and "Thats when we realized what he was made for."). The car and the list of destinations are the only attempt at establishing a setting.</p> <p>There is adequate use of a variety of transitional strategies in this brief narrative: "When I did . . ."; "Once I put it together . . ."; "Thats when we realized what he was made for."; "First I wanted to . . ."</p> <p>The story drifts after the robot stops working. Holistically, the response is somewhat sustained but has an uneven plot and lacks a sense of unity and completeness.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 6 O/P F	4	<p>A strong plot moves this narrative forward while establishing both character and point of view. The opening line, "I'd always wanted a pet since I was just a little kid," and the explanation of the narrator's allergies provide background on the narrator and create the context and purpose for a clear storyline, which is maintained throughout the piece. The student effectively creates conflict and portrays the narrator's growing frustration at the end of paragraph 1: "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."</p> <p>The student consistently uses a variety of transitional strategies, mostly chronological, which move the story forward effectively ("Alas, that would never happen."; "One day, . . ."; "A week later, . . ."; "After a brief lapse, . . ."), and ideas are clearly connected.</p> <p>The overall piece covers a significant amount of time, yet still maintains a logical sequence of events throughout. The conclusion brings the story full circle: ". . . this is just the start of a long friendship!"</p> <p>Holistically, the narrative is fully sustained and the focus is clear and maintained throughout.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 6 O/P G	2	<p>There is an evident plot with a beginning and an end; however, the response is limited and does not have a sense of unity and completeness. There is a minimal attempt to establish a setting: "One day me and my mom went to the store to get groceries." The characters are minimally established as a mother and a child, and are developed as far as "My mom found out it was doing my chores, and she got mad. A few hours later she was asking it to do the dishes, and then to vacuum. She loved it!" This helps to define the mother/child relationship and create a sequence of events as the mother adjusts from being upset to also appreciating the robot. Transitions are established by repeating feelings ("It was amazing" and "I was amazed") and making some chronological connections ("A few hours later"), but overall use of transitions is minimal, in part because the narrative is brief. The opening and closure are evident but weak: "One day me and my mom . . ." and "We loved our robot."</p> <p>Overall, this narrative earns a score point of 2 for Organization/Purpose.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 6 O/P H	3	<p>The narrative establishes an adequate plot, and the focus is mostly maintained. The narrator's "dream" is woven throughout, so the surprise conclusion works very effectively. The setting of the home/dream is also established through descriptions of the house's different rooms—the bedroom, living room, and basement (imagined) (e.g., "I see my small, box-shaped robot sitting on our wooden table staring at our TV. The TV is just static."). The response includes various transitional strategies that move the reader through the narrative ("When I come downstairs . . ."; "Once he closes the door . . ."), but sometimes there is not a clear connection, or the connection seems forced (" from Tiny-Box Tim. Once I woke up, . . ."), and there is overuse of the word "then," particularly in paragraphs 1 and 2. The sequence of events wanders slightly as the narrator moves from room to room, but this is a minor flaw, and the writer maintains the suspenseful element of the plot throughout the entire story. The introduction is adequate: "I've just received my robot in the mail . . ." Overall, this is an adequate response in terms of organization and purpose.</p>