

Scoring Key: Grade 6

Narrative Performance Task

Focus Standards

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

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

*Elaborative techniques may include the use of personal experiences that support the controlling/main idea

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 6 D/E A	3	<p>This narrative provides adequate elaboration of experiences and characters, using details, description, and dialogue.</p> <p>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 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?'").</p> <p>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."</p> <p>Overall, the student uses a variety of narrative techniques to adequately advance the story and develop the characters.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 6 D/E B	4	<p>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 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.</p>
Sample Grade 6 D/E C	2	<p>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.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 6 D/E D	1	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.
SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 6 D/E E	2	<p>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.</p> <p>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."</p>
SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 6 D/E F	3	<p>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.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 6 D/E G	2	<p>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 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.</p>
SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 6 D/E H	3	<p>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).</p>