

# Grade 6 / Conventions

## SAMPLE A \* SCORE 2

### Narrative Performance Task

#### Focus Standards

Grade 6: W.6.5; L.6.1; L.6.2



#### STUDENT RESPONSE

Hi! My name is Elizabeth. Me and my friends, Alex and Maizie, are in the technology club at my school. For my birthday, my mom bought me my very own robot because she knew I wanted to one! It's supposed to come in the mail today. Let's go see if it came yet! When I walk inside the door to my house, the first thing I do is look on the table for a big package. I become really surprised and happy when I see that there is a package! I quickly throw my backpack on the ground and run over to the package. My mom walked into the room and notices me looking at the package. I turn around and ask, "Mom, can I open it, can I open it, can I open it please?" Mom smiles and says, "Fine. But then you need to do your homework." I smile and reply, "I don't have any!" I get the scissors and cut the tape from the top of the box off. Before I do anything else, I decide to call and see if Maizie and Alex can come over to see me open it. I quickly pull out my phone and dial their phone numbers. Alex picks up on the first ring, and Maizie picks up on the third. "Hi!" They both say at the same time. Without saying hi, I ask, "Can you guys come over now? My robot came and I want you guys to see me open it!" They both go to ask their parents, who say yes. We all

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#### RATIONALE AND EVIDENCE

This student response clearly demonstrates adequate command of conventions, with minimal errors. There is sentence variation, which offers an authentic and seamless flow to the narrative. ("I gasp as I see the little robot coming to life right in front of my eyes. 'Hello,' I see the robot speaking for the first time in my living room. 'Who do you want me to talk like?' My robot asks in a robot voice. A screen — yes, an actual screen! — pops up on his stomach with names on it.") The student also uses grade-level-appropriate punctuation correctly, and bends the rules a bit for emphasis, e.g., through the use of capitalization: "'MOM!' I yell." While there are some minor errors in grammar usage—mostly in inappropriate tense shifts ("My mom walked into the room and notices me looking at the package."; "I give Maizie a big hug . . . Alex and I played . . ."), punctuation errors ("I find it easily, it's right on the back . . ."), and spelling errors ("thorough"), the overall proportion of errors, compared to writing done well, is very low.



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live on the same street, so I say goodbye, hang up the phone, and wait.

After about a minute, they both show up. I hug them and then don't hesitate to take out my robot. The first thing that I pull out is a few layers of bubble wrap. They take turns popping it while I pull out the rest of the stuff. Next, I pull out an instruction packet, which is pretty thick. I skim through the packet, and then take a break to talk to my friends. "What kind of robot do you think it will be?"

When I learned I was getting a robot, my friends and I did research on robots, and we learned that there are many different types of robots. In one source we found called **Meet The Robots**, we found out that there are robots with the names of Dante 2, Agribots, Gemini-Scout, Mr. Gower, and many more robots. Each robot is designed to do different jobs. There are robots that do jobs like picking fruit, bringing medicine to patients, going in volcanoes, and many more different tasks that are done by robots.

After my friends thought for a few minutes about what kind of robot they thought mine would be, they told me their ideas. "I think it might be an Agribot. Those are the ones that pick

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fruit,” Alex reminded me. “Your mom does have a big garden,” Maizie agreed. “But I think it will be a pet robot, like the ones we read about,” Maizie decides. In another article we read called *Robots That Play Well With Others*, we discovered that one company, called I-Pet Companion®, made a type of robot that lets you play with a kitten from a distance. Some of them can even play alone! We saw pictures of them, and we thought they were so cool. “What kind of robot do you think it will be, Elizabeth?” Maizie asks me. I reply jokingly, “Maybe it will be a robotic car!” We all laugh and Alex says, “You think that box is bit enough?” I sigh and nod my head.

The last article we looked at was about robotic cars. We knew that definitely wasn’t it, but they sounded cool. They’re even legal to drive in Nevada! “I actually don’t know what kind I think it will be,” I say. “Well lets find out!” Maizie yells. I turn back to the box and take out the heaviest thing. I gasp as I hold the robot in my hand. I set it on the ground. My robot is red, with hazel eyes. She looks like a mini-robotic human, which I think is awesome. “MOM!” I yell. She rushes in as I hug her so hard that she looks as if she is about to pass out. “Thank you!” I scream. I let go of her and she asks, “Well, are you going to turn it on yet?” I nod as I pick up the instruction packet and

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look **thorough** it to see if it says how to turn it on. I find what I'm looking for in the packet, and I read it out loud. "To turn on robot, press the blue button on robot's back." I set down the instructional packet and turn the robot around so I can see the back. I find it easily, it's right on the back, like the packet says. Right as I'm about to press it, my mom suddenly yells, "Stop!" I turn to face her with a confused look on my face as she pulls out her camera. I hear a click, and I know that means she's recording this. I turn back to face the robot and press the button. I gasp as I see the little robot coming to life right in front of my eyes. "Hello," I see the robot speaking for the first time in my living room. "Who do you want me to talk like?" My robot asks in a robot voice. A screen – yes, an actual screen! – pops up on his stomach with names on it. With each button I press, a different voice can be heard from the robot. "Sara." I ask everyone what they think about each voice I press. There was Sara, Amanda, Carly, Bill, Mark, and Thomas. We all agreed that we like Amanda the best. She sounds happy and cheerful, smart and full of knowledge, quirky, and excited to be here.

We read the packet some more, and the most important thing we read was the kind of robot. Apparently, Amanda can do anything we program her to do, so she isn't just one type of

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robot. We went to the website that the packet told us to go to, to program Amanda. I decided to make Amanda be my friend, which everyone thought was a great idea. There were so many things I could do with Amanda, which was fantastic. It turns out that she is water proof, fire resistant, and much more, so Amanda can be extremely safe.

After we taught Amanda some dog tricks, Maizie's mom called and she has go home. I give Maizie a big hug and thank her for coming over. For the rest of the day, Alex and I played with Amanda and taught her some more stuff. It was a really fun day.

It's Monday, and I'm bringing my robot to school to show to the technology club. I couldn't wait to see their reactions! Finally, lunch is over and it's time to go to the technology club. I'm walking with Maizie and Alex with my robot safely in my backpack. We talk until we're at the classroom. I walk into the room with my best friends, and I can feel the excitement jolting through my body. "Good afternoon, class," the technology teacher, Ms. Olsen, greets us. "I believe today Elizabeth has brought something to show the class today, is that right?" I nod and reach into my backpack and pull out Amanda. Alex and Maizie give me reassuring smiles as I walk to the front

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of the room. I place Amanda down and say, “Hi everyone. Today I wanted to show you my robot, Amanda, that I got for my birthday.” I hear gasps coming from all around the room as they take in the sight of my amazing robot. I try to not be nervous and continue speaking. “It came in the mail on Friday after school was over. My two friends, Maizie and Alex, came over and we gave Amanda life for the first time.

Amanda can be programmed to do anything you want, and we programmed her to be our friend. Do you guys want me to turn her on?” Everyone cheers and shouts, so I turn her on. “Hello. I am Amanda, your loving and caring friend.”

For about ten minutes, I showed everyone some of the cool stuff Amanda can do. When I asked if anyone had questions, almost everyone’s hands shot up. The first person I called on, Chloe, asked, “Can you pass her around and we can take turns holding her?” Everyone loved that idea, so I agreed, as long as everyone was extra careful.

Everyone seemed to love Amanda, which was good. 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.

## 2-Point Opinion Performance Task Writing Rubric (Grades 6–8)

SCORE	2 POINTS	1 POINT	0 POINTS	NS
CONVENTIONS	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates partial command of conventions:</p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</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>

## Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

# Grade 6 / Conventions

## SAMPLE B \* SCORE 1

### Narrative Performance Task

#### Focus Standards

Grade 6: W.6.5; L.6.1; L.6.2



### STUDENT RESPONSE

As I turn on the robot the robot says, Hi my name is Kyle I'm your robot. Do you need to help you with something? No thank you. OK. Then it goes to sleep. Then when you need it to help you with something you say Kyle I need your help. Then he helps you.

When you have fallen he will help you. He will clean it and stuff. You can tell him to do the dishes and he will. But, it would be cool if you can have more than one robot.

Then when he gets too old you get a new one. And they might get better and better.

### RATIONALE AND EVIDENCE

Overall, the response demonstrates a partial command of conventions. This response includes a variety of errors in sentence formation, using the word "then" to move the narrative forward by creating a series of dependent clauses: "Then it goes to sleep. Then when you need it to help you with something you say Kyle I need your help. Then he helps you." However, the response also includes many examples of sentences formed correctly, with and without subordinate clauses ("When you have fallen he will help you."; "You can tell him to do the dishes and he will."). The student consistently fails to use quotation marks with dialogue, but other punctuation is used accurately, including end punctuation and a comma used correctly. The student does spell all of the words correctly, indicating adequate command of spelling, but the language used is simplistic.

The number and density of errors, compared with the amount of writing done well, is relatively high; therefore, this paper receives a score of 1 for Conventions.



## 2-Point Opinion Performance Task Writing Rubric (Grades 6–8)

SCORE	2 POINTS	1 POINT	0 POINTS	NS
CONVENTIONS	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates partial command of conventions:</p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</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>

### Holistic Scoring:

- Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- Severity:** Basic errors are more heavily weighted than higher-level errors.
- Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

# Grade 6 / Conventions

## SAMPLE C \* SCORE 0

### Narrative Performance Task

#### Focus Standards

Grade 6: W.6.5; L.6.1; L.6.2



#### STUDENT RESPONSE

When I woke up there was a robot at my closet door and i went to the living room and I turned it on and it walked around and then talked to me and said hi and I was exited and told him he could look around the house and so he did and he came back and then we went out side and he walked on the grass and we went back inside and I told my mom to come down here o see it and she was amazed and the robot talked to my mom and shacked hands and then me and the robot went up stairs and I wanted him to study history and give the information to me and then i could type it down or wright it down and he got the information of of the computer and it was time for bed and turned him of and I went to sleep.

#### RATIONALE AND EVIDENCE

This response is one very long run-on sentence. Numerous words are misspelled (o, shackd, right) and basic capitalization rules are not applied (i). Overall, the variety, severity, and density of errors result in a score of 0 for this response.

## 2-Point Opinion Performance Task Writing Rubric (Grades 6–8)

SCORE	2 POINTS	1 POINT	0 POINTS	NS
CONVENTIONS	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates partial command of conventions:</p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</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>

### Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.