

Grade 6 / Organization and Purpose

SAMPLE A * SCORE 4

Narrative Performance Task

Focus Standards

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



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

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."

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.

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!"

Holistically, the narrative is fully sustained and the focus is clear and maintained throughout.



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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!"

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

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/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

Grade 6 / Organization and Purpose

SAMPLE B * SCORE 3

Narrative Performance Task

Focus Standards

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



STUDENT RESPONSE

I've just received my robot in the mail, I am so excited to see what the robot will do! I find and press the button labeled "POWER" and nothing happened. I walk over to the robot thinking that it's batteries are duds. I flip the robot over and just like I expected the batteries were duds. I go upstairs to get some more batteries. When I come downstairs and can't find the robot. I guess I must've put it in the living room, I think. When I come in there I see my small, box-shaped robot sitting on our wooden table staring at our TV. The TV is just static. "Wow that's weird," I mumble. Then the robot slowly, but creepily, turns it's head toward me. I jump and run out of the room and into our hallway closet. While I'm in the closet I say, "Wait haven't I seen this somewhere before?" Then the start to hear some loud, consistent thuds coming toward me. Then the door opens up.

I scream at the top of my lungs. It turns out it was my mom telling me to go to bed and she put my robot in my room. I go into my room and find the robot sitting in the corner staring at me with it's blank white eyes. I shiver as I walk over to my robot. I see a small tag on it's back saying "My name is Tiny-Box Tim! Wanna be my friend?" "This is really creepy! What

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RATIONALE AND EVIDENCE

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.



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should I do with Tim?!?" Tiny-Box Tim **then** started bouncing with loud thuds toward me. **Then** I say "Wait you are a robot-box thing that can move by itself without batteries and your trying to do something to me , I'm going to guess kill me, and I can't kick you or anything?" "NO, THIS IS A FICTIONAL STORY SO YOU CAN'T DO ANYTHING OR IT WOULD BE TOO REALISTIC!!" said Tiny-Box Tim. My door opens up with my dad telling me to go to bed and stop making noise. **Once he closes the door** I turn off my light and try to go to sleep. Once I close my eyes I hear raspy coughing coming from **Tiny-Box Tim.**

Once I woke up, I looked over at Tiny-Box Tim to see if he was there. He wasn't. I see square-shaped imprints on the ground. I sprint down the hallway to see where they lead. They lead me to a small room under our stairs I've never been to. I go inside expecting Tiny-Box Tim to scare me, but he wasn't in there. The imprints lead down even more stairs. "Huh, I didn't know we had a basement," I said. I see Tiny-Box Tim shaking violently in a corner chanting "It's all a dream!" over and over. I see he looks like he is in a worse condition than what he looked like on eBay. He looks like he rolled in mud and jumped into a pile of dust with rats. He turns extremely slowly to me still chanting and shaking. I jog backwards trying to stay away from Tiny-Box

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Tim. He then starts bouncing at me very fast trying to grab me. I run up the stairs on out the door I slam and lock the door behind me. I never went down into the basement ever again, and I never told anyone what happened. All of a sudden I wake up in my bed. I go find my mom and ask her if she knew if I had Tiny-Box Tim. She told me it was a dream and my robot came in the mail. She said it was on the kitchen table. I opened the box. To my horror I saw something. Tiny-Box Tim.

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

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/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

Grade 6 / Organization and Purpose

SAMPLE C * SCORE 3

Narrative Performance Task

Focus Standards

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



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 walk over to pick

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RATIONALE AND EVIDENCE

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.

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

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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."

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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 . . ."

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.

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

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/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

Grade 6 / Organization and Purpose

SAMPLE D * SCORE 3

Narrative Performance Task

Focus Standards

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



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 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."

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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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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.



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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.

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

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/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

Grade 6 / Organization and Purpose

SAMPLE E * SCORE 2

Narrative Performance Task

Focus Standards

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



STUDENT RESPONSE

One day me and my mom went to the store to get groceries. I was walking around the store and I saw a robot. It was amazing and it looked kind of like a human.

I was amazed at this so I asked my mom if I could get it. When I looked at how much it was 1/2 off! When we got home I turned it on, and "Wow! I said," I asked it to do chores and it did, I asked it to clean my room and it looked spottless. It was the coolest thing ever!

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! We never did any chores again. We loved our robot.

RATIONALE AND EVIDENCE

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."

Overall, this narrative earns a score point of 2 for Organization/Purpose.

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

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/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

Grade 6 / Organization and Purpose

SAMPLE F * SCORE 2

Narrative Performance Task

Focus Standards

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



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 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.

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.

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 . . ."

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- 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.

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

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/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

Grade 6 / Organization and Purpose

SAMPLE G * SCORE 2

Narrative Performance Task

Focus Standards

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



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.

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

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RATIONALE AND EVIDENCE

Overall, the organization of this narrative is somewhat sustained and the focus is uneven.

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").

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.

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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.

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- 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.
- The opening is weak, and there is no discernible closure.

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

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/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

Grade 6 / Organization and Purpose

SAMPLE H * SCORE 1

Narrative Performance Task

Focus Standards

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



STUDENT RESPONSE

I just turn on my new robot, right when I turn it on it says “hello”. I look to see what else is in the box and I see a remote control with a little screen. I turn the remote control on and I see everything the robot sees on the screen. I start to steer the robot. when I see a microphone where i can say something then the robot will say it.

I steer the robot all around while its saying “hello, hello, hello” I steer it into my room and notice that I can open and close stuff. So I open my door and I realize I can grab stuff. I grab my phone and then bring it back to me.

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.

I go back inside and see that it can climb stairs. So I steer it upstairs and then steer it up then down the up then down.

I see a red light then it stops so I charge the robot.

RATIONALE AND EVIDENCE

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.

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.”).

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.

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- So I steer it upstairs . . ."). There is a weak opening ("I just turn on my new robot . . ."), but no discernible closure.
- 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.

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

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
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