

# Scoring Key: Grade 6

## Narrative Performance Task

### Focus Standards

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

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

SCORE	2 POINTS	1 POINTS	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>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
<b>Sample Grade 6 Con A</b>	<b>2</b>	<p>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.</p>
<b>Sample Grade 6 Con B</b>	<b>1</b>	<p>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.</p> <p>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.</p>
<b>Sample Grade 6 Con C</b>	<b>0</b>	<p>This response is one very long run-on sentence. Numerous words are misspelled (o, shacked, wright) 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.</p>