



# Robots

## ELA Grade 6 Narrative

### Annotated Anchors

A decorative graphic consisting of several overlapping triangles in shades of blue, green, and grey, positioned on the left side of the page.

**Note:** All released anchors come from the Pilot Test, which did not specifically ask students to cite sources or to use multiple sources. Current Performance Tasks specifically tell students to use multiple sources and to attribute information to reference materials.

**Note:** The prompt on the pilot was slightly worded slightly differently. It said: You have decided to write a multi-paragraph story about a robot that all of a sudden comes alive. Tell the story of what happens.

# PURPOSE/ ORGANIZATION



## Anchor Response #1

## Response

one dark and stormy night there was a mad scienteist who created the most amazing robot ever. he called it x-bot 6969.the x-bot6969 was so amazing it could jump,talk,ply,run,and even cook.but it all went wrong on march 13th on friday at noon.the robot went bonkers it was kicking things and destroying anything in sight .so what else could the scientes do but have to destroy the best creation ever. he ran up behind the x-bot6969and shot it with a ray gun but it had no effect so he went to his work bench and in the blink of an eye he made the ... phinoex gun he shot once and a huge ball of fire came out and blew the x-bot6969 to smitherines.THE END

SCORE POINT

1

Although there is a story beginning (*dark and stormy night*), there is no context for the presence of “the mad scientist” or his invention. There are some appropriate transitions (*it all went wrong on...; so what else could the scientes do but...; in the blink of an eye...*), but they fail to advance the plot meaningfully. Overall, the response is too brief and the plot line is too sparse to earn a score beyond a 1.

Anchor Response #2

Response

It is the year 2015 and things are going awesome. My name is Jacob. I don't have many friends, but what I do have is a tiny remote controlled robot that's so cool to me. His name is Frank. He doesn't do much stuff, but he can carry a lot. I mean a LOT! When we moved to Albany, New York, he carried all the boxes.

One day Frank and I were going to get some groceries and when we came home, we both took a nap. When I woke up I couldn't find him. I looked all over until I saw him in the kitchen watching TV, but as a fully grown ginormous robot. As soon as I walked in he said.

"Hi Jacob!"

I suddenly screamed, ran out of the house, moved to Bruce Wisconsin, and changed my name to Connor. I never saw Frank again.

SCORE POINT

1

The response has a clear beginning that sets up a narrative and introduces the characters/narrator (*It is the year 2015; I don't have many friends, but what I do have is a tiny remote controlled robot...; ...he can carry a lot*). The ending does not offer closure (*changed my name to Connor*). There are some transitions to connect the sparse details (*one day...; when...; as soon as...*), but the basic plot is little more than a series of events with no real conflict (presumably, Frank the robot scared Jacob). Overall while the response has some attributes of a 2 narrative, the brief story line is insufficient to move this response beyond the 1 level.

## Response

There was a robot who was being created in a science lab. It was being created for helping get samples from volcanos. When the scientists put the last part in the robot it was ready to work.

The robot was sent to Hawaii to get samples from an active Valcono. It had to climb up the tall valcano and into it to start collecting samples. It collected alot of information in it to give back to the scientists.

Now the robot is collecting information about the gases. It was sending the information back to the lab so it can be studied. The robot was now back in the lab after searching the valcano. It was another work day for the robot after giving the information back. The robot now had been to volcanos all over the earth. It was being shipped all over the place.

It was now at the tallest valcano it had ever seen. It wasn't sure how it was going to climb all the way up. It knew that it had to go into the volcano though so it started climbing. When it reached the top he started slowly going in to collect the samples.

The robot had been shipped back to the lab where he was created by a scientist and gave back the informaton that it had been sent out to collect.

While climbing the volcano he wondered why he had eight legs like a spider instead of two like a human. He guessed that it was just so he could climb better and faster to get the information.

He had seen other robots at the same lab and wondered why they looked different than him. He heard the scientist talk about how they all have different jobs that they do for the scientists. He still thought his job was the coolest.

## SCORE POINT

## 2

The organization of this narrative is somewhat sustained, and the setting is consistent. However, there is no story line (other than climbing the tallest volcano), and the beginning of the response reads more like an informational report rather than a narrative (events are told rather than shown). The end is brief (*he still thought his job was the coolest*) and, because the robot is never really introduced as a character, that ending provides only a weak sense of closure. Nonetheless, the narrative shift (paragraph 5) from “it” to “he,” which occurs abruptly, does provide some sense that the robot is a character. There is a gap in the sequence after the robot successfully mounts the volcano and returns to the lab. There are few transitions used (*now*), further causing the choppiness of the response (*It... It.... It....*). Considered holistically, this response matches the criteria for a score point 2.

## Response

One day there was a boy named Andrew. He was going to school and was ready to learn some more math and study really hard for the next test that they were going to take the next week. Then after school was over he walked home and then turned on the T.V. and was looking for something to watch. Then when his mom came home he changed it to the news and they both watched it. Then the next day after school Andrew's mom took him to the store so that he can buy a new toy to play with. When they got to the store Andrew's mom took him to the toy section, and there it was, the perfect toy. It was barely the new toy and Andrew was just about to buy the first one. Then he got the toy and then they went home and he started to play his new toy right away. He played with his toy for a hour and then went to go take shower. Before he went in the shower he left his robot on his counter and when he got out of the shower his robot was under the bed and Andrew thought that that was really wierd. The next day Andrew went to school and when he came back he couldnt find his robot so he looked everywhere and had found his robot in his closet. But he was so shocked and he just found out that his robot was alive. He was shocked and his mom went running to him all worried and he told her that his robot was alive and she went to go check and she grabed Andrew and her car keys and left the house. Then she called the police to get it out of her house and then the police station used the robot for good things that the police couldn't explain to anybody!

## SCORE POINT

## 2

This organization is clear (chronological), but the focus is unevenly sustained. For example, some extraneous or unconnected details fail to set a helpful context for events or advance the plot (studying for a math test, watching TV). The idea presented at the end (police use the robot for good) is intriguing but concludes too abruptly to be effective. The overuse of the transitions *then* and – to a lesser degree – *when* are so repetitive that they interfere with the flow; other details are connected only with *and* (*He was shocked and his mom went running to him all worried and he told her that his robot was alive and she went to go check and she grabbed Andrew and her car keys and left the house*). Overall, this response matches the criteria for a score point 2.

## Response

there was once a girl named Brianna, who was 12 years old, 13 in a week. she was a very curious girl, and if she was not reading she would be inventing something. one day while inventing, something went terribly wrong. she was working on her new invention, a robot. she just finished it and was so excited, "now i gonna win for sure" she thought.

"Brianna" her mom called

"coming mom!" was her reply

as she went downstairs she heard a bang and then crash.

"Brianna?!"

Brianna went to her mom.

"Brianna, why don't you go outside and play, not stay cooped up in your room all day?"

"OK mom, first of all I'm almost 13 and i don't play anymore OK? secondly i have a big contest that i have to win and my project is done so can i go now?"

"fine but promise me that after your project you will get some air?"

"fine" said Brianna with her fingers crossed behind her back. she retreated upstairs to her room. her brother was singing very loudly to his stuffed animals.

"shut up Jack! I'm working!" "up above the world so high..."

"Jack i mean it" "like a diamond in the sky.."

"UGH" Brianna marched into her room and saw her robot on the bed not on the bench where she left it. she went into her brothers room.

"Jack did you move my robot?" "what you are!"

Brianna heard rustling in her room. back into her room she went , and the robot was now on the floor. "huh this is strange" she said to herself. she turned around and again rustling. once again Brianna turned around and the robot was next to her and staring up at her.

"AGGGGGHHHHHHHHH!"

"OOOOOGGGGGGGGGG!" went the robot. "oh crud, the robots alive" she said aloud "oh crud the robots alive" the robot said. "ABC,123,ABC,123."

"ABC,123,ABC,123." "since when were you a parrot?" asked Brianna. "since when were you a parrot?" asked the robot. "OK I'm gonna go outside" "out... side..." said the robot. "yes outside wanna come?" "OK"

so they both went outside and the robot was surprisingly like a dog. but he got too close to the pool and fell in. Brianna had a titanic moment before the robot sank to the bottom. all was lost for Brianna. she went upstairs to the bathroom,when she came out wet tire tracks were all over her room and there in the corner was the robot. she couldn't be happier. they went to the contest and she won first place. when they got home Brianna took a nap. when she woke up the robot was gone so she assumed it was a dream, but there were pictures and ribbons with them both on so she knew it wasn't a dream. but one day she walked by a dump and there was the little robot, crushed with tire marks all over him and parts were missing from him. "it was for the best" Brianna said to herself right before her moms car came around the corner...

## 3

## SCORE POINT

The organization is adequately sustained with a clear focus. The beginning of the story introduces and describes the character, immediately giving the reader a sense of her personality (*if she was not reading she would be inventing something*) and building suspense (*something went terribly wrong*). The sequence of events proceeds logically, with several problems presented and overcome (falling into the pool, Brianna's struggle to determine if the robot is real, the robot's disappearance). There are some minor gaps in the sequence of events (how did the robot get from the pool to her bedroom and how did it get to the dump?), and the ending is somewhat weak. Dialogue with other characters (mom and brother, Jack) functions as a transitional strategy in many places ("*Jack did you move my robot?*"; "*OK I'm gonna go outside*"). Overall, this response fits the criteria for a solid score point 3.

## Anchor Response #6

## Response

It all started when Danny an average young scientist born in Rhode island decided to try to make his own HRP-4c robot. At first all went well he made a robot that acts like a middle age man. He was able to play sports with him, watch TV with him, and even ride on him as a car with the click of a few buttons. That all changed when one day Danny was driving home from Starbucks and accidentally spilled his coffee on the manual controls causing the robot to go haywire. Then the robot transformed into an eight foot giant with armor and fully equipped weapons.

Danny then fainted and as he woke up he thought to himself "hmm how much damage can he do in one hour" he sighed "wait one hour!?!?!" with that he rushed inside to turn on the news. the TV blared to life stood up and ran off along with all of his electrical units including his I phone. All he could see was a part of the news saying "breaking news an army of electrical units are attacking the state leaving us trapped here on Rhode island. Someone please help us!" as it ran off.

Five minutes later his friends came pounding on the door yelling "please let us in were all gonna die". "No where not were going to destroy those machines" Danny said with a bit of doubt while letting them in. How are going to defeat those giant monsters he thought. then he realized something. "Follow me" he said while leading them to his basement. "Here you guys are going to need armor and blasters to take these creeps down.

A while later they were fighting the machines taking them down one by one. "There are too many" Danny yelled over the sound of the blasters. "Wait a minute the source of the machines is my HRP-4c robot." he realized " we have to destroy him so the rest will power down" with that they were off to search for his robot in his backup car. Once they got to it his friends distracted the robot while Danny went to the robot's power panel and dismantled it. The town was saved and all of the machines were gone. So then later the state was rebuilt and back to normal.

With that Danny decided to never make his own machine ever again. With only few people with severe injuries and less than fifty with minor injuries Danny paid up for most of the damage made and went back to living his normal life without any robots in his life and at the age of eighty-one he died a peaceful life.

## SCORE POINT

3

The organization of the narrative is clear and appropriate, and the focus is adequately maintained. The beginning of the narrative includes sufficient context for the story and introduces the main character Danny (*an average young scientist born in Rhode island*). An evident and sustained plot helps to create a sense of unity, with a conflict occurring when Danny spills coffee on the robot's "manual controls." The rest of the events are logically sequenced, with traditional (*A while later*) and untraditional (inner dialogue such as *How are going to defeat those giant monsters he thought*) transition strategies advancing the action. Although the closing is somewhat rushed, it does wrap up remaining questions regarding injuries and damage caused by the mayhem. Overall, this response earns a score point of 3 for organization and purpose.

## Anchor Response #7

## Response

I was dreaming. Dreaming of a robot. I have always wanted a real robot. I have toy ones, but they just aren't the same. They don't talk, or do real things. But that all changed on one special morning.

I woke up. I look at the clock. It 7:00 a.m. and it's my birthday! I jump out of bed and run downstairs. My mom is making me breakfast of eggs and toast, and my dad is reading the paper. My baby sister is eating her cheerio's. "Happy Birthday honey!" said mom. "Happy Birthday squirt." said dad. And baby Jane tried to muster out a "Haffy Birqday!" I was so happy!

That day at school everyone wished me happy birthday! I couldn't wait to get home and open my presents! Maybe this year I would get a real robot! When I got home, my told me we had to eat dinner first. So after dad got home we ate. Then she said it was time to open my presents! I got a marble track, some new toy cars, some very needed new socks, and the new model toy robot! I loved it, but I was still a little dissapointed. Then we ate my cake. It had a picture of a robot on it. That made me even more sad, knowing my robot would never be real. But it was my birthday! I had to be happy with the other things I got. And tomorrow all my friends were coming over! So I made a wish and blew out my candles. Then I told my parents I needed a good nights rest and went to bed.

The next morning I felt groggy and tired, even though I had went to bed early. I felt something poking me. It wasn't mom, because I use my alarm clock to wake myself up. And we don't have a pet. I rolled over and to my great surprise there was a robot sitting in the middle of my room drawing with my paper and markers. I said, "Hello", a little hesitantly. He replied, "Hello! My name is Risto-Bot. I'm your new friend!" I was shocked, and

didn't know what to say! All I could muster up was, "Where did you come from?" He said, "I am your birthday wish come true!" Then I said, "But we have to hide you from mom and dad!" And just as I said it he was out my door heading for the steps. He was too fast, I couldn't catch him. Mom and dad were as surprised as I was! I told them the whole story. They listened intently, and tried to understand my explanations. And when I was finished, they said I could keep Risto-Bot.

At my birthday party, all my friends loved Risto-Bot! We played with him, and he danced and sang, and played party games with us too! Then Henry asked me, "Where did you get him?". And I smiled to myself and replied, "Somewhere very special, Henry. Somewhere very, very special."

## SCORE POINT

4

The beginning paragraph nicely sets up the action to come, although the reference to wanting a *real robot* who does *real things* is somewhat vague. The final line of the first paragraph (*...that all changed on one special morning*) successfully hooks the reader. The chronological sequence is appropriate for the events, which take place over two days. Although there is an over-reliance on the simplistic transition *then*, the events are logically connected, leaving the reader with few or no questions regarding Risto-Bot (an adult reader questions the simplicity of the statement "*I am your birthday wish come true,*" but fantasy/science fiction can be enigmatic). The ending is [6<sup>th</sup> grade] effective, again playing up the mystery of the inexplicable. The overall sense of unity and completeness helps move this response into the 4 scoring category.

## Response

Mrs. Janice was about to assign the class's science assignment everyone stood waiting wondering what she was about to say. Then she said loud and clear " Our class assignment is to... build a robot and make a poster board to go with it!" Everyone stared shocked and surprised. Some of them didn't even know what a robot was. Amy (one of the students) raised hand and Mrs. Janice asked what Amy needed and Amy said "What kind of robot? And how are we supposed to build one?" Mrs. Janice ignored her for a second and then replied "Well, you buy the parts and design your own." Amy stared at her and said "That sounds to difficult!" Mrs. Janice started to wonder what was so hard about it. Next she said " I will give you each a sheet of paper that gives you a list of some resources so you can get an idea of how to make your robot." Then she held up a paper that read: "Good resources for making or researching a robot; <http://WWW.umm.edu/news/releases,/robot.htm>; <http://WWW.economist.com/node/15048711...>" And it went on. After everyone finish reading the paper the bell rang and the students went home

As Amy walked home she thought about how difficult it would be to make a robot. Amy thought about what supplies she would use and how. She thought about how she would design her poster board. She realized it would just be easier if she didn't complain. When she got home she was still alone knowing this she tried to remember why. Then she remembered that her mom and dad were at work. She was a loner anyway and did not like help. She got to work on her poster board. Threw a dash of glitter, smeared a little paint and pasted pictures. When she was done she started on her robot(which was the longest and hardest part.) She didn't know where any wires were except for the computer so she raced towards it knowing it would be a piece of cake to yank just a few wires from her dad's new computer. After she had the wires she looked up how to connect the wires in order to make the robot move. The website said to design the machine first. So Amy took 16

metal and bent it into the shape of a sphere and added eight legs just like the Dante 2. Next she made a crane at the top so it could grab and carry stuff. And right behind the crane she added a seat and steering wheel. The reason Amy added the seat and steering wheel is so she could ride her robot. After all of the designing was done Amy threaded the wires into the right spots and put the correct programming into the correct areas. It wasn't quite done yet though because Amy had to decorate the big robot. So she ran to her room and dug through her draws and found hot pink glitter paint, purple glitter, blue glitter, puppy stickers and a baby blue seat cushion. Next she ran back to the living room and got to work. First Amy painted the robot, not missing a single spot. Second Amy put sparkly polka-dots all over using a pattern of blue and purple. Third she put the cute little puppy stickers inside of each colorful little polka-dot. Lastly she tied the seat cushion onto the raised seat. Amy's was going to be the best robot ever.

Amy kept trying to get control over her robot but it was very difficult and confusing. Amy could move just not steer it. it worried her because the assignment was due tomorrow and each student was supposed to demonstrate how their robots worked. Amy decided that maybe her robot just needed some fresh air so she rode him to the park. Eventually she started to gain control over the tall robot. After awhile Amy decided her robot wasn't good enough; she wanted a waterproof robot that can go into heats as high as two thousand degrees Fahrenheit. So she rode her robot to the store and bought insulation and waterproof spray. When she got to the check out she paid the cashier and walked outside to where she sprayed her robot with the waterproof spray and put the insulation on her robot. Now her robot was the best. She had control and it was waterproof.

To day was the day of the presentation. Amy felt nervous but relieved. But she knew she could do it. She got dressed in her spotted polka-dot dress with her hot pink flats. She felt a knot

in her throat as she hopped onto her robot. She sat, her back laying on top of her poster board. And they started walking, keeping an eye on the road. She felt so tall and strong as a cool breeze blew through her hair. As Amy and her robot approached her school she felt scared. Her robot step into school, all of the younger kids staring in awe at the sight of a real robot. Amy just ignored them as she walked down the sixth grade hall towards her class. She commanded her robot to open the door with his crane and he did. Amy dropped her stuff off and went outside for morning recess. She walked outside wondering what the presentation will be like.

After recess all of Mrs.Janice's students rushed inside like a stampede. Amy felt clueless as she walked through the doors of the school. Amy sat at her desk wondering who will present first. Then she heard her teacher talking she was about to announce who was presenting first. Then she heard "...The presenter will be... Amy!" Amy was so shocked she almost threw up. Amy slowly walked up to the podium and recited her speech. Next she showed the class how it worked and walked back to her seat. Then she heard her teacher say "Wow, give Amy a round of applause!" And everyone clapped for her. She blushed at the thought of everyone liking her robot. All there was left to do was watch the other classmates' presentations. First Carl's, then Bob's, third Sally's and so on. Amy didn't really have a favorite because she loved them all. And Mrs.Janice loved them all to.

SCORE POINT

4

This response maintains an effective narrative plot structure, consistently focusing on a class project. The beginning nicely sets up the context for the story (a class assignment) and introduces the main character, Amy. Several problems are introduced including building the robot, controlling the robot, and – finally – insulating/waterproofing the robot. Each problem has a clear solution (including appropriating parts from dad’s new computer!), and the story ending provides effective closure, bringing the story full circle (Amy showcases her robot for the suitably impressed classmates). The story events transition nicely from one to another, moving from the initial assignment to the construction and refinement of the robot to the *day of the presentation* and subsequent excitement over the presentations. Occasional verb tense shifts cause very minor confusion (*Today was the day of the presentation; She walked outside wondering what the presentation will be like*). Nonetheless, the overall sense of unity and completeness confirm the score of 4 for this narrative.

# ELABORATION

A decorative graphic consisting of several overlapping, semi-transparent rectangular blocks in shades of blue, green, and grey, arranged in a layered, geometric pattern.

**Note on the use of “Evidence” for narrative tasks:** Use of source materials for narrative is primarily for enhancing the story. Narrative responses are not expected to incorporate factual evidence from the source materials in the same way as they are expected to do so with informational/explanatory or opinion/argumentative tasks. While high-scoring responses in this category would not contradict information in the source materials, the use of such information may be implied or used in a very general sense.

Response

It is the year 2015 and things are going awesome. My name is Jacob. I don't have many friends, but what I do have is a tiny remote controlled robot that's so cool to me. His name is Frank. He doesn't do much stuff, but he can carry a lot. I mean a LOT! When we moved to Albany, New York, he carried all the boxes.

One day Frank and I were going to get some groceries and when we came home, we both took a nap. When I woke up I couldn't find him. I looked all over until I saw him in the kitchen watching TV, but as a fully grown ginormous robot. As soon as I walked in he said.

"Hi Jacob!".

I suddenly screamed, ran out of the house, moved to Bruce Wisconsin, and changed my name to Connor. I never saw Frank again.

SCORE POINT

1

This brief response fails to develop details sufficiently for the purpose. The language is very vague and general (*stuff, a lot*), and there is no description of the robot other than that it is tiny at first and then becoming *ginormous* through some mysterious process. The experiences relayed cause confusion, and the reader is left with more questions than answers (Why was Frank the robot taking a nap? How did it become "ginormous"? Why was Jacob so frightened? Why Bruce Wisconsin and name change?). Overall, the response reflects the criteria for the 1 scoring category.

## Response

One day there was a boy named Andrew. He was going to school and was ready to learn some more math and study really hard for the next test that they were going to take the next week. Then after school was over he walked home and then turned on the T.V. and was looking for something to watch. Then when his mom came home he changed it to the news and they both watched it. Then the next day after school Andrew's mom took him to the store so that he can buy a new toy to play with. When they got to the store Andrew's mom took him to the toy section, and there it was, the perfect toy. It was barely the new toy and Andrew was just about to buy the first one. Then he got the toy and then they went home and he started to play his new toy right away. He played with his toy for a hour and then went to go take shower. Before he went in the shower he left his robot on his counter and when he got out of the shower his robot was under the bed and Andrew thought that that was really wierd. The next day Andrew went to school and when he came back he couldnt find his robot so he looked everywhere and had found his robot in his closet. But he was so shocked and he just found out that his robot was alive. He was shocked and his mom went running to him all worried and he told her that his robot was alive and she went to go check and she grabed Andrew and her car keys and left the house. Then she called the police to get it out of her house and then the police station used the robot for good things that the police couldn't explain to anybody!

## SCORE POINT

1

There is minimal use of details, dialogue or description to develop the ideas in this narrative. For example, there is very little description of the main character or the context for the story. Many of the details (watching TV, playing with the toy for about an hour) fail to advance the story. In sum, there is no showing or expanding of any of the key details in the narrative, and the details about the robot itself reflect little understanding of the source material. The general (*good things*) and repetitive (*toy; shocked*) language further confirm a score of 1 for this response.

## Response

There was a robot who was being created in a science lab. It was being created for helping get samples from volcanos. When the scientists put the last part in the robot it was ready to work.

The robot was sent to Hawaii to get samples from an active Valcono. It had to climb up the tall valcano and into it to start collecting samples. It collected alot of information in it to give back to the scientists.

Now the robot is collecting information about the gases. It was sending the information back to the lab so it can be studied.

The robot was now back in the lab after searching the valcano. It was another work day for the robot after giving the information back. The robot now had been to volcanos all over the earth. It was being shipped all over the place.

It was now at the tallest valcano it had ever seen. It wasn't sure how it was going to climb all the way up. It knew that it had to go into the volcano though so it started climbing. When it reached the top he started slowly going in to collect the samples.

The robot had been shipped back to the lab where he was created by a scientist and gave back the informaton that it had been sent out to collect.

While climbing the volcano he wondered why he had eight legs like a spider instead of two like a human. He guessed that it was just so he could climb better and faster to get the information.

He had seen other robots at the same lab and wondered why they looked different than him. He heard the scientist talk about how they all have different jobs that they do for the scientists. He still thought his job was the coolest.

## SCORE POINT

## 2

In general, the experiences, characters, and events in this response are partially elaborated. Some details are offered (the robot's job, first in Hawaii and later around the world, was to collect samples about gases from volcanoes) but there is little narrative-related description of the missions. The shift (in paragraph 5) from pure exposition about the mechanical robot to the reflections of a self-aware robot begins to develop a plot (the robot overhears scientist talking, and the robot wonders why it has eight legs – a reference to source # 1), but these details are not well-integrated enough to advance the narrative purpose. The style is not reflective of a narrative and much of the language is too general (*climbing slowly, give information*), further confirming a score of 2.

## Response

OnedayFlynnsteachertoldhimhehasascienceproject.Flynnsaid"Is there anything in particular we have to do?"Yes actually you have to use your imagination!" Ms.Flowers has always has been Flynn's favorite teacher.Suddenly an idea popped into Flynn's head. He told his best friend danny what he was going to do for his project.Danny thought it was a great idea to make a robot for the assignment.Danny said"Wow how are you going to pull that off?"Flynn hasn't put a lot of thought into it so he said "I have to look up ideas on the internet." "Can i come over to your house today?"asked Danny."Sure why not I'll help you come up with ideas."Sounds great my mom will drop me off at 3:00."

When Danny came over to Flynn's house they got started right away. Danny's idea for his science project is putting a needle through the a balloon without it popping.When Flynn got on the computer he went straight on to Google. he typed in"How to build a robot?"Answers popped up everywhere but Flynn only stuck with one.Once he got all the materials he built the robot of his dreams. He was so professional he made a switch to turn it on and off. When he turned it on it didnt work so he tried it again still nothing one last time and nothing happened."Whats going on?"asked Danny. "I dont know somethings wrong."they asked Flynn's mom and she said nothing but,then she said "we'll fix it later once we come back from dinner."

When they got out of the car they went into a chinese restraurant called Lucky duckling. When they got in they ordered the mom gave Flynn and Danny a dime so they can go to the wishing well.When they got over there Danny wished for a new skateboard.

Then Flynn wished for his robot to work.When everybody was done eating they got their fortune cookies and ate then read the fotune and will come true".

bc

When they dropped off Danny Flynn and his mom and dad went

"UGH" Brianna marched into her room and saw her robot on the bed not on the bench where she left it. she went into her brothers room

home. When Flynn went into his room his robot was working and walking around and talking. Flynn went rushing to his robot and talked to

him. The robot said "Hello Flynn how are you doing today?"

"Good now that your alive!" Robot said get some sleep if your going to show me off tommorrow in class. "ok"

When Danny was done showing his trick Flynn went on the podium he showed everybody his robot. Everyone loved it and asked him to make him talk and ms Flowers gave him an A and he went off happy with his robot forever.

SCORE POINT

2

This response is unevenly developed. The use of dialogue is somewhat effective in developing the relationship between Danny and Flynn, but there is no real reason for Danny to be in the story other than to compare his mediocre science “trick” with Flynn’s robot. Similarly, other details are not well connected (e.g., the Chinese restaurant sequence has no purpose other than to justify the existence of the wishing well). Explanations that would help clear up reader confusion, such as how the robot came “alive,” are absent. The language and style are adequate, but they do not compensate for the lack of development of key details, confirming a score of 2 for this response.

Response

there was once a girl named Brianna, who was 12 years old, 13 in a week. she was a very curious girl, and if she was not reading she would be inventing something. one day while inventing, something went terribly wrong. she was working on her new invention, a robot. she just finished it and was so excited, "now i gonna win for sure" she thought.

"Brianna" her mom called

"coming mom!" was her reply

as she went downstairs she heard a bang and then *crash*.

"Brianna?!"

Brianna went to her mom.

"Brianna, why don't you go outside and play, not stay cooped up in your room all day?"

"OK mom, first of all I'm almost 13 and i don't *play* anymore OK? secondly i have a big contest that i have to win and my project is done so can i go now?"

"fine but promise me that after your project you will get some air?"

"fine" said Brianna with her fingers crossed behind her back. she retreated upstairs to her room. her brother was singing very loudly to his stuffed animals.

"shut up Jack! I'm working!" "up *above the world so high...*"

"Jack i mean it" *á la diamond in the sky.."*

"Jack did you move my robot?" "what *you are!*"

Brianna heard rustling in her room. back into her room she went , and the robot was now on the floor. "huh this is strange" she said to herself. she turned around and again rustling. once again Brianna turned around and the robot was next to her and staring up at her. "AGGGGGHHHHHHHHH!"

"OOOOOGGGGGGGGGG!" went the robot. "oh crud, the robots alive" she said aloud "oh crud the robots alive" the robot said. "ABC,123,ABC,123."

"ABC,123,ABC,123."

Brianna. "since when were you a parrot?" asked the robot. "OK I'm gonna go outside" "out.. s  
outside wanna come?" "O K"

so they both went outside and the robot was surprisingly like a dog. but he got too close to the pool and fell in. Brianna had a titanic moment before the robot sank to the bottom. all was lost for Brianna. she went upstairs to the bathroom,when she came out wet tire tracks were all over her room and there in the corner was the robot. she couldn't be happier. they went to the contest and she won first place. when they got home Brianna took a nap. when she woke up the robot was gone so she assumed it was a dream, but there were pictures and ribbons with them both on so she knew it wasn't a dream. but one day she walked by a dump and there was the little robot, crushed with tire marks all over him and parts were missing from him. "it was for the best" Brianna said to herself right before her moms car came around the corner..

## SCORE POINT

## 3

The narrative provides adequate elaboration of the experience using details, dialogue and description. Dialogue, the primary elaborative technique, is used to reveal the character's thoughts, attitudes, and feelings. For example, dialogue with Brianna and her mother adequately shows their relationship: mom is concerned that Brianna, the bookish inventor, hasn't been outside to play. Brianna's response shows her attitude (*I don't play anymore, ok?* She then crosses her fingers behind her back after "promising" to go outside and play). The exchange with her brother, Jack, shows "the annoying brother" and effectively allows the plot to advance. The use of source materials, especially Source #3, is evident and well integrated. Elaboration at the end of the essay is somewhat less detailed, but holistically, this response matches the criteria for a score point 3.

## Response

The Huckleberry Family is a special family, because they have a robot that can speak, talk, walk, and do actions. Joe Huckleberry, the dad of 1 child, he is a scientist, he likes to do wacky inventions and likes to watch the show, Berrybusters. Freda Huckleberry, the wife of Joe, and the mother of Billy, she is the freak of the family, and does not like germs in the house. And the last of the Huckleberrys', Billy. Billy loves to have fun and likes to get in trouble with his neighborhood friends. They live in a small town in the U.S. Virgin Islands, Huckletown. One sunny, shiny day to come outside, Joe is in his basement, again. Billy is playing outside and ding-dong ditching their neighbors. He always has lots of fun. This time, Billy always visits dad in the basement. Billy discovers that his dad is making a robot. Billy watches and asks questions to dad all day long. not long before Billy's bedtime, dad finishes up his workshop. He closes the door to the basement and starts watching the TV show, "Berrybusters". Billy goes up stairs, brushes his teeth, and heads up into his room. He says goodnight to his mom and dad as they come upstairs. As they start to get distracted, Billy starts heading down the flights of stairs to the Basement, luckily, he knows the combination to go downstairs, as he opens the door to the basement.

Billy closes the door very silently, and turns on the light. He found vast assortions of machines, to Ray-Guns, to even the rare Automatic-Snowmaker-9000. As he looks around, he found the robot he saw eariler that day, he takes a look at it, observing each piece, without making a sound. He saw that the arm was disessembled, so he found a small hammer and started pounding a nail and the two machinery in together. He saw a light gleam in the center of his one eye, and the sound from the robot started running. Billy could hear a "What was that?" from upstairs and heard walking around. Billy hid behind a large crate as he heard a walking noise from the upstairs.

He looked up, and he saw his mom holding a broom stick head-up. He

ducked away as he heard a voice saying "Hello there, Freda!" she started yelling and screaming as she is whacking her broom stick at the robot. Joe came down and observed the incident. He looked around the room and was asking himself "how could this happen?" Mom calmed down and looked at dad and said "Whats this?" In return, dad said "Its my newest invention, but i never but on the arm, who did it?" mom shrugged and walked back and forth. Dad also said "It doesnt talk, either. The mouth is just for decoration." The robot starts walking around. "It doesnt walk, too!" He is very surprised now. From the other side of the room, the robot started talking. "My friend billy stapled my arm together, Joe!" He was very surprised, and he asked the robot "Where is Billy?" The robot replied "Behind the large crate, sir!" He looked behind the large crate and there was no sign of Billy.

Billy had traveled upstairs, the back way, and hopped in bed like lightning. The next day Billy asked Dad "what was all the ruckus last night?" he replied "You know the robot i was building last night?" "Yeah." "Well, last night, it turned came to life." Billy was shocked, also, he had smelled a delightful smell of Pancakes with syrup. He had beckoned Billy into the kitchen until he had seen the Robot cooking breakfast for the whole family. Billy had many questions that evening, but he had solved them himself. He became great friends with the robot and named him Hubert. He was a great companion and he loved Hubert.

## SCORE POINT

## 3

In general, descriptive details are good and consistent with other details in the story (e.g., the mother is described in the beginning as *the freak of the family* [who] *does not like germs in the house*, which explains why she later enters a scene *holding a broom stick head-up*). The dialogue is mostly effective ("*Where is Billy?*" *The robot replied "Behind the large crate, sir!"*). There are places where additional elaboration would have clarified events (the rapid wrap-up to the story is less-than-satisfying, failing to explain what happened after Billy went to bed). The language is generally effective (*whacking her broomstick; disassembled; incident*). Connections to the source materials are vague (conceivably, the robot performing kitchen tasks is an extension based on source materials). Holistically, however, this response fits the criteria for the scoring category of 3 for elaboration.

## Response

**Marvin becomes human.**

It started out as a normal day. Marvin, my robot that serves as a butler, woke me up as usual and made me breakfast. It was my favorite day of the week; Saturday. My plans for the day was just to play with Marvin while my parents were at work; little did they know that they would be coming home to something far different than a normal robot.

It all started when we were playing baseball. It was about 11 o' clock when we started playing baseball in my backyard. "Good throw master." said Marvin as he caught my baseball. "Thank you, and same." I said as I caught it back. I was starting to get good, but sometimes my throws were pretty bad. I guess that's where it all went wrong; my bad throw. I thought it would just be another bad throw, but it wasn't; it changed everything.

There it goes; flying in the air. Marvin seemed like he was ready to catch the ball. It was coming right towards him, it seemed like it was going to hit him. "It can't hit him, he will always catch it, he's a robot." my brain told me. "Watch out Marvin!" I told him. I wanted to make him alert, even though i thought he saw the ball. Everything was happening so slowly but yet so suddenly. "It's OK sir, I hav-" That's when it hit Marvin. He fell to the floor and he started twitching.

"No Marvin!" I screamed in terror. There was no response from him. I thought he as gone. I wanted to do all that i could to help him so I went to do some research online. I searched how to fix a robot that has been injured. I rapidly clicked on the first thing that popped up. The website told me to attach the dark blue wire to the yellow wire; that's easy enough. I got a screwdriver and rushed over to Marvin. I unscrewed his head and looked at all the different colored wires. I finally found the wires and attached the light blue wire to the yellow one. That's where i made my mistake. I attached the light blue instead of the dark blue. That's why he started to act different.

We had just watched a movie in science class about a robot that turns into a human. It got me thinking "I wonder if this could happen to anybody's robot." Marvin had been acting differently right after I attached his wires. He started being funny and not acting so serious. He acted...smoother you could say; even just the way he walked, he flowed better. I decided to write a letter to the maker of Marvin. I got a response almost immediately. "I know this may be surprising," it read "but this is not the first time this has happened, they get their wires switched and they start acting like humans." "Wow, well that's it, Marvin is a human now." I thought to myself. It took me a couple days to get used to the idea of Marvin being human but that's when I realized; I will love Marvin no matter what happens or what he is.

**THE END**

SCORE POINT

4

Use of source materials is appropriate and subtle (Marvin "senses" the exterior situation in a similar way to the Google car, and the robot plays games but initially *serves as a butler*). The response effectively combines explanation with dialogue. For example, the "exchange" between Marvin and the narrator ("*Good throw Master*" ... "*Thank you, and same*") moves into interior reflection (*...sometimes my throws were pretty bad. I guess that's where it all went wrong; my bad throw. I thought it would just be another bad throw, but it wasn't; it changed everything*). This type of development is used throughout and effectively advances the story. The narrator's attachment to Marvin as a human at the end of the story is a [6<sup>th</sup> grade] logical extension based on the events. Although the language could be more precise (*I rapidly clicked on the first thing that popped up; He started being funny and not acting so serious*), the elaboration in general is effective enough to confirm a score of 4 for this response.

## Response

Light in the Darkness

*"Love you honey. Goodnight,"* mom says and kisses me on the head. She grabs her white lab coat from the coat hook. She turns back around and blows me and kiss. Then mom bolts out the door with her blond hair blowing behind her. And I'm left in utter darkness.

I lurch forward in bed breathing heavily. I feel sweat trickling down my neck and my hair matted down my to my head. I glance at the clock: 12:31 P.M. My worries and fears of darkness begin to bubble up in my throat. I start breathing hard again feeling my asthma attack near. I grab my inhaler from my nightstand and suck in the medicine. I calm myself down and snuggle into bed. I close my eyes and whisper over and over, "Mom please come home soon. Mom please come home soon. Mom please come home soon."

Black darkness sweeps around my bed swallowing me whole. I bite my nails nervously still trying to get to sleep and out of this dark nightmare of reality. The wind rattles my window and I wish desperately that I wasn't alone in this house. I had many wishes really: I wish my fear of the dark would go away, I'm 13 for goodness sake, I wish mom wouldn't have the Scientist Lab's nightshifts, I wish I would quit dreaming that same stupid dream of mom leaving me forever in the dark of the night.

Rain begins to pour outside and my heart races faster. It's now 1:18 in the morning and still I haven't been able to get to sleep. I climb out of bed and shiver as my feet touch the cold floor of my bedroom. I run over to my door and I open it as well as turning on the lights. I shove my pink clippers and quietly pad down the hall.

I turn on all the lights in the house just so I'll breathe easier. I walk into the pantry to snatch a peanut butter cookie and a chip bag. I slide

into the chair at the table and slowly chomp down on my midnight snack. I glance at the clock again: 1:34. I sigh aggravated at how slow Father Time is going. I rummage around in the drawers for a flashlight. I contemplate on whether I should sneak into my mom's lab downstairs or leave it be.

Thoughts swarm my mind: I've never really been in her lab before, GO GRACE! This is your one chance to see what your mom has been working on, you're such a bad daughter Grace, go on Grace, it will be fun! I take a deep breath and make my way downstairs. I flick on the lights and the dim lighting of my mom's lab encaves me. I grab the flashlight from my pocket and click it on. I walk over to a wooden work table in the middle of the lab. A metal body was lying there. The yellow eyes were dim and dead. I look over to the shelves for an ON switch but all I see are shelves and shelves of test tubes filled with green liquid.

Bottles line her desk with long words of chemicals I don't recognize. Well yes, the test tubes and bottles and magnifying glasses do look cool... but the metal thingy lying on the table really caught my attention. I walk back over to the table cautiously, afraid I will break the metal thing. I see a paper lying next to the metal. A lot of words was on the page but at the top it said Grace 500. My heart warms as I realize she named this metal thing after me! I stroke the metal and I realize from this angle that this pile of metal looks like a robot...

I smile and realize that all these years of me arguing with my mom of quitting her job and spending more time with me that she was really doing something useful. All this time she was making a robot! A ROBOT! I smile again contently not wanting to bother her studies anymore. I turn around and turn off the flashlight. As I turn of the lights in the lab my breathing quickens again. I feel in my pocket for my inhaler. I'm surrounded by dark again.

I'm ready to bolt for the stairs when a bright yellow light shudders on from the middle of the room. The light flickers on and off for a

second before it gets stable and strong and bright. I turn back on the lights of the lab to see a robot sitting up on the table. "He-lo," the robot says. I wave kind of scared. I back away slowly toward the stairs. "My na-me is Gr-ace 5-00," Grace 500 says. It jumps down from the table and crawls toward me. "I am yo-ur pro-ject-or in the ni-ight," Grace 500 says slowly.

Tears well up in my eyes as I realize my mom's intentions. She mad a robot for me as a companion at night while she is gone! I hug Grace 500 when all of a suddent the light turns off and the robot goes limp in my arms. I lay gently back on the table just as I hear the front door open. I run up the stairs excitedly and jump into my mom's arms. "I love your job mom!" I say, "And don't't you ever QUIT it!"

## SCORE POINT

## 4

Vivid descriptive details effectively show the setting (descriptions of the pervasive darkness) and develop the narrator's character (repeated references to her inhaler, showing her anxiety; the inner conflict between "good Grace" and "bad Grace"). The language is effective and precise (*rummage, darkness...swallowing me whole*) although missing words occasionally cause the reader to pause (*I lay [Grace 500] gently back on the table*). The response begins and ends with dialogue between the mother and daughter, with the intervening story being narrated via internal dialogue and description. The details about the robot (Grace 500) play a small role but its "coming to life" effectively create the climax of the story, effectively revealing the mother's good intentions. Connections to the source material are fairly general, except perhaps for the fictional Asimov story in which the robot is a babysitter, who unlike the parents, "always has time to play." Nonetheless, the thorough development of the ideas helps create a compelling narrative and confirm a score of 4 for elaboration.

# CONVENTIONS

A decorative graphic consisting of several overlapping, slanted rectangular bars in shades of grey, blue, and green, positioned above the note.

**Note:** The conventions anchor set accompanies an argumentative performance task about cursive writing. The analysis of grade-specific conventions, however, is not purpose-specific; therefore, teachers can use the following anchors regardless of task.

## Response

I dont think cursive writing should not be in schols because if it is people mighthave a verry hard time on trying to write in cursive so you shouldnt put it in schools because of the kids that will try to learn cursive but will never learn because alot of kids or people think that cursive is too hard to learn and dont want to try to learn it but people also dont like that you dont get to write anything else but cursive so when the kids go to school everyday they will want to stop going to school because you have to do cursive everyday.

What if you like cursive and dont want it to be stopped in your school well ill tell you why you shouldnt have cursive in our school because it is too hard it is a big problem for kids to try to learn cursive and it is a very big task for you to learn cursive and some kids dont want to learn cursive so the schools are getting less kids in so the schools need to stop trying to teach kids cursive. But if they dont the schools are just loosing businuess for their schools because kids dont want to do cursive everyday.

And so if the kids dont go to school they wont get their edcuation so thats why cursive writing should be removed from our school. In conclusion that is why i think that the cursive writing should be no longer at our school and if you dont want to do this by taking out cursive at our school then you should read more articles on why or how we should be taking out cursive at our school. And if you dont still believe me I will make you believe me in my next paragraph.

So from what ive told you will you believe me and do it? Well if you still wont believe me you should because if the cursive writing isnt taken out of schools fast kids might not want to go to school anymore

and if kids dont go to school anymore then the schools wont have anyone to teach so the school will shut down and go out of bissneuss forever and then if cursive goes away then kids will want to stay at school not leve the school and not get an edcuation so the kids will have a better life at school

This is my concluding paragraph the one where i tell you why or what you should do if you still dont believe me. Are you ready? Wellthis is if you dont believe me still you need to read another article and then they will maby give you more information on how or why you need to take cursive out of our school. And also if you do believe me I want you to get together with a school group and talk about how you can take cursive out of our school until the students or kids or people really need it.In conclusion this is why all around the wourld cursive should be taken out of schools and if you dont then do it your way and maby risk your school going out of bissnuess or shutting down

## SCORE POINT

0

The response demonstrates little or no command of conventions -

- Many grade-appropriate **spelling** errors interfere with a fluent reading (*bissneuss, verry alot, leve, conclution, maby*).
- There are few **grammar usage** errors (*loosing* instead of *losing*), but the evident lack of errors in this category is probably due more to the simplistic nature of the writing than any control of the grammar/usage rules.
- **Sentence formation** problems dominate: “On-and-on” sentences are pervasive throughout the response. While these are not necessarily conventions errors\*, the response shows no control of sentence conventions. For example,  
*Well if you still wont believe me you should because if the cursive writing isnt taken out of schools fast kids might not want to go to school anymore and if kids dont go to school anymore then the schools wont have anyone to teach so the school will shut down and go out of bissneuss forever and then if cursive goes away then kids will want to stay at school not leve the school and not get an education so the kids will have a better life at school.*
- The above paragraph also demonstrates a serious lack of control of **punctuation**, most notably with missing commas, both for compound sentences and following introductory elements. In addition, there are missing apostrophes with contractions (*dont; thats*).
- There are **capitalization** errors with the personal pronoun “I” (*ive, i*).

Despite the length of this response, the high number of errors and the variety of errors confirm a score of 0 for conventions.

\*To be considered conventions errors, errors with sentence structure must be “correctable” with punctuation (comma splice or fused sentences).

Response

Do you think cursive writing should be taught in school? I do not think cursive writing should be taught in school any more because...

We use computers for every thing like recherche, games, and writing essays. We should be learning how to type not how to write in cursive we use computers now how is cursive writing so post to help us when we are older. Some people learn cursive when they were little and don't use it when they r older. So what the point of learning cursive writing if most of us aren't going to use it when were older. So i think we are better off learning how to type insed

So now you know why i don't think cursive should be taught in schools

SCORE POINT

1

This response demonstrates little control of conventions -

- There are some **grammar usage** errors such as inconsistent verb tense (*Some people learn cursive when they were little...*), and errors with frequently confused words (*were* instead of *we're*).
- There are **spelling** errors (*think, recherche, insed, r, so post* [supposed])
- **Capitalization** errors include failing to capitalize the personal pronoun "I."
- **Sentence formation** errors are evident including a comma splice (*We should be learning how to type not how to write in cursive we use computers now how is cursive writing so post to help us when we are older*).
- **Punctuation** errors include missing question marks after presumably rhetorical questions (*So what the point of learning cursive writing if most of us aren't going to use it when were older*).

Overall, the high density and variety of errors relative to length of the response confirm the score of 0 for conventions.

## Response

Cursive writing should be taught in school. I am going to give u reasons why!!! My first reason why is that probably a lot of kids wanted to write in cursive. Some kids really want to learn how to write in cursive. Also because kids in second or first might want to know how to write in cursive. Something else is that some kids probably want to write in cursive like there parent. Last but not least some kids really want to write cursive like a famous person on TV or how like famous people do. My second reason is that kids don't grow up writing cursive. For example take teacher's or Doctors. Another thing is that kids really like cursive. You might say that what if they dint want to write in cursive. You could only teach the kids that want to write in cursive. Also u could have a class for kids that want to write cursive

## SCORE POINT

## 1

This response demonstrates partial control of conventions-

- There is a **grammar usage** error with frequently confused words (*there* instead of *their*).
- There are **spelling** errors (*dint, u*).
- There is a **capitalization** error with the inappropriate capital for the common noun *doctors*.
- **Sentence formation** errors include a sentence fragment (*For example take teacher's or Doctors*). Note: awkward sentence structures (such as *You might say that what if they dint want to write in cursive*) are style flaws and not convention errors\*.
- **Punctuation** errors include the incorrect use of an apostrophe for a plural (*teacher's* rather than *teachers*), there is no end mark for the final sentence, and there are missing question marks after presumably rhetorical questions (*So what the point of learning cursive writing if most of us aren't going to use it when were older*).

Although there are a variety of errors and the response is relatively short in length, the response overall demonstrates a limited control of grade-appropriate conventions and moves into the score point 1 category.

\*To be considered conventions errors, errors with sentence structure must be “correctable” with punctuation (comma splice or fused sentences).

## Response

Teachers and other staff members have been debating on weather to keep cursive hand writing or not. I have three reasons why we should keep cursive hand writing. First is that if people are older sometimes they have a tendency to write with cursive because they grew up that way but what if you cant read it. My second reason is because students at my school or at least the ones in my class had to write cursive in fourth grade and we need to know how to write with cursive if we are told to. My third and final reason is that it is a skill that some kids with divisibility can learn easier and not as hard as with non-cursive handwriting.

When our elders write with cursive we cant read it! We need to learn how to write in cursive. What if our teacher writes in cursive and we cant read it because we dont know cursive writting. If a person was to get hired at a new job and they got told to write some forms with cursive handwriting and they didnt know how they could get fired!

Students need to know how beacause they can be told to write a story in cursive writing and what happens if they dont know it they get in trouble or a really bad grade. we had to learn how to write in cursive in third grade troubles with normal handwriting, cursive may help there disabilities like dyslexia. dislexia is a disability when a kid has their wods jumbled up and its hard for them to read and write. with cursive writing kids can understand better. some people may say but cursive is hard. cursive is a skill like math or science you may not understand it in the begining but in the you usally get it.

in conclusion kids should still be taught cursive handwriting. for my three reasons wich were sometimes our elders write with cursive and we cant read it. my second is our grades can be affected. third is it may help kids with disbilities to understand more. that concludes to the ovbious answer KIDS SHOULD STILL BE TAUGHT CURSIVE

## SCORE POINT

## 1

This response demonstrates partial control of conventions:

- There are **grammar usage** errors with frequently confused words (*weather* instead of *whether*; *its* instead of *it's*), minor problems with adjective/adverb forms (*...can learn easier and not as hard as...*); and an error with agreement between a pronoun and a close antecedent (*...when a kid has their wods jumbled up...*).
- There are some **spelling** errors (*beacause, writting, undrstand, ovbious, wich, usally, wods, u*. Presumably *divisibility* for *disability* is a proofreading error).
- There are **capitalization** errors with missing capitals at the beginning of several sentences.
- **Sentence formation** errors include fused sentences (*First is that if people are older sometimes they have a tendency to write with cursive because they grew up that way but what if you cant read it*; and *Cursive is a skill like math or science you may not understand it in the begining but in the you usally get it*).
- There are many **punctuation** errors including missing question marks after presumably rhetorical questions (*What if our teacher writes in cursive and we cant read it because we dont know cursive writting*); missing commas in compound sentence structures (*... they grew up that way but what if you cant read it*) and after introductory elements (*If a person was to get hired at a new job and they got told to write some forms with cursive handwriting and they didnt know how they could get fired*); missing commas for parenthetical explanatory phrases (*students at my school or at least the ones in my class had to write cursive in fourth grade*; and *with cursive writing kids can understand better some people may say but cursive is hard*), and missing apostrophes in contractions (*didnt, dont*).

Although there are frequent and varied errors, the response is relatively long and therefore demonstrates a limited control of grade-appropriate conventions and receives a score of 1.

## Response

It is not very important to learn how to learn to write cursive. We already have all this technology to use and it is better to use it than to let it go to waste. For example if you teach in a school that is dyslexic it will be harder for the student to learn. It will probably be much easier if the student can type it and then on a program on the computer they can change the font. Another example is, John Hancock's signature on the Declaration of Independence we can't really read his signature. If he accidentally moved his hand or someone bumped him there is no redoing it at all. Of course there was no technology back then like we have today but if something happens like that it will be easier to hit "backspace" on the computer.

If all of a sudden technology becomes the "new thing" and there is no more writing on paper, it is better to get us children ready for whats coming up. If children have not taken any classes on how to use a computer then it will be difficult to learn. Teaching cursive writing takes up valuable class time that could be better spent on using the computer on relevant skills. Many states have adopted a new set of curriculum standards called CCSS. It stands for Common Course State Standards. Cursive is not a skill that is needed in the new standard. Instead, it requires keyboarding skills. Why teach master cursive writing, students shouldn't be forced to learn that skill. There will still be paper and pencil but why waste so much time when later on it will just "float away"? For some reason it is way more fun for kids to type on the keyboard.

A teacher named Kristi Peck said "many of her students can't comfortably read cursive". "As a teacher I don't have the luxury of messy writing, if I want my lessons and notes to be clear", She says. As a student I would agree with her. It is more important what students write than how they right. Cursive was popular in the1700s to about the 1920s. First they came up with letters, then

cursive, then typewriters, and writing became less important. Students today need to find success in the world, not in the past.

## SCORE POINT

## 2

This response demonstrates adequate control of conventions -

- There are no grade-appropriate **grammar usage** errors.
- The response demonstrates control of **spelling**.
- **Capitalization** errors include unnecessary capitalization at the end of the quote (“...I want my lessons and notes to be clear”, She says).
- **Sentence formation** errors include fused sentences (*Another example is, John Hancock's signature on the Declaration of Independence we can't really read his signature; Why teach master cursive writing, students shouldn't be forced to learn that skill*).
- There are numerous errors in **punctuation**, primarily with comma use. There are missing commas in compound sentence structures (*We already have all this technology to use and it is better to use it than to let it go to waste; Of course there was no technology back then like we have today but if something happens like that it will be easier to hit "backspace" on the computer*); missing commas after introductory elements (*For example if you teach in a school that is dyslexic it will be harder for the students to learn; If children have not taken any classes on how to use a computer then it will be difficult to learn; If he accidentally moved his hand or someone bumped him there is no redoing it at all*); unnecessary comma after a verb (*Another example is, John Hancock's signature on the Declaration of Independence...*); and there are errors with commas in introducing and ending quoted material (*Kristi Peck said "many..."* and “...I want my lessons and notes to be clear”, She says). The sentence *Why teach master cursive writing, students shouldn't be forced to learn that skill* should be two separate sentences, and the first should end with a question mark. There is also a missing apostrophe (*whats*) as well as incorrect use of quotation marks (*Kristi Peck said "many of her students can't comfortably read cursive"*).

Although there are some errors in the response, considering the length and complexity of the writing, the score of 2 is warranted.

## Response

In the future, all people will be sitting on their computers, writing letters, doing homework, and more. In this world, life is changing a lot, and computers are taking the role of a simple pen and paper. With all this new technology, will cursive be necessary to teach children? Children should be taught cursive writing at a young age because it helps physical development, it helps children with dyslexia, and it is backup for the future.

Children of today should be taught cursive handwriting in school because it helps physical development. It helps create nimble fingers that will help children be able to button sweaters, eat with chopsticks, and it might even assist typing. If it helps typing, then a child will be able to write cursive, while having the advantage of being able to type easier. Some people may say that you don't need nimble fingers to type, button a shirt, or use chopsticks. I agree, but it will give an advantage, for example, when you hold chopsticks, it is basically the grip that you use on a pen or pencil. In school, children should be taught cursive because it helps physical development.

Another reason the children of today should learn cursive is because it helps children who have dyslexia. When children with dyslexia are writing, they often mix up letters. With cursive handwriting, it helps the children group letters correctly. Some people might argue that children with dyslexia can just learn to group letter using print or typing. With cursive, all the letters are a little unique, so it will help the children distinguish the letters, which will help them when they write in print or type. Children should learn cursive because it helps children with dyslexia.

One more reason that children should be taught cursive at a young age is because it is backup for the future. If in the future, a computer crashes, you have to have a way to write letters, notes, and other things. You wouldn't be able to email, so you would have to write a letter. Also, if there is ever a black out at them time that you need to use a computer to write a report, do homework, or type a letter, you

need a backup way to write it. Some people may say that you could use an iPad or other electronic device. When you think of electronics, there is usually something tht can go wrong, and it is always possible that your device will be out of charge. Children should be taught cursive in school because it can be their backup in the future

## SCORE POINT

## 2

This response demonstrates adequate control of conventions:

- There are no grade-specific **grammar usage** errors.
- There are relatively few **spelling** errors, some of which are proofreading errors (*cirsive, litle, s, them* for the, *tht*).
- There are no errors with **capitalization**.
- **Sentence formation** errors include a comma splice (*I agree, but it will give an advantage, for example, when you hold chopsticks, it is basically the grip that you use on a pen or pencil*).
- Minor **punctuation** errors include unnecessary commas (*then a child will be able to write cursive, while having the advantage of being able to type easier*). For the sentence, *If in the future, a computer crashes...*, there should be either two commas bracketing the restrictive phrase “in the future,” or, if “in the future” is non-restrictive, there should be no commas.

Overall, this response demonstrates more than adequate control of grade-level conventions.

<b>4-Point Narrative Performance Task Writing Rubric (Grades 3–8)</b>					
<b>Score</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NS</b>
<b>Organization/Purpose</b>	<p><b>The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:</b></p> <ul style="list-style-type: none"> <li>• an effective plot helps to create a sense of unity and completeness</li> <li>• effectively establishes a setting, narrator/characters, and/or point of view*</li> <li>• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas</li> <li>• natural, logical sequence of events from beginning to end</li> <li>• effective opening and closure for an audience and purpose</li> </ul>	<p><b>The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• adequately establishes a setting, narrator/characters, and/or point of view*</li> <li>• adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• adequate sequence of events from beginning to end</li> <li>• adequate opening and closure for an audience and purpose</li> </ul>	<p><b>The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:</b></p> <ul style="list-style-type: none"> <li>• there may be an inconsistent plot, and/or flaws may be evident</li> <li>• unevenly or minimally establishes a setting, narrator/characters, and/or point of view*</li> <li>• uneven use of appropriate transitional strategies and/or little variety</li> <li>• weak or uneven sequence of events</li> <li>• opening and closure, if present, are weak</li> </ul>	<p><b>The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:</b></p> <ul style="list-style-type: none"> <li>• there is little or no discernible plot or there may just be a series of events</li> <li>• may be brief or there is little to no attempt to establish a setting, narrator/characters, and/or point of view*</li> <li>• few or no appropriate transitional strategies may be evident and may cause confusion</li> <li>• little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident</li> <li>• opening and/or closure may be missing or unsatisfactory</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>

\*point of view begins at grade 7

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

Score	4	3	2	1	NS
<b>Development/Elaboration</b>	<p><b>The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and/or description:</b></p> <ul style="list-style-type: none"> <li>experiences, characters, setting and/or events are clearly developed</li> <li>connections to source materials may enhance the narrative</li> <li>effective use of a variety of narrative techniques that advance the story or illustrate the experience</li> <li>effective use of sensory, concrete, and figurative language that clearly advances the purpose</li> <li>effective, appropriate style enhances the narration</li> </ul>	<p><b>The narrative, real or imagined, provides adequate elaboration using details, dialogue, and/or description:</b></p> <ul style="list-style-type: none"> <li>experiences, characters, setting, and/or events are adequately developed</li> <li>connections to source materials may contribute to the narrative</li> <li>adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience</li> <li>adequate use of sensory, concrete, and figurative language that generally advances the purpose</li> <li>generally appropriate style is evident</li> </ul>	<p><b>The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and/or description:</b></p> <ul style="list-style-type: none"> <li>experiences, characters, setting, and/or events are unevenly developed</li> <li>connections to source materials may be ineffective, awkward, or vague but do not interfere with the narrative</li> <li>narrative techniques are uneven and inconsistent</li> <li>partial or weak use of sensory, concrete, and figurative language that may not advance the purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<p><b>The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:</b></p> <ul style="list-style-type: none"> <li>experiences, characters, setting, and/or events may be vague, lack clarity, or confusing</li> <li>connections to source materials, if evident, may detract from the narrative</li> <li>use of narrative techniques may be minimal, absent, incorrect, or irrelevant</li> <li>may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose</li> <li>little or no evidence of appropriate style</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>

2-Point Narrative Performance Task Writing Rubric (Grades 3-8)				
Score	2	1	0	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 a 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.