

# ELA Narrative Performance Task

## Full-Write Essay

### Grades 3–8

Each student response is scored for three traits: organization/purpose (4 points possible), development/elaboration (4 points possible), and conventions (2 points possible).

Score		
Organization/Purpose	<b>4</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 audience and purpose</li> </ul>
	<b>3</b>	<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 audience and purpose</li> </ul>
	<b>2</b>	<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>
	<b>1</b>	<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>
	<b>NS</b>	<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

	Score	
Development /Elaboration	4	<p><b>The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and description:</b></p> <ul style="list-style-type: none"> <li>• experiences, characters, setting and 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>
	3	<p><b>The narrative, real or imagined, provides adequate elaboration using details, dialogue, and description:</b></p> <ul style="list-style-type: none"> <li>• experiences, characters, setting, and 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>
	2	<p><b>The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and description:</b></p> <ul style="list-style-type: none"> <li>• experiences, characters, setting, and 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>
	1	<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 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>
	NS	<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>

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

Conventions are scored holistically per grade-level standards considering the following guidelines:

- **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