

Georgia
Milestones
Assessment System

Grade 6

**English Language Arts
Item and Scoring Sampler:**

**Extended Constructed-Response
Narrative Item**

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EXTENDED CONSTRUCTED-RESPONSE NARRATIVE ITEM OVERVIEW

The Georgia Milestones English Language Arts (ELA) End-of-Grade (EOG) assessments are criterion-referenced tests designed to provide information about how well a student has mastered the grade-level state-adopted content standards in ELA. These assessments consist of a variety of selected-response, constructed-response, extended constructed-response, and extended writing-response items.

The Extended Constructed-Response (ECR) Narrative Item for ELA is a narrative writing task worth up to 4 points in the Writing and Language domain. The student will write a narrative in response to a prompt based on a literary or informational passage or a paired passage set. A paired passage set may consist of two literary passages, two informational passages, or one of each passage type. Narrative prompts will vary depending on the passage type and may include writing a new beginning or ending to a literary story, writing an original story based on information from an informational text, or rewriting a scene from a specific point of view. A well-written narrative will fully develop a real or imagined experience based on the passage and will be scored using a holistic rubric. When assigned a holistic, narrative score, the response, as a whole, should align to the elements listed in the rubric for that score level. In some cases, an aspect (or aspects) of the response may align to an element (or elements) of an adjacent score point description; however, the majority of the response should align to the rubric description for the score being given.

An ECR Narrative Item is considered “on-demand writing in response to text.” Students write their narrative response in a somewhat limited amount of time, without the benefit of revision and rewrites. For this reason, the scoring process takes into account that the student responses are viewed as first drafts and are not expected to be final, polished papers. The scoring process is approached in such a manner as to award students for what they do well according to the prompt and holistic scoring rubric. Students are not penalized for errors unless they permeate the response and impact or interfere with overall understanding. Since the focus of the ECR Narrative Item is narrative writing, the scoring emphasis is on students’ use of narrative techniques, descriptive details, and clear event sequences and less on directly quoting or citing the text in the passage-based response.

PURPOSE OF THE SAMPLER


The purpose of this sampler is to provide a released ECR Narrative Item that appeared as an operational item in the Georgia Milestones ELA assessment. The item includes three sample student responses for each score point as well as an annotation explaining why each response received that particular score.

Additional examples of ECR Narrative Items at this grade level, including those that are in response to different types of passages, are available in the Assessment Guide and Study Guide.

FORMAT

A sample ECR Narrative Item and sample student responses are included in this sampler, as is any related stimulus information, such as a passage or graphic. Following the item is the scoring guide and rubric for that item.

The scoring guide includes the item information table, the scoring rubric, sample student responses, and annotations explaining why the responses received the scores they did.

This symbol  is used to note the format of a sample online item. It also indicates a sample online response.

Example Extended Constructed-Response Item Information Table

Standard:	Item Depth of Knowledge:
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All sample items, responses, and annotations contained in this guide are the property of the Georgia Department of Education.

Read the poster and answer question 1.

\$\$\$ Saving for Your Future \$\$\$

Let Banister Bank help you start saving today for a bright and secure future.

Saving today will help you prepare for tomorrow. Nobody is too young to begin learning about the importance of spending and saving money wisely. At Banister Bank, we believe that every kid should have a savings account. A savings account will teach you to be responsible with your money. All you have to do is follow these simple steps:

- Call around and compare interest rates on “passbook” savings accounts. You want to find the bank that offers you the most for your money. We guarantee that Banister Bank will offer the best deal in town.
- Decide on a goal for your savings account. Are you hoping to purchase a new bicycle? Are you putting money aside for college?
- Come in with your parent or guardian to open your account. Make your initial deposit and sign a signature card.
- Find ways to earn money so you can add to your account on a regular basis.



The key to saving is to deposit more than you withdraw. Create a table like the one below to help you keep track of your money.

Date	Starting Balance	Expense (-)		Income (+)		Ending Balance
		Amount	Item	Amount	Source	
Jan. 28	\$26.50	\$1.00	Candy	\$5.00	Mowing the Lawn	\$30.50
Feb. 5	\$30.50	\$0.00		\$10.00	Babysitting	\$40.50
Apr. 12	\$40.50	\$30.00	Camera	\$0.00		\$10.50
Apr. 30	\$10.50	\$0.00		\$0.50	Interest	\$11.00

Benefits of Opening an Account with Banister Bank:

- You may deposit any amount of money to open an account.
- We do not charge any monthly service fees.
- We pay a higher interest rate than other banks, so you make more for your money.
- You never have to worry about losing your money. All of our accounts are insured by the federal government.
- Our tellers are friendly and helpful.

Do not hesitate! Open your savings account with Banister Bank TODAY, and watch your money grow!

ITEM 1: EXTENDED CONSTRUCTED-RESPONSE

ELAGSE6W3



1. A 6th grader has decided to ask his/her parents for help opening an account at Banister Bank. Write an original story about the events leading up to the 6th grader having a new account at the bank.

Be sure to include ideas from the advertisement in your narrative.

Narrative Writer’s Checklist

Be sure to:

- Write a narrative response that develops a real or imagined experience.
- Establish a situation and introduce a narrator and/or characters.
- Organize events in a clear and logical order.
 - Use a variety of transitions to sequence the events and to indicate shifts from one time frame or setting to another.
- Use dialogue, description, and/or pacing to:
 - develop events.
 - develop characters.
- Use precise words and phrases, relevant descriptive details, and sensory language to describe the events.
- Include a conclusion.
- Use ideas and/or details from the passage(s).
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

Now type your narrative in the space provided. Refer to the Writer’s Checklist as you type and proofread your narrative.

ELA EXTENDED CONSTRUCTED-RESPONSE NARRATIVE ITEM

Scoring Guide

Item 1 Information

<p>Standard: ELAGSE6W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>Item Depth of Knowledge: 4 Extended Thinking Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</p>
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ELA EXTENDED CONSTRUCTED-RESPONSE NARRATIVE ITEM

FOUR-POINT HOLISTIC RUBRIC

Genre: Narrative

Writing Trait	Points	Criteria
<p><i>This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p>	<p>4</p>	<p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively establishes a situation and introduces a narrator and/or characters • Organizes an event sequence that unfolds naturally • Effectively uses narrative techniques, such as dialogue, description, and pacing, to develop rich, interesting experiences, events, and/or characters • Uses a variety of words and phrases consistently to convey the sequence of events and signal shifts from one time frame or setting to another • Uses precise words, phrases, and sensory language consistently to convey experiences and events • Provides a conclusion that follows from the narrated experiences or events • Integrates ideas and details from source material effectively • Has very few or no errors in usage and/or conventions that interfere with meaning*
	<p>3</p>	<p><i>The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Establishes a situation and introduces one or more characters • Organizes events in a clear, logical order • Uses narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters • Uses words and/or phrases to indicate sequence of events and signal shifts from one time frame or setting to another • Uses words, phrases, and details to convey experiences and events • Provides an appropriate conclusion • Integrates some ideas and/or details from source material • Has a few minor errors in usage and/or conventions that interfere with meaning*

ELA EXTENDED CONSTRUCTED-RESPONSE NARRATIVE ITEM

FOUR-POINT HOLISTIC RUBRIC

Genre: Narrative
(continued)

Writing Trait	Points	Criteria
<p><i>This trait examines the writer's ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p>	2	<p><i>The student's response is an incomplete or oversimplified narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Introduces a vague situation and at least one character • Organizes events in a sequence but with some gaps or ambiguity • Attempts to use a narrative technique, such as dialogue, description, and pacing, to develop experiences, events, and/or characters • Uses occasional signal words inconsistently to indicate sequence of events and signal shifts from one time frame or setting to another • Uses some words or phrases inconsistently to convey experiences and events • Provides a weak or ambiguous conclusion • Attempts to integrate ideas or details from source material • Has frequent errors in usage and conventions that sometimes interfere with meaning*
	1	<p><i>The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Response is a summary of the story • Provides a weak or minimal introduction of a situation or a character • May be too brief to demonstrate a complete sequence of events • Shows little or no attempt to use dialogue, description, and pacing to develop experiences, events, and/or characters • Uses words that are inappropriate, overly simple, or unclear • Provides few, if any, words that convey experiences, or events, or signal shifts from one time frame or setting to another • Provides a minimal or no conclusion • May use few, if any, ideas or details from source material • Has frequent major errors in usage and conventions that interfere with meaning*
	0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> • Blank • Copied • Too Limited to Score/Illegible/Incomprehensible • Non-English/Foreign Language • Off Topic/Off Task/Offensive

*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the "Language Progressive Skills, by Grade" chart for those standards that need continued attention beyond the grade in which they were introduced.

STUDENT RESPONSES

ELAGSE6W3

Response Score: 4 points



1. A 6th grader has decided to ask his/her parents for help opening an account at Banister Bank. Write an original story about the events leading up to the 6th grader having a new account at the bank.

Be sure to include ideas from the advertisement in your narrative.

Student Response

“What are you doing selling candy on school grounds?!” shouted Mrs. Shamburg. “Nothing,” I cried as I hurried to put the candy back in my bag. “Give me that!” Mrs. Shamburg demanded as she stared her evil witch glare at me, I handed over my candy supply as well as the money I made. “Where did you get all this money?” Trembling from the fear of telling my mother, I told her everything. “I am very disappointed in you young man, I expected better from you,” “We are going to have to confiscate this and tell your mom,” she said. “Noooo, Please don’t tell her, she will cancel our trip to the water park this weekend” I pleaded. “How much money is in here anyway?” She asked. “About \$300.” “Here is what I’ll do, I won’t tell your mom, instead I want you to put this in your savings account.” “I don’t have one,” I explained. “Well open one at Banister Bank,” she told me “Okay fine” I said. “This is the last time I want this to happen, or you know what I will do,” she explained. “Understand?” Mrs. Shamburg asked, “Yes ma’am,” I mumbled. Maybe she isn’t a total witch after all.

Later that day, I asked my mom if she could help me open a saving accout at Banister. Surprisingly, she said yes without asking why or where I got the money from. She drove us to the bank; opening a savings account was really easy. Mom told me that it was a reslly reonsoble thing for me to do, because Banister bank offers the best deal in town. I still sell candy, but not on school property. I take what I make to the bank each week and always deposit more than I withdraw. Everything works out, I’m glad Mrs. Shamburg suggested the idea, or I would have spent all of my money instead of saving for a new bike.

Response Annotation

- The response effectively establishes a situation (“What are you doing selling candy on school grounds?!” shouted Mrs. Shamburg) and introduces a narrator and other characters (Mrs. Shamburg, Mom).
- Events are organized in a sequence that unfolds naturally (Mrs. Shamburg catches the narrator selling candy on school grounds; the narrator begs Mrs. Shamburg not to tell his mother; Mrs. Shamburg agrees not to tell the narrator’s mother if the narrator starts a savings account and never sells candy on school grounds again; the narrator opens a savings account).
- Narrative techniques, such as dialogue (“How much money is in here anyway?” She asked. “About \$300.” “Here is what I’ll do, I won’t tell your mom, instead I want you to put this in your savings account”), description (she stared her evil witch glare at me; Trembling from the fear of telling my mother), and pacing (I cried as I hurried to put the candy back in my bag), are effectively used to develop rich, interesting experiences and characters.
- The response uses words and phrases to convey the sequence of events and signal shifts from one time frame to another (as I hurried; Later that day).
- Precise words, phrases, and sensory language are used consistently to convey experiences and events (as she stared her evil witch glare at me; “We are going to have to confiscate this”; without asking why or where I got the money from).
- A conclusion is provided that follows the narrated experiences (I’m glad Mrs. Shamburg suggested the idea, or I would have spent all of my money).
- Ideas from the passage are integrated effectively (always deposit more than I withdraw; Banister bank offers the best deal in town; saving for a new bike).
- The response has a few errors in usage and conventions, mostly in spelling, that do not interfere with the intended meaning.

ELAGSE6W3

Response Score: 4 points



1. A 6th grader has decided to ask his/her parents for help opening an account at Banister Bank. Write an original story about the events leading up to the 6th grader having a new account at the bank.

Be sure to include ideas from the advertisement in your narrative.

Student Response

It all started when Emily, a thirteen year old girl, saw the bike of her dreams. It had a royal blue base color with gold designs running along the bike. It also had handle brakes and a custom helmet that went with it! The only problem was it cost \$450. Emily didn't have anything close to that amount of money! She only had 50 dollars. So Emily sulked back home disappointed. As she was walking home, she saw a poster on a lightpost that was an advertisement to open a savings account at Banister bank. Excited, she ran home to tell her parents. When she arrived, she told her parents about what she wanted and the poster she saw. "The poster told me what I have to do to save money," she described, "it said I had to make a plan why you are saving and to get small jobs to earn money to put in the account. As long as you deposit more than you withdraw, your money will grow." Her mother looked at her then looked back at Emily's dad. "Well, it sounds like a good idea," her mom said, "but how will you get the money?" Emily thought for a moment, then looked back at her parents. "I'll mow lawns around the neighborhood, walk dogs, babysit, pretty much any chore that needs doing, I'll do!" Her dad smiled at her, picked up the phone, and called Banister bank. Now that she had her savings account, Emily spent the following weeks working as hard as she could. She baby sat, mowed lawns, and did a lot of icky chores. By the end of the fifth week, she'd mustered up the money she needed. That Monday, she was very proud to be riding to school on a brand new bike.

Response Annotation

- The response effectively establishes a situation and introduces a narrator (It all started when Emily, a thirteen year old girl, saw the bike of her dreams; The only problem was it cost \$450). The characters of Emily’s parents are introduced later when they become relevant to the narrated events.
- Events are organized in a sequence that unfolds naturally (Emily sees the bike of her dreams; she realizes that she cannot afford it; she sees an advertisement for a savings account and realizes it could help her get the bike; she asks her parents if she can open a savings account; she gets a savings account; she spends the next five weeks working and saving money; she finally gets the bike of her dreams).
- Narrative techniques, such as dialogue (“Well, it sounds like a good idea,” her mom said, “but how will you get the money?”), description (It had a royal blue base color with gold designs running along the bike), and pacing (Emily thought for a moment, then looked back at her parents), are effectively used to develop rich, interesting experiences.
- The response consistently uses a variety of words and phrases to convey the sequence of events and signal shifts from one time frame to another (As she was walking home; When she arrived; By the end of the fifth week; That Monday).
- Precise words, phrases, and sensory language are used consistently to convey experiences and events (a royal blue base color with gold designs; sulked back home disappointed).
- The conclusion follows the narrated experiences (By the end of the fifth week, she’d mustered up the money she needed. That Monday, she was very proud to be riding to school on a brand new bike).
- Ideas from the passage are integrated effectively (“As long as you deposit more than you withdraw, your money will grow”; She baby sat, mowed lawns).
- The response has no errors in usage or conventions that interfere with meaning.

ELAGSE6W3

Response Score: 4 points



1. A 6th grader has decided to ask his/her parents for help opening an account at Banister Bank. Write an original story about the events leading up to the 6th grader having a new account at the bank.

Be sure to include ideas from the advertisement in your narrative.

Student Response

I glanced at my piggy bank. It was practically overflowing with cash and coins. My thoughts wandered back to yesterday at lunch and how this kid was talking about getting an account at Banister Bank. It was right down the street, just a short walk. So, I marched to my parents room where they were watching TV and asked the big question. "Mom, dad, do you think it would be okay for me to get an account at the bank for all my money? Just because my piggy bank is overflowing a little too much. It will make me understand more responsibility, keep my money safe, so I won't have to worry about losing it. The bank also doesn't charge any fees, which is a huge bonus!" I said as I squeezed my eyes shut, waiting for the answer. They looked at each other like they were reading eachother's minds. Finally, my mom nodded and said that it was fine. I threw my hands up in the air. Yes! My class will be so surprised when I tell them the news. Tomorrow, my parents and I will go to Banister Bank to open my awesome new bank account.

Response Annotation

- The response effectively establishes a situation and introduces a narrator (I glanced at my piggy bank. It was practically overflowing with cash and coins). The characters of the narrator’s parents are introduced later when they become relevant to the narrated events.
- Events are organized in a sequence that unfolds naturally (the narrator notices his/her piggy bank is overflowing; the narrator asks his/her parents for permission to open a savings account and explains why it’s a good idea; the narrator gets permission to open a savings account).
- The response effectively uses narrative techniques, such as dialogue (“Mom, dad, do you think it would be okay for me to get an account at the bank for all my money?”), description (I marched to my parents room . . . and asked the big question; They looked at each other like they were reading eachother’s minds), and pacing (as I squeezed my eyes shut, waiting for the answer).
- The response consistently uses a variety of words and phrases to convey the sequence of events and signal shifts from one time frame to another (My thoughts wandered back to yesterday at lunch; So, I marched to my parents room; Finally).
- Precise words, phrases, and sensory language are used consistently to convey the experiences of the character and events (practically overflowing with cash and coins; I squeezed my eyes shut; I threw my hands up in the air. Yes!).
- The conclusion follows the narrated experiences (My class will be so surprised when I tell them the news. Tomorrow, my parents and I will go to Banister Bank to open my awesome new bank account).
- Ideas from the passage are integrated effectively (“It will make me understand more responsibility, keep my money safe, so I won’t have to worry about losing it. The bank also doesn’t charge any fees, which is a huge bonus”).
- The response has no errors in usage or conventions that interfere with meaning.

ELAGSE6W3

Response Score: 3 points



1. A 6th grader has decided to ask his/her parents for help opening an account at Banister Bank. Write an original story about the events leading up to the 6th grader having a new account at the bank.

Be sure to include ideas from the advertisement in your narrative.

Student Response

Marcus wanted to save up for a new bike, but he didn't know how. One day he saw his friends standing near a poster with "Saving For your Future" in bold large print. After reading the poster, Marcus knew what he needed to do in order to get the new bike. When he came home from school, he went to his parents and asked them about getting a savings account. They agreed he needed one, but were shocked that he had asked such a mature question. Marcus and his parents went down to Bannister Bank since it was obvious that they were the best to work with. On the way there, his mother reminded him that having a savings account was a huge responsibility. His father asked, "How do you plant on earning money to add to the account regularly." Marcus replied, "I can do chores around the house and mow lawns around the neighborhood." When they got to the bank, they talked to the manager then Marcus made his first ever deposit of 20 dollars! All he could think on the way home was, "I'll have that new bike in no time."

Response Annotation

- The response establishes a situation (Marcus wanted to save up for a new bike, but he didn't know how) and introduces several characters (Marcus, his mother, his father).
- Events are organized in a clear, logical order (Marcus wants to save for a new bike; he sees a poster about saving; he asks his parents if he can get a savings account; he gets a savings account).
- Narrative techniques, such as description (bold large print; a mature question; huge responsibility) and dialogue (His father asked, "How do you plant on earning money to add to the account regularly." Marcus replied, "I can do chores around the house"), are used to develop experiences and characters.
- The response uses a variety of phrases to indicate sequence and signal shifts from one time frame to another (One day; After reading the poster; When he came home from school; On the way there; When they got to the bank).
- The response includes words, phrases, and details that help convey experiences (Marcus knew what he needed to do; it was obvious that they were the best to work with; Marcus made his first ever deposit of 20 dollars).
- The conclusion follows the narrated experiences (All he could think on the way home was, "I'll have that new bike in no time").
- Some ideas from the source material are integrated into the response (a poster with "Saving For your Future" in bold large print; they [Bannister Bank] were the best to work with).
- The response contains a few minor conventions errors, none of which interfere with meaning.

ELAGSE6W3**Response Score: 3 points**

1. A 6th grader has decided to ask his/her parents for help opening an account at Banister Bank. Write an original story about the events leading up to the 6th grader having a new account at the bank.

Be sure to include ideas from the advertisement in your narrative.

Student Response

Carlos wanted to save up for a new bike that recently came out. He always saw a new video-game that he wanted, or a candy bar that he craved and would never have anything left over. Eventually, he decided to talk to his friends about it.

His friends told him about Banister Bank and how they all had savings accounts there. When Carlos asked why they had savings accounts, they told him that a savings account helped them save up for big things, like the new bike Carlos wanted. They also told him about the great interest rates.

The next day, Carlos asked mom and dad to help set up an account, and his parents both agreed it would be a great idea. So they went to Banister Bank to make an account, and Carlos put all of his fifty-four dollars, ninety-two cents into his new account. Every week from then on, he put all the money he got into the account, and in just one year, he had enough money to buy not only a bike, but a new video-game, too! that bank account was such a good idea, that Carlos uses his account at Banister Bank to this very day.

Response Annotation

- The response establishes a situation (Carlos wanted to save up for a new bike that recently came out) and introduces characters (Carlos, his friends, his mom and dad).
- Events are organized in a clear, logical order (Carlos wants to save money for a bike; Carlos asks his friends for advice; they tell him about savings accounts; he asks his parents if he can get a savings account; he gets a savings account; he finally gets the bike he wants).
- Narrative techniques, such as description (save up for big things, like the new bike Carlos wanted; great interest rates), are used to develop experiences.
- The response uses words and phrases to indicate sequence and signal shifts from one time frame to another (The next day; So; in just one year).
- The response includes words, phrases, and details that help convey experiences (Carlos put all of his fifty-four dollars, ninety-two cents into his new account; he had enough money to buy not only a bike, but a new video-game, too).
- The conclusion follows the narrated experiences (Every week from then on; that bank account was such a good idea, that Carlos uses his account at Banister Bank to this very day).
- Some ideas from the source material are integrated into the response (a savings account helped them save up for big things, like the new bike Carlos wanted).
- There are a few minor conventions errors, but they do not interfere with the intended meaning.

ELAGSE6W3

Response Score: 3 points



1. A 6th grader has decided to ask his/her parents for help opening an account at Banister Bank. Write an original story about the events leading up to the 6th grader having a new account at the bank.

Be sure to include ideas from the advertisement in your narrative.

Student Response

“Hey mom, can you start me a savings account”, monica said, as her and her mom were driving home from church sunday morning. “why would a little girl your age wont a savings account”, mom said curiously. “To go to collage when I get older. I might not have the money when I get older, but if I save it up i wont have to worry about it.” Siad monica excitedly. “well ok, i guess it will be alright “, said mom.when they got to the bank monica jumped out of the van. They went to Banister Bank and started an ccount. When they got hime monica tld her dad about her bank account. When she finished, her dad gave her 100 dollars and told her to put it in her account to start her out. “mom i have to go make a deposit” monica yelled happily.

Response Annotation

- The response establishes a situation (“Hey mom, can you start me a savings account”, monica said, as her and her mom were driving home from church sunday morning) and introduces characters (Monica, her mom and dad).
- Events are organized in a clear, logical order (Monica asks her mother if she can open a savings account; her mother asks why; Monica opens a savings account; her father gives her money to put in the savings account).
- Narrative techniques, such as dialogue (“why would a little girl your age wont a savings account”, mom said curiously. “To go to collage when I get older”), are used to develop characters and experiences.
- The response uses words and phrases to indicate sequence and signal shifts from one time frame to another (as her and her mom were driving home; When they got hime; When she finished).
- The response includes words, phrases, and details that help convey experiences (monica jumped out of the van; monica yelled happily; “if I save it up i wont have to worry about it”).
- An appropriate conclusion is provided (“mom i have to go make a deposit” monica yelled happily).
- Some ideas from the source material are integrated into the response (“To go to collage when I get older”).
- Frequent errors in usage and conventions sometimes interfere with meaning (usage: start me a savings account, her and her mom; capitalization: monica, sunday, several sentences begin with a lowercase letter; spelling: curiously, wont, an ccount, collage; punctuation: much of the dialogue is incorrectly punctuated).

ELAGSE6W3

Response Score: 2 points



1. A 6th grader has decided to ask his/her parents for help opening an account at Banister Bank. Write an original story about the events leading up to the 6th grader having a new account at the bank.

Be sure to include ideas from the advertisement in your narrative.

Student Response

A 6th grader named Maya saw a poster for Bannister Bank and asked her parents if she could open her savings account. Her parents thought it would be a great idea for her to do that because it could help her save for college and many other things in the future. They went to Bannister Bank, the first thing they did was to see if she had any goals for the account. Then she made her initial deposit and signed a signature card. She earned more money to deposit by cutting grass and walking dogs. She also tracks her account on a regular basis. Maya and her parents are glad she made a savings account.

Response Annotation

- The response introduces a somewhat vague situation (A 6th grader named Maya saw a poster for Bannister Bank and asked her parents if she could open her savings account). While Maya’s parents are mentioned, there is little attempt to develop them as characters.
- Events are organized in a sequence with some gaps (Maya saw a poster for Bannister Bank; she asks her parents if she can get an account; she goes to the bank and they ask about her goals for savings; she gets the account; she earns money for the account; she is happy she got the account).
- The narrative technique of description (it would be a great idea; on a regular basis) is attempted to develop events.
- Occasional signal words and phrases are used to indicate sequence of events (Then; the first thing they did).
- Words and phrases are used inconsistently to convey experiences and events (it could help her save for college and many other things in the future; Maya and her parents are glad she made a savings account).
- A weak conclusion is provided (Maya and her parents are glad she made a savings account).
- The response integrates some details from the source material (save for college; goals for the account; signed a signature card).
- There are some errors in conventions, but they do not interfere with the intended meaning (sentence construction: “They went to Bannister Bank, the first thing they did was to see if she had any goals for the account” is a run-on sentence).

ELAGSE6W3

Response Score: 2 points



1. A 6th grader has decided to ask his/her parents for help opening an account at Banister Bank. Write an original story about the events leading up to the 6th grader having a new account at the bank.

Be sure to include ideas from the advertisement in your narrative.

Student Response

A 6th grader asks his parents for help opening an account at Banister Bank. His parents told him that he would have to work extra hard to earn mooney because the key to saving is to deposit more than you withdraw. So the 6th grader worked very hard for the next couple of weeks to earn money he opened a lemonade stand, he did chores around the house, he even walked the neighbors dogs! His parents watched him doing all of this and they decided that because of how determined he was to earn money he would definitely be responsible enough to open an account.

Response Annotation

- The response introduces a vague situation (A 6th grader asks his parents for help opening an account at Banister Bank) and minimally introduces characters (a 6th grader and his parents).
- Events are organized in a sequence with some ambiguity (a 6th grader wants to open a savings account; his parents tell him he must earn money to get one; the 6th grader does many different things to earn money; his parents are impressed and decide to let him get a savings account).
- The narrative technique of description (work extra hard; worked very hard; definitely be responsible) is attempted to develop characters and experiences.
- The response uses minimal, overly simple words to indicate a sequence of events (So).
- The response uses words and phrases to convey experiences and events (he opened a lemonade stand, he did chores around the house, he even walked the neighbors dogs; how determined he was to earn money). However, some words are simple and somewhat vague (he would have to work extra hard).
- A weak conclusion is provided (His parents watched him doing all of this and they decided that because of how determined he was to earn money he would definitely be responsible enough to open an account).
- The response makes an attempt to integrate details from the source material (the key to saving is to deposit more than you withdraw).
- The response has some errors in usage and conventions that do not interfere with meaning (usage: neighbors dog; "So the 6th grader worked very hard . . ." is a run-on sentence; spelling: mooney).

ELAGSE6W3

Response Score: 2 points



1. A 6th grader has decided to ask his/her parents for help opening an account at Banister Bank. Write an original story about the events leading up to the 6th grader having a new account at the bank.

Be sure to include ideas from the advertisement in your narrative.

Student Response

I saw the Banister Bank commercial, and I thought “what would it be like if I had my own savings account?” It would make it easier to keep track of my money. So I went up to my mom and asked, “ can I have my own savings account?” Her reply was, “Do you think you’re responsible enough?” Then I said, “ I mean I have an e-mail account, so that says I’m responsible.” “Ok, honey.” She said. So we called Banister Bank. Now I have my own savings account!

Response Annotation

- The response introduces a vague situation (I saw the Banister Bank commercial, and I thought “what would it be like if I had my own savings account?”) and briefly introduces characters (the narrator, the mother).
- Events are organized in a sequence with some gaps and ambiguity (the narrator sees a commercial for Banister Bank; the narrator asks his/her mother if he/she could have a savings account; the mother questions the narrator’s responsibility; the narrator gets a savings account).
- The response attempts to use the narrative technique of dialogue (Her reply was, “Do you think you’re responsible enough?” Then I said, “ I mean I have an e-mail account, so that says I’m responsible”) to develop characters and events.
- The response uses simple words to indicate sequence of events and signal shifts from one time frame to another (So; Then; Now).
- The response uses words and phrases inconsistently to convey experiences and events (It would make it easier to keep track of my money).
- A weak conclusion is present (Now I have my own savings account!).
- The response attempts to integrate ideas from the source material (make it easier to keep track of my money; “so that says I’m responsible”).
- The response contains a few minor conventions errors that do not interfere with meaning.

ELAGSE6W3

Response Score: 1 point



1. A 6th grader has decided to ask his/her parents for help opening an account at Banister Bank. Write an original story about the events leading up to the 6th grader having a new account at the bank.

Be sure to include ideas from the advertisement in your narrative.

Student Response

I have asked my mom and dad about finding me a new bank account. So when I get to college I will be able to have money to pay to get in college and whatever else I have to do. My parents said yes because they think it is true and I gave a reasonable statement.

Response Annotation

- The response provides a minimal introduction of the situation and character (I have asked my mom and dad about finding me a new bank account).
- The response is too brief to demonstrate a complete sequence of events (the narrator asks his/her parents for a savings account; they say yes).
- The response shows little attempt to use description (a reasonable statement) to develop experiences.
- Many of the words used in the response are overly simple and unclear (whatever else I have to do).
- The response makes one attempt to use a signal word (So).
- There is no concluding statement. The response explains why the narrator’s parents said yes and abruptly ends.
- The response includes an idea from the source material (when I get to college I will be able to have money).
- The response has some errors in usage and conventions, but they do not interfere with meaning (sentence formation: . . . finding me a new bank account. So when I get to college I will be able to have money to pay to get in college and whatever else I have to do).

ELAGSE6W3

Response Score: 1 point



1. A 6th grader has decided to ask his/her parents for help opening an account at Banister Bank. Write an original story about the events leading up to the 6th grader having a new account at the bank.

Be sure to include ideas from the advertisement in your narrative.

Student Response

A 6th grader has to ask his for his parents permission so that he can start a savings account. If he starts a saving account he could save money for what ever he wants or needs.

Response Annotation

- The response provides a minimal introduction of a situation and character (A 6th grader has to ask his for his parents permission so that he can start a savings account).
- The response is too brief to demonstrate a complete sequence of events. Once the situation is established, the student only states what the narrator could do with a savings account.
- There is no attempt to use narrative techniques to convey experiences or events.
- The words used are overly simple and unclear (what ever he wants or needs).
- There is no attempt to use signal words to indicate shifts in time frame or setting.
- There is no attempt at a conclusion.
- No details are integrated from the source material.
- There are errors in usage and conventions that somewhat interfere with the meaning (usage: parents; sentences: the last sentence needs a comma after account; spelling: what ever; The first sentence has some confusing, superfluous words: has to ask his for his parents permission).

ELAGSE6W3

Response Score: 1 point



1. A 6th grader has decided to ask his/her parents for help opening an account at Banister Bank. Write an original story about the events leading up to the 6th grader having a new account at the bank.

Be sure to include ideas from the advertisement in your narrative.

Student Response

He or she earned money to get a savings account. Her she will do small jobs and put money in the bank.

Response Annotation

- The response provides a weak introduction of a situation (He or she earned money to get a savings account) with only a vague character (he or she).
- The response is too brief to demonstrate a complete sequence of events.
- There is no attempt to use any narrative technique to develop experiences, events, or characters.
- Overly simple words are used (small jobs).
- The response does not use signal words.
- There is no conclusion.
- The response uses few ideas from the source material.
- There is an error in conventions that interferes with meaning (The second sentence starts with what could be seen as a spelling error of "he or she" or a superfluous word). The response is two sentences, so little command of conventions is demonstrated.

