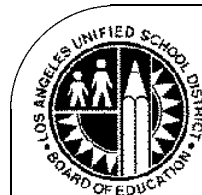


**English
Language
Arts**

GRADE

6

Performance Assignment



**Los Angeles
Unified
School District**

2001

Overview

In the Grade Six English-Language Arts performance assignment, students demonstrate important knowledge and skills identified in the *English-Language Arts Content Standards for California Public Schools*(1998).

This booklet contains the following: the performance assignment task, standards assessed by the performance assignment, guidelines for administering the performance assignment, and a rubric.

The Assignment

This is the Grade Six performance assignment task that your students will complete:

A turning point is a moment when an important change occurs. Choose a novel, play, or short story you have read in class this year, and select an important event that you think is a turning point.

In a well-organized essay, describe the event you have selected and explain why you think it is a turning point. In your explanation, show how this turning point affects the characters and course of events. Be sure to describe and explain everything clearly. Use specific details from the text when discussing the turning point's impact on the story.

This prompt can also be found, enlarged for copying purposes, on page 6 of this booklet.

Standards

All performance assignments are based on the *English-Language Arts Content Standards for California Public Schools*(1998). The specific state standards assessed by this Grade Six performance assignment are:

Writing

1.0 Writing Strategies

Students write clear, coherent, and focused essays.

2.0 Writing Applications

Using the writing strategies of grade six outlined in Writing Standard 1.0, students:

2.4 Write responses to literature:

- a Develop an interpretation exhibiting careful reading, understanding, and insight.
- b Organize the interpretation around several clear ideas, premises, or images.
- c Develop and justify the interpretation through sustained use of examples and textual evidence.

Written and Oral English Language Conventions

Sentence Structure

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

Reading

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

Expository Critique

2.7 Make reasonable assertions about a text through accurate, supporting citations.

Guidelines for Administering the Performance Assignment

Time Frame

You will receive directions from your school's Standards-Based Assessment Coordinator on the range of dates during the second semester when you may administer the performance assignment. This performance assignment should take approximately 2-3 hours over a one-week period.

Teacher Role

Introducing the Assignment

Prior to beginning the performance assignment, you should implement the following steps using teaching techniques you have found to be effective for your students:

- Explain the assignment (task requirements and duration).
- Distribute or display the prompt (overhead transparency, blackboard, or as a handout).
- Read the prompt aloud and explain it to your students. You can rephrase the prompt to make sure your students understand it.
- Remind your students that they **should not write a summary of the entire plot**. Instead, they should search for the best examples of events that clearly describe a turning point.
- Distribute or display the rubric.
- Read the rubric aloud and explain it to your students.
- Provide your students with a full or partial list of the literary works (novels, plays, and short stories) they have studied during the school year. You should not require all students to write on the same work of literature.
- Assist your students in selecting a literary work that contains a turning point.
- This is an open-book assignment. Make sure your students have access to either the work of literature they have selected, or their notes on that work of literature.
- If necessary, allow your students to review their notes, which should focus on how the author describes the turning point in the literary work.
- Have your students engage in prewriting activities such as brainstorming, clustering, and outlining.

<p>Administering the Assignment</p>	<p>During the 2-3 hours of the performance assignment, your students should complete the following activities:</p> <ul style="list-style-type: none"> • Step A: Write a rough draft. • Step B: Revise and edit the draft. • Step C: Write a final copy of the composition. <p>The following guidelines should be observed during the administration of the performance assignment:</p> <ul style="list-style-type: none"> • Students should do their own writing, revising, and editing for this assignment. • All writing directly related to the performance assignment must take place in the classroom. Students should not take home drafts to work on outside of the classroom. • You may not rewrite sentences or paragraphs, or provide editorial corrections for individual students. In addition, you may not directly indicate to students any specific changes that should be made on their papers. • You should provide additional feedback and/or accommodations for students with disabilities, as determined by their IEPs.
<p>Task Requirements</p>	<p>Each student must submit all prewriting materials (for example, graphic organizers and outlines), rough draft, and final copy. Only the final copy, however, will be scored using the rubric in this booklet.</p>
<p>Scoring</p>	<p>This performance assignment will be scored using the rubric found on page 7 of this booklet. Papers from students with disabilities will be scored using the same rubric. All scores will be reported to LAUSD. For your own purposes, you may also score student papers on other qualities not emphasized in the performance assignment rubric. These additional scores can be counted in your classroom grades.</p>
<p>Further Information</p>	<p>LAUSD will provide detailed information on the role of the performance assignments in the promotion policy plan, how and when the performance assignments will be scheduled, and the overall scoring plan. LAUSD will also provide information on accommodating students with disabilities.</p>

The Assignment

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In a well-organized essay, describe the event you have selected and explain why you think it is a turning point. In your explanation, show how this turning point affects the characters and course of events. Be sure to describe and explain everything clearly. Use specific details from the text when discussing the turning point's impact on the story.

**Performance
Assignment
Rubric****SCORE
4****Advanced**

- The response demonstrates well-developed reading comprehension skills and ability to analyze a literary element (turning point). [W 2.4, R 2.0]¹
- Important aspects of the turning point are clearly and thoroughly described.
(The description should include the turning point's impact on characters or its significance in the course of events.) [W 1.0, W 2.4a]
- Ideas are logically organized. [W 2.4b]
- Statements about the turning point are well supported or explained through detailed references to the text. [W 2.4c, R 2.7]
- The response demonstrates a well-developed command of standard English conventions. [C 1.0, C 1.1]

**SCORE
3****Proficient**

- The response demonstrates solid reading comprehension skills and ability to analyze a literary element (turning point).
- Aspects of the turning point are clearly described.
- Most ideas are logically organized.
- Most statements about the turning point are supported or explained through references to the text.
- The response demonstrates a solid command of standard English conventions.

**SCORE
2****Partially
Proficient**

- The response demonstrates some reading comprehension skills and ability to analyze a literary element (turning point).
- There is an attempt to describe some aspects of the turning point.
- Some ideas are logically organized.
- Some statements about the turning point are supported or explained through references to the text.
- The response demonstrates some command of standard English conventions.

**SCORE
1****Not Proficient**

- The response demonstrates little or no skill in reading comprehension, or little or no ability to analyze a literary element (turning point).
- The turning point is not described, or the description is unclear.
- Ideas are not logically organized.
- Statements about the turning point are not supported or explained through references to the text.
- The response demonstrates little or no command of standard English conventions.

¹ The specific state standards assessed by this Grade Six performance assignment:
W = Writing R = Reading C = Written and Oral English Language Conventions

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