

Standards-Aligned Literacy Performance Tasks

Below is an example of a 6th Grade ELA performance task that prompts student work that can be scored using a rubric that includes standards-based scoring elements.

6th Grade ELA Anchor Task - Quarter 1 (R2/R3)

Focus Standards

College and Career Readiness Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

Task

Task Template IE3 - Informational or Explanatory

After reading "Raymond's Run" by Toni Cade Bambara, write a literary analysis in which you explain how the author uses a recurring character across a series of episodes in the story to convey a theme. Support your discussion with evidence from the texts.

Texts

[Raymond's Run](#)

STUDENT WORK RUBRIC - INFORMATIONAL/EXPLANATORY TASK - GRADES 6-8

6th Grade ELA Anchor Module - Quarter 1 (R2/R3)

Scoring Elements	Emerging		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Controlling Idea	Presents an unclear or unfocused controlling idea.		Presents a general controlling idea that addresses the prompt , with an uneven focus .		Presents and maintains a clear controlling idea that addresses all aspects of the prompt.		Presents and maintains a clear and specific controlling idea that addresses all aspects of the prompt and takes into account the complexity of the topic .
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.		Includes details, examples, and/or quotations from sources that are relevant to the controlling idea. Inconsistently cites sources.		Includes details, examples, and/or quotations from sources that are relevant to the controlling and supporting ideas . Consistently cites sources with minor formatting errors .		Includes well-chosen details, examples, and/or quotations from sources that support the controlling and supporting ideas. Consistently cites sources using appropriate format.
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.		Explanation of ideas and source material is minimal or contains minor errors .		Accurately explains ideas and source material and how they support the controlling idea .		Thoroughly and accurately explains ideas and source material, using reasoning to support and develop the controlling idea.
Organization	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.		Groups ideas and uses some transitions to connect ideas, with some lapses in coherence or organization .		Groups and sequences ideas to develop the controlling idea . Uses transitions to clarify the relationships among ideas, concepts, and information .		Groups and sequences ideas logically to develop the controlling idea and create cohesion . Uses varied transitions to clarify the relationships among ideas, concepts, and information.
RL.6-8.2: Analyze Development of Theme	Discusses the development of a theme or central idea with no or minimal reference to specific textual details .		Demonstrates how some specific details in the text convey a theme or central idea.		Identifies specific details from across the text that contribute to the development of a theme or central idea. Accurately demonstrates how those details contribute to the development of a theme or central idea.		Identifies key details from across the text that contribute to the development of a theme or central idea. Accurately demonstrates how those details develop a theme or central idea over the course of the text.
RL.6-8.3: Analyze Interaction of Story Elements	Describes story or drama elements such as plot episodes, setting, and characters with no discussion of how the elements interact OR discussion of how story elements interact is inaccurate .		Describes story or drama elements with general discussion of how the elements interact .		Identifies story or drama elements that have significance in the text . Accurately demonstrates how the story elements interact		Identifies key story or drama elements. Precisely demonstrates how those story elements interact

Scored Sample of Student Work

Below is an authentic example of student work that resulted from this standards-aligned performance Task. Rubric scores and rationale for the scores are included below the student work.

6th Grade ELA RW Anchor Task - Q1 - Sample Scored Student Work with Rationale (SW19)

In Raymond's Run a short story by Toni Cade Bambara holds much detail. In the first section we learn of Squeaky, or Hazel as she is known by many different names. In this section we learn of her older brother who has special needs leading to her becoming very protective over him, this also leads to her thinking of him as too immature to accomplish much. We also learn about her family and her sassy and prideful attitude. Throughout the story we see of her priding herself with the fact that she's the fastest thing on two feet. We continue through the story where we meet the antagonist of the story, Gretchen. Gretchen is also competing in the grand may day race. Gretchen is a counterpart of Hazel with her own prideful and sassy attitude. When the day comes Hazel wins the race, with Gretchen coming in a close second. But most importantly Hazel sees how serious Gretchen is about running and gains respect towards her. And she also realizes how amazing Raymond could be with further coaching. This is why the theme don't judge a book by its cover is the perfect message for this story.

In this story we see the development of Hazel as a character. In the beginning Hazel sees herself above others due to her speed. When Gretchen challenges her to this title of hers. Hazel then takes the defensive making Gretchen look like the bad guy. Though Gretchen may be mean for trying to take some shots at Raymond, (who doesn't know any better.) Though in reality Gretchen is mean, she is doing the same as Hazel just trying to win the race and gain the respect of their peers. When the race does come Gretchen still loses to Hazel but both have gained the respect of their peers but more importantly each other.

In the start Hazel only sees Gretchen as a snarky jerk, looking to pick a fight, and as somebody who thinks everything is just going to be handed to her. Hazel's concept of Gretchen seems strengthened due to the events on mainstreet. In this confrontation Gretchen tries to dim Hazel's spirit by saying, "I don't think you're going to win this time," says Rosie, trying to signify with her hands on her hips all salty, completely forgetting that I have whipped her behind many times for less salt than that. "I always win cause I'm the best," I say straight at Gretchen who is, as far as I'm concerned, the only one talking in this ventriloquist-dummy routine." And eventually Hazel and Gretchen acknowledge each other's strengths at running, Hazel's entire Concept of this girl she judges entirely based on what she acted due to something she was committed to winning. It wasn't until some of this pride was taking away from Hazel that she could really see how great of a runner Gretchen truly was.

But throughout the story Hazel doesn't just judge Gretchen, she also judges her older brother Raymond. Raymond who has special needs is easily judge by many throughout the passage. For example Gretchen Judges him believing he's too dumb to understand what was happening during Gretchen and Hazel confrontation on Main street. Instead of seeing him as a person she sees him as a way to make trouble. But possibly the most important person to judge Raymond in the story would be Hazel. Hazel looks at Raymond as a nuisance, as well as somebody too immature to be serious about anything. Causing her to get caught up in

taking care of him instead of doing her exercises. And I quote, "sometimes if you don't watch him he'll dash across traffic to the island in the middle of Broadway and give the pigeons a fit. Then I have to go behind him apologizing to all the old people sitting around trying to get some sun and getting all upset with the pigeons fluttering around them, scattering their newspapers."

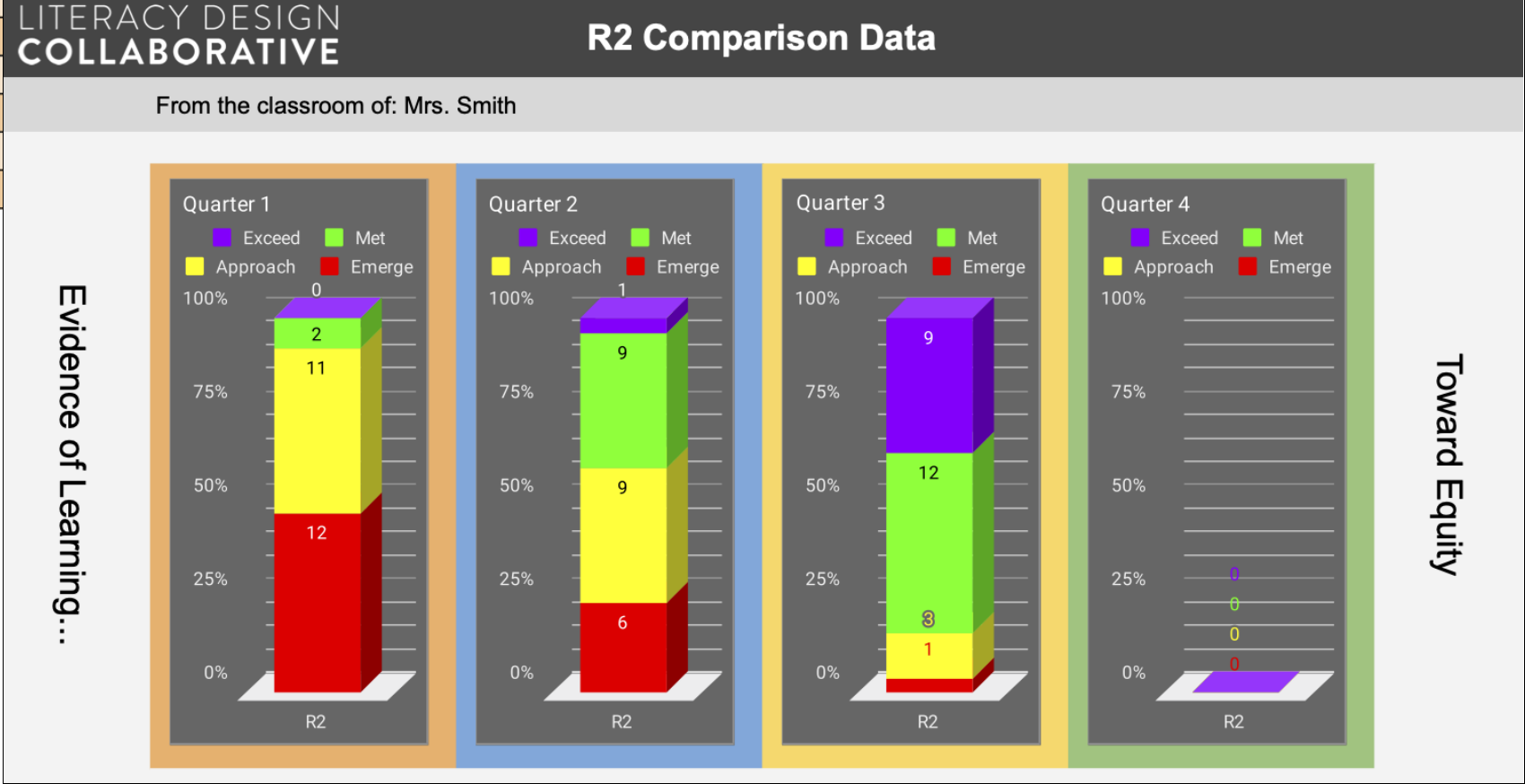
It isn't until the race where she realizes how good he is at running at the Mayday races. After winning the race, her respect for Gretchen was acknowledged. Hazel realizes through the whole race on the other side of the park's fence Raymond had been running and keeping up with her the entire time. Hazel soon realizes how great of a runner Raymond is and how Amazing he could be with further coaching. Hazel finds herself in a situation where both of these people who she had judged without looking any deeper, were people with talents, weaknesses, hopes, and dreams. But it wasn't until the race that she decides to look any deeper into their lives and finds how special each one of them is.

Dimension	Score	Explanation of the Score / Evidence / Rationale
Controlling Idea	2.5	Presents and maintains a clear controlling idea that addresses the prompt with an uneven focus . The response includes a clearly stated theme in the first paragraph: "This is why the theme don't judge a book by its cover is the perfect message for this story." However, it does not address all aspects of the prompt by discussing how recurring events of a specific character develops this theme as it focuses on more than one character.
Selection & Citation of Evidence	3.0	Includes details, examples, and/or quotations from sources that are relevant to the controlling idea. Both direct and paraphrased quotes from the text are used to develop and support the controlling idea. Direct quotations are in quotation marks. The details and examples provided consistently support the controlling and supporting ideas. For example, the student selects this quote from the text and cites it in a consistent way: "I always win cause I'm the best," I say straight at Gretchen who is, as far as I'm concerned, the only one talking in this ventriloquist-dummy routine." This quote clearly demonstrates the main character's judgement of another character in the story.
Development / Explanation of Sources	3.0	Accurately explains ideas and source material and how they support the controlling idea in most cases. Overall, the response includes explanations of selections made from the source to demonstrate how they support the controlling idea. Most explanations are accurate. For example: "But possibly the most important person to judge Raymond in the story would be Hazel. Hazel looks at Raymond as a nuisance, as well as somebody too immature to be serious about anything. Causing her to get caught up in taking care of him instead of doing her exercises." The final paragraph includes a strong explanation which ties everything together.
Organization	2.5	Groups and sequences ideas to develop the controlling idea . Uses some transitions to connect ideas. The response contains a flow from one idea to the next that shows some connections. The internal organization within each paragraph causes some lapses in coherency at times.
RL.6-8.2: Analyze Development of Theme	2.5	Demonstrates how some specific details in the text convey a theme or central idea. Accurately demonstrates how those details contribute to the development of a theme or central idea. Although the student selected a colloquialism as a theme that is not specific to the story, the response indicates an understanding of how a theme develops over the course of a series of events in the text.
RL.6-8.3: Analyze Interaction of Story Elements	3.0	Identifies story or drama elements that have significance in the text . The story elements (plot episodes, characters, setting) highlighted in the essay support the development of the controlling idea. Accurately demonstrates how the story elements interact. The main points made throughout the text and the explanation of how character and plot points interact over the course of the text demonstrates that the student has analysis capabilities.

LDC Student Formative Progress Tracking Using Standards-Based Rubric Data
 Below is an example of a way that student progress can be tracked with respect to performance as assessed multiple times over the course of a school year using standards-aligned tasks and rubrics.

DIRECTIONS: Enter the Focus Reading and/or Content Standards that you are teaching and assessing for each LDC Task or mini-task. Then, enter each student's score (on a scale of 1-4, with half-points as options) using the appropriate standard-aligned rubric scoring element. This will enable you and other teachers to track student progress over time for each standard and across standards.

	R2	R3	R2	R7	R2	R8	R2	R6
Student 1	1	1	1.5	1	3	3		
Student 2	1	1	2.5	3	3.5	3		
Student 3	1.5	1	3	3	3	3		
Student 4	2	1.5	2	3	3	3		
Student 5	2	1	2.5	2	3	3		
Student 6	3	2	3	3	4	4		
Student 7	2	2	1	1	3.5	3		
Student 8	1.5	2	2	3	3	3		
Student 9								
Student 10								
Student 11								
Student 12								
Student 13								
Student 14								



LDC Targeted Instruction Sets

In addition to *modules* (performance tasks that come with 1-3 weeks of backwards-designed, scaffolded instruction that allows for formative assessment), LDC also provides sets of standards-aligned daily lessons that can, as needed, (1) teach students the skills of a score level for a given standard, and (2) teach students to move from one level to the next. They can be used for targeted 1:1 instruction, small group, differentiation, or as the glue between modules.

RL.6-8.2 (Analyze Development of Theme): Determine a theme or central idea of a text and how it is conveyed through particular details.

GRADE LEVEL & SCORING ELEMENT		EMERGING		APPROACHES EXPECTATIONS		MEETS EXPECTATIONS		ADVANCED
		1	1.5	2	2.5	3	3.5	4
6-8	RL.6-8.2: Analyze Development of Theme	Discusses the development of a theme or central idea with no or minimal reference to specific textual details.		Demonstrates how some specific details in the text convey a theme or central idea.		Identifies specific details from across the text that contribute to the development of a theme or central idea. Accurately demonstrates how those details contribute to the development of a theme or central idea.		Identifies key details from across the text that contribute to the development of a theme or central idea. Accurately demonstrates how those details develop a theme or central idea over the course of the text.

Targeted Instruction Mini-Tasks to move students from their current level to the next -

Level 1: <https://coretools ldc.org/minitasks/1952157f-1b60-40be-bb21-384488f6097a>

Level 2: <https://coretools ldc.org/minitasks/d0959405-159a-4329-9d86-e7f0c5e797fc>

Level 3: <https://coretools ldc.org/minitasks/89b12894-f697-4bdf-b689-3de7a4574b62>

Level 4 (Enrichment): <https://coretools ldc.org/minitasks/9bebff1b-cc3d-4333-99c8-211b1af2682b>

SCALE¹ NORMED AND CALIBRATED STUDENT WORK RUBRICS, K-12.

- 1. Reading Rubrics (ELA)**
Targeted instruction and intervention
- 2. Writing Rubrics (ELA)**
Common expectations for argumentative and informational writing with a disciplinary focus
- 3. NGSS (SCIENCE)**
Content & Practices, Cross Cutting Competencies and Disciplinary Core Ideas
- 4. C3 (SOCIAL STUDIES)**
Content & Practices, Disciplinary Core Ideas

[SEE ALL LDC STUDENT WORK RUBRICS HERE.](#)

