

## **RUBRIC - PARCC QUESTION FORMAT IIa: PCR – Prose Constructed Response, NARRATIVE**

**The average length expected of a student’s essay seems to be between 250 and 400 words**

**This format requires the student to *create* an original story based upon provided content**

**Question:** The prompt requires the student to create elements of an original story (usually based upon a provided narrative)

One example would be to extend the plot of the provided narrative beyond the last sequence of events in the provided story. This is a student’s **demonstration of understanding** based on the **inferences** the student drew from the story.

**Question:** The prompt may also require the student to create additional facets to the story’s character(s) or to perhaps to create an additional, original, character to the story. In both cases, it would probably be a good idea for the student to create dialogue in their original **narrative, sensory** and **descriptive** language and details of the setting.

**TASK DESCRIPTION:** Student must **develop** (*expand upon and add detail to*) a **narrative** (*a story*) from content provided by using **structural elements** (*component parts*) of a story such as **setting** (*time and place*), **conflict** (*characters who act in opposition to each other*), **character** (*who*), **motivation** (*an emotion or belief that causes a character to take action*), **relationship(s)** (*who is important to who and why*), and **context** (*the circumstances and influences in a character’s life that affect their identity and behavior*).

PERFORMANCE	EXCELLENT	PROGRESSING	NEEDS WORK
Student understands the meaning of each <b>key term</b> noted in the task description	Student can explain and <i>demonstrate</i> the meaning of each key term.	Student can provide an adequate definition of the key terms relevant to common core usage.	Student cannot provide adequate definitions of the key terms relevant to common core usage.
Student composes an original narrative employing the key elements of story created from aspects embedded in the provided textual passage.	The student’s narrative content includes all structural elements, descriptive details, and makes sense through smooth & logical transitions while integrating aspects from the text provided.	Student integrates aspects from the text provided into their original content, but does not include all structural elements and minimal descriptive detail.	Student does not use material drawn from the provided text, employs only a few of the structural elements of story and doesn’t make logical sense.

**PRACTICE:** Have each of six students come up and write down on a piece of paper one element of story. Separately, without each other’s knowledge, one student determines who Character A is, another for Character B. A third determines place, another determines a time (both of which determine setting), a fifth decides on a prop (something that can be held in the hand), and the sixth student selects a particular emotion. Their pieces of paper are gathered together as “givens” for the story. The goal of the exercise is to ask, and subsequently answer obvious questions (who are they, why are they there, why is the prop important and to whom, who has the emotion, etc.) in order to create the content for the narrative according to the **key terms** noted in the task description above.