

# **SBAC Fourth Grade Narrative Performance Task**

## **Task Overview and Teacher Directions:**

Title: Folktales

### **Part 1**

Before writing a folktale for “Kid’s Magazine”, students will be introduced to the topic through reading three sources. The first source is an informative article that describes the traits found in folktales. The other two sources are examples of folktales from Norway and Africa. Students will take notes on what they read to help them organize the information. Students should also have access to the texts throughout the performance task. After reading, students will then respond individually to selected-response and constructed-response questions that address the research skills of analyzing information. Students are not allowed to change their answers once Part 1 is finished.

### **Part 2**

Finally, students will work individually to compose a folktale that incorporates setting, characters, plot, descriptions, and closure. Students may also refer to their notes, answers to their questions, or passages as needed. They cannot change their answers to the three reading questions they answered in Part 1. Drafting and revising will be involved.

**Scorable Products:** Student responses to the selected-response and constructed-response questions in part 1 and the folktale in part 2 will be scored.

**Teacher preparation/Resource requirements:** The teacher should ensure that sufficient blank paper and writing utensils are available for student note taking. Teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell check but not to grammar check.

**Estimated Time:** 90-105 Minutes

## Scoring Information

CR #1

<b>Sample Generic 2-point Research (Grades 3-5): Interpret &amp; Integrate Information Rubric (Claim 4, Target 2)</b>	
<b>2</b>	<ul style="list-style-type: none"><li>The response gives sufficient evidence of the ability to locate, select, interpret and integrate information within and among sources of information.</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.</li></ul>
<b>0</b>	A response gets no credit if it provides no evidence of the ability to locate, select, interpret and integrate information within and among sources of information.

### Scoring Notes:

Responses may include but are not limited to:

#### **The Three Billy Goats Gruff**

- A. Setting: Once upon a time
- B. Setting: wanted to go up to the hillside, way up the bridge, cascading stream
- C. Characters (Animals) Billy Goat Gruff, (Trickster) Troll
- D. Plot: Simple patterns littlest to biggest goat going on the bridge, troll wanted to eat each of them,
- E. Plot: Full of action with hero and conflicts are resolved example in text: big billy goat and troll fighting and the big billy goat tossing the troll into the water.

#### **The Red and Blue Coat**

- A. Setting: Once there....
- B. Setting: built their houses, small path, farms, village
- C. Character: trickster and two boys
- D. Plot: (full of action) two friends were arguing, beating, rolling on the ground
- E. Plot: (conflicts usually resolve) Don't blame me for the battle; I did not make you fight. Both of you are wrong and both of you are right. You only looked at my coat from your own point of view.

### Sample 2-point Response:

One example of folktale traits from "The Three Billy Goats Gruff" is the setting is described as once upon a time and it also includes geography such as on a hillside was a bridge. One example of folktale traits used in "The Red and Blue Coat" is one of the characters was a trickster and the setting describes the geography with farms, villages, and two houses.

### Selected Response Question Answer Key

4. How were the two folktales similar?

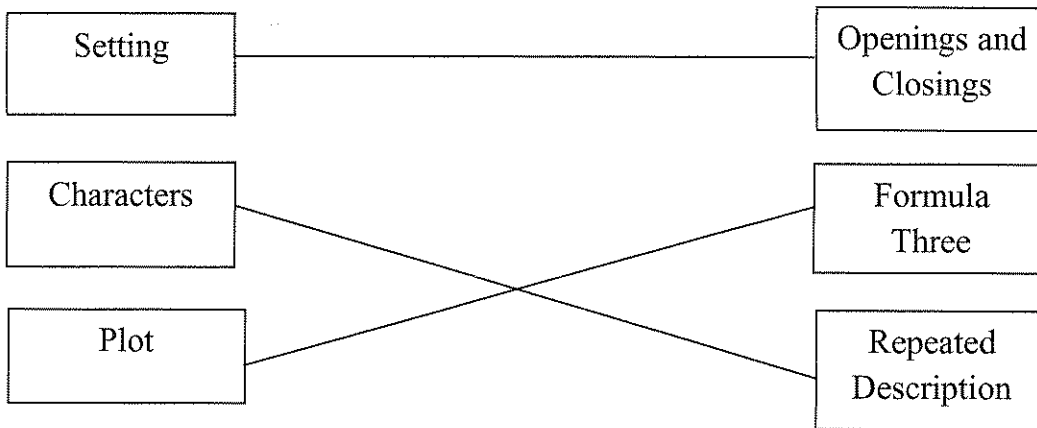
A. They both had friends and family.

B. They both included elements of magic.

C. They both took place in small villages.

**D. They both contained elements of trickery.**

5. Match the folktale traits on the right with the mnemonic devices on the left. Draw a line to connect your matches.



**Narrative Writing - Scoring Rubric**  
**Third and Fourth Grade**

**COS - Content, Organization, and Style**

Points	Description
4	<ul style="list-style-type: none"> <li>• Ideas are clear and focused on the prompt (within sentences and paragraphs)</li> <li>• <b>Ample details</b> support ideas (including descriptions of setting, characters, events including plot / conflict and resolution)</li> <li>• Organized (beginning, middle, and end which includes a complete sequence of events)</li> <li>• Transition words and phrases clearly connect ideas</li> <li>• Sentence length and structure is varied</li> <li>• Precise vocabulary is used (nouns, adjectives, adverbs, and verbs)</li> <li>• Allows a reader to sense the person behind the words</li> </ul>
3	<ul style="list-style-type: none"> <li>• Ideas are clear and focused on the prompt but may contain some lapses</li> <li>• <b>Adequate details</b> support ideas (including descriptions of setting, characters, events including plot / conflict and resolution)</li> <li>• Organized (including complete sequence of events, but may have an abrupt beginning or ending, or minor lapses in sequence)</li> <li>• Transition words adequately connect ideas</li> <li>• Sentence length and structure is somewhat varied</li> <li>• General or common vocabulary (nouns, adjectives, adverbs, and verbs)</li> <li>• Allows a reader some sense of the person behind the words</li> </ul>
2	<ul style="list-style-type: none"> <li>• Ideas may be loosely related</li> <li>• <b>Attempts to support ideas with details</b> (includes setting, characters, and a list of events)</li> <li>• Attempts to organize with little sense of wholeness (gaps/lapses in sequence)</li> <li>• Weak transitions which attempt to connect ideas</li> <li>• Variety of sentence length and structure is limited</li> <li>• Limited vocabulary (nouns, adjectives, adverbs, and verbs)</li> <li>• Allows a reader little sense of the person behind the words</li> </ul>
1	<ul style="list-style-type: none"> <li>• Ideas are loosely related</li> <li>• <b>Little or no supporting details</b> (little or no story elements)</li> <li>• Little evidence of organization (little or no sequence of events)</li> <li>• Poor or no use of transitions</li> <li>• Little or no variety of sentence length and structure</li> <li>• Limited vocabulary (nouns, adjectives, adverbs, and verbs)</li> <li>• Allows a reader little or no sense of the person behind the words</li> </ul>
0	<p>Response is "I don't know", a question mark, one word, only the title of the prompt or the prompt is recopied</p>

**Narrative Writing - Scoring Rubric**  
**Third and Fourth Grade**  
**CON - Conventions**

<b>Points</b>	<b>Description</b>
<b>2</b> <b>consistently</b> <b>correct, but</b> <b>not perfect</b>	<ul style="list-style-type: none"> <li>• Correctly uses capitals and punctuation</li> <li>• Uses correct subject-verb agreement</li> <li>• High frequency and grade level words spelled correctly</li> <li>• Uses complete sentences except where phrases are purposely used for effect</li> </ul>
<b>1</b> <b>generally</b> <b>follows the</b> <b>rules</b>	<ul style="list-style-type: none"> <li>• Generally uses capitals and punctuation correctly</li> <li>• Generally uses correct subject-verb agreement</li> <li>• Usually spells high frequency and grade level words correctly</li> <li>• Generally uses complete sentences except where phrases are purposely used for effect</li> </ul>
<b>0</b> <b>rarely</b> <b>follows the</b> <b>rules</b>	<ul style="list-style-type: none"> <li>• Rarely uses capitals and punctuation correctly</li> <li>• Rarely uses correct subject-verb agreement</li> <li>• Rarely spells high frequency and grade level words correctly</li> <li>• Rarely uses complete sentences</li> </ul>