

**Figure 1.2: Sample Proficiency Scale for Generating Narratives (Grade 8)**

Generating Narratives (GN), Grade 8	
<b>4.0</b>	The student selects events in a plot that hold a reader's interest.
<b>3.5</b>	In addition to score 3.0 performance, the student has partial success at score 4.0 content.
<b>3.0</b>	The student: <b>GN1—Introduces the conflict, setting, and characters of a narrative</b> <b>GN2—Uses description (including sensory details), dialogue, and reflection to develop a narrative</b>
<b>2.5</b>	The student has no major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.
<b>2.0</b>	<b>GN1—The student recognizes or recalls specific vocabulary</b> (for example, <i>character, conflict, context, description, dialogue, exposition, introduction, problem, and setting</i> ) and performs basic processes such as: <ul style="list-style-type: none"> <li>• Explain the purpose of an exposition</li> <li>• Describe how a problem or conflict is developed throughout a narrative</li> <li>• Generate possible characters and settings for a narrative</li> <li>• Generate possible problems characters could encounter in a narrative</li> <li>• Create an outline that lists the characters, settings, and problems to be solved in a narrative</li> <li>• Describe how dialogue and description can introduce a character or communicate a setting or problem</li> <li>• Describe possible events that might lead up to the exposition or main problem of a narrative</li> </ul> <b>GN2—The student recognizes or recalls specific vocabulary</b> (for example, <i>description, dialogue, plot, reflection, sensory detail, and sequence</i> ) and performs basic processes such as: <ul style="list-style-type: none"> <li>• Generate a list of words that could be used to describe a character</li> <li>• Generate a list of words that could describe an event or location</li> <li>• Describe how dialogue can be used to further the plot or reveal aspects of character</li> <li>• Correctly punctuate dialogue</li> <li>• Properly introduce dialogue</li> <li>• Generate a list of verbs that could be used to describe how a character says something</li> <li>• Create a timeline of events that will occur in a narrative</li> <li>• Describe how a character might feel about the events that will occur in a narrative</li> <li>• Describe what a main character or reader might learn from the events in a narrative</li> </ul>
<b>1.5</b>	The student has partial success at score 2.0 content and major errors or omissions regarding score 3.0 content.
<b>1.0</b>	With help, the student has partial success at score 2.0 content and score 3.0 content.
<b>0.5</b>	With help, the student has partial success at score 2.0 content but not at score 3.0 content.
<b>0.0</b>	Even with help, the student has no success.

Source: Simms, J. A. (2016). The critical concepts (Final version: English language arts, mathematics, and science). Centennial, CO: Marzano Research.