

Cognitive Tasks— narrative structure manipulation Rubric

Structure manipulation is based on McKeough's (1992) research with children, ages 4, 6, 8, and 10, to assess their working memory as they tell a story. This assessment will be able to identify the story structure the student understands, remembers, and uses, because the rubric for these levels of competence assesses the observable behaviors the students demonstrate as they tell their story.

Narrative Structure Manipulation Competence	Level 1 ages 4-6	Level 2 ages 6-8	Level 3 ages 8-10	Level 4 ages 10 —>
Students demonstrate the ability to manipulate narrative structure through the use of:	a simple script, with action sequences, and no internal responses	a plot, identifying a problem, then resolving the problem	plot complications, failed attempt type, and internal responses	plot complications, with subplots, coordination of internal responses, and a clear resolution

Memory Demands— in the contemplation of the narrative Rubric

Working memory constraints and the listener / teller contract depend on the ability of the teller to represent a familiar event in the mind, interpret its meaning, coordinate this understanding of the event in an story, and represent the event in the story text.

The working memory is much like a computer desktop. The desktop can hold only so many documents. Each document has a suggested memory size. The documents need to be re-organized into files to provide more space to work. The students' level of working memory is similar to this computer RAM analogy. As students' thinking structures develop and they move to the next level, their "desk top files are re-organized" so they have more working memory (RAM) available. Robert Case and Okamoto's (1996) hypothesized levels of conceptual structures and narrative skill for children 4-10 years old has been adapted for the following **narrative competence rubric**:

Narrative Contemplation Competence	Level 1	Level 2	Level 3	Level 4
The student's ability to demonstrate their thinking about the narrative in the domain of the narrative through:	thinking about a character's inner state or an event-action sequence, but the students cannot coordinate these two.	thinking of a familiar activity, coordinating sequence of events of both action and thought motivated by character's goals.	two story lines related or combined: 1) two characters' motives, and 2) understand the main story plus the complicating events.	thinking abstractly and symbolizing multiple story lines with well integrated action stories.