

Saddleback Valley Unified School District
Smarter Balanced Assessment Consortium (SBAC) Next Generation Assessments

ENGLISH LANGUAGE ARTS/LITERACY SAMPLE ITEM SUMMARY

To access the Sample Item online, click on the title of the item. SBAC indicates that the sample items and tasks are compatible with the following Internet browsers: Internet Explorer 9, Chrome 18 or newer, Safari 4.1 or newer, Firefox 3.6 or newer. The recommended minimum screen resolution to view the sample items and tasks is 1024 x 750. Items may not display correctly on smaller screens.

| Topic | Gr Band | Grade | Sample Item | Sample Item # | Item Information |
|---------------------|---------|-------|---------------------------------------|---------------|---|
| Reading | 3-5 | 4 | Grandma Ruth 1 | 43600 | Read passage. Answer question in the space provided. |
| Reading | 3-5 | 2 | Grandma Ruth 2 | 43000 | Read passage. Read sentences from passage. Click on phrases to answer question. |
| Reading | 3-5 | 4 | Grandma Ruth 3 | 43001 | Read passage. Read part of text again. Then answer question by selecting sentences in the text. |
| Reading | 6-8 | 6 | Planes on the Brain 1 | 43015 | Read passage. Answer question in the space provided. |
| Reading | 6-8 | 6 | Planes on the Brain 2 | 43014 | Read passage. Highlight the parts of the text in the passage to provide evidence to answer question. |
| Reading | 6-8 | 6 | Planes on the Brain 3 | 43018 | Read passage. Answer question in the space provided. |
| Reading | HS | 11 | Diamonds in the Sky 1 | 43006 | Read passage. Read sentence from passage. Answer selected response. |
| Reading | HS | 11 | Diamonds in the Sky 2 | 43007 | Read passage. Answer selected response. |
| Reading | HS | 11 | Diamonds in the Sky 3 | 43008 | Read passage. Read sentence from passage. Answer question in the space provided. |
| Writing | 3-5 | 4 | Writing – Oliver | 43009 | Read the beginning of a story. Write an ending for the story by adding details to tell what happened next. |
| Writing | 3-5 | 4 | Writing – School Day | 43010 | Read rough draft of paragraph. Revise the paragraph by adding supportive details. |
| Writing | 6-8 | 6 | Writing – Cell Phones | 43019 | Read text. Using information provided in text, write paragraph arguing why your position is more reasonable than the opposing position. |
| Writing | HS | 11 | Writing – Kudzu | 43016 | Read excerpt from student report. In space provided, identify unnecessary sentences and explain why each should be removed. |
| Writing | HS | 11 | Writing – Hockey | 43599 | Read excerpt from first draft of essay. Rewrite excerpt, revising to correct errors. |
| Speaking & Listenin | 3-5 | 4 | Exercise in Space 1 | 43011 | Watch video. Answer selected response. |
| Speaking & Listenin | 3-5 | 4 | Exercise in Space 2 | 43012 | Watch video. Answer question using two details from video to support answer. |
| Performance Tasks | 3-5 | 4 | Animal Defenses | --- | performance task |
| Performance Tasks | 6-8 | 6 | Garden | --- | performance task |
| Performance Tasks | HS | 11 | Nuclear Power | --- | performance task |



SAMPLE ITEMS AND PERFORMANCE TASKS

Frequently Asked Questions

1. What is purpose of the sample items and performance tasks?

Smarter Balanced sample items and performance tasks are intended to help teachers, administrators, and policymakers implement the [Common Core State Standards \(CCSS\)](#) and prepare for the implementation of the [Smarter Balanced assessment system](#) in the 2014-15 school year. They provide an early look into the depth of understanding of the CCSS that will be measured by the Smarter Balanced assessments.

2. Will these items and tasks appear on the final assessments?

The sample items and tasks are meant to illustrate the rigor and complexity students will encounter on the Smarter Balanced assessments. They also show the different types of questions that will appear on the assessments, including: selected-response; constructed response; technology-enhanced; and performance tasks. While these items and tasks may be included in the non-secure interim assessment item bank, they will not be part of the secure summative assessment item bank. Smarter Balanced is working with educators to develop and test thousands of additional items and performance tasks in 2013 and 2014.

3. Can I administer these questions to my students?

The sample items and tasks are not intended to be used as practice tests. However, educators can use them to begin planning the shifts in instruction that will be required to help students meet the demands of the new assessments.

4. When will teachers and students be able to view complete assessments?

Teachers and students will have two opportunities to experience the assessments prior to implementation in the 2014-15 school year. All schools in Smarter Balanced member states will be eligible to participate in a Pilot Test of the assessment system beginning in February 2013. Additional information about how to participate in the Pilot Test will be made available to states in fall 2012.

In early 2014, a large-scale Field Test will be conducted across member states. The goal of the Field Test will be to ensure that administration, scoring, and reporting systems function correctly in preparation for the implementation of the assessment system in the 2014-15 school year.

5. What is a performance task?

Performance tasks are extended activities that measure a student's ability to integrate knowledge and skills across multiple standards—a key component of college and career readiness. Performance tasks will be used to better measure capacities such as depth of understanding, research skills, and complex analysis, which cannot be adequately assessed with selected- or constructed-response items. Some performance tasks can be scored automatically; many will be hand-scored by professionally trained readers.

These tasks will be delivered as part of the interim and summative components of the assessment system, with more extended tasks available in the digital library as part of the Smarter Balanced-developed exemplar instructional modules and inventory of currently available resources. The time and resource constraints for each performance task will be guided by its placement in the overall assessment system.

6. How were the sample items and performance tasks developed?

Smarter Balanced is working with educators from Governing States to write and review items and tasks. Detailed [item and task specifications](#)—along with [training modules](#) for item developers—ensure that each question is aligned with approved content claims, assessment targets, and the Common Core State Standards.

7. What tools are available for students with special needs?

Smarter Balanced is committed to providing valid, fair, and reliable measures of achievement and growth for English language learners and students with disabilities. The sample items and tasks do not include [accessibility tools and accommodations options](#) that will be available when the assessments are administered to students in the 2014-15 school year—such as Braille, translation options, and the ability to change font size, highlight text, or magnify portions of items. Over the next several months—guided by the Consortium’s [Accessibility and Accommodations Work Group](#) and [advisory committees](#) for English language learners and students with disabilities—Smarter Balanced will finalize the accessibility tools and accommodations options available through the test interface.

8. Why are some English language arts/literacy items missing a reading passage?

The sample English language arts/literacy items and performance tasks include a mixture of published and commissioned reading passages and sources. Smarter Balanced has not obtained permission to reprint copyrighted passages and source documents referenced in the sample items. As a result, several sample items and performance tasks—Planes on the Brain 1-3, Animal Defenses, and Garden—include only the citations for copyrighted material, rather than the complete text. For the operational assessment in the 2014-15 school year, Smarter Balanced intends to use primarily published passages—reflecting the emphasis in the Common Core on exposure to “high-quality, increasingly challenging literary and informational texts”—and the full text of these passages will be available to students.

9. What are the technology requirements for viewing the sample items and tasks?

The sample items and performance tasks are compatible with desktop and laptop computers with the following Internet browsers:

- Firefox 3.6 or newer
- Internet Explorer 8 or newer
- Chrome 18 or newer
- Safari 4.1 or newer

In addition, Android and iPad tablets with 9.5 inch screens (10 inch class) or larger are supported with the following Internet browsers:

- Chrome 18 or newer (Android)
- Safari 4.1 or newer (iPad)

It is important to note that these specifications do not reflect the minimum technology requirements for the operational Smarter Balanced assessment system in the 2014-15 school year. More information on the Consortium’s new hardware purchasing guidelines is available on the [Technology](#) page.

10. Can the sample items and tasks be scored?

Users can score most selected response and technology-enhanced items to receive instant feedback on their answers. Constructed response and performance tasks are not able to be automatically scored at this time, although scoring rubrics are provided under “About this Item.” In some cases, the range of possible answers for constructed response items must be validated through the Field



SAMPLE ITEMS AND PERFORMANCE TASKS

Test. In addition, Smarter Balanced is developing automated technologies to score written responses. Items and tasks that cannot be scored automatically will be evaluated by trained educators.

11. How can I submit comments or questions about the sample items?

Smarter Balanced welcomes comment and feedback on the sample items and performance tasks. Educators and interested stakeholders can submit feedback online at <http://www.smarterbalanced.org/sample-items-and-performance-tasks-questions-and-feedback/>.

Saddleback Valley Unified School District
Smarter Balanced Assessment Consortium (SBAC)
SAMPLE ITEM

English Language Arts/Literacy
 Reading

Grade Band: 3-5

Item Name: **Grandma Ruth 1**
 Item #: **43600**

ABOUT THIS ITEM

Grade: 4

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Target 2. CENTRAL IDEAS: Identify or summarize central ideas/key events.

CCSS: RL-2

This item asks students to consider a specific subsection of the text and the general topic of that section.

RUBRIC

| Score Pts | Responses |
|-----------|---|
| 2 | <ul style="list-style-type: none"> gives sufficient evidence of the ability to summarize a key idea in the text includes specific summary information that makes clear reference to the text adequately supports the summary with clearly relevant details from the text |
| 1 | <ul style="list-style-type: none"> gives limited evidence of the ability to summarize a key idea in the text includes some summary information that makes reference to the text supports the summary with limited details from the text |
| 0 | <ul style="list-style-type: none"> provides no evidence of the ability to summarize a key idea in the text includes no relevant information from the |

GRANDMA RUTH

Last night I learned that my grandma was named after Babe Ruth, the greatest baseball player of all time. I learned this six hours too late.

Yesterday I wanted to work on throwing a baseball. I needed a baseball, since my brother wouldn't let me borrow his. Unfortunately, I knew right where one was.

I tiptoed into my grandma's bedroom. Sunlight from the late morning sun filtered in through the leaves of the dogwood tree outside the open window. I moved slowly through my favorite room in the house, which belonged to my favorite person in the world, my grandma.

I reached into the back of her closet and pulled out a shoebox full of old baseballs wrapped in tissue paper. I shoved my hand in and grabbed the first one I touched. I threw off the paper and ran out into the yard with our dog, Bowie, who would always play a game of catch with me.

We had a spectacular game of catch. By the end of our session I was throwing straight as an arrow and Bowie was bringing it back as fast as he could. It was perfect.

I went back into my grandma's room and wrapped the ball back up in paper, just like I'd found it. Except now it looked dirty and used, like a good baseball should.

At dinner, though, I heard the story.

"Have I ever told you that I'm named after the greatest baseball player who ever lived?" Grandma asked suddenly.

James and I shook our heads. We leaned forward to listen. It isn't often we hear new stories from her.

My grandmother stood up and walked into her bedroom. She came back with the shoebox in her hands. She sat down and started her story.

"So, your great-grandfather was the dentist for the Detroit Tigers back in the 1920s. His favorite player was Ty Cobb, the best player the Tigers have ever had. When Ty found out that your great-grandparents were going to have a baby, he brought your great-grandfather a big package full of baseballs signed by the best-known players of the time. He said, 'Doc, you can have these under one condition: name your daughter Tyrina. After me.' And my father, too excited to say no, agreed.

"When my mother heard about this she told my father to go to Ty Cobb and give him back the baseballs, because she had her own ideas for names. Ty just laughed when he heard this. He said to my father, 'Doc, I'll tell you what: keep the baseballs but name her after my good friend Babe Ruth.'

"My father smiled and said, 'I'll see what I can do. Keep these for me until then.'

"It turned out my mother loved the name Ruth. That's how I got my name and how my father got these: he let Ty Cobb name me after Babe Ruth."

I tried to swallow but couldn't. I hoped that she wasn't going to say what I thought she was going to say.

Then she said it.

"In this shoebox are the ten baseballs Ty Cobb gave my father. They are signed by some of the most famous ballplayers in history, including one that has one single signature on it: Babe Ruth's."

My grandma pulled the ball out, unwrapped it, and held it out for us to see. The ball was scarred almost beyond recognition. It had dog bite marks, dirt scuffs, and fraying seams. Right in the middle was a big signature in black ink that I had somehow overlooked. It was smudged now and faded, but it still clearly said "Babe Ruth." I began to shake inside.

But my grandma just looked at the ball and smiled sweetly. She said softly, "Even though it doesn't look like much, this ball has brought our family a lot of joy in its time. I remember when I was your age, Naomi, I almost rubbed the signature right off from tossing it up and down all the time. You see, I've always felt that a baseball should be used for a lot more than looking. My dad, your great-grandfather, used to say the same thing."

She lowered her hand and gently tossed the ball toward Bowie, sleeping by the door. It rolled in a perfectly straight line and came to rest softly between the dog's paws. A perfect throw.

QUESTION

What does Naomi learn about Grandma Ruth? Use details from the text to support your answer. Type your answer in the space provided.

SCORE STATUS

This item is not currently scored automatically. Please see item rubric under "About this Item".

TEXT COMPLEXITY ANALYSIS PLACEMAT

| Worksheet: Text Complexity Analysis | | |
|-------------------------------------|--------------|--|
| Title | Author | Text Description |
| Grandma Ruth | Commissioned | Story of a girl who takes a baseball from her grandmother's room only to find out that it was signed by Babe Ruth. She then learns the story of how her grandmother got her name and how she ended up with the prized baseballs. |



Recommended Placement for Assessment: Grade 4
 The quantitative and qualitative measures both suggest that the appropriate placement for this passage is at grade 4.

| Qualitative Measures | Quantitative Measures |
|--|--|
| <p>Meaning/Purpose: <u>Moderately complex:</u> Throughout this piece, meaning is often implied which requires students to see past the actual words and detect what the author is really trying to convey.</p> <p>Text Structure: <u>Very complex:</u> The passage contains multiple storylines (the girl playing baseball/the grandmother telling her story) and shifts in time after the first paragraph. Multiple characters are involved and multiple viewpoints are detected in the text.</p> <p>Language Features: <u>Very complex:</u> Contains sentences of varying lengths. Some vocabulary is above level which will lend itself to testing the student's ability to use context clues. The language overall allows for more complex meaning throughout the passage.</p> <p>Knowledge Demands: <u>Moderately complex:</u> References several baseball players and a baseball team but introduces them in the passage so a student does not have to know who they are to understand the purpose of those characters in the story.</p> | <p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 770 Flesch-Kincaid: 4.7 Word Count: 752</p> <p style="background-color: #ADD8E6;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Some background knowledge • Some higher level vocabulary • Implied meaning throughout |

Saddleback Valley Unified School District
Smarter Balanced Assessment Consortium (SBAC)
SAMPLE ITEM

English Language Arts/Literacy
 Reading

Grade Band: 3-5

Item Name: **Grandma Ruth 2**
 Item #: **43000**

ABOUT THIS ITEM

Grade: 4

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Target 3. WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus).

CCSS: RL-4; L-4, L-5c

This item focuses on the ability to recognize the relationship between word meaning and context.

RUBRIC

| Score Pts | The Responses Include |
|-----------|--|
| 2 | <ul style="list-style-type: none"> • dog bite marks, dirt scuffs OR • dog bite marks, fraying seams OR • dog bite marks, smudged now and faded OR • dirt scuffs, fraying seams OR • dirt scuffs, smudged now and faded OR • fraying seams, smudged now and faded |
| 1 | <ul style="list-style-type: none"> • dog bite marks OR • dirt scuffs OR • fraying seams OR • smudged now and faded |
| 0 | The response gets no credit if it provides no evidence of the ability to identify the intended meaning of words based on context and includes no relevant information from the text. |

GRANDMA RUTH

Last night I learned that my grandma was named after Babe Ruth, the greatest baseball player of all time. I learned this six hours too late.

Yesterday I wanted to work on throwing a baseball. I needed a baseball, since my brother wouldn't let me borrow his. Unfortunately, I knew right where one was.

I tiptoed into my grandma's bedroom. Sunlight from the late morning sun filtered in through the leaves of the dogwood tree outside the open window. I moved slowly through my favorite room in the house, which belonged to my favorite person in the world, my grandma.

I reached into the back of her closet and pulled out a shoebox full of old baseballs wrapped in tissue paper. I shoved my hand in and grabbed the first one I touched. I threw off the paper and ran out into the yard with our dog, Bowie, who would always play a game of catch with me.

We had a spectacular game of catch. By the end of our session I was throwing straight as an arrow and Bowie was bringing it back as fast as he could. It was perfect.

I went back into my grandma's room and wrapped the ball back up in paper, just like I'd found it. Except now it looked dirty and used, like a good baseball should.

At dinner, though, I heard the story.

"Have I ever told you that I'm named after the greatest baseball player who ever lived?" Grandma asked suddenly.

James and I shook our heads. We leaned forward to listen. It isn't often we hear new stories from her.

My grandmother stood up and walked into her bedroom. She came back with the shoebox in her hands. She sat down and started her story.

"So, your great-grandfather was the dentist for the Detroit Tigers back in the 1920s. His favorite player was Ty Cobb, the best player the Tigers have ever had. When Ty found out that your great-grandparents were going to have a baby, he brought your great-grandfather a big package full of baseballs signed by the best-known players of the time. He said, 'Doc, you can have these under one condition: name your daughter Tyrina. After me.' And my father, too excited to say no, agreed.

"When my mother heard about this she told my father to go to Ty Cobb and give him back the baseballs, because she had her own ideas for names. Ty just laughed when he heard this. He said to my father, 'Doc, I'll tell you what: keep the baseballs but name her after my good friend Babe Ruth.'

"My father smiled and said, 'I'll see what I can do. Keep these for me until then.'

"It turned out my mother loved the name Ruth. That's how I got my name and how my father got these: he let Ty Cobb name me after Babe Ruth."

I tried to swallow but couldn't. I hoped that she wasn't going to say what I thought she was going to say.

Then she said it.

"In this shoebox are the ten baseballs Ty Cobb gave my father. They are signed by some of the most famous ballplayers in history, including one that has one single signature on it: Babe Ruth's."

My grandma pulled the ball out, unwrapped it, and held it out for us to see. The ball was scarred almost beyond recognition. It had dog bite marks, dirt scuffs, and fraying seams. Right in the middle was a big signature in black ink that I had somehow overlooked. It was smudged now and faded, but it still clearly said "Babe Ruth." I began to shake inside.

But my grandma just looked at the ball and smiled sweetly. She said softly, "Even though it doesn't look like much, this ball has brought our family a lot of joy in its time. I remember when I was your age, Naomi, I almost rubbed the signature right off from tossing it up and down all the time. You see, I've always felt that a baseball should be used for a lot more than looking. My dad, your great-grandfather, used to say the same thing."

She lowered her hand and gently tossed the ball toward Bowie, sleeping by the door. It rolled in a perfectly straight line and came to rest softly between the dog's paws. A perfect throw.

QUESTION

Read the sentences from the passage. Then answer the question.

"My grandma pulled the ball out, unwrapped it, and held it out for us to see. The ball was scarred almost beyond recognition. It had dog bite marks, dirt scuffs, and fraying seams. Right in the middle was a big signature in black ink that I had somehow overlooked. It was smudged now and faded, but it still clearly said 'Babe Ruth.' I began to shake inside."

Click on two phrases from the paragraph that help you understand the meaning of scarred.

SCORE STATUS

| All credit answer | Your answer |
|---|-------------|
| Student selected one or more correct and incorrect phrases. | |
| Student selected one correct phrase. | |
| Student selected two or more correct phrases. | |

TEXT COMPLEXITY ANALYSIS PLACEMAT

| Worksheet: Text Complexity Analysis | | |
|--|---------------|--|
| Title | Author | Text Description |
| Grandma Ruth | Commissioned | Story of a girl who takes a baseball from her grandmother's room only to find out that it was signed by Babe Ruth. She then learns the story of how her grandmother got her name and how she ended up with the prized baseballs. |



Recommended Placement for Assessment: Grade 4

The quantitative and qualitative measures both suggest that the appropriate placement for this passage is at grade 4.

| Qualitative Measures | Quantitative Measures |
|--|--|
| <p>Meaning/Purpose: <u>Moderately complex:</u> Throughout this piece, meaning is often implied which requires students to see past the actual words and detect what the author is really trying to convey.</p> <p>Text Structure: <u>Very complex:</u> The passage contains multiple storylines (the girl playing baseball/the grandmother telling her story) and shifts in time after the first paragraph. Multiple characters are involved and multiple viewpoints are detected in the text.</p> <p>Language Features: <u>Very complex:</u> Contains sentences of varying lengths. Some vocabulary is above level which will lend itself to testing the student's ability to use context clues. The language overall allows for more complex meaning throughout the passage.</p> <p>Knowledge Demands: <u>Moderately complex:</u> References several baseball players and a baseball team but introduces them in the passage so a student does not have to know who they are to understand the purpose of those characters in the story.</p> | <p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 770 Flesch-Kincaid: 4.7 Word Count: 752</p> <hr/> <p style="background-color: #4682B4; color: white; padding: 2px;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Some background knowledge • Some higher level vocabulary • Implied meaning throughout |

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SAMPLE ITEM

English Language Arts/Literacy
 Reading

Grade Band: 3-5

Item Name: **Grandma Ruth 3**
 Item #: **43001**

ABOUT THIS ITEM

Grade: 4

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Target 1. KEY DETAILS: Use explicit details and implicit information from the text to support answers or basic inferences.

CCSS: RL-1, RL-3

This item asks students to identify supporting details for an inference.

RUBRIC

| Score Pts | The Responses Include |
|-----------|--|
| 2 | The response includes 3 of the correct responses shown below. |
| 1 | The response includes 2 of the correct responses shown below. |
| 0 | The response includes 0 of the correct responses shown below. |

Correct Responses:

- I tried to swallow but couldn't.
- I hoped that she wasn't going to say what I thought she was going to say.
- Right in the middle was a big signature in black ink that I had somehow overlooked.
- I began to shake inside.

GRANDMA RUTH

Last night I learned that my grandma was named after Babe Ruth, the greatest baseball player of all time. I learned this six hours too late.

Yesterday I wanted to work on throwing a baseball. I needed a baseball, since my brother wouldn't let me borrow his. Unfortunately, I knew right where one was.

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I reached into the back of her closet and pulled out a shoebox full of old baseballs wrapped in tissue paper. I shoved my hand in and grabbed the first one I touched. I threw off the paper and ran out into the yard with our dog, Bowie, who would always play a game of catch with me.

We had a spectacular game of catch. By the end of our session I was throwing straight as an arrow and Bowie was bringing it back as fast as he could. It was perfect.

I went back into my grandma's room and wrapped the ball back up in paper, just like I'd found it. Except now it looked dirty and used, like a good baseball should.

At dinner, though, I heard the story.

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My grandmother stood up and walked into her bedroom. She came back with the shoebox in her hands. She sat down and started her story.

"So, your great-grandfather was the dentist for the Detroit Tigers back in the 1920s. His favorite player was Ty Cobb, the best player the Tigers have ever had. When Ty found out that your great-grandparents were going to have a baby, he brought your great-grandfather a big package full of baseballs signed by the best-known players of the time. He said, 'Doc, you can have these under one condition: name your daughter Tyrina. After me.' And my father, too excited to say no, agreed.

"When my mother heard about this she told my father to go to Ty Cobb and give him back the baseballs, because she had her own ideas for names. Ty just laughed

when he heard this. He said to my father, 'Doc, I'll tell you what: keep the baseballs but name her after my good friend Babe Ruth.'

"My father smiled and said, 'I'll see what I can do. Keep these for me until then.'

"It turned out my mother loved the name Ruth. That's how I got my name and how my father got these: he let Ty Cobb name me after Babe Ruth."

I tried to swallow but couldn't. I hoped that she wasn't going to say what I thought she was going to say.

Then she said it.

"In this shoebox are the ten baseballs Ty Cobb gave my father. They are signed by some of the most famous ballplayers in history, including one that has one single signature on it: Babe Ruth's."

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She lowered her hand and gently tossed the ball toward Bowie, sleeping by the door. It rolled in a perfectly straight line and came to rest softly between the dog's paws. A perfect throw.

QUESTION

Read this part of the text again.

"It turns out my mother loved the name Ruth. That's how I got my name and how my father got these: he let Ty Cobb name me after Babe Ruth."

I tried to swallow but couldn't. I hoped that she wasn't going to say what I thought she was going to say.

Then she said it.

"In this shoebox are the ten baseballs Ty Cobb gave my father. They are signed by some of the most famous ballplayers in history, including one that has one single signature on it: Babe Ruth's."

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Select three sentences that show that Naomi is worried she has done something wrong.

SCORE STATUS

| All credit answer | Your answer |
|--|-------------|
| Student selected two correct phrases. | |
| Student selected at least three correct phrases. | |

TEXT COMPLEXITY ANALYSIS PLACEMAT

| Worksheet: Text Complexity Analysis | | |
|--|---------------|--|
| Title | Author | Text Description |
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Recommended Placement for Assessment: Grade 4
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| Qualitative Measures | Quantitative Measures |
|--|--|
| <p>Meaning/Purpose: <u>Moderately complex:</u> Throughout this piece, meaning is often implied which requires students to see past the actual words and detect what the author is really trying to convey.</p> <p>Text Structure: <u>Very complex:</u> The passage contains multiple storylines (the girl playing baseball/the grandmother telling her story) and shifts in time after the first paragraph. Multiple characters are involved and multiple viewpoints are detected in the text.</p> <p>Language Features: <u>Very complex:</u> Contains sentences of varying lengths. Some vocabulary is above level which will lend itself to testing the student's ability to use context clues. The language overall allows for more complex meaning throughout the passage.</p> <p>Knowledge Demands: <u>Moderately complex:</u> References several baseball players and a baseball team but introduces them in the passage so a student does not have to know who they are to understand the purpose of those characters in the story.</p> | <p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 770 Flesch-Kincaid: 4.7 Word Count: 752</p> <p style="background-color: #ADD8E6;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Some background knowledge • Some higher level vocabulary • Implied meaning throughout |

Saddleback Valley Unified School District
Smarter Balanced Assessment Consortium (SBAC)
SAMPLE ITEM

English Language Arts/Literacy
 Reading

Grade Band: 6-8

Item Name: Planes on the Brain 1
 Item #: 43015

ABOUT THIS ITEM

Grade: 6

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Target 13. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures or genre-specific features to analyze or integrate information.

CCSS: RI-5, RH-5, RST-5, RI-7

This item asks students to use details from the text to support a conclusion.

RUBRIC

| Score Pts | Responses |
|-----------|---|
| 2 | <ul style="list-style-type: none"> • gives sufficient evidence of the ability to analyze how the structure of the text contributes to its meaning • includes a specific analysis that makes clear reference to the text • adequately supports the analysis with clearly relevant details from the text |
| 1 | <ul style="list-style-type: none"> • gives limited evidence of the ability to analyze how the structure of the text contributes to its meaning • includes some analysis that makes clear reference to the text • supports analysis with limited information from the text |
| 0 | <ul style="list-style-type: none"> • provides no evidence of the ability to analyze how the structure of the text contributes to its meaning • includes no relevant information from the text |

PLANES ON THE BRAIN

Kimberly Anyadike and her older sister, Kelly, have taken sibling rivalry to new heights. Sky-high, in fact.

On her 16th birthday, Kelly set a world record. She became the youngest African American female to fly four different fixed-wing aircraft in one day. Naturally, that inspired Kimberly to brainstorm ways to top her sister's achievement.

At age 15, Kimberly became the youngest African American female to pilot a plane from coast to coast. "It was something that had never been done before by someone as young as me," she explains.

Don't let their friendly rivalry fool you. The Anyadike (pronounced on-yah-DEE-kay) sisters learned to fly together at Tomorrow's Aeronautical Museum (TAM) in Compton, California. They took lessons in the same plane at the same time.

Their flight achievements earned them each a place in the record books --but at TAM, setting records is nothing new. In fact, the sisters first heard about TAM when they read about another record-breaker who'd learned to fly there. At age 14, Jonathan Strickland became the youngest African American male to pilot a plane and a helicopter on the same day.

Jonathan's story inspired Kimberly to make one of her biggest dreams come true. She'd always wanted to fly. Ever since she learned to write, she's included "jet pack" on her Christmas list! So she asked her mom if they could check out TAM, where Jonathan had gotten his aviation start. She and her sister took a demo flight--and the rest is history. (Literally!)

"We've been hooked on flying ever since," says Kimberly, now 17, with a giggle. "We got bit by the flight bug!"

Movie stunt pilot Robin Petgrave founded TAM in 1998. Kids in the program learn more than just how to fly. They also learn how to set goals and make a plan to achieve them. For example, flight lessons cost money. Future pilots earn "museum dollars" by doing tasks around the museum, going through the flight simulator program, and doing community service. Kids even earn museum dollars when they get tutoring help with their schoolwork! After they've earned enough, they can use these dollars also learning about aviation history.

They learn about the Tuskegee Airmen, the first African American military airmen in the United States. Kids at TAM have even been able to meet some of them.

These pilots trained and fought during World War II, but the dangers of wartime weren't the only challenges they faced. They also encountered racism. In fact, the Army Air Corps called the African American pilot training program "the Tuskegee Experiment" because they weren't sure the trainees could be successful pilots.

But "they were amazing," says Kimberly. "They beat all odds."

That's why she dedicated her record, breaking flight to the Tuskegee Airmen: "to show them their legacy still lives on," she explains.

And they wanted to show her that they supported her as she tried to set an aviation record. Each time Kimberly landed on her flight from California to Virginia, Tuskegee Airmen met her plane.

The Anyadike sisters didn't set their aviation records at the same time, but two other TAM alumni did. Jimmy Haywood, then 12, and Kenny Roy, then 14, flew together to Canada. There, Roy became the youngest African American in the United States to earn his solo pilot's license. Haywood piloted the plane that flew Roy to Canada and back, making him the youngest African American to pilot a plane on a round-trip international flight.

"It challenges you, being here [at TAM]," says Roy.

Kids at TAM know that if they want to fly, they can--they just have to work for it. They can earn the museum dollars to pay for lessons. They can come up with a plan and break an aviation record. Once they do that, they know they can do anything if they set their minds to it.

For instance, Kimberly Anyadike plans to become a heart surgeon. Kenny Roy, now 21, is a college student in the Air Force Reserve. He plans to become an Air Force officer and, later, a commercial pilot. (And maybe his little brother, Jeremiah Esters, 7, will follow in his footsteps. He's studying aviation at TAM now.)

Flying has changed these kids' lives--and setting records was just the icing on the cake.

That's exactly how it ought to be, says Petgrave. "We're not really all about the records," he explains. "These kids have been exposed to aviation at such a young age, they look at things differently."

And from their point of view, the sky is no longer the limit.

QUESTION

How does the author emphasize the point that the TAM program was a positive influence on the sisters' lives? Use details from the text to support your answer.

SCORE STATUS

This item is not currently scored automatically. Please see item rubric .

Saddleback Valley Unified School District
Smarter Balanced Assessment Consortium (SBAC)
SAMPLE ITEM

TEXT COMPLEXITY ANALYSIS PLACEMAT

Worksheet: Text Complexity Analysis

| Title | Author | Text Description |
|---------------------|-------------------|----------------------------------|
| Planes on the Brain | Elisabeth Deffner | Nonfiction text (773 word count) |



Recommended Placement for Assessment: Grade 7

The quantitative Lexile measure suggests an appropriate placement at the grade 4–5 band. The Flesch-Kincaid of 7.4 suggests the 6–8 band. The qualitative measures, especially the levels of complexity and the subject matter, support placement at grade 7. **Based on these sets of measures, this passage is recommended for assessment at grade 7.**

| Qualitative Measures | Quantitative Measures |
|--|--|
| <p>Meaning/Purpose: <u>Moderately Complex:</u> Purpose of the text is not explicitly stated but can be inferred by the end of the passage.</p> <p>Text Structure: <u>Very Complex:</u> Ideas shift frequently between people upon which the information is focused. Text starts and ends with two sisters, suggesting that the purpose is to describe their lives when it's more general than that.</p> <p>Language Features: <u>Moderately Complex:</u> Text uses familiar words that are on grade level. The use of abbreviations and discipline-specific language increases the complexity, but a general understanding of the use of abbreviations and aircraft allows students to access the information.</p> <p>Knowledge Demands: <u>Very Complex:</u> Many discipline-specific words and references in the text increase its complexity. Students may not be familiar with specific terms like "fixed-wing aircraft" but will have a general understanding of airplanes, preventing interference with understanding the content.</p> | <p>Common Core State Standards Appendix A Complexity Band Level (if applicable): 4–5, based on the Lexile but 6-8 based on qualitative measures</p> <p>Lexile or Other Quantitative Measure of the Text: Lexile (approximate): 930 (grades 4-5) Flesch-Kincaid: 7.4</p> <p style="background-color: #4682B4; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Language challenges • Background knowledge |

Saddleback Valley Unified School District
Smarter Balanced Assessment Consortium (SBAC)
SAMPLE ITEM

English Language Arts/Literacy
 Reading

Grade Band: 6-8

Item Name: Planes on the Brain 2
 Item #: 43014

ABOUT THIS ITEM

Grade: 6

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Target 8. KEY DETAILS: Use explicit details and implicit information from texts to support inferences or analyses of the information presented.

CCSS: RI-1, RH-1, RI-3, RH-3

This item requires students to provide details from the text to support a conclusion that is provided for them.

RUBRIC

| Score Pts | Responses |
|-----------|--|
| 2 | The response highlights the four parts of the text that provide evidence to support the idea that the Tuskegee Airmen were historically important. |
| 1 | The response highlights 2-3 parts of the text that provide evidence to support the idea that the Tuskegee Airmen were historically important. |
| 0 | The response highlights 0-1 parts of the text that provide evidence to support the idea that the Tuskegee Airmen were historically important. |

PLANES ON THE BRAIN

Kimberly Anyadike and her older sister, Kelly, have taken sibling rivalry to new heights. Sky-high, in fact.

On her 16th birthday, Kelly set a world record. She became the youngest African American female to fly four different fixed-wing aircraft in one day. Naturally, that inspired Kimberly to brainstorm ways to top her sister's achievement.

At age 15, Kimberly became the youngest African American female to pilot a plane from coast to coast. "It was something that had never been done before by someone as young as me," she explains.

Don't let their friendly rivalry fool you. The Anyadike (pronounced on-yah-DEE-kay) sisters learned to fly together at Tomorrow's Aeronautical Museum (TAM) in Compton, California. They took lessons in the same plane at the same time.

Their flight achievements earned them each a place in the record books --but at TAM, setting records is nothing new. In fact, the sisters first heard about TAM when they read about another record-breaker who'd learned to fly there. At age 14, Jonathan Strickland became the youngest African American male to pilot a plane and a helicopter on the same day.

Jonathan's story inspired Kimberly to make one of her biggest dreams come true. She'd always wanted to fly. Ever since she learned to write, she's included "jet pack" on her Christmas list! So she asked her mom if they could check out TAM, where Jonathan had gotten his aviation start. She and her sister took a demo flight--and the rest is history. (Literally!)

"We've been hooked on flying ever since," says Kimberly, now 17, with a giggle. "We got bit by the flight bug!"

Movie stunt pilot Robin Petgrave founded TAM in 1998. Kids in the program learn more than just how to fly. They also learn how to set goals and make a plan to achieve them. For example, flight lessons cost money. Future pilots

earn "museum dollars" by doing tasks around the museum, going through the flight simulator program, and doing community service. Kids even earn museum dollars when they get tutoring help with their schoolwork! After they've earned enough, they can use these dollars also learning about aviation history.

They learn about the Tuskegee Airmen, the first African American military airmen in the United States. Kids at TAM have even been able to meet some of them.

These pilots trained and fought during World War II, but tile dangers of wartime weren't the only challenges they faced. They also encountered racism. In fact, the Army Air Corps called the African American pilot training program "the Tuskegee Experiment" because they weren't sure the trainees could be successful pilots.

But "they were amazing," says Kimberly. "They beat all odds."

That's why she dedicated her record, breaking flight to the Tuskegee Airmen: "to show them their legacy still lives on," she explains.

And they wanted to show her that they supported her as she tried to set an aviation record. Each time Kimberly landed on her flight from California to Virginia, Tuskegee Airmen met her plane.

The Anyadike sisters didn't set their aviation records at the same time, but two other TAM alumni did. Jimmy Haywood, then 12, and Kenny Roy, then 14, flew together to Canada. There, Roy became the youngest African American in the United States to earn his solo pilot's license. Haywood piloted the plane that flew Roy to Canada and back. making him the youngest African American to pilot a plane on a round-trip international flight.

"It challenges you, being here [at TAM]," says Roy.

Kids at TAM know that if they want to fly, they can--they just have to work for it. They can earn the museum dollars to pay for lessons. They can come up with a plan and break an aviation record. Once they do that, they know they can do anything if they set their minds to it.

For instance, Kimberly Anyadike plans to become a heart surgeon. Kenny Roy, now 21, is a college student in the Air Force Reserve. He plans to become an Air Force officer and, later, a commercial pilot. (And maybe his little brother, Jeremiah Esters, 7, will follow in his footsteps. He's studying aviation at TAM now.)

Flying has changed these kids' lives--and setting records was just the icing on the cake.

That's exactly how it ought to be, says Petgrave. "We're not really all about the records," he explains. "These kids have been exposed to aviation at such a young age, they look at things differently."

And from their point of view, the sky is no longer the limit.

QUESTION

Highlight the parts of the text that provide evidence to support the idea that the Tuskegee Airmen were historically important.

SCORE STATUS

This item is not currently scored automatically. Please see item rubric.

TEXT COMPLEXITY ANALYSIS PLACEMAT

Worksheet: Text Complexity Analysis

| Title | Author | Text Description |
|---------------------|-------------------|----------------------------------|
| Planes on the Brain | Elisabeth Deffner | Nonfiction text (773 word count) |



Recommended Placement for Assessment: Grade 7

The quantitative Lexile measure suggests an appropriate placement at the grade 4–5 band. The Flesch-Kincaid of 7.4 suggests the 6–8 band. The qualitative measures, especially the levels of complexity and the subject matter, support placement at grade 7. **Based on these sets of measures, this passage is recommended for assessment at grade 7.**

Qualitative Measures

Meaning/Purpose:

Moderately Complex: Purpose of the text is not explicitly stated but can be inferred by the end of the passage.

Text Structure:

Very Complex: Ideas shift frequently between people upon which the information is focused. Text starts and ends with two sisters, suggesting that the purpose is to describe their lives when it's more general than that.

Language Features:

Moderately Complex: Text uses familiar words that are on grade level. The use of abbreviations and discipline-specific language increases the complexity, but a general understanding of the use of abbreviations and aircraft allows students to access the information.

Knowledge Demands:

Very Complex: Many discipline-specific words and references in the text increase its complexity. Students may not be familiar with specific terms like "fixed-wing aircraft" but will have a general understanding of airplanes, preventing interference with understanding the content.

Quantitative Measures

Common Core State Standards Appendix A Complexity Band Level (if applicable): 4–5, based on the Lexile but 6-8 based on qualitative measures

Lexile or Other Quantitative Measure of the Text:

Lexile (approximate): 930 (grades 4-5)
 Flesch-Kincaid: 7.4

Considerations for Passage Selection

Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.

Potential Challenges a Text May Pose:

- Accessibility
- Language challenges
- Background knowledge

Saddleback Valley Unified School District
Smarter Balanced Assessment Consortium (SBAC)
SAMPLE ITEM

English Language Arts/Literacy
 Reading

Grade Band: 6-8

Item Name: Planes on the Brain 3
 Item #: 43018

ABOUT THIS ITEM

Grade: 6

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Target 11. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to or justify analyses of author’s presentation of information (author’s line of reasoning, point of view/purpose; relevance of evidence or elaboration to support claims; development or connections among complex concepts, ideas).

CCSS: L-4, L-5, L-5a, L-5b

This item asks students to consider a figure of speech as it applies to the main point of the text and support their responses with details.

RUBRIC

| Score Pts | The Response |
|-----------|---|
| 2 | <ul style="list-style-type: none"> gives sufficient evidence of the ability to discern the meaning of the phrase and explain its use in the text includes specific explanations that make clear reference to the text adequately supports the explanations with clearly relevant details from the text |
| 1 | <ul style="list-style-type: none"> gives limited evidence of the ability to discern the meaning of the phrase and explain its use in the text includes some explanations that make reference to the text supports the explanations with limited details from the text |
| 0 | <ul style="list-style-type: none"> provides no evidence of the ability to discern the meaning of the phrase and explain its use in the text includes no relevant information from the text |

PLANES ON THE BRAIN

Kimberly Anyadike and her older sister, Kelly, have taken sibling rivalry to new heights. Sky-high, in fact.

On her 16th birthday, Kelly set a world record. She became the youngest African American female to fly four different fixed-wing aircraft in one day. Naturally, that inspired Kimberly to brainstorm ways to top her sister's achievement.

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"We've been hooked on flying ever since. says Kimberly, now 17, with a giggle. "We got bit by the flight bug!"

Movie stunt pilot Robin Petgrave founded TAM in 1998, Kids in the program learn more than just how to fly. They also learn how to set goals and make a plan to achieve them. For example, flight lessons cost money. Future pilots earn "museum dollars" by doing tasks around the museum, going through the flight simulator program, and doing community service. Kids even earn museum dollars when they get tutoring help with their schoolwork! After they've earned enough, they can use these dollars also learning about aviation history.

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For instance, Kimberly Anyadike plans to become a heart surgeon. Kenny Roy, now 21, is a college student in the Air Force Reserve. He plans to become an Air Force officer and, later, a commercial pilot. (And maybe his little brother, Jeremiah Esters, 7, will follow in his footsteps. He's studying aviation at TAM now.)

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That's exactly how it ought to be, says Petgrave. "We're not really all about the records," he explains. "These kids have been exposed to aviation at such a young age, they look at things differently."

And from their point of view, the sky is no longer the limit.

QUESTION

What does the author mean by “the sky is no longer the limit”? How does the meaning apply to the Anyadike sisters? Use details from the text to support your response.

SCORE STATUS

This item is not currently scored automatically. Please see item rubric.

Saddleback Valley Unified School District
Smarter Balanced Assessment Consortium (SBAC)
SAMPLE ITEM

TEXT COMPLEXITY ANALYSIS PLACEMAT

Worksheet: Text Complexity Analysis

| Title | Author | Text Description |
|---------------------|-------------------|----------------------------------|
| Planes on the Brain | Elisabeth Deffner | Nonfiction text (773 word count) |



Recommended Placement for Assessment: Grade 7

The quantitative Lexile measure suggests an appropriate placement at the grade 4–5 band. The Flesch-Kincaid of 7.4 suggests the 6–8 band. The qualitative measures, especially the levels of complexity and the subject matter, support placement at grade 7. **Based on these sets of measures, this passage is recommended for assessment at grade 7.**

| Qualitative Measures | Quantitative Measures |
|--|--|
| <p>Meaning/Purpose: <u>Moderately Complex:</u> Purpose of the text is not explicitly stated but can be inferred by the end of the passage.</p> <p>Text Structure: <u>Very Complex:</u> Ideas shift frequently between people upon which the information is focused. Text starts and ends with two sisters, suggesting that the purpose is to describe their lives when it's more general than that.</p> <p>Language Features: <u>Moderately Complex:</u> Text uses familiar words that are on grade level. The use of abbreviations and discipline-specific language increases the complexity, but a general understanding of the use of abbreviations and aircraft allows students to access the information.</p> <p>Knowledge Demands: <u>Very Complex:</u> Many discipline-specific words and references in the text increase its complexity. Students may not be familiar with specific terms like "fixed-wing aircraft" but will have a general understanding of airplanes, preventing interference with understanding the content.</p> | <p>Common Core State Standards Appendix A Complexity Band Level (if applicable): 4–5, based on the Lexile but 6-8 based on qualitative measures</p> <p>Lexile or Other Quantitative Measure of the Text: Lexile (approximate): 930 (grades 4-5) Flesch-Kincaid: 7.4</p> <p style="background-color: #4F81BD; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Language challenges • Background knowledge |

ABOUT THIS ITEM

Grade: 11

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Target 10. WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific/technical (tier 3) terms, distinguishing connotation-denotation, and words with multiple meanings (academic/tier 2 words), based on context, word patterns, relationships, etymology, or use of specialized resources (e.g., dictionary, glossary, digital tools).

CCSS: RI-4, RH-4, RST-4; L-4, L-5b, L-6

This item requires the use of context to determine the meaning of a word.

RUBRIC

None listed on website

DIAMONDS IN THE SKY

Stars are not the only objects that glitter in the dark night sky. Scientists have discovered that diamonds are plentiful in outer space. Some of these space diamonds are called “nanodiamonds” because they are incredibly small. A nanodiamond is millions of times smaller than a grain of sugar—more or less the size of a strand of DNA. Nanodiamonds are stardust, created when ancient stars exploded long ago, disgorging their remaining elements into space. Other space diamonds are huge—the size of whole planets—while some may exist in liquid or frozen form. Scientists even suggest that planets in our own solar system may have oceans filled with chunks of frozen diamond “ice.”

Diamonds are so common throughout the universe because they are a pure form of one of the universe’s most common elements: carbon. Diamonds have a number of amazing properties: they are extremely hard and transparent, and can withstand radioactivity, corrosive acids, and other powerful forces. Diamonds conduct electricity more readily than copper, and are also the best natural conductor of heat that we know of—which is why diamonds feel cool to the touch. Like a prism, diamonds produce rainbows from white light. The melting point of a diamond, 7,362 degrees Fahrenheit, is higher than that of any other known substance.

Graphite and diamonds share the same chemistry—both are carbon. The difference lies in the arrangement of the carbon atoms, known as their “molecular structure.” Extreme forces are required to transform dark, soft graphite—the stuff used in pencil lead—into hard, brilliant diamonds. A diamond is formed when carbon is exposed to immense pressure and extreme heat—conditions found hundreds of miles below the surface of the Earth, where most natural diamonds are formed. The heat and pressure squeeze the carbon atoms into a dense, crystalline structure. In the comic books, Superman could create a diamond by simply squeezing carbon in his bare hands, but it normally takes billions of years for carbon to become a diamond.

In space, diamonds are born more quickly. Scientists believe space diamonds often crystallize in no more than a millionth of a millionth of a second, when dust grains containing carbon smash together at extremely high speeds. Another hypothesis for how space diamonds are

formed involves the shock waves released by an exploding star, which cook and compress carbon dust until it becomes a diamond.

In the 1980s, geologists discovered microscopic diamonds embedded in meteorites that had fallen out of the sky, some with the same chemistry as natural diamonds found on earth. Scientists believe these diamonds were created when meteorites collided with asteroids in our solar system. Other diamonds found inside meteorites, however, contain a mixture of xenon gas found only in outer space. These diamonds are useful to scientists because they provide clues about the composition of stars and the history of the universe.

A rare form of diamond found in Brazil and the Central African Republic—called a “carbonado diamond” because of its black color—also appears to have extraterrestrial origins. The hydrogen found in these diamonds indicates that they were probably formed in hydrogen-rich interstellar space. Scientists believe that these black diamonds were once the size of asteroids before they exploded upon impact with the Earth’s surface.

Astronomers studying Uranus and Neptune think that diamond icebergs may drift in sparkling diamond oceans on these carbon-rich planets. While this sounds incredible, scientists have discovered that, given the right conditions, it is possible to liquefy a diamond. To test this, nuclear scientists used lasers to recreate the extremely high heat and pressure of Uranus and Neptune. Using a normal diamond, they heated it to a temperature of 50,000 degrees and applied pressure equal to 11 million times the pressure on Earth. Under these conditions, the diamond first melted, then froze into icy chunks. In this way, scientists proved that diamonds can melt, freeze, and behave like water.

QUESTION

Read the sentence from the text. Then answer the question.

“Nanodiamonds are stardust, created when ancient stars exploded long ago, disgorging their remaining elements into space.”

Based on the context of the sentence, what is the most precise meaning of *disgorging*?

- (A) scattering randomly
- (B) throwing out quickly
- (C) spreading out widely
- (D) casting forth violently

SCORE STATUS

Your response earned ____ point of a possible maximum of 1.

TEXT COMPLEXITY ANALYSIS PLACEMAT

| Worksheet: Text Complexity Analysis | | |
|-------------------------------------|--------|----------------------------------|
| Title | Author | Text Description |
| Diamonds in the Sky | n/a | Nonfiction text (740 word count) |



Recommended Placement for Assessment: Grade 11

The quantitative Lexile and Flesch-Kincaid measures suggest an appropriate placement in the grade 11 band. The qualitative review supports placement in the grade 11 band. **Based on these sets of measures, this passage is recommended for assessment at the high school level.**

| Qualitative Measures | Quantitative Measures |
|--|---|
| <p>Meaning/Purpose: <u>Very Complex:</u> The focus of the text is fairly narrow—the nature, types, and hypothesized genesis of space diamonds—but the topic is intricate and necessarily theoretical.</p> <p>Text Structure: <u>Very Complex:</u> The text is generally well sign-posted with transitional phrases and cohesive elements, but makes connections with an expanded range of theoretical ideas and technical processes.</p> <p>Language Features: <u>Very Complex:</u> There are many technical terms and some complex sentence structures, but very little figurative language.</p> <p>Knowledge Demands: <u>Moderately Complex:</u> While this science passage places significant demands on the reader, it is clearly written for a general audience, not a highly specialized one. As such, it approximates the knowledge demands of a typical high school science textbook, and thus should be appropriate for assessment.</p> | <p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text: Lexile (approximate): 1240, grade 11 Flesch-Kincaid: 11.7</p> <p style="background-color: #4682B4; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Challenging vocabulary and technical topic. |

ABOUT THIS ITEM

Grade: 11

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Target 9. CENTRAL IDEAS: Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and relevant details.

CCSS: RI-2, RH-2, RST-2

This item requires students to examine the meaning and implication of a specific set of details from the text.

RUBRIC

None listed on website

DIAMONDS IN THE SKY

Stars are not the only objects that glitter in the dark night sky. Scientists have discovered that diamonds are plentiful in outer space. Some of these space diamonds are called “nanodiamonds” because they are incredibly small. A nanodiamond is millions of times smaller than a grain of sugar—more or less the size of a strand of DNA. Nanodiamonds are stardust, created when ancient stars exploded long ago, disgorging their remaining elements into space. Other space diamonds are huge—the size of whole planets—while some may exist in liquid or frozen form. Scientists even suggest that planets in our own solar system may have oceans filled with chunks of frozen diamond “ice.”

Diamonds are so common throughout the universe because they are a pure form of one of the universe’s most common elements: carbon. Diamonds have a number of amazing properties: they are extremely hard and transparent, and can withstand radioactivity, corrosive acids, and other powerful forces. Diamonds conduct electricity more readily than copper, and are also the best natural conductor of heat that we know of—which is why diamonds feel cool to the touch. Like a prism, diamonds produce rainbows from white light. The melting point of a diamond, 7,362 degrees Fahrenheit, is higher than that of any other known substance.

Graphite and diamonds share the same chemistry—both are carbon. The difference lies in the arrangement of the carbon atoms, known as their “molecular structure.” Extreme forces are required to transform dark, soft graphite—the stuff used in pencil lead—into hard, brilliant diamonds. A diamond is formed when carbon is exposed to immense pressure and extreme heat—conditions found hundreds of miles below the surface of the Earth, where most natural diamonds are formed. The heat and pressure squeeze the carbon atoms into a dense, crystalline structure. In the comic books, Superman could create a diamond by simply squeezing carbon in his bare hands, but it normally takes billions of years for carbon to become a diamond.

In space, diamonds are born more quickly. Scientists believe space diamonds often crystallize in no more than a millionth of a millionth of a second, when dust grains containing carbon smash together at extremely high speeds. Another hypothesis for how space diamonds are formed involves the shock waves released by an exploding star, which cook and compress carbon dust until it becomes a diamond.

In the 1980s, geologists discovered microscopic diamonds embedded in meteorites that had fallen out of the sky, some with the

same chemistry as natural diamonds found on earth. Scientists believe these diamonds were created when meteorites collided with asteroids in our solar system. Other diamonds found inside meteorites, however, contain a mixture of xenon gas found only in outer space. These diamonds are useful to scientists because they provide clues about the composition of stars and the history of the universe.

A rare form of diamond found in Brazil and the Central African Republic—called a “carbonado diamond” because of its black color—also appears to have extraterrestrial origins. The hydrogen found in these diamonds indicates that they were probably formed in hydrogen-rich interstellar space. Scientists believe that these black diamonds were once the size of asteroids before they exploded upon impact with the Earth’s surface.

Astronomers studying Uranus and Neptune think that diamond icebergs may drift in sparkling diamond oceans on these carbon-rich planets. While this sounds incredible, scientists have discovered that, given the right conditions, it is possible to liquefy a diamond. To test this, nuclear scientists used lasers to recreate the extremely high heat and pressure of Uranus and Neptune. Using a normal diamond, they heated it to a temperature of 50,000 degrees and applied pressure equal to 11 million times the pressure on Earth. Under these conditions, the diamond first melted, then froze into icy chunks. In this way, scientists proved that diamonds can melt, freeze, and behave like water.

QUESTION

Which of the following best identifies what the discovery of diamond icebergs teaches us about the nature and properties of diamonds?

- (A) Diamonds have a changeable state of matter
- (B) Diamonds can reach sizes larger and heavier than the Earth.
- (C) Diamonds found on Earth can original from distant parts of space.
- (D) Diamonds help scientists better understand the formation of galaxies.

SCORE STATUS

Your response earned ____ point of a possible maximum of 1.

TEXT COMPLEXITY ANALYSIS PLACEMAT

| Worksheet: Text Complexity Analysis | | |
|-------------------------------------|--------|----------------------------------|
| Title | Author | Text Description |
| Diamonds in the Sky | n/a | Nonfiction text (740 word count) |



Recommended Placement for Assessment: Grade 11

The quantitative Lexile and Flesch-Kincaid measures suggest an appropriate placement in the grade 11 band. The qualitative review supports placement in the grade 11 band. **Based on these sets of measures, this passage is recommended for assessment at the high school level.**

| Qualitative Measures | Quantitative Measures |
|--|---|
| <p>Meaning/Purpose: <u>Very Complex:</u> The focus of the text is fairly narrow—the nature, types, and hypothesized genesis of space diamonds—but the topic is intricate and necessarily theoretical.</p> <p>Text Structure: <u>Very Complex:</u> The text is generally well sign-posted with transitional phrases and cohesive elements, but makes connections with an expanded range of theoretical ideas and technical processes.</p> <p>Language Features: <u>Very Complex:</u> There are many technical terms and some complex sentence structures, but very little figurative language.</p> <p>Knowledge Demands: <u>Moderately Complex:</u> While this science passage places significant demands on the reader, it is clearly written for a general audience, not a highly specialized one. As such, it approximates the knowledge demands of a typical high school science textbook, and thus should be appropriate for assessment.</p> | <p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text: Lexile (approximate): 1240, grade 11 Flesch-Kincaid: 11.7</p> <p style="background-color: #4682B4; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> Challenging vocabulary and technical topic. |

Saddleback Valley Unified School District
Smarter Balanced Assessment Consortium (SBAC)
SAMPLE ITEM

English Language Arts/Literacy
 Reading

Grade Band: High School

Item Name: **Diamonds in the Sky 3**
 Item #: **43008**

ABOUT THIS ITEM

Grade: 11
Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Target 8. KEY DETAILS: Cite explicit text evidence to support inferences made or conclusions drawn about texts.
CCSS: RI-1, RH-1, RST-1, RI-3, RH-3
 In this item, students must use details from the text to support a conclusion that is provided for them.

RUBRIC

| Score Pts | The Response |
|-----------|---|
| 2 | <ul style="list-style-type: none"> gives sufficient evidence of the ability to justify interpretations of information includes specific examples that make clear reference to the text supports examples with clearly relevant information from the text |
| 1 | <ul style="list-style-type: none"> gives limited evidence of the ability to justify interpretations of information includes some examples that make clear reference to the text. supports examples with limited information from the text. |
| 0 | <ul style="list-style-type: none"> provides no evidence of the ability to justify interpretations of information includes no relevant information from the text. |

DIAMONDS IN THE SKY

Stars are not the only objects that glitter in the dark night sky. Scientists have discovered that diamonds are plentiful in outer space. Some of these space diamonds are called “nanodiamonds” because they are incredibly small. A nanodiamond is millions of times smaller than a grain of sugar—more or less the size of a strand of DNA. Nanodiamonds are stardust, created when ancient stars exploded long ago, disgorging their remaining elements into space. Other space diamonds are huge—the size of whole planets—while some may exist in liquid or frozen form. Scientists even suggest that planets in our own solar system may have oceans filled with chunks of frozen diamond “ice.”

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Graphite and diamonds share the same chemistry—both are carbon. The difference lies in the arrangement of the carbon atoms, known as their “molecular structure.” Extreme forces are required to transform dark, soft graphite—the stuff used in pencil lead—into hard, brilliant diamonds. A diamond is formed when carbon is exposed to

immense pressure and extreme heat—conditions found hundreds of miles below the surface of the Earth, where most natural diamonds are formed. The heat and pressure squeeze the carbon atoms into a dense, crystalline structure. In the comic books, Superman could create a diamond by simply squeezing carbon in his bare hands, but it normally takes billions of years for carbon to become a diamond.

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In the 1980s, geologists discovered microscopic diamonds embedded in meteorites that had fallen out of the sky, some with the same chemistry as natural diamonds found on earth. Scientists believe these diamonds were created when meteorites collided with asteroids in our solar system. Other diamonds found inside meteorites, however, contain a mixture of xenon gas found only in outer space. These diamonds are useful to scientists because they provide clues about the composition of stars and the history of the universe.

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Astronomers studying Uranus and Neptune think that diamond icebergs may drift in sparkling diamond oceans on these carbon-rich planets. While this sounds incredible, scientists have discovered that, given the right conditions, it is possible to liquefy a diamond. To test this, nuclear scientists used lasers to recreate the extremely high heat and pressure of Uranus and Neptune. Using a normal diamond, they heated it to a temperature of 50,000 degrees and applied pressure equal to 11 million times the pressure on Earth. Under these conditions, the diamond first melted, then froze into icy chunks. In this way, scientists proved that diamonds can melt, freeze, and behave like water.

QUESTION

Read this sentence from the passage.
“Besides being beautiful to contemplate, space diamonds teach us important lessons about natural processes going on in the universe, and suggest new ways that diamonds can be created here on Earth.”

Explain how information learned from space diamonds can help scientists make diamonds on Earth. Use evidence from the passage to support your answer.

Type your answer in the space provided.

SCORE STATUS

Your response earned ____ point of a possible maximum of 1.

Saddleback Valley Unified School District
Smarter Balanced Assessment Consortium (SBAC)
SAMPLE ITEM

TEXT COMPLEXITY ANALYSIS PLACEMAT

| Worksheet: Text Complexity Analysis | | |
|-------------------------------------|--------|----------------------------------|
| Title | Author | Text Description |
| Diamonds in the Sky | n/a | Nonfiction text (740 word count) |



Recommended Placement for Assessment: Grade 11

The quantitative Lexile and Flesch-Kincaid measures suggest an appropriate placement in the grade 11 band. The qualitative review supports placement in the grade 11 band. **Based on these sets of measures, this passage is recommended for assessment at the high school level.**

| Qualitative Measures | Quantitative Measures |
|--|---|
| <p>Meaning/Purpose: <u>Very Complex:</u> The focus of the text is fairly narrow—the nature, types, and hypothesized genesis of space diamonds—but the topic is intricate and necessarily theoretical.</p> <p>Text Structure: <u>Very Complex:</u> The text is generally well sign-posted with transitional phrases and cohesive elements, but makes connections with an expanded range of theoretical ideas and technical processes.</p> <p>Language Features: <u>Very Complex:</u> There are many technical terms and some complex sentence structures, but very little figurative language.</p> <p>Knowledge Demands: <u>Moderately Complex:</u> While this science passage places significant demands on the reader, it is clearly written for a general audience, not a highly specialized one. As such, it approximates the knowledge demands of a typical high school science textbook, and thus should be appropriate for assessment.</p> | <p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text: Lexile (approximate): 1240, grade 11 Flesch-Kincaid: 11.7</p> |
| | Considerations for Passage Selection |
| | <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Challenging vocabulary and technical topic. |

Saddleback Valley Unified School District
Smarter Balanced Assessment Consortium (SBAC)
SAMPLE ITEM

English Language Arts/Literacy
Writing

Grade Band: 3-5

Item Name: **Writing - Oliver**
 Item #: **43009**

ABOUT THIS ITEM

Grade: 4

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.

Target 1. WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs demonstrating specific narrative strategies (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).

CCSS: W-3a, W-3b, W-3c, W-3d, and/or W-3e

This item assesses students' ability to add revisions to a text that are coherent and logical.

OLIVER'S BIG SPLASH

The following is the beginning of a story that a student is writing for a class assignment. The story needs more details and an ending. Read the beginning of the story and then complete the task that follows.

Oliver was a dog that lived in a small town near a lake. He loved to play outside. Oliver liked to play fetch, but his favorite thing to do was to chase leaves. He loved chasing leaves so much that his favorite time of year was fall when the leaves fell off the trees.

One beautiful fall day, Oliver and his owner, Jeff, went for a walk around the lake. They were enjoying the sunshine and the lake when suddenly a dragonfly flew past. For a moment, Oliver forgot where he and Jeff were and what they were doing. All of a sudden there was a big splash.

RUBRIC

| Score Pts | Organization | Elaboration |
|-----------|---|---|
| 2 | <ul style="list-style-type: none"> maintains consistent focus on the topic, purpose, or main idea has a logical organizational pattern and conveys a sense of wholeness and completeness provides transitions to connect ideas | <ul style="list-style-type: none"> provides specific details uses appropriate word choices for the intended audience and purpose |
| 1 | <ul style="list-style-type: none"> demonstrates some focus on the topic, purpose, or main idea; lapses may occur shows an uneven organizational pattern provides weak or inconsistent transitions | <ul style="list-style-type: none"> provides mostly general details, but may include extraneous or loosely related details has a limited and predictable vocabulary that may not be consistently appropriate for the intended audience and purpose |
| 0 | <ul style="list-style-type: none"> demonstrates little or no focus has little evidence of an organizational pattern provides poorly utilized or no transitions | <ul style="list-style-type: none"> includes few supporting details that may be vague, repetitive, or incorrect or that may interfere with the meaning of the text has an inappropriate vocabulary for the intended audience and purpose |

QUESTION

Write an ending for the story by adding details to tell what happens next.

SCORE STATUS

This item is not currently scored automatically. Please see item rubric.

Saddleback Valley Unified School District
Smarter Balanced Assessment Consortium (SBAC)
SAMPLE ITEM

English Language Arts/Literacy
 Writing

Grade Band: 3-5

Item Name: Writing – School Day
 Item #: 43010

ABOUT THIS ITEM

Grade: 4

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.

Target 6. WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs demonstrating ability to state opinions about topics or sources: set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience.

CCSS: W-1a, W-1b, W-1c, W-1d, W-8, and/or W-9

This item asks students to provide relevant elaboration in order to revise a text.

RUBRIC

| Score Pts | The Response |
|-----------|--|
| 2 | <ul style="list-style-type: none"> provides appropriate and predominately specific details or evidence uses appropriate word choices for the intended audience and purpose |
| 1 | <ul style="list-style-type: none"> provides mostly general details and evidence, but may include extraneous or loosely related details has a limited and predictable vocabulary that may not be consistently appropriate for the intended audience and purpose |
| 0 | <ul style="list-style-type: none"> includes few supporting details that may be vague, repetitive, or incorrect or that may interfere with the meaning of the text has an inappropriate vocabulary for the intended audience and purpose |

WHY THERE SHOULD BE A LONGER SCHOOL DAY

The following is a rough draft of a paragraph that a student is writing for the school newspaper about why there should be a longer school day. The draft needs more details to support the student's reasons for having a longer school day.

WHY THERE SHOULD BE A LONGER SCHOOL DAY

Schools should have a longer school day for students. First, students could learn more about different subjects if the school day were longer. Also, students could get extra help from teachers. More hours in class each day would also mean more vacations scattered throughout the year!

Now look at the following daily schedule for a school that has switched to a longer school day.

| | |
|-------|---------------------------------|
| 8:00 | Morning Announcements |
| 8:20 | Reading Language Arts |
| 9:30 | Foreign Language |
| 10:30 | Morning Recess |
| 10:45 | Mathematics |
| 11:45 | Lunch |
| 12:45 | History |
| 1:45 | Art or Music |
| 2:15 | Afternoon Recess |
| 2:45 | Science |
| 3:30 | Homework Preparation |
| 3:45 | After-School Tutoring or Sports |

Revise the paragraph by adding details from the daily schedule that help support the reasons for having a longer school day.

SCORE STATUS

This item is not currently scored automatically. Please see item rubric.

Saddleback Valley Unified School District
Smarter Balanced Assessment Consortium (SBAC)
SAMPLE ITEM

English Language Arts/Literacy
 Writing

Grade Band: 6-8

Item Name: Writing – Cell Phones
 Item #: 43019

ABOUT THIS ITEM

Grade: 6

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.

Target 6. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion appropriate to purpose and audience.

CCSS: W-1a, W-1b, W-1c, W-1d, and/or W-1e

This item asks students to use the information provided to write a brief text stating and supporting a position.

RUBRIC

| Score Pts | Organization | Evidence/Elaboration |
|-----------|---|--|
| 2 | <ul style="list-style-type: none"> maintains consistent focus on the topic, purpose, or main idea has a logical organizational pattern and conveys a sense of wholeness and completeness provides transitions to connect ideas | <ul style="list-style-type: none"> provides appropriate and predominately specific details or evidence uses appropriate word choices for the intended audience and purpose |
| 1 | <ul style="list-style-type: none"> demonstrates some focus on the topic, purpose, or main idea; lapses may occur shows an uneven organizational pattern provides weak or inconsistent transitions | <ul style="list-style-type: none"> provides mostly general details and evidence, but may include extraneous or loosely related details has a limited and predictable vocabulary that may not be consistently appropriate for the intended audience and purpose |
| 0 | <ul style="list-style-type: none"> demonstrates little or no focus has little evidence of an organizational pattern provides poorly utilized or no transitions | <ul style="list-style-type: none"> includes few supporting details that may be vague, repetitive, or incorrect or that may interfere with the meaning of the text has an inappropriate vocabulary for the intended audience and purpose |

CELL PHONES IN SCHOOL – YES OR NO?

Read the text and complete the task that follows it.

CELL PHONES IN SCHOOL—YES OR NO?

Cell phones are convenient and fun to have. However, there are arguments about whether or not they belong in schools. Parents, students, and teachers all have different points of view. Some say that to forbid them completely is to ignore some of the educational advantages of having cell phones in the classroom. On the other hand, cell phones can interrupt classroom activities and some uses are definitely unacceptable. Parents, students, and teachers need to think carefully about the effects of having cell phones in school.

Some of the reasons to support cell phones in school are as follows:

- Students can take pictures of class projects to e-mail or show to parents.
- Students can text-message missed assignments to friends that are absent.
- Many cell phones have calculators or Internet access that could be used for assignments.
- If students are slow to copy notes from the board, they can take pictures of the missed notes and view them later.
- During study halls, students can listen to music through cell phones.
- Parents can get in touch with their children and know where they are at all times.
- Students can contact parents in case of emergencies.

Some of the reasons to forbid cell phones in school are as follows:

- Students might send test answers to friends or use the Internet to cheat during an exam.
- Students might record teachers or other students without their knowledge. No one wants to be recorded without giving consent.
- Cell phones can interrupt classroom activities.
- Cell phones can be used to text during class as a way of passing notes and wasting time.

Based on what you read in the text, do you think cell phones should be allowed in schools? Using the lists provided in the text, write a paragraph arguing why your position is more reasonable than the opposing position.

SCORE STATUS

This item is not currently scored automatically. Please see item rubric.

Saddleback Valley Unified School District
Smarter Balanced Assessment Consortium (SBAC)
SAMPLE ITEM

English Language Arts/Literacy
 Writing

Grade Band: High School

Item Name: Writing Kudzu
 Item #: 43016

ABOUT THIS ITEM

Grade: 11

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.

Target 3. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/tone, providing appropriate transitional strategies for coherence, developing a complex topic/subtopics including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience.

CCSS: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f

In this item, students are asked to revise a text to improve coherence.

RUBRIC

| Score Pts | The Response |
|-----------|---|
| 2 | <ul style="list-style-type: none"> • gives sufficient evidence of the ability to justify interpretations of information • includes specific examples that make clear reference to the text • supports examples with clearly relevant information from the text • gives sufficient evidence of the ability to distinguish relevant from irrelevant information • includes the following three correctly identified irrelevant sentences: <ol style="list-style-type: none"> 1. "Because of the depression, many homes were left abandoned, so there was not anyone to care for them and keep the plants properly groomed." 2. "Pines are not the only trees in the South, however." 3. "There are about 250 species of trees in Georgia alone." • explains why each sentence is irrelevant |
| 1 | <ul style="list-style-type: none"> • gives limited evidence of the ability to distinguish relevant from irrelevant information • includes 1–2 correctly identified irrelevant sentences (as noted above) • explains why each sentence is irrelevant |
| 0 | <ul style="list-style-type: none"> • indicates inadequate or no understanding of the task and/or the idea or concept needed to answer the item |

THE INVASION OF KUDZU

The following paragraph is an excerpt from a student's report about plant life in the southern United States. After reading the paragraph, you will identify details that are unnecessary and explain why they should be removed.

THE INVASION OF KUDZU

In 1876, Philadelphia, Pennsylvania, hosted the Centennial Exposition in honor of the country's 100th birthday. The Japanese constructed one of the most popular exhibits, primarily due to an amazing vine called kudzu. For centuries, the Japanese used the pea vine for many purposes, including medicine, but what attracted the Americans the most were the sweet-smelling purple flowers that covered the vine. The warm, moist climate of the southern states—from Georgia to Florida and north to the Carolinas—was the most hospitable part of the US for the vine. Temperatures in Georgia can reach into the 90s, and the humidity is often above 90%. Residents all over the southeast began planting kudzu. The vine's success caught the attention of many, including Channing Cope who promoted its use for erosion control and animal feed, especially during the Great Depression. Because of the depression, many homes were left abandoned, so there was not anyone to care for them and keep the plants properly groomed. No one predicted, however, that the vine would end up taking over. The vines slowly engulfed pine forests, telephone poles, and even houses, leading to the destruction of native plant life. Pines are not the only trees in the South, however. There are about 250 species of trees in Georgia alone. As kudzu out-competed the local plants, it deprived them of nutrients and, especially, sunlight. Kudzu now covers over 7 million acres of land, and it continues to expand at the rate of 150,000 acres annually. That is almost one foot per day! Attempts to kill it have proven difficult, as it is immune to most herbicides; thus, kudzu continues to smother the southern states. Researchers continue to search for a solution to "the vine that ate the South," but the answer is nowhere in sight.

In the space below, identify the sentences from the paragraph that are unnecessary, and briefly explain why each one should be removed.

SCORE STATUS

This item is not currently scored automatically. Please see item rubric.

TEXT COMPLEXITY ANALYSIS PLACEMAT

| Worksheet: Text Complexity Analysis | | |
|-------------------------------------|--------|----------------------------------|
| Title | Author | Text Description |
| Diamonds in the Sky | n/a | Nonfiction text (740 word count) |



Recommended Placement for Assessment: Grade 11

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| Qualitative Measures | Quantitative Measures |
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| <p>Meaning/Purpose: <u>Very Complex:</u> The focus of the text is fairly narrow—the nature, types, and hypothesized genesis of space diamonds—but the topic is intricate and necessarily theoretical.</p> <p>Text Structure: <u>Very Complex:</u> The text is generally well sign-posted with transitional phrases and cohesive elements, but makes connections with an expanded range of theoretical ideas and technical processes.</p> <p>Language Features: <u>Very Complex:</u> There are many technical terms and some complex sentence structures, but very little figurative language.</p> <p>Knowledge Demands: <u>Moderately Complex:</u> While this science passage places significant demands on the reader, it is clearly written for a general audience, not a highly specialized one. As such, it approximates the knowledge demands of a typical high school science textbook, and thus should be appropriate for assessment.</p> | <p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text: Lexile (approximate): 1240, grade 11 Flesch-Kincaid: 11.7</p> |
| | <p>Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Challenging vocabulary and technical topic. |

Saddleback Valley Unified School District
Smarter Balanced Assessment Consortium (SBAC)
SAMPLE ITEM

English Language Arts/Literacy
 Writing

Grade Band: High School

Item Name: Writing - Hockey
 Item #: 43599

ABOUT THIS ITEM

Grade: 11

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.

Target 9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.

CCSS: L-1, L-2

RUBRIC

| Score Pts | The Response |
|-----------|---|
| 2 | The response corrects all 10 of the errors underlined below |
| 1 | The response corrects 7-9 of the errors underlined below |
| 0 | The response corrects 0-6 of the errors underlined below |

Errors needing correction:

I had no idea what to expect when I walked into the arena. There were people everywhere, most of them clad in brightly colored jersey's with different players' names on the back of them. There were some names I couldnt even pronounce! Me and my friend made our wayto the corridor that led to the ice rink. The minute I stepped through the doorway, I could feel a rush of cold air hit my face. I could actually smell the ice! I never thought ice had a smell, but it really does. The next thing I noticed was the size, of the ice rink. There were lines and circles painted all over it, and I knew immediately I wouldn't understand the rules. We found our seats, and it wasn't long before the game started. We sat so close to the action that I felt as if I was right in the middle of it, the action was so intense it was hard to follow the puck, keep an eye on the players, and to figure out which team was ahead. When the home team scored a goal. The entire arena erupted with cheering that was so loud, I bet it was heard across town. by the end of the game, I felt so many emotions: delight, disappointment, fear, and excitement. Mostly, though, I felt in awe of the athletes who played this game. They are much more tougher than I ever expected. I suspect others new to hockey will be as impressed as me at this fast, interesting game.

Exemplar:

I had no idea what to expect when I walked into the arena. There were people everywhere, most of them clad in brightly colored jerseys with different players' names on the back of them. There were some names I couldn't even pronounce! My friend and I made our way to the corridor that led to the ice rink. The minute I stepped through the doorway, I could feel a rush of cold air hit my face. I could actually smell the ice! I never thought ice had a smell, but it really does. The next thing I noticed was the size of the ice rink. There were lines and circles painted all over it, and I knew immediately I wouldn't understand the rules. We found our seats, and it wasn't long before the game started. We sat so close to the action that I felt as if I was right in the middle of it. The action was so intense it was hard to follow the puck, keep an eye on

the players, and figure out which team was ahead. When the home team scored a goal, the entire arena erupted with cheering that was so loud, I bet it was heard across town. By the end of the game, I felt so many emotions: delight, disappointment, fear, and excitement. Mostly, though, I felt in awe of the athletes who played this game. They are much tougher than I ever expected. I suspect others new to hockey will be as impressed as I am at this fast, interesting game.

HOCKEY

The following excerpt is from a writer's first draft of a narrative essay. Read the excerpt. Then rewrite it, revising it to correct errors.

I had no idea what to expect when I walked into the arena. There were people everywhere, most of them clad in brightly colored jersey's with different players' names on the back of them. There were some names I couldnt even pronounce. Me and my friend made our way to the corridor that led to the ice rink. The minute I stepped through the doorway, I could feel a rush of cold air hit my face. I could actually smell the ice! I never thought ice had a smell, but it really does. The next thing I noticed was the size, of the ice rink. There were lines and circles painted all over it, and I knew immediately I wouldn't understand the rules. We found our seats, and it wasn't long before the game started. We sat so close to the action that I felt as if I was right in the middle of it, the action was so intense it was hard to follow the puck, keep an eye on the players, and to figure out which team was ahead. When the home team scored a goal. The entire arena erupted with cheering that was so loud, I bet it was heard across town. by the end of the game, I felt so many emotions: delight, disappointment, fear, and excitement. Mostly, though, I felt in awe of the athletes who played this game. They are much more tougher than I ever expected. I suspect others new to hockey will be as impressed as me by this fast, interesting game.

Now rewrite the excerpt, revising it to correct errors.

Type your answer in the space provided.

SCORE STATUS

This item is not currently scored automatically. Please see item rubric.

English Language Arts/Literacy
Speaking & Listening

Grade Band: 3-5

Item Name: Exercise in Space 1
Item #: 43011

ABOUT THIS ITEM

Grade: 4

Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.

Target 4. LISTEN/INTERPRET: Interpret and use information delivered orally or audio visually.

CCSS: SL-2, SL-3

This item requires students to interpret information they receive mainly through listening. The video provides context but the audio is the source of information.

QUESTION

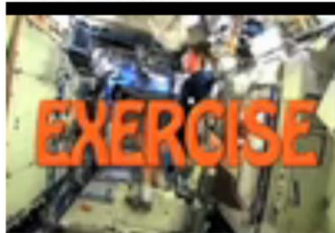
Why does the video compare being in space to lying in bed?

- (A) to tell how an astronaut needs sleep
- (B) to describe how an astronaut floats in space
- (C) to explain that an astronaut's work is very difficult
- (D) to show how an astronaut's body lacks gravity to help it work.

Option D

EXERCISE IN SPACE 1

EXERCISE IN SPACE



EXERCISE IN SPACE



EXERCISE IN SPACE



EXERCISE IN SPACE



SCORE STATUS

Your response earned ____ point of a possible maximum of 1

Saddleback Valley Unified School District
Smarter Balanced Assessment Consortium (SBAC)
SAMPLE ITEM

English Language Arts/Literacy
 Speaking & Listening

Grade Band: 3-5

Item Name: Exercise in Space 2
 Item #: 43012

ABOUT THIS ITEM

Grade: 4
Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.
Target 4. LISTEN/INTERPRET: Interpret and use information delivered orally or audio visually.
CCSS: SL-2, SL-3
 This item requires students to think about the information across the video as well as details.

EXERCISE IN SPACE 1



QUESTION

Explain why exercise is important for astronauts while they are in space. Use two details from the video to support your answer.

RUBRIC

| Score Pts | The Response |
|-----------|---|
| 2 | <ul style="list-style-type: none"> indicates sufficient evidence of the ability to interpret information delivered orally or audio-visually includes specific information that makes clear reference to the video adequately supports the information with relevant details from the video |
| 1 | <ul style="list-style-type: none"> indicates limited evidence of the ability to interpret information delivered orally or audio-visually includes some information that makes reference to the video supports the information with limited details from the video |
| 0 | <ul style="list-style-type: none"> receives no credit if it provides no evidence of the ability to interpret information delivered orally or audiovisually includes no relevant information from the video |

SCORE STATUS

Your response earned ____ point of a possible maximum of 1



Grade 4 Performance Task

Animal Defenses

1. Task Overview
2. Classroom Activity
3. Student Task: Parts 1 and 2
4. Task Specifications and Scoring Rubrics

Task Overview (20 minutes for classroom activity, 105 for performance task = 125 total minutes)

Classroom Activity (20 minutes)

Evidence Statement

In order to adequately prepare for the Animal Defenses constructed-response questions and performance task, students will:

1. Be introduced to the concept of animal defenses.
2. Be engaged in a compare and contrast group activity.
3. Be reminded of the qualities of an explanatory article or essay.

The classroom activity is designed to take place BEFORE Part 1 and Part 2 of the performance task. The interaction increases students' basic understanding of the topic addressed in the constructed-response questions and the performance task, helps them access both assessment stimuli, and prepares students for the kind of thinking and writing they will be asked to demonstrate in the performance task.

During the classroom activity, the teacher will first introduce the topic of the assessment and the video stimulus—"Animal Defenses"—used in the writing assessment. The teacher will lead a whole class discussion about animal defenses using examples from the video. Students may take notes based on their ideas and the ideas of their classmates.

Students may refer to their notes from the classroom activity when they plan, draft, and revise a multi-paragraph explanatory essay in Part 2.

Part 1 (35 minutes)

Students will examine the sources and take notes. They will then respond to three (3) constructed-response questions.

1



Grade 4 Performance Task

Part 2 (70 minutes)

Students will have access to the sources they examined in Part 1. They will refer to their notes and their answers to the constructed-response questions to compose a full-length explanatory article. Students cannot change their answers to the constructed-response questions. They will pre-write, draft, and revise an article.

Scorable Products

Students will not generate scorable products during the classroom activity. Student responses to the constructed-response questions at the end of Part 1 and the article completed in Part 2 will be scored. Notes completed in Part 1 and pre-writing and drafting in Part 2 will not be scored.

Teacher Preparation / Resource Requirements

This is a computer-based test that requires an interface for each test-taker. The testing software will include access to spell check, but not to grammar check. The teacher should ensure that sufficient blank paper and writing tools are available for student note-taking.

Teacher Directions for the Classroom Activity

Introductory Classroom Activity (20 minutes)

STEP 1: Orientation to the Topic (~4 minutes)

Provide an introduction to the classroom activity by indicating that after this activity, students will be completing an assessment focused on the topic of *animal defenses*. Write the word *defense* on the board and ask students what it means. (They may be helped by being reminded of uses of the term like "self-defense.") Be sure that students understand that a defense is a protection from a threat or harmful condition.

Remind students that humans have to defend themselves too. Ask: "What are some of the things humans have to defend themselves from? Have you or someone you know ever had to find protection from a threat of some kind? What are some of the defenses that humans have created or used for protection?"

STEP 2: Accessing the Stimuli (~13 minutes)

1. Explain: "Now we will look at some animal defenses." Show the video "Animal Defenses" (3 minutes 5 seconds).

2. Lead a whole class discussion about the video using the questions below (10 minutes):

2



Grade 4 Performance Task

Question 1: In the video "Animal Defenses," what were the animals defending themselves against?

Question 2: How do these defenses help the animals protect themselves against enemies?

STEP 3: Clarify Expectations for the Writing Task (~3 minutes)

Explain: "In a few minutes you will read an article and answer some questions about animal defenses from both the article and the video we just saw. Then you will write an explanatory essay in response to a particular question."

Explain what students are expected to do in their explanatory essay:

An explanatory essay:

- Explains information clearly
- Is well organized and stays on the topic
- Provides evidence from the sources to support your main idea
- Uses clear language that suits your purpose
- Follows rules of writing (spelling, capitalization, punctuation, and grammar)

Answer questions that students might have about the task. Students will keep their notes from this classroom activity for the "Animal Defenses" assessment.

Teacher Directions for Parts 1 and 2

Part 1 (35 minutes)

Students should receive the sources, directions, questions, article assignment, and any other material related to the task. They should receive the constructed-response questions in Part 1 and the article assignment in Part 2.

1. Initiate the online testing session.
2. Alert the students when there are 15 minutes remaining in Part 1.
3. Alert the students when there are 5 minutes remaining in Part 1.
4. Have students write their names on any notes. Collect all student notes.
5. Close the testing session.

Stretch Break



Grade 4 Performance Task

Part 2 (70 minutes)

1. Initiate the testing Part 2.
2. Allow students to access the sources, their notes, and their answers to the constructed-response questions presented in Part 1. They will not be allowed to change their answers.
3. Once 15 minutes have elapsed, suggest students begin writing the article.
4. Alert the students when 30 minutes remain.
5. Alert students when 15 minutes remain and suggest they begin revising their articles.
6. Close the testing session.



Grade 4 Performance Task

Student Directions for Parts 1 and 2

Part 1 (35 minutes)

Your task

You will read an article and watch a video about what animals do to defend themselves from danger. Then you will answer three questions about what you have learned. In Part 2, you will write an article that explains how some animals defend themselves.

Steps to follow

In order to plan and write your article, you will do the following:

1. Examine two sources.
2. Make notes about the information from the sources.
3. Answer three questions about the sources.

Directions for beginning

You will now examine two sources. Take notes on both sources. You may use the graphic organizers to organize your notes if you like. You will want to refer to your notes while writing your article, but your notes will not be scored. You can re-read the article and watch the video as often as you like.



Grade 4 Performance Task

NOTES

SOURCE 1: "Animal Roll-Ups" (*Ranger Rick* article)

| Animal | Type of Defense |
|--------|-----------------|
| | |
| | |
| | |
| | |
| | |

NOTE: Your notes will not be scored.



Grade 4 Performance Task

NOTES

SOURCE 2: "Animal Defenses" (National Geographic video)

| Animal | Type of Defense |
|--------|-----------------|
| | |
| | |
| | |
| | |
| | |

NOTE: Your notes will not be scored.



Grade 4 Performance Task

Research Questions

After examining the research sources, use the remaining time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the research sources you have read and viewed, which should help you write your explanatory article.

You may click on the source buttons to refer back to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

1. What does the article "Animal Roll-Ups" tell you about why some animals curl up? Use details from the article to support your answer.
2. Think about the **armadillo** and the **hedgehog** described in the article "Animal Roll-Ups." In what way are their defenses similar or different? Explain your answer using details from the article.
3. In the video "Animal Defenses," the **puffer fish** and the **crab** were both successful in protecting themselves from the same enemy—the sea otter. Do the puffer fish and the crab have the same type of defense? Explain your answer and include details from the video in your response.

Part 2 (70 minutes)

You will now have 70 minutes to review your notes and sources, plan, draft, and revise your article. You may use your notes and refer to the sources. You may also refer to the answers you wrote to questions in Part 1, but you cannot change those answers. Now read your assignment and the information about how your article will be scored; then begin your work.

Your Assignment

Your class is preparing a *museum display* that will include photos of a variety of animals and interesting facts about them. You have been asked to write an article for the museum display explaining about **animal defenses**.



Grade 4 Performance Task

In your article

Choose one animal from the article "Animal Roll-Ups" and one animal from the video "Animal Defenses." In your article, identify your two animals, explain how each animal protects itself from its enemies, and explain how the two animals' defenses are similar to or different from one another. Include details from your sources.

Now begin work on your article. Manage your time carefully so that you can:

- plan your article
- write your article
- revise and edit for a final draft

Word-processing tools and spell check are available to you.

Type your response in the space provided. Write as much as you need to fulfill the requirements of the task; you are not limited by the size of the response area on the screen.

REMEMBER: A well-written explanatory article:

- has a clear main idea
- is well-organized and stays on the topic
- provides evidence from the sources to support your topic
- uses clear language that suits your purpose
- follows rules of writing (spelling, punctuation, and grammar)

Source Information:

Stimulus #1

Read this article about animals that roll up to defend themselves.

"Animal Roll-Ups" by Kathy Kranking, from *Ranger Rick* Magazine. Copyright © September 2011 by the National Wildlife Federation.

Stimulus #2

Now watch this video about animals and how they defend themselves.

"Animal Defenses." Teachers' Domain. 26 Sept. 2003. Web. 18 Sept. 2012.



Grade 4 Performance Task

Task Specifications:

| | |
|---|---|
| Title: | "Animal Defenses" |
| Grade: | 4 |
| Claim(s): | 2: Students can produce effective writing for a range of purposes and audiences. 4: Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information. |
| Primary Target(s): | These claims and targets will be measured by scorable evidence collected. Claim 2 4: COMPOSE FULL TEXTS: Write full informational/explanatory texts on a topic, attending to purpose and audience: organize ideas by stating a focus, include structures and appropriate transitional strategies for coherence, include supporting evidence (from sources when appropriate to prompt) and elaboration, and develop an appropriate conclusion. 8: LANGUAGE AND VOCABULARY USE: Strategically use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. 9: EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts. Claim 4 2: INTERPRET AND INTEGRATE INFORMATION: Locate information to support central ideas and subtopics; select and integrate information from data or print and non-print text sources. 3: ANALYZE INFORMATION/SOURCES: Distinguish relevant-irrelevant information (e.g., fact/opinion). |
| CCSS/Standard(s): | W-8, W-9 |
| DOK: | 4 |
| Difficulty: | Medium |
| Score Points: | Up to 10 |
| Task Source: | SBAC / CTB / Revisions by Stanford Center for Assessment, Learning, & Equity (SCALE) |
| Item Type: | Performance Tasks |
| Target-specific attributes (e.g., accessibility issues): | Students with visual impairments may need alternative formats to access written texts, graphic stimuli, and video or audiovisual material. Students with physical or other impairments may need to be provided with appropriate alternative means to entering lengthy text using a keyboard. |
| Grade level of stimuli: | 3/4 |
| Stimuli: | Animal Roll-Ups: Informational article This article talks about animals that roll up to protect themselves from predators. Animal Defenses: Educational video This National Geographic video talks about animals and their different |



Grade 4 Performance Task

| | |
|---|--|
| | defenses. |
| How this task contributes to sufficient evidence for the claims: | In order to complete the performance task, students 1. Analyze and select information from multiple sources 2. Answer various questions about research and the evidence the authors present as support 3. Write an explanatory article, attending to purpose and audience 4. Organize ideas by stating and maintaining a focus 5. Develop a topic, including citing supportive evidence, details, and elaboration consistent with the sources, purpose, and audience 6. Effectively organize ideas, appropriate transitions, and include a conclusion for coherence 7. Adhere to conventions and rules of grammar, usage, and mechanics 8. Control language for purpose and audience |



Grade 4 Performance Task

Scoring Information for questions:

1. Claim 4, Target 3

| 2-point Research (Grades 4–5) Evaluate Information/Sources Rubric (Claim 4, Target 3) | |
|--|--|
| 2 | The response gives sufficient evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion. The response includes detailed information from the text about how some animals roll up to defend themselves rather than for other purposes (such as keeping warm). The response is supported with relevant details from the text. |
| 1 | The response gives limited evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion. The response includes limited information from the text about how some animals roll up to defend themselves rather than for other purposes (such as keeping warm). The response is supported with limited relevant details from the text. |
| 0 | A response gets no credit if it provides no evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion. The response does not include an explanation of how some animals roll up to defend themselves rather than for other purposes (such as keeping warm) or confuses the reasons why animals roll up. The response does not include relevant details and may be vague, incorrect, or completely absent. |



Grade 4 Performance Task

Sample 2-Point Response:

The information in the article tells about many animals that roll up in different ways. Many animals roll up to protect themselves from danger. For example, the armadillo rolls up into a ball by pulling its ears and legs into the ball and has armor covering it. Some animals, like the red fox, curl up to keep warm. The stone centipede rolls up into a ball to protect her eggs.

Scoring note: The response could also mention the pill bug, hedgehog, or wheel spider.

Sample 1-Point Response:

The article "Animal Roll-Ups" did a good job of explaining how animals roll up. It also explains why they roll up. The pill bug rolls up like an armadillo.

Sample 0-Point Response:

I liked reading about animals that roll up.



Grade 4 Performance Task

2. Claim 4, Target 2

| 2-point Research (Grades 3–5) Interpret & Integrate Information Rubric (Claim 4, Target 2) | |
|---|---|
| 2 | <p>The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information.</p> <p>The response is a thorough explanation of how the defenses of the armadillo and the hedgehog are similar or different. The response is supported with relevant details from the text.</p> |
| 1 | <p>The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information.</p> <p>The response is a limited explanation of how the defenses of the armadillo and the hedgehog are similar or different. The response is supported with limited details from the text.</p> |
| 0 | <p>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.</p> <p>The response does not relate to the similarities or differences of the defenses of the armadillo and the hedgehog. The response does not include relevant details and may be vague, incorrect, or completely absent.</p> |



Grade 4 Performance Task

Sample 2-Point Response:

Armadillos and hedgehogs defend themselves in similar ways because they both try to fool their enemies and protect their bodies. Armadillos curl up into a ball and pull their head and tail inside their armor. Hedgehogs also curl up into a ball and hide their soft parts under their sharp spines. These defenses help the animals protect themselves.

Sample 1-Point Response:

Armadillos and hedgehogs curl up into balls to defend themselves.

Sample 0-Point Response:

I enjoyed reading the article.

3. Claim 4, Target 2

| 2-point Research (Grades 3–5) Interpret & Integrate Information Rubric (Claim 4, Target 2) | |
|---|---|
| 2 | <p>The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information.</p> <p>The response is a thorough explanation of whether or not the puffer fish and the crab have the same type of defense. The response is supported with relevant details from the video.</p> |
| 1 | <p>The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information.</p> <p>The response is a limited explanation of whether or not the puffer fish and the crab have the same type of defense. The response is supported with limited relevant details from the video.</p> |



Grade 4 Performance Task

| | |
|----------|---|
| 0 | <p>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.</p> <p>The response does not include an explanation of whether or not the puffer fish and the crab have the same type of defense. The response does not include relevant details and may be vague, incorrect, or completely absent.</p> |
|----------|---|

Sample 2-Point Response:

The puffer fish and the crab have very different types of defenses. The puffer fish puffs up to make itself so large that an enemy can't bite it. It also makes itself hard to bite with thousands of prickles on it. The crab has sharp claws that it snaps at the otter in the video, and this keeps the otter away from it. They have very different responses, but they are both successful at defending themselves.

Sample 1-Point Response:

The puffer fish puffs up to make itself so large that the otter can't bite it. The crab in the video uses its claws to snap at the otter. In these ways they are different.

Sample 0-Point Response:

Otters like to try to eat puffer fish and crabs.



Grade 4 Performance Task



Grade 4 Performance Task

Rubric and scoring information for full-write:

| 4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 3–5) | | | | | | |
|--|---|---|---|--|---|--|
| Score | 4 | 3 | 2 | 1 | NS | |
| Statement of Purpose/Focus and Organization | <p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling idea or main idea of a topic is clearly stated, focused, and strongly maintained controlling idea or main idea of a topic is introduced and communicated clearly within the purpose, audience, and task <p>The response has a clear and effective organizational structure creating a sense of unity and completeness:</p> <ul style="list-style-type: none"> consistent use of a variety of transitional strategies to clarify the relationships between and among ideas logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose | <p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> controlling idea or main idea of a topic is clear and mostly maintained, though some loosely related material may be present some context for the controlling idea or main idea of the topic is adequate within the purpose, audience, and task <p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate progression of ideas from beginning to end adequate introduction and conclusion | <p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> may be clearly focused on the controlling or main idea, but is insufficiently sustained, or controlling idea or main idea may be unclear and/or somewhat unfocused <p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> inconsistent use of transitional strategies and/or little variety uneven progression of ideas from beginning to end conclusion and introduction, if present, are weak | <p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> may be very brief may have a major drift focus may be confusing or ambiguous <p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> few or no transitional strategies are evident frequent extraneous ideas may intrude | <p>The response is insufficient, illegible, in a language other than English, incoherent, off-topic, or off-purpose writing</p> | |
| | | | | | | |

| 4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 3–5) | | | | | | |
|--|---|---|--|---|---|--|
| Score | 4 | 3 | 2 | 1 | NS | |
| Evidence/Elaboration | <p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> use of evidence from sources is integrated, comprehensive, and relevant effective use of a variety of elaborative techniques <p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose | <p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> some evidence from sources is included, though citations may be general or imprecise adequate use of some elaborative techniques <p>The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> use of domain-specific vocabulary is generally appropriate for the audience and purpose | <p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> evidence from sources is weakly integrated, and citations, if present, are uneven weak or uneven use of elaborative techniques <p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose | <p>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> use of evidence from the source material is minimal, absent, incorrect, or irrelevant <p>The response's expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> uses limited language or domain-specific vocabulary may have little sense of audience and purpose | <p>The response is insufficient, illegible, in a language other than English, incoherent, off-topic, or off-purpose writing</p> | |
| | | | | | | |



Grade 4 Performance Task

| 2-Point Informative-Explanatory Performance Task Writing Rubric (Grades 3–5) | | | |
|---|--|--|--|
| Score | 2 | 1 | NS |
| Conventions | The response demonstrates an adequate command of conventions: <ul style="list-style-type: none"> errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed and meaning is not obscured adequate use of punctuation, capitalization, and spelling | The response demonstrates a partial command of conventions: <ul style="list-style-type: none"> errors in usage may obscure meaning inconsistent use of punctuation, capitalization, and spelling | Insufficient, illegible, in a language other than English, incoherent, off-topic, or off-purpose writing |



Grade 6 Performance Task

Garden of Learning

1. Task Overview
2. Classroom Activity
3. Student Task: Parts 1 and 2
4. Task Specifications and Scoring Rubrics

Task Overview (20 minutes for classroom activity, 105 for performance task = 125 total minutes)

Classroom Activity (20 minutes)

Students will be introduced to the topic of school and community gardens to prepare an argumentative article. They will be given time to read and view the sources and briefly discuss them.

Part 1 (35 minutes)

Students will examine the sources and take notes. They will then respond to three (3) constructed-response questions.

Part 2 (70 minutes)

Students will have access to the sources they examined in Part 1. They will refer to their notes and their answers to the constructed-response questions to compose a full-length argumentative article. Students cannot change their answers to the constructed-response questions. They will pre-write, draft, and revise an article.

Scorable Products

Student responses to the constructed-response questions at the end of Part 1 and the article completed in Part 2 will be scored. Notes completed in Part 1 and pre-writing and drafting in Part 2 will not be scored.



Grade 6 Performance Task

Teacher Preparation/Resource Requirements

This is a computer-based test that requires an interface for each test-taker. The testing software will include access to spell check, but not to grammar check. The teacher should ensure that sufficient blank paper and writing tools are available for student note-taking.

Teacher Directions for the Classroom Activity

Introductory Classroom Activity (20 minutes)

Accessing the Stimuli (~20 minutes)

1. Provide students with copies of the articles "Growing Our Own School Lunch" and "Make Your Own Dirt." Instruct the students to read the articles silently to themselves (~7 minutes).

2. Lead a whole class discussion about the articles using the questions below (~5 minutes):

Question 1: What can you learn from making your own dirt?

Question 2: Why have some students in "Growing Our Own School Lunch" learned to like some vegetables because of having a school garden?

3. Show the video "Community Gardens: Typical Costs" (3 minutes 45 seconds).

4. Lead a whole class discussion about the video using the question below (~4 minutes):

Question 1: Why is it important to think about the costs when starting a community garden?



Grade 6 Performance Task

Teacher Directions for Parts 1 and 2

Part 1 (35 minutes)

Students should receive the sources, directions, questions, article assignment, and any other material related to the task. They should receive the constructed-response questions in Part 1 and the article assignment in Part 2.

1. Initiate the online testing session.
2. Alert the students when there are 15 minutes remaining in Part 1.
3. Alert the students when there are 5 minutes remaining in Part 1.
4. Have students write their names on any notes. Collect all student notes.
5. Close the testing session.

Stretch Break

Part 2 (70 minutes)

1. Initiate the testing Part 2.
2. Allow students to access the sources, their notes, and their answers to the constructed-response questions presented in Part 1. They will not be allowed to change their answers.
3. Once 15 minutes have elapsed, suggest students begin writing the article.
4. Alert the students when 30 minutes remain.
5. Alert students when 15 minutes remain and suggest they begin revising their articles.
6. Close the testing session.



Grade 6 Performance Task

Student Directions for Parts 1 and 2

Part 1 (35 minutes)

Your task

You will examine several sources about gardening. Then you will answer three questions about what you have learned. In Part 2, you will write an argumentative article about school gardens for your school newsletter.

Steps to follow

In order to plan and write your article, you will do all of the following:

1. Examine several sources.
2. Make notes about the information from the sources.
3. Answer three questions about the sources.

Directions for beginning

You will now examine several sources. Take notes because you may want to refer to your notes while writing your article. You can re-examine any of the sources as often as you like.

Research Questions

After examining the research sources, use the remaining time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the research sources you have read and viewed, which should help you write your argumentative article.

You may click on the appropriate buttons to refer to the sources when you think it will be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

1. What evidence does the author of the article “Growing Our Own School Lunch” present that would best convince your teacher to allow students to grow plants in science class? Use details from the article to thoroughly support your answer.

2. What information in the two texts could lead a reader to believe that gardening and composting help the environment? Use details from both texts to support your answer.



Grade 6 Performance Task

3. Explain whether it is important to consider the information presented in both the video and the article “Growing Our Own School Lunch” when starting a community or school garden. Use details from both the video and the article to support your answer.

Part 2 (70 minutes)

You will now have 70 minutes to review your notes and sources, plan, draft, and revise your article. You may use your notes and refer to the sources. You may also refer to the answers you wrote to questions in Part 1, but you cannot change those answers. Now read your assignment and the information about how your article will be scored; then begin your work.

Your Assignment

Some students have suggested that a student gardening program should be started at your school. You are working on the school newsletter, and your assignment is to write an argumentative article for the newsletter on this topic. In your article, you will take a side about whether or not your school should start a student garden. Support your position with information from the sources you have examined. The audience for your article will be the teachers and students at your school.

Article Scoring

Your article will be scored on the following criteria:

1. **Statement of purpose / focus and organization**—How well did you clearly state your claim on the topic and maintain your focus? How well did your ideas logically flow from the introduction to conclusion using effective transitions? How well did you stay on topic throughout the article?
2. **Elaboration of evidence**—How well did you provide evidence from the sources to support your opinions? How well did you elaborate with specific information from the sources you reviewed? How well did you effectively express ideas using precise language that was appropriate for your audience and purpose?
3. **Conventions**—How well did you follow the rules of usage, punctuation, capitalization, and spelling?

Now begin work on your article. Manage your time carefully so that you can:

- plan your article
- write your article
- revise and edit for a final draft



Grade 6 Performance Task

Word-processing tools and spell check are available to you.

Type your response in the space provided. Write as much as you need to fulfill the requirements of the task; you are not limited by the size of the response area on the screen.

Source Information:

Stimulus #1

Read this article about a school garden program.

“Growing Our Own School Lunch” by Jeannine Pao, from *Appleseeds Magazine*. Copyright © November 2001 by Carus Publishing Company.

Stimulus #2

Read this experiment about making compost, which is very similar to dirt. Compost is made by combining materials such as leaves, leftover vegetables, and grass clippings. After sitting for a certain amount of time and being stirred about once a week, these materials break apart, mix together, and start to look like dirt. The compost can then be added to dirt to give food to plants.

“Make Your Own Dirt” by Hallie Warshaw with Jake Miller, from *Get Out! Outdoor Activities Kids Can Enjoy Anywhere (Except Indoors)*. Copyright © 2001 by Orange Avenue, Inc.

Stimulus #3

Watch this video about the costs involved in starting a community garden.

“Community Gardens: Typical Costs” video by Kansas Healthy Yards and Communities. 18 Jan. 2012. Web. 18 Sept. 2012.



Grade 6 Performance Task



Grade 6 Performance Task

Task Specifications:

| | |
|---|--|
| Title: | "Garden of Learning" |
| Grade/Model: | 6 |
| Claim(s): | 2: Students can produce effective writing for a range of purposes and audiences. 4: Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information. |
| Primary Target(s): | These claims and targets will be measured by scorable evidence collected. Claim 2 7: COMPOSE FULL TEXTS: Write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop an appropriate conclusion. 8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts. 9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts. Claim 4 3: EVALUATE INFORMATION/SOURCES: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses. 4: USE EVIDENCE: Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques. |
| CCSS/Standard(s): | W-1a, W-1b, W-8, W-9, RI-1 |
| DOK: | 4 |
| Difficulty: | Medium |
| Score Points: | Up to 10 |
| Task Source: | SBAC / CTB |
| Item Type: | Performance Tasks |
| Target-specific attributes (e.g., accessibility issues): | Students with visual impairments may need alternative formats to access written texts, graphic stimuli, and video or audiovisual material. Students with physical or other impairments may need to be provided with appropriate alternative means to entering lengthy text using a keyboard. |
| Grade level of stimuli: | 5 |



Grade 6 Performance Task



Grade 6 Performance Task

| | |
|---|--|
| Stimuli: | <p>Growing Our Own School Lunch: Informational article This article is about a school that has a garden that the students run.</p> <p>Make Your Own Dirt: How-to article This article explains how to perform an experiment to create dirt and compost.</p> <p>Community Gardens: Typical Costs: Informational video This video lists some of the important things to think about when starting a community garden.</p> |
| How this task contributes to sufficient evidence for the claims: | <p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> 1. Analyze and select information from multiple sources 2. Answer various questions about research and the evidence the authors present as support 3. Write an argumentative article, maintaining a claim and addressing alternate or opposing claims 4. Organize ideas by stating and maintaining a focus 5. Develop a topic, including citing supportive evidence, details, and elaboration consistent with the sources, purpose, and audience 6. Effectively organize ideas to create a persuasive, well-supported argument, use appropriate transitions, and include a conclusion for coherence 7. Adhere to conventions and rules of grammar, usage, and mechanics 8. Control language for purpose and audience |

Scoring Information for questions:

1. Claim 4, Target 3

| 2-point Research (Grades 6–11) Evaluate Information/Sources Rubric (Claim 4, Target 3) | |
|---|--|
| 2 | <p>The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.</p> <p>The response includes a thorough explanation of what evidence the article presents that would convince a teacher to allow students to grow plants. Strong support is provided by relevant details from the source.</p> |
| 1 | <p>The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.</p> <p>The response includes a partial explanation of what evidence the article presents that would convince a teacher to allow students to grow plants. Limited support is provided by relevant details from the source.</p> |
| 0 | <p>A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.</p> <p>The response does not include any relevant details from the article to show what evidence is presented that would convince a teacher to allow students to grow plants. The response may be vague, incorrect, or completely absent.</p> |

Sample 2-Point Response:

The article tells how growing plants has helped the students try new vegetables. The article also shows that the students have learned a lot about what plants need to grow by participating in the garden project. In addition, the article shows that growing plants is fun for kids. The kids enjoy doing things like growing a "heartbeet." Teachers like for students to have fun learning and to be healthy. Teachers will be likely to allow students to grow plants in science class after reading the article.



Grade 6 Performance Task



Grade 6 Performance Task

Sample 1-Point Response:

The article tells how the students have grown to like many vegetables from working in the garden. Also, the teacher can see how much the kids are learning in the garden. These facts will convince a teacher to let students grow plants in science class.

Sample 0-Point Response:

The article tells about a garden. The students had fun.

2. Claim 4, Target 3

2-point Research (Grades 6–11)

Evaluate Information/Sources Rubric (Claim 4, Target 3)

| | |
|----------|---|
| 2 | <p>The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.</p> <p>The response includes detailed information from both texts that show how gardening and composting help the environment. The response is supported with relevant details from both sources.</p> |
| 1 | <p>The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.</p> <p>The response includes some details about how gardening and composting help the environment. The response includes limited relevant details from the sources.</p> |
| 0 | <p>A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.</p> <p>The response does not include an explanation of how gardening and composting help the environment or relevant details from the sources. The response may be vague, incorrect, or completely absent.</p> |



Grade 6 Performance Task

Sample 2-Point Response:

Gardening helps the environment because it allows unused land to become useful. In the article, the students at Martin Luther King Jr. Middle School made their garden out of an area that was once asphalt and weeds. The more plants our planet has, the healthier it is. Composting is good for the environment because it takes garbage, such as vegetable scraps, and turns it into dirt. This dirt is full of nutrients that can help fertilize plants in a garden. Once the garbage is turned into dirt and used in a garden, there is less garbage to throw away. These things are good for the environment.

Sample 1-Point Response:

Gardening and composting help the environment because they are natural things to do. The students made a garden where there used to be asphalt and weeds. Nature is full of plants and plant parts turn back into dirt.

Sample 0-Point Response:

Helping the environment is important. We need to save our Earth.



Grade 6 Performance Task

3. Claim 4, Target 4

| 2-point Research (Grades 6–11) Use Evidence Rubric (Claim 4, Target 4) | |
|---|---|
| 2 | <p>The response gives sufficient evidence of the ability to cite evidence to support opinions and ideas.</p> <p>The response includes a thorough explanation about whether or not the information in both the video and the article is important to consider when starting a community or school garden. The response includes strong relevant details from both of the sources.</p> |
| 1 | <p>The response gives limited evidence of the ability to cite evidence to support opinions and ideas.</p> <p>The response includes a limited explanation about whether or not the information in both the video and the article is important to consider when starting a community or school garden. The response includes limited relevant details from both of the sources, or the student provides details from only one source.</p> |
| 0 | <p>A response gets no credit if it provides no evidence of the ability to cite evidence to support opinions and ideas.</p> <p>The response does not explain whether or not the information in both the video and the article is important to consider when starting a community or school garden. The response does not include relevant details and may be vague, incorrect, or completely absent.</p> |

Sample 2-Point Response:

I believe that it is important to consider both the article and the video. The article "Growing Our Own School Lunch" shows many positive things that can be achieved in a student garden. On the other hand, the video shows some possible problems with starting a school or community garden. There are many costs involved, such as for hooking up water and preparing the ground, so it is important to keep those in mind. It is necessary to think about what would be good about starting a garden, such as helping kids to try new foods and learning about how to make plants grow. However, it might not be possible to start a garden because it might cost too much or be too difficult to overcome all of the problems.



Grade 6 Performance Task

Sample 1-Point Response:
I think you should look at both the video and the article. The article tells why it is fun to work in a garden and learn about plants. The video explains many of the costs that are connected with starting a garden. It is important to think about both of those things.

Sample 0-Point Response:
Growing plants is an activity that costs a lot.



Grade 6 Performance Task

Rubric and scoring information for full-write:

| 4-Point Argumentative Performance Task Writing Rubric (Grades 6–11) | | | | | |
|---|---|---|---|--|---|
| Score | 4 | 3 | 2 | 1 | NS |
| Statement of Purpose/Focus and Organization | <p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> claim is clearly stated, focused, and strongly maintained alternate or opposing claims are clearly addressed* claim is introduced and communicated clearly within the purpose, audience, and task <p>The response has a clear and effective organizational structure creating a sense of unity and completeness:</p> <ul style="list-style-type: none"> consistent use of a variety of transitional strategies to clarify the relationships between and among ideas logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose strong connections among ideas, with some syntactic variety | <p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> claim is clear and mostly maintained, though some loosely related material may be present context provided for the claim is adequate within the purpose, audience, and task <p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate progression of ideas from beginning to end adequate introduction and conclusion adequate, if slightly inconsistent, connection among ideas | <p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> may be clearly focused on the claim but is insufficiently sustained, or claim on the issue may be somewhat unclear and/or unfocused <p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> inconsistent use of transitional strategies and/or little variety uneven progression of ideas from beginning to end conclusion and introduction, if present, are weak weak connection among ideas | <p>The response may be related to the purpose but may provide little or no focus:</p> <ul style="list-style-type: none"> may be very brief may have a major drift claim may be confusing or ambiguous <p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> few or no transitional strategies are evident frequent extraneous ideas may intrude | <p>Insufficient, illegible, in a language other than English, incoherent, off-topic, or off-purpose writing</p> |

*Begins in 7th grade



Grade 6 Performance Task



Grade 6 Performance Task

| 4-Point Argumentative Performance Task Writing Rubric (Grades 6–11) | | | | | | |
|---|---|---|--|--|---|--|
| Score | 4 | 3 | 2 | 1 | NS | |
| Evidence/Elaboration | <p>The response provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> use of evidence from sources is integrated, comprehensive, relevant, and concrete effective use of a variety of elaborative techniques <p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose | <p>The response provides adequate support/evidence for the writer's claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:</p> <ul style="list-style-type: none"> some evidence from sources is included, though citations may be general or imprecise adequate use of some elaborative techniques <p>The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> use of domain-specific vocabulary is generally appropriate for the audience and purpose | <p>The response provides uneven, cursory support/evidence for the writer's claim that includes partial or uneven use of sources, facts, and details. The response achieves little depth:</p> <ul style="list-style-type: none"> evidence from sources is weakly integrated, and citations, if present, are uneven weak or uneven use of elaborative techniques <p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> use of domain-specific vocabulary may at times be inappropriate for the audience and purpose | <p>The response provides minimal support/evidence for the writer's claim that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> Use of evidence from sources is minimal, absent, incorrect, or irrelevant <p>The response's expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> uses limited language or domain-specific vocabulary may have little sense of audience and purpose | <p>Insufficient, illegible, in a language other than English, incoherent, off-topic, or off-purpose writing</p> | |

| 2-Point Argumentative Performance Task Writing Rubric (Grades 6–11) | | | |
|---|---|---|---|
| Score | 2 | 1 | NS |
| Conventions | <p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed and meaning is not obscured adequate use of punctuation, capitalization, and spelling | <p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> errors in usage may obscure meaning inconsistent use of punctuation, capitalization, and spelling | <p>Insufficient, illegible, in a language other than English, incoherent, off-topic, or off-purpose writing</p> |



Grade 11 Performance Task

Nuclear Power: Friend or Foe?

1. Task Overview
2. Classroom Activity
3. Student Task: Parts 1 and 2
4. Task Specifications and Scoring Rubrics

Task Overview (20 minutes for classroom activity, 120 minutes for performance task = 140 total minutes)

Classroom Activity (20 minutes)

Using visual stimuli (chart and photo), the teacher invites students to share prior knowledge of nuclear power. By way of class discussion, and in order to contextualize the examination of stimuli in Part 1, students are reminded of two basic understandings about nuclear power: 1) that it is one among several ways that societies produce electricity and 2) that its use is controversial.

Part 1 (50 minutes)

Students examine and take notes on the stimuli, a series of Internet sources that present both sides of the nuclear debate. Constructed-response questions call upon the students to summarize and evaluate the presented sources.

Part 2 (70 minutes)

Students refer to their notes as needed to compose a full-length argumentative report. Students are allowed access to the stimuli they examined in Part 1. Pre-writing, drafting, and revisions are involved.

Scorable Products

Student responses to the constructed-response research questions at the end of Part 1 and the report completed in Part 2 will be scored. Notes completed in Part 1 and pre-writing and drafting in Part 2 will not be scored.



Grade 11 Performance Task

Teacher Preparation / Resource Requirements

This is a computer-based test that requires an interface for each test-taker. The testing software will include access to spell check, but not to grammar check. The teacher should ensure that sufficient blank paper and writing tools are available for student note-taking. Ideally, the teacher has access to a projector and PowerPoint-like software for presenting images in the introductory Classroom Activity, but these images can also be distributed as handouts.

Teacher Directions for the Classroom Activity

Introductory Classroom Activity (20 minutes)

- Present on a projector (or distribute a handout of) the pie chart on the production of electricity in the U.S. (see attached).
- After giving students a moment to look at the chart, ask, "What do you think this chart is telling us? What would you guess that its title or caption is?"
- After taking a few responses, affirm or state that the chart provides data on where electricity comes from in the United States.
- Invite students to briefly define the various kinds of energy sources that appear on the chart: hydroelectric, renewables, nuclear, etc.
- Ask, "Which of the sources accounts for just over 19% of America's electricity?"
- After a student has identified nuclear power, ask, "What do you know about nuclear power? How does it produce electricity?"
- While students share what they know about the technology of nuclear power, show them the photograph of the functioning nuclear power plant, the Susquehanna Steam Electric Station in Pennsylvania (see attached). (Explain that the white emissions are steam.)
- If students do not know anything about nuclear power technology, tell them that it comes from a device (a nuclear reactor) that creates a chain reaction that breaks up the nucleus of an atom so that it produces energy. Usually heat from this process is used to generate electricity.
- Say to the students, "In the performance task that you are going to participate in today, you will learn more about nuclear power and the debate over its pros and cons. Eventually, you will need to take a position on whether we should encourage or discourage the use of nuclear power, and you will defend your point of view in an argumentative report. It is important to know that, as the pie chart indicates, nuclear power is one way that our country currently gets its electricity. Some people support it and think it might even be a bigger piece of the pie. Others oppose it and would like to see it disappear from the pie chart altogether."



Grade 11 Performance Task

Teacher Directions for Parts 1 and 2

Part 1 (50 minutes)

Students should receive the sources, directions, questions, report assignment, and any other material related to the task. They should receive the constructed-response questions in Part 1 and the report assignment in Part 2.

1. Initiate the online testing session.
2. Pass out the note-taking guide, reminding the students that its use is optional and unscored.
3. Alert the students when there are 25 minutes remaining in Part 1.
4. Alert the students when there are 5 minutes remaining in Part 1.
5. Have students write their names on any notes. Collect all student notes.
6. Close the testing session.

Stretch Break

Part 2 (70 minutes)

1. Initiate the testing Part 2.
2. Allow students to access the sources, their notes, and their answers to the constructed-response questions presented in Part 1. They will not be allowed to change their answers.
3. Once 15 minutes have elapsed, suggest students begin writing the report.
4. Alert the students when 30 minutes remain.
5. Alert students when 15 minutes remain and suggest they begin revising their reports.
6. Close the testing session.

Student Directions for Parts 1 and 2

Part 1 (50 minutes)

Your task

You will conduct some research on the pros and cons of nuclear power and then write a report arguing your opinion on the use of nuclear power for generating electricity.

Steps to follow

In order to plan and compose your report, you will do all of the following:

1. Review and evaluate the results of an Internet search on the pros and cons of your topic.
2. Make notes about the information from the sources.



Grade 11 Performance Task

3. Answer two questions about the sources.

Directions for beginning

You are chief-of-staff for your local congresswoman in the U.S. House of Representatives. She has called you into her office to outline an urgent project.

"I have received advance notice," she says as you sit down, "that a power company is proposing to build a nuclear plant in the southeastern corner of our state. The plan will be announced to the public tomorrow morning, and citizens and journalists will want to know what my position is on this controversial issue. To be honest, I am not sure how I feel about it. We currently don't have any nuclear power plants in this state, so I haven't taken time to consider the issue deeply."

"I need you," she continues, "to conduct a brief survey of the pros and cons of nuclear power. Summarize what you have learned and report back to me this afternoon."

Back in your office, you enter "nuclear power pros and cons" into a Google search engine, and it returns what looks like a promising mix of articles, videos, and data charts. You must review and evaluate these sources and summarize their arguments—both pro and con—before reporting back to the congresswoman.

You have been provided with and are encouraged to use a note-taking guide that will help you gather and process your findings.

Research Questions

After you have reviewed the research sources, answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you have read and viewed, which should help you write your report. Answer the questions in the spaces provided below each question.

1. From the sources you have reviewed, summarize 3 major arguments that support, and 3 major arguments that oppose, the use of nuclear power for generating electricity. For each of the arguments, cite at least one source that supports this fact or point of view.

| Argument / Fact In Favor of Nuclear Power | Source Supporting This Argument |
|--|---------------------------------|
| 1. | |
| 2. | |
| 3. | |
| Argument / Fact In Opposition to Nuclear Power | Source Supporting This Argument |
| 1. | |
| 2. | |
| 3. | |

2. Evaluate the credibility of the arguments and evidence presented by these sources. Which of the sources are more trustworthy and why? Which of the sources warrant some skepticism because of bias



Grade 11 Performance Task

or insufficient evidence?

Part 2 (70 minutes)

You will now have 70 minutes to review your notes and sources, plan, draft, and revise your report. You may use your notes and refer to the sources. You may also refer to the answers you wrote to the questions in Part 1, but you cannot change those answers. Now read your assignment and the information about how your report will be scored; then begin your work.

Your Assignment

Back in the congresswoman's office, you start to hand her your notes on the pros and cons of nuclear energy, but she waves away your papers.

"Some emergency meetings have come up and I don't have time to review your research notes," she says. "Instead, go ahead and make a recommendation for our position on this nuclear power plant. **Should we support the building of this nuclear plant in our state, or should we oppose the power company's plan?** Be sure that your recommendation acknowledges both sides of the issue so that people know that we have considered the issue carefully. I'll review your report tonight and use it for the press conference tomorrow morning."

Write an argumentative report that recommends the position that your congresswoman should take on the plan to build a nuclear power plant in your state. Support your claim with evidence from the Internet sources you have read and viewed. You do not need to use all the sources, only the ones that most effectively and credibly support your position and your consideration of the opposing point of view.

Report Scoring

Your report will be scored on the following criteria:

1. **Statement of purpose / focus and organization:** How well did you clearly state your claim on the topic, maintain your focus, and address the alternate and opposing claims? How well did your ideas logically flow from the introduction to conclusion using effective transitions? How well did you stay on topic throughout the report?
2. **Elaboration of evidence:** How well did you elaborate your arguments and discussion of counterarguments, citing evidence from your sources? How well did you effectively express ideas using precise language and vocabulary that were appropriate for the audience and purpose of your report?
3. **Conventions:** How well did you follow the rules of usage, punctuation, capitalization, and spelling?

Now begin work on your report. Manage your time carefully so that you can:

- plan your report
- write your report
- revise and edit for a final draft



Grade 11 Performance Task

Word-processing tools and spell check are available to you.

Type your response in the space provided. Write as much as you need to fulfill the requirements of the task; you are not limited by the size of the response area on the screen.



Grade 11 Performance Task

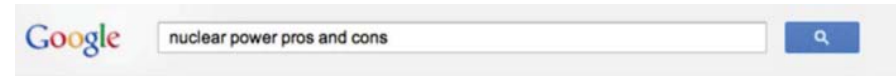
Note-Taking Guide

| Research Source | Published by . . . | Arguments for Nuclear Power | Arguments against Nuclear Power | How reliable is the evidence from this source? |
|-----------------|--------------------|-----------------------------|---------------------------------|--|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |



Grade 11 Performance Task

Source Information:



Search About 606,000 results (0.18 seconds)

[Nuclear power - Wikipedia, the free encyclopedia](http://en.wikipedia.org/wiki/Nuclear_power)
en.wikipedia.org/wiki/Nuclear_power

Nuclear power is the use of sustained nuclear fission to generate heat and electricity. **Nuclear power** plants provide about 6% of the world's energy and 13– 14% ...

[James Hansen on Nuclear Energy - YouTube](http://www.youtube.com/watch?v=airxqx_B34s)



www.youtube.com/watch?v=airxqx_B34s
 Nov 16, 2010 - 1 min - Uploaded by Newsweek Magazine
 "NASA's premier climate change expert believes that next-generation, safe **nuclear** power is an option which we need to develop. And it is being ..."

[LETTER TO THE EDITOR: Against plans for nuclear power plant](http://ottumwacourier.com/letters/.../Against-plans-for-nuclear-power-plant)

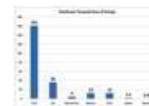
ottumwacourier.com/letters/.../Against-plans-for-nuclear-power-plant
 Mar 17, 2012 – I would like to comment on Mid-American Energy's intent to build a **nuclear power** plant in Iowa. We already have one **nuclear** plant in Palo, ...

[Look inside Fukushima's meltdown zone a year later - YouTube](http://www.youtube.com/watch?v=-6oQAYunXqk)



www.youtube.com/watch?v=-6oQAYunXqk
 Feb 28, 2012 - 3 min - Uploaded by CNN
 CNN's Kyung Lah reports from the meltdown zone. ... Look inside Fukushima's meltdown ...

[The Truth About Nuclear Power - Reason.com](http://reason.com/archives/2011/03/25/the-truth-about-nuclear-power)



reason.com/archives/2011/03/25/the-truth-about-nuclear-power
 The chart here uses data compiled from various sources to compare the deaths per unit of energy produced. Deaths resulting from the production of nuclear power are over 4000 times less than the rate of death resulting from the production of energy from coal....

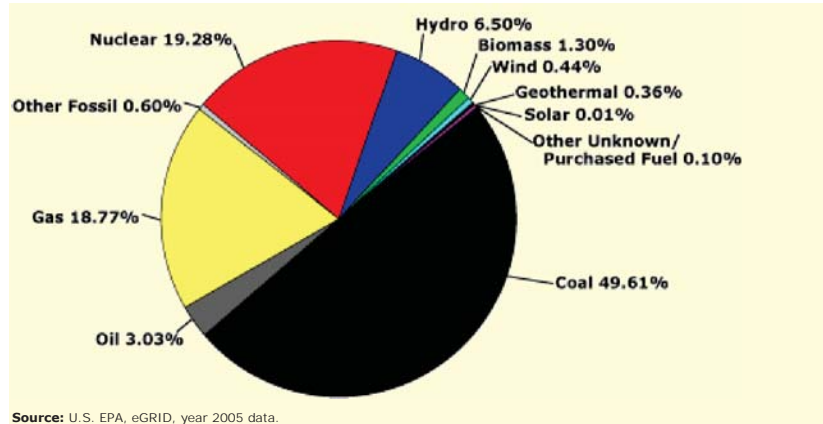
[LETTER TO THE EDITOR: Nuclear a cost-effective energy source...](http://www.washingtontimes.com/.../nuclear-a-cost-effective-energy-source...)

www.washingtontimes.com/.../nuclear-a-cost-effective-energy-source...
 Jan 3, 2012 – The truly rational view of Mario Salazar on **nuclear power** should be a lesson on dispassionately ... The Washington Times ... LETTER TO THE EDITOR: Nuclear a cost-effective energy source ... to the real alternatives of burning gas, oil and coal, and much more reliably than alternatives like wind and solar.





Grade 11 Performance Task



Grade 11 Performance Task

Task Specifications:

| | |
|---|---|
| Title: | Nuclear Power: Friend or Foe? |
| Grade: | 10/11 |
| Claim(s): | 2: Students can produce effective and well-grounded writing for a range of purposes and audiences. 4: Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information. |
| Primary Target(s): | These claims and targets will be measured by scorable evidence collected. Claim 2 7: COMPOSE FULL TEXTS: Write full persuasive pieces/arguments about topics or texts, attending to purpose and audience: establishing and supporting a claim, organizing and citing supporting evidence (from texts when appropriate) from credible sources, and providing a conclusion appropriate to purpose and audience. 8: LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts. 9: EDIT/CLARIFY: Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts. Claim 4 2: ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic. 3: EVALUATE INFORMATION/SOURCES: Evaluate relevancy, accuracy, and completeness of information from multiple sources. 4: USE EVIDENCE: Cite evidence to support arguments or conjectures. |
| CCSS/Standard(s): | W-1a-e, W-4-9, L-1-3, L-6, RI-7, RLiteracy-7, WLiteracy-8-9 |
| DOK: | 4 |
| Difficulty: | Medium |
| Score Points: | Up to 10 |
| Task Source: | SBAC / Stanford Center for Assessment, Learning, & Equity (SCALE) |
| Item Type: | Performance Tasks |
| Target-specific attributes (e.g., accessibility issues): | Students with visual impairments may need alternative formats to access written texts, graphic stimuli, and video or audiovisual material. Students with physical or other impairments may need to be provided with appropriate alternative means to entering lengthy text using a keyboard. |
| Grade Level of Stimuli: | 9-10 |



Grade 11 Performance Task

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|---|---|
| Stimuli: | Authentic Internet sources pre-selected and presented to the students as the top hits of a simulated Google search. Should present a range of media that includes text, video, and data charts. Collectively, the sources must provide an overview of the topic and present both sides of the controversy. Sources must also vary in terms of their credibility and reliance on evidence. See attached PDF for a draft of an example. Links are functioning and open actual Internet sources that could be used for this task. |
| How this task contributes to sufficient evidence for the claims: | In order to complete the performance task, students 1. Evaluate and select information from a series of sources 2. Write an argumentative report effectively demonstrating • a clearly-established claim about the topic • presentation of relevant supporting evidence, details, and elaboration consistent with the position, sources, purpose, and audience • effective organization of ideas • adherence to conventions and rules of grammar, usage, and mechanics • control of language for purpose and audience |
| Task Notes: | This task attempts to address the challenge of assessing real-life research skills within the constraints of a standardized, on-demand test. The use of a simulated Internet search result pointing to authentic Internet sources allows the task designer to recreate the challenges posed by research in the real world: namely, most of it is now done on the Internet, which requires vigilance and skill in evaluating the reliability of what you find there. In this way, students are asked not simply to synthesize the stimuli, but to evaluate the credibility and reliability of the stimuli before synthesizing a subset of the presented sources. |



Grade 11 Performance Task

Scoring Information for questions:

1. Claim 4, Target 4

| 2-point Research (Grades 6–11) Use Evidence Rubric (Claim 4, Target 4) | |
|---|---|
| 2 | The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas. |
| 1 | The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas. |
| 0 | A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas. |

2. Claim 4, Target 3

| 2-point Research (Grades 6–11) Evaluate Information/Sources Rubric (Claim 4, Target 3) | |
|---|---|
| 2 | The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources. |
| 1 | The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources. |
| 0 | A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources. |



Grade 11 Performance Task



Grade 11 Performance Task

Rubric and scoring information for full-write:

| 4-Point Argumentative Performance Task Writing Rubric (Grades 6–11) | | | | | | |
|---|--|---|---|--|---|--|
| Score | 4 | 3 | 2 | 1 | NS | |
| Statement of Purpose/Focus and Organization | <p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> claim is clearly stated, focused, and strongly maintained alternate or opposing claims are clearly addressed claim is introduced and communicated clearly within the purpose, audience, and task <p>The response has a clear and effective organizational structure creating a sense of unity and completeness:</p> <ul style="list-style-type: none"> consistent use of a variety of transitional strategies to clarify the relationships between and among ideas logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose strong connections among ideas, with some syntactic variety | <p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> claim is clear and mostly maintained, though some loosely related material may be present context provided for the claim is adequate within the purpose, audience, and task <p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate progression of ideas from beginning to end adequate introduction and conclusion adequate, if slightly inconsistent, connection among ideas | <p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> may be clearly focused on the claim but is insufficiently sustained, or claim on the issue may be somewhat unclear and/or unfocused <p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> inconsistent use of transitional strategies and/or little variety uneven progression of ideas from beginning to end conclusion and introduction, if present, are weak weak connection among ideas | <p>The response may be related to the purpose but may provide little or no focus:</p> <ul style="list-style-type: none"> may be very brief may have a major drift claim may be confusing or ambiguous <p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> few or no transitional strategies are evident frequent extraneous ideas may intrude | <p>The response is insufficient, illegible, in a language other than English, incoherent, off-topic, or off-purpose writing</p> | |

| 4-Point Argumentative Performance Task Writing Rubric (Grades 6–11) | | | | | | |
|---|---|---|--|--|---|--|
| Score | 4 | 3 | 2 | 1 | NS | |
| Evidence/Elaboration | <p>The response provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> use of evidence from sources is integrated, comprehensive, relevant, and concrete effective use of a variety of elaborative techniques <p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose | <p>The response provides adequate support/evidence for the writer's claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:</p> <ul style="list-style-type: none"> some evidence from sources is included, though citations may be general or imprecise adequate use of some elaborative techniques <p>The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> use of domain-specific vocabulary is generally appropriate for the audience and purpose | <p>The response provides uneven, cursory support/evidence for the writer's claim that includes partial or uneven use of sources, facts, and details. The response achieves little depth:</p> <ul style="list-style-type: none"> evidence from sources is weakly integrated, and citations, if present, are uneven weak or uneven use of elaborative techniques <p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> use of domain-specific vocabulary may at times be inappropriate for the audience and purpose | <p>The response provides minimal support/evidence for the writer's claim that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> Use of evidence from sources is minimal, absent, incorrect, or irrelevant <p>The response's expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> uses limited language or domain-specific vocabulary may have little sense of audience and purpose | <p>Insufficient, illegible, in a language other than English, incoherent, off-topic, or off-purpose writing</p> | |



Grade 11 Performance Task

| 2-Point Argumentative Performance Task Writing Rubric (Grades 6-11) | | | |
|---|--|--|--|
| Score | 2 | 1 | NS |
| Conventions | The response demonstrates an adequate command of conventions: <ul style="list-style-type: none"> errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed and meaning is not obscured adequate use of punctuation, capitalization, and spelling | The response demonstrates a partial command of conventions: <ul style="list-style-type: none"> errors in usage may obscure meaning inconsistent use of punctuation, capitalization, and spelling | Insufficient, illegible, in a language other than English, incoherent, off-topic, or off-purpose writing |