

Constructed Response Questions – Grade 5 2014

From SBAC portal – Practice Test Scoring Guides at SBAC.com

New Homes for Hermit Crabs

by Bart King

Hermit crabs are nature's recyclers. Like many other crabs, the hermit crab eats waste. By living on sea scraps, hermit crabs help keep oceans and shores clean. Some hermit crabs hide in reefs or live in shallow waters, while others scuttle on the ocean floor. There are also hermit crabs that spend most of their lives ashore.

Unlike other crabs, the hermit crab has a thin outer shell over its soft tail. This makes the hermit crab easy prey for hungry predators. Hermit crabs stay safe by living in old seashells. A hermit crab is picky; it tries on many shells until it finds one that fits just right. The hermit crab backs into its new home and uses its tail and rear legs to grab onto the shell and carry it. If a predator shows up, the crab retreats into its shell and blocks the entrance with its strong claws.

During a lifetime, one hermit crab will inhabit many different seashells. As a hermit crab grows, the crab leaves its home, upgrading to a larger shell. In recent years, however, many hermit crabs have had trouble finding their perfect homes. What is the problem? There are not enough shells to go around!

One reason for the seashell shortage is that ocean water is not as clean as it once was. This has caused chemical changes to seawater. Some sea animals, like snails, are affected by these changes. Now there are fewer snails making shells. People visiting the beach often take shells home as souvenirs. This is another problem. Other people even take shells for their own pet hermit crabs! They do not realize that hermit crabs in the wild need those shells too.

The hermit crabs in the ocean have learned to adapt to the changing housing situation. Like the good recyclers they are, hermit crabs started moving into small bottles, plastic cups, and other ocean litter. None of these are very good choices for crabs.

Now people are working to solve this hermit crab housing shortage. They are teaching beachgoers to leave seashells where they belong—at the seashore! Some people even make fake seashells that they hope the hermit crabs will like. For example, a group called Project Shellter invited people who visited their Web site to create different designs for hermit crab shells.

These designers had a lot to consider. What kind of material should be used to build a seashell? The material must be light enough for the hermit crab to carry, but strong enough to protect the crab from predators. The fake shells could not contain glue or any other substance that might harm a hermit crab. Another challenge with building a hermit crab home was the opening to the shell. Too big would mean the crab would not feel safe. Too small would be uncomfortable, and the crab would not want to move in.

Project Shellter designs were tested on hermit crabs in two aquariums. That way, project leaders could watch the crabs to find out which shells were their favorites. The most popular of these new hermit crab homes are made of plastic, but they look like real seashells.

These artificial shells have two important purposes. First, people who own hermit crabs can give them to their pets. That keeps real seashells in the ocean, rather than in home aquariums. The Project Shellter shells are also placed in the wild for hermit crabs to find. Lucky hermit crabs can move into these new dream homes and leave those plastic cups behind.

2606

DOK: 3

Standards: RI-2: The student will form a conclusion about an informational text and identify details within the text that support that conclusion.

What conclusion can be drawn about the author’s point of view about litter? Support your answer with details from the text.

Type your answer in this box.

Level 2 Response

- Gives sufficient evidence of the ability to make a clear inference/conclusion
- Includes specific examples/details that make clear reference to the text.
- Adequately explains inference/conclusion with clearly relevant information based on the text

Responses may include (but are not limited to):

- (conclusion) Hermit crabs without access to shells are leaving themselves open for attack by predators in the ocean.
- (conclusion) People leave litter on beaches that ends up in the oceans.
- (conclusion) Litter has a negative impact on/is a problem for/hurts many animals in the ocean.
- (support) Hermit crabs are using small bottles, plastic cups, and other ocean litter as homes. “None of these are very good choices for crabs.”
- (support) Hermit crabs can use the fake shells as homes instead of living in litter.
- (support) The author explains that “the ocean water is not as clean as it once was.”

Exemplar:

The author believes that while hermit crabs are nature's recyclers, they may move into unsuitable homes such as small bottles, plastic cups, and other litter they find in the ocean. As people litter the oceans, hermit crabs often select this litter instead of the seashells they normally would move into for homes. By moving into unsuitable homes of trash and litter, they leave themselves open for attack by predators in the ocean. “None of these are very good choices for crabs,” expresses the author's disapproval of hermit crabs' attempts to use litter as homes and of people's choices to litter the oceans.

Level 1 Response

A response:

- Gives limited evidence of the ability to make an inference/conclusion
- Includes vague/limited examples/details that make reference to the text.
- Explains inference/conclusion with vague/limited information based on the text

Responses may include those listed in the 2 point response.

Exemplar:

Hermit crabs use trash left by humans as new homes in the ocean.

Level 0 Response

- A response:
- Gives no evidence of the ability to make an inference/conclusion
OR
- Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text
OR
- Gives an inference/conclusion but includes no explanation or no relevant information from the text

Exemplar:

Hermit crabs move into bigger homes as they grow.

2612

DOK: 3

Standards: RI-3: The student will form a conclusion about an informational text and identify details within the text that support that conclusion.

What conclusion can be drawn about the effects people have on hermit crabs? Support your answer with details from the text.

Type your answer in this box.

Level 2 Response

- Gives sufficient evidence of the ability to make a clear inference/conclusion
- Includes specific examples/details that make clear reference to the text.
- Adequately explains inference/conclusion with clearly relevant information based on the text

Responses may include (but are not limited to):

- (conclusion) People have a negative effect on hermit crabs.
- (support) There is now a shortage of shells due to unclean ocean water.
- (support) Littering harms animals.
- (support) People take shells off the beaches for souvenirs and for their own pet hermit crabs.
- (support) The ocean is not as clean as it used to be and now there changes to chemicals in ocean water.

Exemplar:

People have a negative effect on hermit crabs for a few different reasons. First of all, people take shells off the beaches for souvenirs and for their own pet hermit crabs. Also, when looking for a new home, a hermit crab may try to use litter left behind by people. People have also caused pollution in the oceans waters, which has affected shells that hermit crabs need.

Level 1 Response

A response:

- Gives limited evidence of the ability to make an inference/conclusion
- Includes vague/limited examples/details that make reference to the text.
- Explains inference/conclusion with vague/limited information based on the text

Responses may include those listed in the 2 point response

Exemplar:

People cause more problems for hermit crabs than they solve. There are companies trying to solve the seashell shortage problems by making artificial shells, but they wouldn't need to if people weren't stealing the homes of the hermit crabs in the first place.

Level 0 Response

- Gives no evidence of the ability to make an inference/conclusion
OR
- Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text
OR
- Gives an inference/conclusion but includes no explanation or no relevant information from the text

Exemplar:

People affect hermit crabs in positive ways when they keep them as pets in their homes.

2555

DOK: 3

Standards: W2.b: (Elaboration) The student will use information provided in a stimulus to write well-developed informational/explanatory text by applying elaboration techniques such as a. Developing and elaborating the focus (main idea) with facts, definitions, concrete details, quotations, or other information/examples

2555



A student is writing a report for science class about ways to model good health. Read the introduction and the first sentence of the next paragraph of the draft. Then complete the task that follows.

Living a healthy life is one of the most important things a person can do, and this often means making the right choices. These choices can help determine how much energy a person has and even how long he or she lives.

What do we need to do to stay healthy?

The student took these notes from reliable sources.

1. stay physically active with exercise
2. stay away from sugary or fried foods
3. eat healthy foods (fruits, vegetables, chicken, or fish)
4. do physical activities during recess
5. get plenty of rest

Use the student's notes to write a paragraph that adds more facts or concrete details to support the underlined sentence of the report.

Type your answer in this box.

Level 2 Response

- provides adequate relevant points/reasons/ details and/or evidence from the student notes supporting main idea/controlling idea
- adequately elaborates ideas using precise words/language

Exemplar:

Here are several simple things to do. Stay active to build muscles. It is easy to get exercise at school during recess or P.E. class, but after-school activities like running, walking, riding a bike, or playing a sport can also help out. Eat healthy foods to get vitamins and minerals. Also, do not eat too many sweets or fried foods. They may taste good, but they are horrible for the body. Get enough sleep to feel rested the next day. This will make it easier to pay attention at school.

Annotation: The response includes appropriate information from the student notes and connects, rather than restates, the information, drawing logical conclusions—logical conclusions (e.g., “they may taste good, but they are horrible for the body;” getting adequate rest “makes it easier to pay

attention”). Note: other “kinds of 2” responses may choose different details from student notes and still reflect the “2” criteria.

Level 1 Response

The response:

- provides or lists mostly general and/or limited points/reasons/details or evidence from the student notes supporting main idea/controlling idea. Some points/reasons/details may be extraneous or loosely related to the main idea.
- partially elaborates ideas using general words/language

Exemplar:

You should play at recess and go to P.E. class. Eat foods that are good for you, they will be good for your body. Don't eat junk food and get lots of sleep.

Annotation: This response briefly restates ideas from the notes with very general attempts to elaborate or connect the ideas (“they will be good for your body” restates/defines “healthy food”). The language is very general and repetitive (“good”). Note: Other “1” papers may have different strengths/ weaknesses and still reflect the criteria for the partial or limited “1” response.

Level 0 Response

- provides minimal or no supporting points/reasons/details or evidence from the student notes supporting main ideas/controlling idea. Those points/reasons/details that are included may be unclear, repetitive, incorrect, contradictory, or interfere with the meaning of the text.
- provides no appropriate elaboration and/or may use poor word choice for audience and purpose

Exemplar:

You need to pick out the things you eat. Run, walk, and play games.

Annotation: This “0” response makes a few vague references to ideas from the student notes, and the ideas are unelaborated. Language choices are too vague to understand how they relate to the task. Note: Other “1” responses may have different limitations.