
Constructed Response Questions – Grade 7 2013-2014

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(Some questions were not posted with DOK and Standards information)

When Winning Took a Backseat

by Bruce Nash and Allan Zullo

Scott Bennett and Brad Howes grew up south of Salt Lake City in the fertile valley between the Jordan River and the towering Wasatch Mountains of Utah. The boys lived just far enough apart not to attend the same schools, but close enough to compete in the same leagues in baseball, football, and basketball.

No matter whose team won, Scott and Brad always shook hands and complimented each other on the way they played. The two didn't become close friends because they were always on opposite sides. But the boys grew up admiring each other's athletic skills.

And it was their childhood competition that forged a lasting friendship and set the stage for an extraordinary display of sportsmanship seldom seen in track and field.

It happened while the boys were members of school cross-country teams at Murray High and Brad at nearby Cottonwood High. During meets, as they pounded out mile after mile across the empty fields, Scott and Brad formed an unspoken bond. They learned to respect one another's competitive spirit and strengths. Brad liked to set a blistering pace early in the race, which wore down most other runners who tried to keep up with him. Scott, meanwhile, had a strong finishing kick, which had him breathing down the leader's neck on the final stretch.

Usually, the boys finished first and second when their schools competed.

Sometimes Brad won; other times it was Scott who broke the tape first.

Their most memorable race the one track and field coaches still talk about occurred during the 1970 cross-country regional meet, with the winner going to the state finals. The event, held as part of Cottonwood High's homecoming festivities, was run during halftime of the football game between Cottonwood and Murray. Since the schools were only about ten miles apart, the stands were jammed with rooters from both sides.

At halftime, Murray was leading by two touchdowns and threatening to spoil Cottonwood's homecoming. So when Scott and Brad took their places at the starting line, each knew there was a lot more at stake than just a race. Brad felt that by winning he could salvage some of Cottonwood's pride at homecoming. Scott wanted to win to prove that Murray was the best at everything.

There were three other runners in the race, but all eyes were on Scott and Brad when the starter's gun went off. The group circled the track that ringed the football field and headed out the exit for the 2.6-mile cross-country run.

As expected, Brad quickly took the lead in a race that went through the rolling, grassy hills of Sugarhouse Park bordering the school grounds. At the halfway point, Brad had pulled ahead of Scott by nearly 300 yards while the other runners had fallen out of contention.

Despite the gap, Scott wasn't worried. In past races, Brad usually grabbed the lead, but Scott, with his strong finish, often caught Brad on the final stretch. Sticking to his race strategy, Scott steadily gained on Brad. By the time the two reached the stadium, Scott was only a couple of steps behind.

When the pair dashed through the stadium tunnel and onto the track for the final lap, the capacity crowd rose to its feet to cheer the runners who were now racing stride for stride.

But coming around the final turn, Scott cut to the inside to pass Brad and get in position for a sprint down the stretch. Just then, Brad also moved inside and the runners' legs tangled. Both stumbled. Scott managed to keep his feet, but Brad sprawled headfirst onto the track.

Scott ran a few more paces. But suddenly, he became aware of an eerie silence. The crowd that had been shouting moments before fell deathly silent when Brad tripped and hit the ground. So Scott stopped and looked back at his lifelong rival. Brad, whose knees and hands were scraped and bleeding from falling on the cinders, was struggling to regain his feet.

Who won or lost the race no longer mattered to Scott. His friend and competitor was hurt. Scott knew what he had to do went back to help. "Give me your hand, Brad," said Scott. "Let me help you."

Brad looked up at Scott, smiled, and said, "Man, you're something else." Scott pulled his injured rival to his feet but Brad was hurting so badly that he couldn't run very well. So Scott put his arm around Brad and the two began trotting down the final stretch. The thousands of fans in the stands gasped when they saw Scott's gallant gesture and then erupted into thunderous applause.

Shocked by the unexpected spill, the track judges had dropped the tape that marked the finish line. "Get that tape back up!" a coach yelled. "They're coming in together!"

With Brad limping the final 50 yards, and Scott helping him every step of the way, the two competitors crossed the finish line arm in arm. The coaches and the track judges then huddled over what to do about the incredibly unselfish act of sportsmanship they had just witnessed.

"One of the runners has to win, but that doesn't mean the other one has to lose," said Scott's coach, Sam Moore. "I know Scott wouldn't want to have his victory tainted. I say we give both kids first place."

Moore's suggestion won unanimous approval from Brad's coach and the judges. The race was declared a dead heat.

"I have never seen such sportsmanship," said Moore. "I doubt if I ever will again."

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1331



Read the sentences from the text and the directions that follow.

His friend and competitor was hurt. Scott knew what he had to do—he went back to help.

Provide the central idea of the text and describe how Scott’s decision fits the story’s central idea. Use evidence from the text to support your answer.

Type your answer in the space provided.

Type your answer in this box.

2 Point Response includes a correct explanation of the central idea of the text and a description of how Scott’s decision fits it. The response also includes a correct supporting detail. Correct explanations may include the value of sportsmanship, the idea that winning isn’t everything, or other similar responses. Responses are not scored for grammar usage, conventions, or punctuation.

Exemplar

Scott demonstrated sportsmanship by helping, which is the central theme of the text. As a little boy, Scott learned to shake hands and compliment his competitors. Now he was able to show sportsmanship on his own, because who won or lost the race didn't matter when a lifelong rival was scraped and bleeding from falling. His coach even says, “I have never seen such sportsmanship.”

1 Point Response includes a correct explanation of the central idea of the text and a description of how Scott’s decision fits it. The response does not supply sufficient textual support for the explanation.

Exemplar

Scott believes that it is more important to help someone in need than to win a race.

0 Point Response that does not address the central idea of the text and does not include a correct supporting detail receives no credit.

Exemplar

Scott is helpful.

1330



Read the statement and the directions that follow.

The runners used each other’s strengths to push themselves to be better.

Give two details from the text that support this conclusion.

Type your answer in the space provided.

Type your answer in this box.

2 Point Response includes two details from the text that show how the runners used each other’s strengths to push themselves to be better.

Responses are not scored for grammar usage, conventions, or punctuation.

Exemplar

The text states that Brad is a fast starter in races. On the other hand, Scott was excellent at finishing races, and Brad knows this. He often tries to get off to the best possible start to gain a lot of ground. Scott tries to keep up with Brad’s fast pace, but also is confident he can make up the distance later. The text says, “In past races, Brad usually grabbed the lead, but Scott, with his strong finish, often caught Brad on the final stretch.”

1 Point Response includes one detail that shows how the runners used each other’s strengths to push themselves to be better.

Exemplar

Scott was the best at strong finishes. This made Brad push himself harder at the end of the races.

0 Point Response that does not provide details to support the conclusion receives no credit.

Exemplar

Scott is a winner.

1337



Read the sentences from the text and the directions that follow.

Shocked by the unexpected spill, the track judges had dropped the tape that marked the finish line. "Get that tape back up!" a coach yelled. "They're coming in . . . together!"

Explain how the author's use of this dialogue helps the reader understand that the characters reconsidered what it means to be a winner. Use evidence from the text to support your answer.

Type your answer in the space provided.

Type your answer in this box.

2 Point Response includes a full explanation of how the dialogue helps the reader understand that the characters reconsider what it means to be a winner and a correct supporting detail.

Exemplar

The dialogue shows that the coach sees the boys coming down the last stretch together. He wants them both to be able to win, so he tells the judges to put the finishing tape back up. This statement draws the reader's attention to the way the boys are finishing the race. Earlier, Scott discovered that being a winner is more than just finishing first. He said, "Give me your hand, Brad. Let me help you," when he saw that his competitor was hurt. At that point, winning or losing the race no longer mattered to him.

1 Point Response includes a correct explanation of how the dialogue helps the reader understand that the characters reconsider what it means to be a winner.

Exemplar

The dialogue shows how Scott comes to understand that being a winner means more than finishing first. It means having good sportsmanship.

0 Point Response that does not explain how the dialogue reveals the characters' change in attitude receives no credit.

Exemplar

The dialogue shows that the boys help each other.



John wrote a narrative story for his creative writing class. However, his draft lacks a transition between paragraphs. Read his story and the directions that follow.

Tonight was activity night, as it was called at my middle school. These nights were a mix of school dance and open gym. Most of the younger boys played sports in the downstairs arena, while the girls and some of the older eighth graders stood against the walls of the upper gym. While the downstairs arena was brightly lit with fluorescent bulbs, the upper gym was dim, and swirls of rainbow light spun on the ceiling. Loud pop music blasted from speakers set up in one corner.

Instead, I usually hung around with my guy friends, ran around, and then went home. But that night, Sarah, a flute player from the band, asked if I'd come and say hi after my game. So I met up with my friends, and we played a short basketball game and, soaked with sweat, headed upstairs to meet up with her.

Write a transition sentence that logically connects the two paragraphs and is consistent with the tone of the narrative.

Type your answer in this box.

2 Point Response: includes an appropriate transition sentence that is consistent with the tone of the narrative.

Exemplar

I was nervous that night because I had never spent much time upstairs before.

1 Point Response: includes a weak transition, or a transition inconsistent with the tone of the narrative.

Exemplar

I found it unsatisfactory upstairs.

0 Point Response:

One that does not include a transition that logically connects the two paragraphs receives no credit.

Exemplar

Playing basketball is fun.

Constructed Responses 2014 – Grade 7

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LIFE in the Food Chain

What Do You Have in Common with Corn, Mushrooms, Cows, and Grass?

by Ellen R. Braaf

Like all living things, you need energy. The energy you use to live every day travels from one living thing to another, in a chain that starts with the sun.

The energy in all your food comes from the sun, 93 million miles away.

How did the sun's energy end up in the things you eat? You can thank green plants. They contain chlorophyll--a substance that traps the energy in sunlight. This energy then helps plants change water from the soil and carbon dioxide from the air into oxygen and carbohydrates that power their cells. This process is called photosynthesis.

Most plants make more food than they need. They store the extra in their roots, leaves, stems, flowers, fruit, and seeds. So, when you eat carrots, spinach, celery, cauliflower, bananas, or walnuts, some of the energy stored in plants passes on to you.

Certain bacteria also make their own food. So do most algae. Found just about everywhere on Earth--in lakes, streams, oceans, deserts, soil, boiling hot springs, snow, and ice--algae range from 200-foot-long kelp to tiny ocean plants called phytoplankton. Living things that make their own food are called producers. All others--including humans--are consumers. They need to eat other living things to survive.

Living Links

Food chains link producers and consumers together. When scientists talk about food chains, they're not talking about the E-Z Burger restaurant chain. They mean the paths along which energy and nutrients pass from one living thing to another in our "eat-or-be-eaten" world. Food chains everywhere--in grasslands and deserts, oceans and tropical rainforests--begin with the producers. They are the first link.

The consumers come next, starting with the plant eaters, or herbivores, the vegetarians of the animal kingdom. Elephants grazing on grass, caterpillars munching leaves, and pandas chomping bamboo get energy directly from producers. So do the shrimplike krill that dine on one-celled plants in the ocean.

Carnivores, who consume other animals, come next. These predators get energy from plants indirectly. When an owl eats a mouse that nibbled seeds, it tops a three-link chain. But if its prey is a snake that ate a mouse that nibbled seeds, the snake becomes the third link, and the owl, the fourth.

Because all organisms use the energy they get from food to live, grow, and reproduce, only small amounts remain to pass between the living links in a food chain. That's why most chains are short--usually about two to five links--and why it takes a lot of producers at the bottom of a food chain to support a few supercarnivores at the top. It's also why life on Earth depends on a constant supply of sunlight.

Isle Royale: Predators, Prey, and Producers

On Isle Royale--a small, remote island in Lake Superior--wolves, moose, and balsam fir trees are bound together in a three-link food chain. Moose came to the island around 1900. These long-legged herbivores probably swam 15 miles to the island from Canada. There they found moose heaven-- lots of plants and no large predators. As a result, they thrived, and their numbers grew. Many lived a long time for moose, about 17 years.

In summer, moose eat a variety of ferns, shrubs, wildflowers, leaves, and water plants. An 800-pound moose can scarf down 40 pounds of vegetation a day, packing on an extra 200 pounds in just a couple of months. That's like an 80-pound kid gaining 20 pounds over summer vacation by eating 4 pounds of salad every day.

But in winter when food is scarce, moose eat mostly the twigs and needles of balsam fir trees. These meals are much less nutritious than their summer fare, and the moose use up lots of energy plodding through deep snow to feed. They lose all the weight they gained in summer.

Wolves came to Isle Royale around 1950. Scientists think a mated pair probably walked across an ice bridge between the island and Canada.

Wolves are the island's only big predators. Their arrival changed the lives of Isle Royale's moose forever.

Ups and Downs

Scientists have been studying this isolated food chain for 50 years to understand how changes in one link can cause changes in another. As more moose are born on the island, they eat more balsam fir. The more they consume, the more they damage the trees. Stunted trees mean less food. Eventually, there's not enough food to support all the moose. Many starve, and their numbers decrease. With fewer moose dining on them, fir trees gradually recover.

A similar boom-and-bust cycle occurs between predator and prey. Ten times the size of a wolf, a moose has long, strong legs and a dangerous kick. So wolves prey mainly on old and weak animals. Good hunting means food for the whole pack. Wolves then raise lots of pups, and their numbers increase. More wolves mean more mouths to feed and more moose get eaten. However, when the moose population decreases, wolves starve.

With fewer predators stalking the moose, more survive to old age. The moose population increases, and the cycle begins again.

"Life in the Food Chain" by Ellen R. Braaf from *Ask Magazine's* September 2008 issue, copyright © 2008 by Carus Publishing Company. Reprinted by permission.

DOK: 3

Standard(s): RI-2: The student will summarize the central idea of a subtopic in the text using supporting evidence.

2615



Summarize the central idea in the section "Ups and Downs." Use key evidence from the text to support your summary.

Type your answer in this box.

2 Point Response:

- Gives sufficient evidence of the ability to determine/summarize the author’s message/claim/point/central idea, or to explain the support for a central idea
- Includes specific examples/details that make clear reference to the text
- Adequately explains the author’s message/claim/point/central idea, or explanation with clearly relevant information based on the text

Responses may include (but are not limited to):

- (central idea) The species on the island are all interconnected.
- (support) The moose affect the growth of the pine when the moose population increases they eat more trees.
- (support) The population of the wolves affects the population of the moose.
- (support) The pine trees and the wolves are ultimately connected.
- (support) The island eventually replenishes itself.

Exemplar

The section “Ups and Downs” explains how the food chain operates on the island. When the moose increase, they eat more pines. When the pines die, the moose have nothing to eat, so they die. When there are plenty of moose, the wolves eat well. When the wolves eat well, they multiply. They require more moose to eat. The connections between the species control the population on the island as years go by.

1 Point Response:

A response:

Gives limited evidence of the ability to determine/summarize the author's message/claim/point/central idea, or to explain the support for a central idea

- Includes vague/limited examples/details that make reference to the text
- Explains the author's message/claim/point/central idea or explanation with vague/limited information based on the text

Responses may include those listed in the 2-point response.

Exemplar

It focuses on how the life on the island is connected. Wolves and moose and pines all affect each other's populations.

0 Point Response:

- Gives no evidence of the ability to determine/summarize the author's message/claim/point/central idea, or to explain the support for a central idea

OR

- Gives the author's message/claim/point/central idea, or explanation, but includes no examples or no examples/details that make reference to the text

OR

Gives the author's message/claim/point/central idea, or explanation, but includes no explanation or no relevant information from the text

Exemplar

Life is connected in a chain on the island.

DOK: 3

Standard(s): RL-2: The student will determine or summarize a theme or central idea of a text using supporting evidence.

2630



Determine the central idea of the text. Analyze the development of the central idea by using key events in the text.

Type your answer in this box.

2 Point Response:

- Gives sufficient evidence of the ability to determine/summarize the theme/central idea/message, or to analyze the development of the central idea
- Includes specific examples/details that make clear reference to the text
- Adequately explains the theme/central idea/message or analysis with clearly relevant information based on the text

Responses may include (but are not limited to):

- (central idea) Good sportsmanship is more important than competition.
- (support) "...the boys grew up admiring each other's athletic skills."
- (support) "Who won the race no longer mattered."
(support) Scott helped Brad across the finish line.

Exemplar:

The central idea of the story "When Winning Took a Back Seat," is that good sportsmanship is more important than competition. The authors develop the idea of this central idea by first introducing two likable characters, Brad and Scott. No matter whose team won, the boys always complimented each other on the way they played. Brad and Scott play a number of sports and their teams frequently compete. The authors point out how the boys, "admire each other's' athletic skills." This helps to exemplify the beginnings of good sportsmanship between the young men. As the story progresses, the authors mention the mutual respect the athletes have for each other. When Brad is injured, Scott helps him to the finish line. Both boys win first place, exemplifying the central idea.

1 Point Response:

- Gives limited evidence of the ability to determine/summarize the theme/central idea/message, or to analyze the development of the central idea
- Includes vague/limited examples/details that make reference to the text
- Explains the theme/central idea/message or analysis with vague/limited information based on the text

Responses may include those listed in the 2-point response.

Exemplar:

The central idea of the story is good sportsmanship. Both boys always treat each other with respect and admiration. In the end, when one boy is hurt, the other chooses his friend over winning.

0 Point Response:

- Gives no evidence of the ability to determine/summarize the theme/central idea/message, or to analyze the development of the central idea

OR

- Gives the theme/central idea/message or analysis, but includes no examples or no examples/details that make reference to the text

OR

Gives the theme/central idea/message or analysis, but includes no explanation or relevant information from the text

Exemplar:

The author shows that good sportsmanship is important.

DOK: 3

Standard(s): W-2.b: (Elaboration) The student will use information provided in a stimulus to write well-developed complex informational/explanatory text by applying elaboration techniques such as a. referencing and/or integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples from notes provided) appropriate for the required form (essay, report, etc.)

2556



A student is writing a report for her English teacher about beneficial relationships between people and animals. Read the draft of the introduction to the report and the directions that follow.

The bond between people and animals has remained strong throughout history. In the past, tamed animals have helped humans with work such as hunting, farming, and transportation. More recently, animals have served people who are blind or have other disabilities. Today, people depend upon animals more for companionship than for work. One important benefit of such companionship for humans with pets is improved health.

The student took these notes from reliable sources:

Taking dog to dog park = chance to be with others

Engaging with others = healthy mind

Researchers studied people, pets more than 25 years

Strong relationship with pet = less stress

Lowering stress = lower blood pressure

Children with pets = fewer allergies to furry animals

Dog owners who walk dogs healthier = walking is good exercise

Taking care of a pet—walking, grooming, playing—helps a person think of others.

Using information from the student's notes, write **one** paragraph developing the idea in the last sentence of the introduction.

Type your answer in this box.

2 Point Response:

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

Exemplar

More than twenty-five years of research show the health benefits of animal companionship. A strong relationship between a pet and its owner reduces stress, which can lower blood pressure. In addition, children who have pets are less likely to develop allergies to furry animals, and dog owners who walk their dogs get regular exercise too. Taking a dog to the dog park also gives dog owners a chance to be with other people, which probably benefits emotional health.

Annotation: There is adequate supporting information from student notes. For elaboration, there are some logical extensions that are well-integrated (“probably benefits in emotional health”). Note: other “kinds of 2” responses may choose different details from student notes and still reflect the “2” criteria.

1 Point Response:

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

Exemplar:

Research show that pets can make their owners feel better. It can also make their kids less likely to become allergic to fur. However, that is kind of weird because dogs and cats have fur.

Annotation: The support for the thesis is limited based on available information from the student notes, and the attempted elaboration is irrelevant (“dogs and cats have fur”). The language is general (“this is kind of weird”)

0 Point Response:

- provides minimal or no supporting points/reasons/details or evidence from the student notes supporting thesis/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:

It's fun to take your dog to the park. Dogs are fun.

The response has minimal support from student notes (reference to “dog park”). The attempted elaboration (“dogs are fun”) is irrelevant, and the general word “fun” is repetitive.

Student Directions

Napping Explanatory Performance Task

Task:

There has been much discussion in the news recently about the role of sleep and the role of napping. How many hours of sleep is enough? What is too much sleep? What is too little sleep? How do naps fit into sleep cycles? The journalism club advisor has asked you to research the roles of sleep and napping. As part of your research, you have found three sources about sleep and napping.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research. You may click on the Global Notes button to take notes on the information you find in the sources as you read. You may also use scratch paper to take notes.

In Part 2, you will write an explanatory article on a topic related to the sources.

Directions for Beginning:

You will now examine several sources. 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 explanatory article.

You may click on the Global Notes button or refer back to your scratch paper to look at your notes when you think it would be helpful. Answer the questions in the spaces below the items.

Both the Global Notes on the computer and your written notes on scratch paper will be available to you in Part 1 and Part 2 of the performance task.

Part 1

Sources for Performance Task:

Source #1

Here is an article based on scientific research about sleep.

How Much Sleep Is Enough?

The amount of sleep you need each day will change over the course of your life. Although sleep needs vary from person to person, the chart below shows general recommendations for different age groups.

Age	Recommended Amount of Sleep
Newborns	16–18 hours a day
Preschool-aged children	11–12 hours a day
School-aged children	At least 10 hours a day
Teens	9–10 hours a day
Adults (including the elderly)	7–8 hours a day

If you routinely lose sleep or choose to sleep less than needed, the sleep loss adds up. The total sleep lost is called your sleep debt. For example, if you lose 2 hours of sleep each night, you'll have a sleep debt of 14 hours after a week.

Some people nap as a way to deal with sleepiness. Naps may provide a short-term boost in alertness and performance. However, napping doesn't provide all of the other benefits of night-time sleep. Thus, you can't really make up for lost sleep.

Some people sleep more on their days off than on work days. They also may go to bed later and get up later on days off.

Sleeping more on days off might be a sign that you aren't getting enough sleep. Although extra sleep on days off might help you feel better, it can upset your body's sleep-wake rhythm.

Bad sleep habits and long-term sleep loss will affect your health. If you're worried about whether you're getting enough sleep, try using a sleep diary for a couple of weeks.

Write down how much you sleep each night, how alert and rested you feel in the morning, and how sleepy you feel during the day.

Sleeping when your body is ready to sleep is also very important. Sleep deficiency can affect people even when they sleep the total number of hours recommended for their age group.

For example, people whose sleep is out of sync with their body clocks (such as shift workers) or [is]

routinely interrupted (such as caregivers or emergency responders) might need to pay special attention to their sleep needs.

"How much sleep is enough?" by The National Heart, Blood, and Lung Institute. In the public domain.

Source #2

This article appeared in a consumer health magazine and uses historical accounts, career-specific research, and current attitudes to discuss napping.

The Secret Truth about Napping

by Maria Allegra

Napping: Only for Kids?

In general, Americans regard napping as an unproductive habit. They think that only little children should take naps. However, there is evidence that napping can benefit people of all ages.

Famous Nappers

Many famous historical figures have been nappers. American presidents John F. Kennedy, Ronald Reagan, and Bill Clinton all took frequent naps to help them deal with the pressures of leading a powerful nation. Napoleon Bonaparte, a French emperor, often gave rousing speeches at a moment's notice. Perhaps this was due to his habit of taking frequent naps. Winston Churchill, who helped lead the Allied Powers to victory during World War II, slept for at least an hour every afternoon. He stated that a nap could renew a person's energy.

Other famous historical nappers include the brilliant

scientist Albert Einstein and the world-changing inventor Thomas Edison. The amazing artist Leonardo Da Vinci also took naps. They all had unusual sleep patterns that allowed them to work in a focused and creative way. Maybe if Edison had skipped his naps, he would never have invented the light bulb. Maybe Leonardo would have been too sleepy to paint the Mona Lisa.

Naps for Certain Careers

Scientific studies show the benefits that naps can provide for individuals with unusual work schedules. Examples include astronauts and certain medical personnel. The human body operates according to an internal clock. This clock operates in relation to the Earth's pattern of darkness at night and bright light during the day. When a person's internal clock is in sync with her or his habits, the person can most likely sleep well at night and remain awake and alert all day. But if the person's job makes for interrupted sleep—or sleep at odd hours—the internal clock can become confused. Then the person has trouble getting enough sleep.

Astronauts traveling in space are not exposed to regular patterns of light and darkness. As a result, astronauts average two hours less sleep than usual during every night they spend in space. They often have trouble concentrating. They also become grumpy. NASA decided to study whether astronauts should take naps. They did research with volunteers. The researchers found that napping improved memory, but not alertness. NASA researchers also concluded that longer naps worked better than shorter ones. Mark Rosekind of NASA, who conducted the research, stated that even a 26-minute nap boosted a pilot's mental performance by 34%. A 45-minute nap

gave roughly the same mental boost but the boost lasted more than 6 hours.

Doctors in training, known as residents, work very long hours. As a result, they are often sleep-deprived. Emergency-room doctors working at night also have problems sleeping. Sleep experts recommend that these health workers take short naps on the job. A team of researchers led by David F. Dinges, a professor at the University of Pennsylvania, found that letting subjects nap for as little as 24 minutes improved their mental performance. So even short naps can reduce the number of mistakes a tired person makes.

The main takeaway seems to be that a deep sleep, whether it is nighttime sleep or a daytime nap, primes the brain to function at a higher level, allowing us to come up with better ideas, find solutions to puzzles more quickly, identify patterns faster, and recall information more accurately.

Siesta Tradition

There is a word in the Spanish language to describe the habit of taking a nap in the mid-afternoon: siesta. However, taking a midday nap is common not only in Spain, but it is also common in Greece, where people traditionally take a break in the middle of the day. They eat a large meal and then take a nap.

It is not the big noontime meal that makes Greeks sleepy. Evidence suggests that people, in general, become drowsy between 2:00 p.m. and 4:00 p.m. In fast-paced America, workers and students usually fight to stay awake during this so-called "nap zone."

After a nap, people tend to be happier and more alert.

They do better work and avoid mistakes. Nappers may even have better long-term health than non-nappers. In 2007, a study by the Harvard School of Public Health discovered that people who took 30 minute naps at least three times a week were 37% less likely to die of heart disease. Furthermore, the study found that even people who napped for less than 30 minutes or napped only one or two times per week were 12% less likely to die from heart disease. In a 2011 study, researchers at Allegheny College found that napping was a factor in lowering blood pressure after mental stress. The people in the study who took a daily 45 minute nap on average had lower blood pressure after taking a mental stress test than those who didn't have a nap.

Finding Time to Sleep

But finding time to sleep—or to nap—can be challenging. Students involved in sports or other extracurricular activities after school aren't often able to find time to nap before evening sleep time. And finding places to nap during the day at school is challenging. However, Anton Anderson, an English teacher at Greenwich (Connecticut) High School, decided to do something to help the waves of weary teens he was seeing every day. In 1998, he founded the Power Napping Club, which allows students to nap for about 20 minutes at the end of the day before going on to extracurricular activities. Its motto: *Veni, Vidi, Dormici* (Latin for "I came, I saw, I slept").

The Power Napping Club co-president emphasizes the boost that naps provide. "Obviously, it's no substitute for sleep, but I definitely feel more relaxed afterward," she says.

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Source #3

Here is a letter asking for advice on the subject of sleep. The doctor who responds is the editor of a medical advice column for a newspaper.

Ask the Sleep Doctor

Dear Dr. Vessler,

I'm a 12-year-old middle school student who usually gets about eight hours of sleep a night. I often feel tired when I get home from school at 3:30, and I want to be alert and energetic in the evening so I can focus on all of my homework. However, when I tried taking a nap, I slept for two or three hours. Then I woke up groggy. What can I do so I will have more energy in the evening?

Sincerely, Too Sleepy

Dear Too Sleepy,

Good for you for thinking of ways to increase your productivity for schoolwork. The first thing I would like to point out is that you are not getting enough sleep at night for someone your age. I recommend that you go to bed earlier. Remember, the most important thing you can do is to sleep more at night.

On nights when you don't get enough sleep, napping can help to recharge your body and increase your

mental alertness. Did you know that 85% of animals sleep in short periods throughout the day? Humans are one of the few species that do most of their sleeping at night. Introducing a catnap into your day may be very helpful. In fact, studies show that taking a short nap after learning new information may help you remember that information better!

I do not, however, recommend a two-or three-hour nap because napping for several hours during the day can make it hard for you to fall asleep at night. It can also be difficult to wake up after a long nap. According to research by David F. Dinges, napping for as little as 24 minutes improved mental performance. Short naps also don't cause the post-nap groggy feeling that accompanies longer naps.

Another important issue to consider is when to take your nap. You don't want to nap too late in the day. Why? Doing so can make it harder for you to fall asleep at night.

I recommend that if you decide to take a nap, you should do so right after you get home from school. Set a timer for about 24 minutes so that you don't oversleep. You will most likely wake up refreshed and have more energy to focus on your homework in the evening.

Sleep well!

Dr. Daniel Vessler, M.D.

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DOK: 4

Standard(s): RH-9

The student will select evidence to support opinions based on evidence collected.

2635



Explain how the table in Source #1 supports information provided in the **two** other sources. Cite evidence and identify the source of each piece of information by title or number.

Key Elements:

Source #2 (The Secret Truth about Napping)

- The human body has an internal clock that operates according to Earth’s patterns of day and night.
- When your internal clock is not in sync with your habits, you don’t get the amount of good night’s sleep you need.
- A deep sleep, whether it is nighttime sleep or a daytime nap, primes the brain to function at a higher level, allowing us to come up with better ideas, find solutions to puzzles more quickly, identify patterns faster, and recall information more accurately.

Source #3 (Ask the Sleep Doctor)

- “I’m a 12-year-old middle school student who usually gets about eight hours of sleep a night. I often feel tired when I get home from school at 3:30...”
- The doctor says:
- The author of the letter is not getting enough sleep at night for someone his or her age.
- The most important thing the letter writer can do is sleep more at night.
- On nights when the letter writer doesn’t get enough sleep, napping can help recharge the letter writer’s body and increase his or her mental alertness.

Type your answer in this box.

2 Point Response:

Rubric:

2 Point Response: is an evidence-based explanation of how the table supports two other sources with two pieces of evidence from different sources and that explains how each example supports the idea. Student cites the source for each example.

1 Point Response: is an evidence-based explanation of how the table supports two other sources with two pieces of evidence from different sources but doesn't explain how each example supports the idea. Student cites the sources.

DOK: 4

Standard(s): W-9

The student will cite evidence to support analyses, arguments, or critiques.

2636



People whose sleep is routinely interrupted might need to pay special attention to their sleep needs. Provide **two** pieces of evidence from different sources that support this claim and explain how each example supports the claim. Cite evidence for each piece of information and identify the source by title or number.

Key Elements:

Source #1 (How Much Sleep is Enough)

- If you routinely lose sleep or choose to sleep less than needed, the sleep loss adds up. The total sleep lost is called your “sleep debt.” You can’t make up your sleep deficiency.
- Some people sleep more on their days off than on work days. This might upset their body’s sleep-wake rhythm.
- Sleeping when your body is ready to sleep is important. Even if you sleep the number of hours recommended for your age group but you have interruptions to your sleep, your body can be affected.

Source #2 (The Secret Truth about Napping)

- If a person’s job causes their sleep to be interrupted, the internal clock can become confused. Then the person has trouble getting enough sleep.
- Astronauts who averaged two hours less sleep than usual when in space became grumpy and had trouble concentrating.
- Doctors in training and emergency-room doctors who work long hours have trouble sleeping enough. Studies showed that even having a short nap improved their mental performance. They made fewer mistakes when they weren’t so tired.

Source #3 (Ask the Sleep Doctor)

- On nights when you don’t get enough sleep, a short nap can recharge your body and increase mental alertness.

Type your answer in this box.

Rubric:

2 Point Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this claim and that explains how each example supports the claim. Student cites the source for each example.

Exemplar:

People whose sleep is routinely interrupted might need to pay special attention to their sleep needs. According to Source #1, everyone needs a certain amount of sleep and that you need to sleep when your body is ready to sleep. If you don't get your required amount of sleep each night, you will experience "sleep debt" which can't be made up. Source #2 describes problems people might have when they don't get regular amounts of sleep. They discovered that astronauts in space who lost sleep got more grumpy and concentrated less. Doctors in training and people who work in emergency rooms often don't get regular sleep. They found that when they took naps to help catch up on sleep, they made fewer mistakes. So, it is important to get regular sleep, but if your sleep is interrupted, you might need to take a nap to help your body catch up.

1 Point Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this claim but doesn't explain how each example supports the claim. Student cites the sources.

OR

Response is an evidence-based explanation that provides two pieces of evidence from a single source that supports this claim and that explains how that example supports the claim. Student cites the source.

OR

Response is an evidence-based explanation that provides only one piece of evidence from a single source that support this claim and that explains how that example supports the claim. Student cites the source.

OR

Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this claim and that explains how each example supports the claim. Student does not cite sources.

Exemplar:

People whose sleep is interrupted on a regular basis might become more grumpy, be unable to concentrate, and make more mistakes because they are tired. A nap might help.

0 Point Response is an explanation that is incorrect, irrelevant, insufficient, or blank.

Exemplar:

Everyone needs to sleep on a regular basis.

DOK: 4

Standard(s): W-2b

The students will apply a variety of strategies when writing one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.

2638



Student Directions

Napping Explanatory Performance Task

Part 2

You will now review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and refer to the sources. Now read your assignment and the information about how your writing will be scored; then begin your work.

Your Assignment:

Now that you have completed research on the topic of sleep, the journalism club advisor has asked you to write an explanatory article about sleep and naps for the next issue of the school newspaper. The audience for your article will be other students, teachers, and parents.

Using more than one source, develop a thesis/controlling idea to explain about sleep and naps. Once you have a thesis/controlling idea, select the most relevant information from more than one source to support your thesis/controlling idea. Then, write a multi-paragraph explanatory article explaining your thesis/controlling idea. Clearly organize your article and elaborate your ideas. Unless quoting directly from the sources, use your own words. Be sure to reference the source title or number when quoting or paraphrasing details or facts from the sources.

Explanatory Article Scoring:

Your explanatory article will be scored using the following:

1. Organization/purpose: How well did you state your thesis/controlling idea, and maintain your thesis/controlling idea with a logical progression of ideas from beginning to end? How well did you narrow your thesis/controlling idea so you can develop and elaborate the conclusion? How well did you consistently use a variety of transitions? How effective was your introduction and your conclusion?

2. Evidence/elaboration: How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How well did

you clearly state ideas using precise language that is appropriate for your audience and purpose?

3. Conventions: How well did you follow the rules of grammar usage, punctuation, capitalization and spelling?

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

- plan your multi-paragraph explanatory article.
- write your multi-paragraph explanatory article.
- revise and edit the final draft of your multi-paragraph explanatory article.

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

For Part 2, you are being asked to write a multi-paragraph explanatory article, so please be as thorough as possible. Type your response in the space provided. The box will expand as you type.

Remember to check your notes and your prewriting/planning as you write and then revise and edit your explanatory article.

Type your answer in this box.

4-Point Explanatory Performance Task Writing Rubric (Grades 6–11)					
Score	4	3	2	1	NS
Organization/Purpose	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> thesis/controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> thesis/controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> thesis/controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> thesis/controlling idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

4-Point Explanatory Performance Task Writing Rubric (Grades 6–11)					
Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough elaboration of the support/evidence for the thesis/controlling idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific clear citations or attribution to source material effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate elaboration of the support/evidence for the thesis/controlling idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general adequate use of citations or attribution to source material adequate use of some elaborative techniques* vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory elaboration of the support/evidence for the thesis/controlling idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied weak use of citations or attribution to source material weak or uneven use of elaborative techniques*; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal elaboration of the support/evidence for the thesis/controlling idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

*Elaborative techniques may include the use of personal experiences that support the controlling idea.

2-Point Explanatory Performance Task Writing Rubric (Grades 6-11)				
Score	2	1	0	NS
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

Holistic Scoring:

- Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling
- Severity:** Basic errors are more heavily weighted than higher-level errors.
- Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.