Smarter Balanced Assessment Consortium

ELA.08.SR.1.01.060 C1 T1

Sample Item Id:	**ELA.08.SR.1.01.060**
Grade/Model:	**08/1**
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target(S):	**1. KEY DETAILS:** Identify explicit textual evidence to support inferences made or conclusions drawn.
Secondary Target(S):	n/a
Standard(S):	RL-1, RL-3
DOK:	2
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	D
Stimulus/Passage(S):	"The Southland"
Stimulus/Text Complexity:	The quantitative measures range from 5.4 to 10. The language is challenging, but the sentence structure is often fairly simple, which may explain the divergence. The qualitative analysis supports the placement of this passage at grade 8. **Based on these sets of measures, this passage is recommended for assessment at grade 8.** Please see the text complexity worksheet attached.
Acknowledgement(S):	Public Domain
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	In order to complete this task, students must select the sentence which most clearly supports an inference made about the feelings of one of the main characters in the text.
Target-Specific Attributes (e.g., accessibility issues):	Students will need to read a grade-level literary text and manipulate the mouse on a computer. Alternative formats may be required for visually- and physically-impaired students.

Stimulus Text:

The Southland
excerpt from *White Fang*
by Jack London

White Fang, *written by Jack London, tells the story of a wild wolf dog's journey to domestication. When he is three years old, White Fang is found by Grey Beaver, a Native American living in Yukon Territory, Canada. White Fang pulls sleds to help Grey Beaver hunt and fish. Grey Beaver then sells White Fang to a new owner, who mistreats the wolf dog. Later, Weedon Scott becomes White Fang's owner and begins to further civilize the*

wolf dog by treating him with kindness.

White Fang landed from the steamer in San Francisco. He was appalled. Deep in him, below any reasoning process or act of consciousness, he had associated power with godhead. And never had the men seemed such marvelous gods as now, when he trod the slimy pavement of San Francisco. The log cabins he had known were replaced by towering buildings. The streets were crowded with perils—wagons, carts, automobiles; great, straining horses pulling huge trucks; and monstrous cable and electric cars hooting and clanging through the midst, screeching their insistent menace after the manner of the lynxes he had known in the northern woods.

All this was the manifestation of power. Through it all, behind it all, was man, governing and controlling, expressing himself, as of old, by his mastery over matter. It was colossal, stunning. White Fang was awed. Fear sat upon him. As in his cubhood he had been made to feel his smallness and puniness on the day he first came in from the Wild to the village of Grey Beaver, so now, in his full-grown stature and pride of strength, he was made to feel small and puny. And there were so many gods! He was made dizzy by the swarming of them. The thunder of the streets smote upon his ears. He was bewildered by the tremendous and endless rush and movement of things. As never before, he felt his dependence on the master, close at whose heels he followed, no matter what happened never losing sight of him.

But White Fang was to have no more than a nightmare vision of the city—an experience that was like a bad dream, unreal and terrible, that haunted him for long after in his dreams. He was put into a baggage-car by the master, chained in a corner in the midst of heaped trunks and valises. Here a squat and brawny god held sway, with much noise, hurling trunks and boxes about, dragging them in through the door and tossing them into

the piles, or flinging them out of the door, smashing and crashing, to other gods who awaited them.

And here, in this inferno of luggage, was White Fang deserted by the master. Or at least White Fang thought he was deserted, until he smelled out the master's canvas clothes-bags alongside of him, and proceeded to guard them.

"'Bout time you come," growled the god of the car, an hour later, when Weedon Scott appeared at the door. "That dog of yourn won't let me lay a finger on your stuff."

White Fang emerged from the car. He was astonished. The nightmare city was gone. The car had been to him no more than a room in a house, and when he had entered it the city had been all around him. In the interval the city had disappeared. The roar of it no longer dinned upon his ears. Before him was smiling country, streaming with sunshine, lazy with quietude. But he had little time to marvel at the transformation. He accepted it as he accepted all the unaccountable doings and manifestations of the gods. It was their way.

There was a carriage waiting. A man and a woman approached the master. The woman's arms went out and clutched the master around the neck—a hostile act! The next moment Weedon Scott had torn loose from the embrace and closed with White Fang, who had become a snarling, raging demon.
"It's all right, mother," Scott was saying as he kept tight hold of White Fang and placated him. "He thought you were going to injure me, and he wouldn't stand for it. It's all right. It's all right. He'll learn soon enough."

"And in the meantime I may be permitted to love my son when his dog is not around," she laughed, though she was pale and weak from the fright.

She looked at White Fang, who snarled and bristled and glared malevolently.

"He'll have to learn, and he shall, without postponement," Scott said.

He spoke softly to White Fang until he had quieted him, then his voice became firm.

"Down, sir! Down with you!"

This had been one of the things taught him by the master, and White Fang obeyed, though he lay down reluctantly and sullenly.

"Now, mother."

Scott opened his arms to her, but kept his eyes on White Fang.

"Down!" he warned. "Down!"

Item Stem:

Which sentence from the passage **best** supports the idea that White Fang felt a sense of relief?

Options:

A. The log cabins he had known were replaced by towering buildings.

B. The car had been to him no more than a room in a house, and when he had entered it the city had been all around him.

C. As never before, he felt his dependence on the master, close at whose heels he followed, no matter what happened never losing sight of him.

D. Before him was smiling country, streaming with sunshine, lazy with quietude.

Distractor Analysis:

A. Incorrect: Whereas log cabins are familiar and comforting, White Fang is discovering the disconcerting skyscrapers that have taken the log cabins' place, and is most likely feeling the opposite of relief.

B. Incorrect: This sentence does not indicate relief on White Fang's part; he feels indifferent toward the car ("to him no more than a room in a house") and his feelings about the city are not mentioned.

C. Incorrect: Although White Fang clearly is appreciative of his master, the wolf dog seems anxious, rather than relieved, because he fears losing his master in the cityscape of San Francisco.

D. Correct: Whereas White Fang reacts with fear to the chaotic cityscape of San Francisco, the glowing description of the countryside suggests how much more comfortable he is in surroundings to which he is accustomed.

Smarter Balanced
Assessment Consortium

Worksheet: Text Complexity Analysis

Title	Author	Text Description
The Southland, excerpt from *White Fang*	Jack London	An excerpt from London's classic novel

Recommended Placement for Assessment: Grade 8

The quantitative measures range from 5.4 to 10. The language is challenging, but the sentence structure is often fairly simple, which may explain the divergence. The qualitative analysis supports the placement of this passage at grade 8. **Based on these sets of measures, this passage is recommended for assessment at grade 8.**

Qualitative Measures

Meaning/Purpose:
Moderately complex: The narrative is clear though told from an unusual perspective. The reference to humans as "gods" may be disarming for some students.

Text Structure:
Moderately complex: Storyline is not completely chronological, but is generally easy to follow.

Language Features:
Very complex: The language may seem archaic to students (smote, stand for it); there are occasional uses of higher-level vocabulary. The author uses figurative language and imagery. The sentences are a mix of complex and simple.

Knowledge Demands:
Very complex: The situation will be unfamiliar to students, though the theme/events are fairly straightforward. The description of San Francisco during this time frame will likely be unfamiliar..

Quantitative Measures

Common Core State Standards Appendix A Complexity Band Level (if applicable):

Lexile or Other Quantitative Measure of the Text:

Lexile: 1020L; grades 6-8

Flesch-Kincaid: 5.4
Word Count: 732

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
- Sentence and text structures
- Archaic language, slang, idioms, or other language challenges
- Background knowledge
- Bias and sensitivity issues
- Word count

Adapted from the 2012 ELA SCASS work

ELA.08.SR.1.03.061 C1 T3

Sample Item Id:	**ELA.08.SR.1.03.061**
Grade/Model:	**08/1**
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target(S):	**3. WORD MEANINGS:** Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, digital tools).
Secondary Target(S):	n/a
Standard(S):	RL-4, L-4, L-5b, L-5c, L-6
DOK:	1
Difficulty:	E
Item Type:	Selected Response
Score Points:	1
Key:	C
Stimulus/Passage(S):	"The Southland"
Stimulus/Text Complexity:	The quantitative measures range from 5.4 to 10. The language is challenging, but the sentence structure is often fairly simple, which may explain the divergence. The qualitative analysis supports the placement of this passage at grade 8. **Based on these sets of measures, this passage is recommended for assessment at grade 8.**
Acknowledgement(S):	Public Domain
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	In order to complete this task, students must use context to define a challenging word within the given text.
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read grade-level text and either use a mouse or indicate correct response. Alternative formats and/or support may be required for visually- and physically-impaired students.

Stimulus Text:

The Southland
excerpt from *White Fang*
by Jack London

White Fang, *written by Jack London, tells the story of a wild wolf dog's journey to domestication. When he is three years old, White Fang is found by Grey Beaver, a Native American living in*

Yukon Territory, Canada. White Fang pulls sleds to help Grey Beaver hunt and fish. Grey Beaver then sells White Fang to a new owner, who mistreats the wolf dog. Later, Weedon Scott becomes White Fang's owner and begins to further civilize the wolf dog by treating him with kindness.

White Fang landed from the steamer in San Francisco. He was appalled. Deep in him, below any reasoning process or act of consciousness, he had associated power with godhead. And never had the men seemed such marvelous gods as now, when he trod the slimy pavement of San Francisco. The log cabins he had known were replaced by towering buildings. The streets were crowded with perils—wagons, carts, automobiles; great, straining horses pulling huge trucks; and monstrous cable and electric cars hooting and clanging through the midst, screeching their insistent menace after the manner of the lynxes he had known in the northern woods.

All this was the manifestation of power. Through it all, behind it all, was man, governing and controlling, expressing himself, as of old, by his mastery over matter. It was colossal, stunning. White Fang was awed. Fear sat upon him. As in his cubhood he had been made to feel his smallness and puniness on the day he first came in from the Wild to the village of Grey Beaver, so now, in his full-grown stature and pride of strength, he was made to feel small and puny. And there were so many gods! He was made dizzy by the swarming of them. The thunder of the streets smote upon his ears. He was bewildered by the tremendous and endless rush and movement of things. As never before, he felt his dependence on the master, close at whose heels he followed, no matter what happened never losing sight of him.

But White Fang was to have no more than a nightmare vision of the city—an experience that was like a bad dream, unreal and terrible, that haunted him for long after in his dreams. He was

put into a baggage-car by the master, chained in a corner in the midst of heaped trunks and valises. Here a squat and brawny god held sway, with much noise, hurling trunks and boxes about, dragging them in through the door and tossing them into the piles, or flinging them out of the door, smashing and crashing, to other gods who awaited them.

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"'Bout time you come," growled the god of the car, an hour later, when Weedon Scott appeared at the door. "That dog of yourn won't let me lay a finger on your stuff."

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There was a carriage waiting. A man and a woman approached the master. The woman's arms went out and clutched the master around the neck—a hostile act! The next moment Weedon Scott had torn loose from the embrace and closed with White Fang, who had become a snarling, raging demon.
"It's all right, mother," Scott was saying as he kept tight hold of White Fang and placated him. "He thought you were going to injure me, and he wouldn't stand for it. It's all right. It's all right. He'll learn soon enough."

"And in the meantime I may be permitted to love my son when his dog is not around," she laughed, though she was pale and weak from the fright.

She looked at White Fang, who snarled and bristled and glared malevolently.

"He'll have to learn, and he shall, without postponement," Scott said.

He spoke softly to White Fang until he had quieted him, then his voice became firm.

"Down, sir! Down with you!"

This had been one of the things taught him by the master, and White Fang obeyed, though he lay down reluctantly and sullenly.

"Now, mother."

Scott opened his arms to her, but kept his eyes on White Fang.

"Down!" he warned. "Down!"

Item Stem:

In paragraph 8, what does the word <u>placated</u> mean?

Options:

A. turned

B. scolded

C. soothed

D. distracted

Distracter Analysis:

A. Incorrect: Although the sentence states that Scott "kept tight hold of White Fang," and although students might mistakenly attribute "placated" to a root word "place," Scott is, in fact, not moving the wolf dog but rather restraining him from lunging forward.

B. Incorrect: Although Scott reacts swiftly to the wolf dog, there is no indication that he berates White Fang for following natural instincts to protect the owner. He later firmly but kindly instructs the dog, but does not scold.

C. Correct: "Placate" is a grade-13 word and means "to calm or appease." The context supports this definition. Later in the passage, the narrator reports, "He spoke softly to White Fang until he had quieted him" and the wolf dog lay down.

D. Incorrect: Although distracting the wolf dog might be a logical course of action in these circumstances, there is no indication that Scott does this. He seems intent on restraining the animal and then instructing him.

Worksheet: Text Complexity Analysis

Title	Author	Text Description
The Southland, excerpt from *White Fang*	Jack London	An excerpt from London's classic novel

Recommended Placement for Assessment: Grade 8

The quantitative measures range from 5.4 to 10. The language is challenging, but the sentence structure is often fairly simple, which may explain the divergence. The qualitative analysis supports the placement of this passage at grade 8. **Based on these sets of measures, this passage is recommended for assessment at grade 8.**

Qualitative Measures

Meaning/Purpose:
Moderately complex: The narrative is clear though told from an unusual perspective. The reference to humans as "gods" may be disarming for some students.

Text Structure:
Moderately complex: Storyline is not completely chronological, but is generally easy to follow.

Language Features:
Very complex: The language may seem archaic to students (smote, stand for it); there are occasional uses of higher-level vocabulary. The author uses figurative language and imagery. The sentences are a mix of complex and simple.

Knowledge Demands:
Very complex: The situation will be unfamiliar to students, though the theme/events are fairly straightforward. The description of San Francisco during this time frame will likely be unfamiliar..

Quantitative Measures

Common Core State Standards Appendix A Complexity Band Level (if applicable):

Lexile or Other Quantitative Measure of the Text:

Lexile: 1020L; grades 6-8

Flesch-Kincaid: 5.4
Word Count: 732

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
- Sentence and text structures
- Archaic language, slang, idioms, or other language challenges
- Background knowledge
- Bias and sensitivity issues
- Word count

Adapted from the 2012 ELA SCASS work

ELA.08.CR.1.14.131 C1 T14

Sample Item Id:	**ELA.08.CR.1.14.131**
Grade / Model:	08 / 2b
Claim:	**1:** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	**14. LANGUAGE USE:** Interpret impact or intent of figurative language/literary devices or connotative meanings of words and phrases used in context.
Secondary Target(S):	n/a
Standard(S):	RI-4, L-5, L-5a, L-5c
DOK:	3
Difficulty:	H
Item Type:	CR
Score Points:	3
Correct Response:	See rubric/scoring criteria
Stimulus/Passage(S):	"Italy"
Stimuli/Text Complexity:	The quantitative measures place this passage at no less than a grade 10 level, primarily because of the complexity of language and sentence structure. The ideas themselves, however, are only moderately complex. **Based on these sets of measures, this passage is recommended for assessment at grade 8.** Please see text complexity worksheet attached.
Acknowledgement(S):	*Young Folks' History of Rome,* by Charlotte Mary Yonge, http://www.gutenberg.org/files/16667/16667-h/16667-h.htm#CHAPTER_I
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	Students must interpret the connotative meaning of words.
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read grade-level text and either use a mouse or indicate correct response. Alternative formats and/or support may be required for visually- and physically-impaired students.

Stimulus Text:

Italy
By Charlotte Mary Yonge

I am going to tell you next about the most famous nation in the world. Going westward from Greece another peninsula stretches down into the Mediterranean. The Apennine Mountains run like a limb stretching out of the Alps to the south eastward, and on them seems formed that land, shaped somewhat like a leg, which is called Italy.

Round the streams that flowed down from these hills, valleys of

fertile soil formed themselves, and a great many different tribes and people took up their abode there, before there was any history to explain their coming. Putting together what can be proved about them, it is plain, however, that most of them came of that old stock from which the Greeks descended, and they spoke a language which had the same root as modern English and as the Greek. From one of these nations the best known form of this, as it was <u>polished in later times</u>, was called Latin, from the tribe who spoke it.

Item Prompt:

The author uses the phrase "polished in later time" to describe the Latin language. Use information from the text to explain what this phrase reveals about the history of Italy presented in the text.

	Rubric for a 3-point Constructed Response item
3	A response: • Gives sufficient evidence of the ability to explain the impact of a phrase used in context on the meaning of the text. • Includes specific inferences that makes clear reference to the text • Fully supports inferences with clearly relevant information from the text
2	A response: • Gives some evidence of the ability to explain the impact of a phrase used in context on the meaning of the text. • Includes some specific inferences that makes clear reference to the text • Fully supports the inferences with clearly relevant information from the text
1	A response: • Gives limited evidence of the ability to explain the impact of a phrase used in context on the meaning of the text. • Includes some specific inferences but they are not explicit or make only vague references to the text • Supports the inferences with at least one piece of information but the relevance of that information to the text must be inferred

0 No credit	A response gets no credit if it provides no evidence of the ability to explain the impact of a phrase used in context on the meaning of the text, includes no relevant information from the text, or is vague.

Scoring Notes:
The response may include but is not limited to:
The phrase "polished in later time" shows how the language Latin came out of the language of one tribe. It may have changed over time, just like Italy changed over time.
The phrase shows that Latin is a polished or finished language.
Latin changed over time to become something polished or "cultured."

Score Point 3 Sample:
The phrase "polished in later time" relates to the passage because it shows how a language spoken by one tribe in Italy developed over time to become Latin. Just like the language developed over time, Italy developed over time, too. There were different tribes living there, or different "nations" as the tribes are described in the passage.

Score Point 2 Sample:
The phrase has to do with the passage because Latin is a language that changed over time just like the "tribes" of different people, some of them Greek, changed over time in Italy. The history of Italy changed just like the language Latin to become something more modern.

Score Point 1 Sample:
The phrase shows that things changed in the language just like Italy and its history changed or became polished.

Score Point 0 Sample:
People spoke Latin in Italy for a long time

Worksheet: Text Complexity Analysis

Title	Author	Text Description
Italy from *Young Folks History of Rome*	Charlotte Mary Yonge	Very brief historical piece about Italy

Recommended Placement for Assessment: Grade 8

The quantitative measures place this passage at no less than a grade 10 level, primarily because of the complexity of language and sentence structure. The ideas themselves, however, are only moderately complex. **Based on these sets of measures, this passage is recommended for assessment at grade 8.**

Qualitative Measures

Meaning/Purpose:
Moderately complex: As the introduction to a piece, there is not a clear statement of purpose or of a main idea.

Text Structure:
Moderately complex: With no overarching statement of purpose, the student must make connections between ideas.

Language Features:
Very complex: The language is archaic and contains imagery and figurative language. The sentence structure is complex.

Knowledge Demands:
Moderately complex: Because the purpose is not set for the student, the ideas may seem somewhat abstract and challenging.

Quantitative Measures

Common Core State Standards Appendix A Complexity Band Level (if applicable):

Lexile or Other Quantitative Measure of the Text:

Lexile: 1420L; upper grades 6-8 or grades 9-10
Flesch-Kincaid: 10.7
Word Count: 166

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
- Sentence and text structures
- Archaic language, slang, idioms, or other language challenges
- Background knowledge
- Bias and sensitivity issues
- Word count

Adapted from the 2012 ELA SCASS work

ELA.08.CR.1.9.132 C1 T9

Sample Item Id:	**ELA.08.CR.1.9.132**
Grade/Model:	08 / 1b
Claim:	**1:** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	**9**: **CENTRAL IDEAS:** Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and details.
Standard(S):	RI-2, RH-2, RST-2
DOK:	2
Difficulty:	H
Item Type:	Constructed Response
Score Points:	2
Correct Response:	See rubric
Stimulus/Passage(S):	"What Are Coral Reefs?"
Stimuli/Text Complexity:	The quantitative measures place this passage in the 9-11 range. The qualitative measures support this assessment, primarily due to the relentlessly dense content. **Based on these sets of measures, this passage is recommended for assessment at grade 9 or possibly 8.** Please see the text complexity worksheet attached.
Acknowledgement(S):	http://water.epa.gov/type/oceb/habitat/coral_index.cfm
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	Given an informational text, students summarize central ideas, topics, or subtopics using only relevant key details from the text to support their summaries
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read grade-level text and either use a mouse or indicate correct response. Alternative formats and/or support may be required for visually- and physically-impaired students.

Stimulus Text:

Read the text and complete the task that follows it.

What Are Coral Reefs?

The mention of coral reefs generally brings to mind warm climates, colorful fishes, and clear waters. However, the reef itself is actually a component of a larger ecosystem. The coral community is really a system that includes a collection of biological communities, representing one of the most diverse ecosystems in the world. For this reason, coral reefs often are

referred to as the "rainforests of the oceans."

Corals themselves are tiny animals which belong to the group cnidaria (the "c" is silent). Other cnidarians include hydras, jellyfish, and sea anemones. Corals are sessile animals, meaning they are not mobile but stay fixed in one place. They feed by reaching out with tentacles to catch prey such as small fish and planktonic animals. Corals live in colonies consisting of many individuals, each of which is called polyp. They secrete a hard calcium carbonate skeleton, which serves as a uniform base or substrate for the colony. The skeleton also provides protection, as the polyps can contract into the structure if predators approach. It is these hard skeletal structures that build up coral reefs over time. The calcium carbonate is secreted at the base of the polyps, so the living coral colony occurs at the surface of the skeletal structure, completely covering it. Calcium carbonate is continuously deposited by the living colony, adding to the size of the structure. Growth of these structures varies greatly, depending on the species of coral and environmental conditions—ranging from 0.3 to 10 centimeters per year. Different species of coral build structures of various sizes and shapes ("brain corals," "fan corals," etc.), creating amazing diversity and complexity in the coral reef ecosystem. Various coral species tend to be segregated into characteristic zones on a reef, separated out by competition with other species and by environmental conditions.

Virtually all reef-dwelling corals have a symbiotic (mutually beneficial) relationship with algae called zooxanthellae. The plant-like algae live inside the coral polyps and perform photosynthesis, producing food which is shared with the coral. In exchange the coral provides the algae with protection and access to light, which is necessary for photosynthesis. The zooxanthellae also lend their color to their coral symbionts. Coral bleaching occurs when corals lose their zooxanthellae, exposing the white calcium carbonate skeletons of the coral

colony. There are a number of stresses or environmental changes that may cause bleaching including disease, excess shade, increased levels of ultraviolet radiation, sedimentation, pollution, salinity changes, and increased temperatures.

Because the zooxanthellae depend on light for photosynthesis, reef-building corals are found in shallow, clear water where light can penetrate down to the coral polyps. Reef building coral communities also require tropical or sub-tropical temperatures, and exist globally in a band 30 degrees north to 30 degrees south of the equator. Reefs are generally classified in three types. Fringing reefs, the most common type, project seaward directly from the shores of islands or continents. Barrier reefs are platforms separated from the adjacent land by a bay or lagoon. Atolls rest on the tops of submerged volcanoes. They are usually circular or oval with a central lagoon. Parts of the atoll may emerge as islands.

Coral reefs provide habitats for a large variety of organisms. These organisms rely on corals as a source of food and shelter. Besides the corals themselves and their symbiotic algae, other creatures that call coral reefs home include various sponges; mollusks such as sea slugs, nudibranchs, oysters, and clams; crustaceans like crabs and shrimp; many kinds of sea worms; echinoderms like star fish and sea urchins; other cnidarians such as jellyfish and sea anemones; various types of fungi; sea turtles; and many species of fish.

Item Prompt:

Summarize the relationship between coral reefs and algae using details from the text.

	Rubric for 2-point CR item
2	A response: • Gives sufficient evidence of the ability to summarize the relationship between coral and algae. • Includes specific details that make clear reference to the text • Adequately supports the summary with clearly relevant information from the text
1	A response: • Gives limited evidence of the ability to summarize the relationship between coral and algae • Includes some details that make reference to the text • Supports the summary with limited information from the text
0	A response gets no credit if it provides no evidence of the ability to summarize the relationship between coral and algae, includes no relevant information from the text, or is vague.

Scoring Notes:
Response may include but is not limited to:
The importance of the symbiotic relationship between coral reefs and algae and key points on how this relationship functions.

Score Point 2 Sample:
Coral has a symbiotic relationship with algae as algae live inside the coral and perform photosynthesis. The process of photosynthesis produces food that is shared with the coral. The algae are responsible for giving the coral its beautiful colors. The coral gives algae protection and access to light, which is a necessary part of photosynthesis.

Score Point 1 Sample:
Coral is made up of tiny animals that live with algae. It is the algae that perform photosynthesis, which makes food for the coral.

Score Point 0 Sample:
A coral reef is a beautiful place full of fish.

Worksheet: Text Complexity Analysis

Title	Author	Text Description
What are Coral Reefs?	Unknown	An explanation of what coral reefs are, how they form, and the benefits they provide

Recommended Placement for Assessment: Grade 8 or 9

The quantitative measures place this passage in the 9-11 range. The qualitative measures support this assessment, primarily due to the relentlessly dense content. **Based on these sets of measures, this passage is recommended for assessment at grade 9 or possibly 8.**

Qualitative Measures

Meaning/Purpose:
Moderately complex: The passage covers not only what is suggested by the title but a host of other topics related to coral reefs.

Text Structure:
Moderately complex: The progression of paragraphs/topics is somewhat subtle, though all are related to the main topic. The photos included may help students understand some of the information about how coral reefs form, etc., but do not explicitly support any given section.

Language Features:
Very complex: The passage is densely packed with technical words; many are defined, but the sheer volume of them make this a difficult read. There are many complex sentences.

Knowledge Demands:
Very complex: Students with no background knowledge will find this passage challenging.

Quantitative Measures

Common Core State Standards Appendix A Complexity Band Level (if applicable):

Lexile or Other Quantitative Measure of the Text:

Lexile: 1250L; upper grades 9-10 or grades 11-CCR
Flesch-Kincaid: 10.8
Word Count: 665

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
- Sentence and text structures
- Archaic language, slang, idioms, or other language challenges
- Background knowledge
- Bias and sensitivity issues
- Word count

Adapted from the 2012 ELA SCASS work

ELA.08.SR.1.08.062 C1 T8

Sample Item Id:	**ELA.08.SR.1.08.062**
Grade / Model:	**08**
Claim:	**1:** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	**8:** Key Details: Identify explicit text evidence to support inferences made or conclusions drawn about texts.
Secondary Target(S):	**n/a**
Standard(S):	RI-1, RST-3
DOK:	2
Difficulty:	M
Item Type:	Selected Response
Score Points:	1
Key:	D "They were excellent hunters"
Stimulus/Passage(S):	"Native Americans" by anonymous
Stimuli /Text Complexity:	n/a
Acknowledgement(S):	http://www.kidport.com/RefLib/SocialStudies/NativeAmericans/Introduction.htm
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	Students must identify explicit information in the informational text to support a given inference about it.
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read grade-level text and either use a mouse or indicate correct response. Alternative formats and/or support may be required for visually- and physically-impaired students.

Stimulus Text:

Below is a text about Native Americans. Read the text and answer the question that follows.

Native Americans

Archaeologists suggest that people arrived in several groups or tribes to America, from at least 15,000 years ago. The first Americans came from Asia and followed herds of grazing animals across a land bridge formed during the Ice Age. When the Earth began to warm, this land bridge disappeared and became the Bering Strait. The people journeyed on foot slowly southward into

North America through a harsh landscape. They were excellent hunters and speared huge animals such as woolly mammoths and long-horned bison.

Item Stem:

Which statement from the text shows how Native Americans survived in North America?

Options:

A. "people arrived in several groups"

B. "the Earth began to warm"

C. "The people journeyed on foot slowly"

D. **"**They were excellent hunters"

Distractor Analysis:

A. INCORRECT. This option is a sentence from the text that makes a statement about the fact that early Americans arrived in several groups; however, it does not show how these people survived.

B. INCORRECT. While the Earth's warming may have created a climate more conducive to early Americans' survival, the statement does not show how the early peoples survived.

C. INCORRECT. This option explains how the early Americans moved across the North American continent; however, it does not explain how they survived.

D. CORRECT. This option is a statement from the text that explains how early Americans survived.

ELA.08.TE.1.01.006 C1 T1

Sample Item Id:	**ELA.08.TE.1.01.006**
Grade/Model:	**08/1a**
Claim:	**1.** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	**1. KEY DETAILS:** Identify explicit textual evidence to support inferences made or conclusions drawn.
Secondary Target(S):	n/a
Standard(S):	RL-1, RL-3
DOK:	3
Item Type:	TE
Score Points:	1
Difficulty:	Medium
Key:	Student selects lines 9-10
Stimulus/Passage(S):	"Remember" by Christina Rossetti
Stimuli/Text Complexity:	Word Count: 111 Lexile: 890L, Grade 4-5 Flesch-Kincaid: 1.4 A qualitative analysis of the poem would suggest that the form of the poem, the use of imagery and language, and the abstract concepts would place it higher than the quantitative measures. Based on these sets of measures, this poem is recommended for assessment at grade 8.
Acknowledgement(S):	"Remember" by Christina Rossetti, public domain
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	In order to complete the task, students locate evidence in the text to support a given inference.
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read grade-level texts and either use a mouse or otherwise indicate correct response.

Notes:	**TEI Template:** Select text
	
	Interaction Parameters:
	    A. Text selection limited to pre-defined phrases (highlighted below)
	    B. All blocks can be selected
	    C. True (limit the number of blocks that can be selected)
	    D. Maximum number of selections = 1
	
	Scoring Data:
	    Text highlighted in red = 1 correct point
	    Scoring Algorithm = Exact Match

Stimulus Text:

Below is a poem, a sonnet, in which the speaker discusses her feelings about a relationship. Read the poem and answer the question that follows.

Remember

by Christina Rossetti

Remember me when I am gone away,
　　Gone far away into the silent land;
　　When you can no more hold me by the hand,
Nor I half turn to go yet turning stay.
Remember me when no more day by day
　　You tell me of our future that you plann'd:
　　Only remember me; you understand
It will be late to counsel then or pray.
Yet if you should forget me for a while
　　And afterwards remember, do not grieve:
　　For if the darkness and corruption leave
　　A vestige* of the thoughts that once I had,
Better by far you should forget and smile
　　Than that you should remember and be sad.

*vestige: a mark, trace, or visible evidence of something that is no longer present or evident.

Item Stem:

In the sonnet "Remember," which two lines reveals a change in the speaker's message to the one she loves?

Key and Distrator Analysis:

Student selects lines 9-10 =1 point

Yet if you should forget me for a while

　　　And afterwards remember, do not grieve:　　10

ELA.08.TE.1.07.007 C1 T7

Sample Item Id:	**ELA.08.TE.1.07.007**
Grade/Model:	**08/2a**
Claim:	**1.** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	**7. LANGUAGE USE:** Determine or interpret impact or intent of figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.
Secondary Target(S):	n/a
Standard(S):	RL-4, L-5
DOK:	3
Item Type:	CR
Score Points:	2
Difficulty:	Medium
Key:	Menu 1: To show the narrator's need for comfort and security AND Menu 2: To show the narrator's view of the scene
Stimulus/Passage(S):	The Legends
Stimuli/Text Complexity:	The passage depends largely on description/detail to reveal the plot and characterization. It is more sophisticated than a straight narrative, but readily accessible. **Based on these sets of measures, this passage is recommended for assessment at grade 7 or 8.** Please see text complexity worksheet attached.
Acknowledgement(S):	public domain
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	In order to complete the assessment, students must determine the interpretation of figurative words or phrases based on context.
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read grade-level texts and either use a mouse or indicate correct response.

Notes:	**TEI Template:** Drop Downs
	
	Interaction Parameters:
	  A. 2 menus
	  B. Menu 1 [to show the narrator's need for comfort and security, to develop the narrator's conflict with the guest, to emphasizes the narrator's helplessness and impatience]
	  C. Menu 2: [to highlight the narrator's weakness, to show the narrator's view of the scene, to develop the mother's anxiety]
	
	Scoring Data:
	    Menu 1: to show comfort and security
	    Menu 2: to show the narrator's view of the scene
	    Scoring Rule: NumErrors (0 errors=1, 1 error=1, 2 errors=0)

Stimulus Text:

Below is an excerpt from American Indian Stories. *As you read the excerpt, consider how the author's word choice develops certain aspects of the narrator's experience and then answer the questions that follow.*

"The Legends"
From *American Indian Stories*
By Zitkala-Sa

At the arrival of our guests I sat close to my mother, and did not leave her side without first asking her consent. I ate my supper in quiet, listening patiently to the talk of the old people, wishing all the time that they would begin the stories I loved best. At last, when I could not wait any longer, I whispered in my mother's ear, "Ask them to tell an Iktomi story, mother."

Soothing my impatience, my mother said aloud, "My little daughter is anxious to hear your legends." By this time all were through eating, and the evening was fast deepening into twilight.

As each in turn began to tell a legend, I <u>pillowed</u> my head in my mother's lap; and lying flat upon my back, I watched the stars as they peeped down upon me, one by one. The increasing interest of the tale aroused me, and I sat up eagerly listening to every word. The old women made funny remarks, and laughed so heartily that I could not help joining them.

The distant howling of a pack of wolves or the hooting of an owl in the river bottom frightened me, and I <u>nestled</u> into my mother's lap. She added some dry sticks to the open fire, and <u>the bright flames leaped up into the faces</u> of the old folks as they sat around in a great circle.

Item Stem:

What is the purpose of the author's use of "pillowed" in paragraph 3 and "nestled" in paragraph 4?

What is the purpose of the author's use of "the bright flames leaped up into the faces" in paragraph 4?

Key and Distractor Analysis:

Student selects 2 correct = 2 point
Student selects 1 correct = 1 point
Student select 0 correct = 0 points

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
The Legends from *American Indian Stories*	Zitkala-Sa	A reminiscence about the feelings the narrator had when gathering elders and listening to legends

Recommended Placement for Assessment: Grade 7 or 8

The passage depends largely on description/detail to reveal the plot and characterization. It is more sophisticated than a straight narrative, but readily accessible. **Based on these sets of measures, this passage is recommended for assessment at grade 7 or 8.**

Qualitative Measures

Meaning/Purpose:
Moderately complex: The theme of security/safety/ connection is somewhat subtle, but clearly illustrated through the narrative.

Text Structure:
Moderately complex: The narrative is a series of reminiscences, not events that happened in a clearly chronological order.

Language Features:
Moderately complex: The vocabulary and sentence structure are somewhat formal, but most of the language should be accessible.

Knowledge Demands:
Moderately complex: The passage explores a single theme with which students will most likely be able to relate. The theme is revealed through minor descriptions/details, however, not through events.

Quantitative Measures

Common Core State Standards Appendix A Complexity Band Level (if applicable):

Lexile or Other Quantitative Measure of the Text:

Lexile: 1010L; grades 6-8
Flesch-Kincaid: 7.2
Word Count: 781

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
- Sentence and text structures
- Archaic language, slang, idioms, or other language challenges
- Background knowledge
- Bias and sensitivity issues
- Word count

Adapted from the 2012 ELA SCASS work

ELA.08.TE.1.09.008 C1 T9

Sample Item Id:	**ELA.08.TE.1.09.008**
Grade/Model:	**08/1a**
Claim:	**1.** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	**9. CENTRAL IDEAS:** Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and details.
Secondary Target(S):	n/a
Standard(S):	RI-2
DOK:	2
Item Type:	TE
Score Points:	1
Difficulty:	Easy
Key:	Student reorders sentences: 1, 4, 2, 3, 6, 5.
Stimulus/Passage(S):	The Legends From *American Indian Stories* by Zitkala-Sa
Stimuli/Text Complexity:	The passage depends largely on description/detail to reveal the plot and characterization. It is more sophisticated than a straight narrative, but readily accessible. **Based on these sets of measures, this passage is recommended for assessment at grade 7 or 8.** Please see text complexity worksheet attached.
Acknowledgement(S):	http://www.gutenberg.org/cache/epub/10376/pg10376.html\ Public domain
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	In order to complete the assessment, students must summarize key events by placing those events in order.
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read grade-level texts and either use a mouse or indicates correct response.

Notes:	**TEI Template:** Reorder Text
	
	Interaction Parameters:
	    6 sentences numbered 1, 2, 3, 4, 5, 6
	
	Scoring Data:
	Summary of events: (1, 4, 2, 3, 6, 5) = 1 points
	    {1,4,2,**5} = .5 points

Stimulus Text:

Below is an excerpt from American Indian Stories*, an autobiography published in 1921, and notes for a summary of the excerpt.*

"The Legends"
From *American Indian Stories*
By Zitkala-Sa

At the arrival of our guests I sat close to my mother, and did not leave her side without first asking her consent. I ate my supper in quiet, listening patiently to the talk of the old people, wishing all the time that they would begin the stories I loved best. At last, when I could not wait any longer, I whispered in my mother's ear, "Ask them to tell an Iktomi story, mother."

Soothing my impatience, my mother said aloud, "My little daughter is anxious to hear your legends." By this time all were through eating, and the evening was fast deepening into twilight.

As each in turn began to tell a legend, I pillowed my head in my mother's lap; and lying flat upon my back, I watched the stars as they peeped down upon me, one by one. The increasing interest of the tale aroused me, and I sat up eagerly listening to every word. The old women made funny remarks, and laughed so heartily that I could not help joining them.

The distant howling of a pack of wolves or the hooting of an owl in the river bottom frightened me, and I nestled into my mother's lap. She added some dry sticks to the open fire, and the bright flames leaped up into the faces of the old folks as they sat around in a great circle.

Summary of events:
1. Zitkala's guests arrive.
2. Zitkala's mother asks the guests for a story.
3. The guests take turns telling stories.
4. The guest and family eat dinner.
5. Zitkala becomes afraid.
6. Zitkala laughs with the old women.

Item Stem:

The notes for a summary need to be arranged correctly into the order in which the events occur in the passage. Click on each sentence and move it to arrange the sentence into correct chronological order.

Key and Distractor Analysis:

Summary of events: (1, 4, 2, 3, 6, 5) = 1 points
        {1,4,2,**5} = .5 points

Correct order of summary:
Summary of events: 1, 4, 2, 3, 6, 5

Zitkala's guests arrive.
The guest and family eat dinner.
Zitkala's mother asks the guests for a story.
The guests take turns telling stories.
Zitkala laughs with the old women.
Zitkala becomes afraid.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
The Legends from *American Indian Stories*	Zitkala-Sa	A reminiscence about the feelings the narrator had when gathering elders and listening to legends

Recommended Placement for Assessment: Grade 7 or 8

The passage depends largely on description/detail to reveal the plot and characterization. It is more sophisticated than a straight narrative, but readily accessible. **Based on these sets of measures, this passage is recommended for assessment at grade 7 or 8.**

Qualitative Measures

Meaning/Purpose:
Moderately complex: The theme of security/safety/ connection is somewhat subtle, but clearly illustrated through the narrative.

Text Structure:
Moderately complex: The narrative is a series of reminiscences, not events that happened in a clearly chronological order.

Language Features:
Moderately complex: The vocabulary and sentence structure are somewhat formal, but most of the language should be accessible.

Knowledge Demands:
Moderately complex: The passage explores a single theme with which students will most likely be able to relate. The theme is revealed through minor descriptions/details, however, not through events.

Quantitative Measures

Common Core State Standards Appendix A Complexity Band Level (if applicable):

Lexile or Other Quantitative Measure of the Text:

Lexile: 1010L; grades 6-8
Flesch-Kincaid: 7.2
Word Count: 781

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
- Sentence and text structures
- Archaic language, slang, idioms, or other language challenges
- Background knowledge
- Bias and sensitivity issues
- Word count

Adapted from the 2012 ELA SCASS work

ELA.08.SR.2.01.063 C2 T1

Sample Item Id:	**ELA.08.SR.2.01.063**
Grade / Model:	**08/3**
Claim:	**2.** Students can produce effective writing for a range of purpose and audiences.
Assessment Target:	**1. WRITE/REVISE BRIEF TEXTS:** Apply narrative strategies (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event).
Standard(S):	W-3a, W-3b, W-3c, W-3d, and/or W-3e
DOK:	2
Difficulty:	M
Item Type:	SR
Score Points:	1
Key:	C
Stimuli/Passage(S):	n/a (student writing)
Stimuli/Text Complexity:	n/a
Acknowledgement(S):	In-house
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	Students must apply transitional strategies for coherence when revising a paragraph of narrative text.
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read text one grade-level below tested level and either use a mouse or indicate correct response. Alternative formats and/or support may be required for visually- and physically-impaired students.

Stimulus Text:

Alicia has to write a narrative essay for her English class about a series of events related to her school life. Here is the beginning of her essay:

How I Beat the Alarm Clock

"RINNGGG!" At 6:30 AM, the alarm clock goes off next to my head, but I am already awake. I can hear you ask, "How does she beat the alarm clock?" Well, it isn't easy, but with a few changes in habit, you too can wake up before the alarm clock goes off.

It's true that like a lot of teens, I used to stay up late reading, listening to music on my headphones, or even studying until 11:00 PM. I was always really tired the next morning when my alarm clock went off at 6:30 AM, so I'd hit the snooze button again and again until my mom had to wake me up at 7:30 AM.

I knew I had to solve this problem, so I came up with a plan that worked. I started going to bed thirty minutes earlier. I put my feet on the floor and stood up instead of slapping "Snooze." I found myself tired by 10:00 PM. Because I had been awake since 6:30 in the morning, 10:00 PM now seemed really late. From then on, I fell asleep quickly and woke up before my alarm went off.

Now I'm on time to school every day. If you're late a lot, maybe this plan will work for you, too!

Item Stem:

Alicia wants to revise the highlighted part of her essay to make the steps of her plan clearer. What is the best way for her to add transition words and phrases?

Options:

A. When I was done, I started going to bed thirty minutes earlier. Sometimes I put my feet on the floor and stood up instead of slapping "Snooze." I for a while found myself tired by 10:00 PM since I had been up since 6:30 AM.

B. After that, I started going to bed thirty minutes earlier. Before my alarm went off, I put my feet on the floor and stood up instead of slapping "Snooze." I finally found myself tired by 10:00 PM since I had been up since 6:30 AM.

C. <u>First </u>I started going to bed thirty minutes earlier. <u>When my alarm went off,</u> I put my feet on the floor and stood up instead of slapping "Snooze." I <u>soon </u>found myself tired by 10:00 PM since I had been up since 6:30 AM.

D. <u>Next</u> I started going to bed thirty minutes earlier. I put my feet on the floor and stood up instead of slapping "Snooze" <u>when it was time to get up</u>. I <u>quickly</u> found myself tired by 10:00 PM since I had been up since 6:30 AM.

Distractor Analysis:

A. Incorrect: The transitions "When I was done," "Sometimes," and "for a while" do not convey the order of the step accurately.

B. Incorrect: The transitions "after that" and "before my alarm went off" do not convey the order of the steps accurately.

C. Correct: All transitions accurately convey the order of the steps.

D. Incorrect: The transition "Next" does not convey the order of the steps accurately. "When it was time to get up" is awkwardly placed in the sentence.

ELA.08.SR.2.08.064 C2 T8

Sample Item Id:	**ELA.08.SR.2.08.064**
Grade / Model:	**08 / 1**
Claim:	**2.** Students can produce effective writing for a range of purpose and audiences.
Assessment Target:	**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.
Standard(S):	W-2d, W-3d, L-3a, L-6
DOK:	1
Difficulty:	M
Item Type:	SR
Score Points:	1
Key:	B
Stimuli/Passage(S):	Student text for revision
Stimuli/Text Complexity:	n/a (student writing)
Acknowledgement(S):	In-house
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	Students must use precise vocabulary and style appropriate to the purpose and audience when revising text.
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read text one grade-level below tested level and either use a mouse or indicate correct response. Alternative formats and/or support may be required for visually- and physically-impaired students.

Stimulus Text:

Karen is writing an argumentative essay for her English class about whether or not school cafeterias should be required to serve only healthy food. Read the draft of her essay and then answer the question that follows.

Healthy Food, Healthy Kids
School cafeterias are known to serve really bad food. However, states are now working to pass laws to require schools to serve better food to students. This will help students to be healthy, to have more energy, and to do better in school. Schools should be required to serve healthy food to students.

Healthy food results in healthier students. Foods like fruits and vegetables are high in vitamins and low in fat. These foods, when they are combined with exercise, can keep people healthy and energized. This also can help people live longer.

Students have more energy when they eat healthy food. Lean proteins like chicken give people energy and can help build lean muscle. This can help students perform well in sports and be more awake throughout the day.

Healthy kids make better students. Research shows that unhealthy diets can cause behavior problems and interfere with brain functioning. Healthy food is helpful for growing brains to work properly. Requiring schools to serve only healthy food will help students be healthier and smarter.

Item Stem:

Given the purpose of Karen's essay, what is the **best** way to revise the highlighted sentence?

Options:

A. Healthy food is totally important for growing brains to work properly.

B. Healthy food is essential for growing brains to work properly.

C. Healthy food is fairly useful for growing brains to work properly.

D. Healthy food helps everyone make their brains work well.

Distractor Analysis:

A. The informal language in this sentence is not appropriate for a formal essay.

B. KEY = This is the strongest sentence to aid the persuasive purpose of the essay.

C. This is a weak sentence that is not very persuasive.

D. This is a weak sentence that is not very persuasive.

ELA.08.SR.2.09.065 C2 T9

Sample Item Id:	**ELA.08.SR.2.09.065**
Grade / Model:	**08 / 1**
Claim:	**2.** Students can produce effective writing for a range of purpose and audiences.
Assessment Target:	**9. EDIT/CLARIFY:** Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts.
Standard(S):	L-1, L-2, L3
DOK:	2
Difficulty:	M
Item Type:	SR
Score Points:	1
Key:	A
Stimuli/Passage(S):	Student text for revision
Stimuli/Text Complexity:	n/a (student writing)
Acknowledgement(S):	In-house
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	Students must edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit argumentative text.
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read text one grade-level below tested level and either use a mouse or indicate correct response. Alternative formats and/or support may be required for visually- and physically-impaired students.

Stimulus Text:

Karen is writing a persuasive essay for her English class about whether or not school cafeterias should be required to serve only healthy food. Read the draft of her essay and then answer the question that follows.

Healthy Food, Healthy Kids
School cafeterias are known to serve really bad food. However, states are now working to pass laws to require schools to serve better food to students. This will help students to be healthy, to have more energy, and to do better in school. Schools should be required to serve healthy food to students.

One reason that schools should serve healthy food is that it helps students be healthy. Healthy foods like fruits and

vegetables are high in vitamins and low in fat. <u>These foods, when they are combined with exercise, can keep people healthy and energized.</u> This also can help people live longer.

Another reason that schools should serve healthy food is that it can help students have more energy. Lean proteins like chicken give people energy and can help build lean muscle. This can help students perform well in sports and be more awake throughout the day.

Finally, healthy kids make better students. Research shows that unhealthy diets can cause behavior problems and interfere with brain functioning. Healthy food is helpful for growing brains to work properly. Requiring schools to serve only healthy food will help students be healthier and smarter.

Item Stem:

Karen wants to revise the underlined sentence in her second paragraph. Which statement represents the **best** revision of the underlined sentence?

Options:

A. When people combine these foods with exercise, they stay healthy and energized.

B. These foods, when they are combining with exercise, can keep people healthy and energized.

C. These foods, when people are combining them with exercise, can keep people healthy and energized.

D. When these foods are combined by people with exercise, they can keep people healthy and energized.

Distractor Analysis:

A. CA = The underlined sentence uses the passive voice. Substituting the active voice with "When people combine these foods…" makes the sentence more emphatic.

B. While this sentence contains a revision, the use of a present participle, it is not stronger.

C. Adding "people" and a present participle makes the sentence more awkward and wordy, rather than clearer.

D. While this sentence is slightly clearer, it still contains the passive voice and is therefore not the best revision.

ELA.08.CR.2.06.153 C2 T6

Sample Item Id:	**ELA.08.CR.2.06.153**
Grade/Model:	08 / 3c
Claim:	**2:** Students can produce effective writing for a range of purpose and audiences.
Assessment 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.
Standard(S):	W-1a, W-1b, W-1c, W-1d, and/or W-1e
DOK:	2
Difficulty:	M
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See rubric below
Stimulus/Passage(S):	"What is a School Year?"
Stimuli/Text Complexity:	n/a (writing stimulus)
Acknowledgement(S):	n/a
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	Students must compose short argumentative text that establishes a clear claim, supports the claim by citing evidence, organizes ideas and evidence logically to maintain focus, use appropriate transitions and vocabulary, and provide a conclusion that is appropriate to purpose and audience.
Target-Specific Attributes (e.g., accessibility issues):	Requires students to read text one grade-level below tested level and use a keyboard. Alternative formats and/or support may be required for visually- and physically-impaired students.

Stimulus Text:

Read the passage and complete the task that follows it.

What is a School Year?

When public schools were first organized, many people lived on farms. They were very busy during warm summer months working on their crops. So the school year was held only during fall, winter, and spring. This allowed farm children to stay home and help their families with the crops during the summer. As time went on, more people moved off of farms into towns. But

schools continued to use the traditional model of closing for several months in the summer. Most still use that traditional model. However, more and more schools are shifting to a year-round model in which students attend school all year. Breaks at these schools are shorter but occur more often during the year. So students in both models attend school for about the same amount of time each year.

Item Prompt:

Use information from the passage to write an argument about which school year model you think is best —the traditional model or the year-round model.

	Sample Generic rubric for a 3-point CR item
3	A response: • Gives sufficient evidence of the ability to apply a variety of strategies when writing text that expresses arguments about a claim with supporting evidence, transitional strategies for coherence, appropriate vocabulary, and a conclusion appropriate to purpose and audience. • Includes specific claims that make clear reference to the text • Fully supports the claims with clearly relevant information from the text
2	A response: • Gives some evidence of the ability to apply a variety of strategies when writing text that expresses arguments about a claim with supporting evidence, transitional strategies for coherence, appropriate vocabulary, and a conclusion appropriate to purpose and audience. • Includes some specific claims that make reference to the text • Adequately supports the claims with relevant information from the text
1	A response: • Gives limited evidence of the ability to apply a variety of strategies when writing text that expresses arguments about a claim with supporting evidence, transitional strategies for coherence, appropriate vocabulary, and a conclusion appropriate to purpose and audience. • Includes claims but they are not explicit or make only vague references to the text • Supports the claims with at least one claim but the relevance of that claim to the text must be inferred
0	• A response gets no credit if it provides no evidence of the ability to

	apply a variety of strategies when writing text that expresses arguments about a claim with supporting evidence, transitional strategies for coherence, appropriate vocabulary, and a conclusion appropriate to purpose and audience, includes no relevant information from the text, or is vague.

Score Point 3 Sample:

The traditional school year model is best. Even though most people are not farmers, they have arranged their lives around the traditional model. It would be complicated to switch now. Summer breaks from school are the time of year that families visit relatives and go to places they want to see. Most camps and classes outside of schools are scheduled during summer months. Summer break gives students time to do activities that help them learn information that they do not learn at school, like cooking and building things. Even though most students do not work on farms, they do help with projects around the house that are mostly done in the summer. Getting away from school for several months helps students relax and be ready with a better attitude when school starts again in the fall. Schools should keep using a traditional school year model.

Score Point 2 Sample:

The year-round school year model is a better one. When kids are off for the whole summer, it is hard for families to make sure an adult is around to take care of the kids. Students forget a lot of what they learned in school because they don't use it in the summer. Kids get bored at home if they have long breaks. Even though most schools use a traditional schedule, it is time to switch to a year-round model now.

Score Point 1 Sample:

I have summers off from school. I relax with no homework. I go on vacation with my family.

Score Point 0 Sample:

There is a lot to do in the summer time. People go outside more because the weather is warmer then. It is nicer to be outside when it's warm than when it is cold.

ELA.08.PT.2.07.161 C2 T7

Sample Item Id:	**ELA.08.PT.2.07.161**
Title:	Robot Pets
Grade/Model:	8/3
Claim(S):	**Primary Claims** 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. 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. **Secondary Claim** 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.
Primary Target(S):	*These claims and targets will be measured by scorable evidence collected.* **Claim 1** 8. **KEY DETAILS:** Identify explicit text evidence to support inferences made or conclusions drawn about texts 11. **REASONING & EVALUATION:** Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information (author's line of reasoning; point of view/purpose; relevance of evidence and/or elaboration to support claims, concepts, ideas) 12: **ANALYSIS WITHIN OR ACROSS TEXTS:** Analyze one or more texts to determine how connections are made among topics/information presented; or how conflicting information or presentation format reveals author interpretation of the topic **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 (text) evidence from credible sources, and provide a conclusion 8. **LANGUAGE & VOCABULARY USE:** Strategically use precise language and vocabulary (including academic and domain-specific vocabulary, figurative language) and style appropriate to the purpose and audience when revising or composing texts 9. **EDIT AND CLARIFY:** Apply or edit grade-appropriate grammar, usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts **Claim 4** 2. **ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.) 3. **EVALUATE INFORMATION/SOURCES:** Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses

Secondary Target(s):	*These claims and targets will be observed but not scored.* **Claim 2** 10. **TECHNOLOGY:** Use tools of technology to gather information, make revisions, or produce texts **Claim 3** 4. **LISTEN/INTERPRET:** Analyze, interpret and use information delivered orally or visually **Claim 4** 1: **PLAN/RESEARCH:** Conduct short research projects to explore a topic, issue or problem, analyzing interrelationships among concepts or perspectives
Standard(s):	**Primary Standards** **Reading** RI-6,8, W-2d, W-3d, L-3a, L6 **Writing** W-1a, W-1b, W-1c, W-1d, W-1e W-4, W-5, W-6, W-8, W-9 L-1, L-2, L-3 **Research** L-6 W-2d, W-3d, W-8, W-9 WL-8, WL-9
DOK:	4
Difficulty:	Medium/High
Score Points:	TBD
Task Source:	Testing Contractor

How This Task Addresses The Sufficient Evidence For The Claims:	In order to complete the performance task, students
	1. Identify an author's attitude
	2. Identify the types of evidence the author uses to support his or her claims
	3. Further analyze information sources and evaluate evidence through discussion with other students in order to formulate a conclusion
	4. Write an argumentative essay effectively demonstrating
	   • a clearly-established argumentative claim
	   • presentation of relevant supporting evidence, details, and elaboration consistent with the claim, sources, purpose, and audience
	   • effective organization of ideas
	   • adherence to conventions and rules of grammar, usage, and mechanics
	   • control of language and tone for purpose and audience

Item Type	PT

Target-Specific Attributes (E.G., Accessibility Issues):	Students with visual and hearing impairments will need to be provided with transcripts of video material. Students with visual, hearing, and speaking impairments will need to be effectively integrated into small group work.
Stimuli:	**Sources (2 articles, 3 videos; presented in the order in which they are used)** **Article 1** ***Metro Daily News*** ***June, 2011*** **The Rise of the Robot Pet** **by Elena Soto** Nanto City, Japan, is facing a challenge that's typical of cities across the country. The city has a large (and growing) elderly population and a shortage of younger people to care for them. But Nanto City is approaching this problem in an unusual way. Over the course of 12 years, and at a cost of $10 million, Japan's National Institute of Advanced Industrial Science and Technology has developed a robotic animal—a baby seal named Paro—to help ease the burdens of Nanto City's older residents. These are people who not only struggle with physical illness but often also with feelings of sadness, loneliness, and isolation. By all accounts, Paro is helping. Informally, nurses report that their elderly patients treat Paro like a family pet, covering him with blankets and trying to feed him snacks. A more formal study by Dr. Takanori Shibata, Paro's creator, discovered a 50% increase in brain activity in certain patients after spending 20 minutes with the seal. And seals are not the only robotic animals making an impact. Senior citizens who spent time with Aibo, a robotic dog whose name means "pal" in Japanese, played with him and told him their thoughts and feelings. They treated him much like a real, live dog. Though there have been few formal scientific studies to date, those that have been conducted point to a number of benefits of robotic pets. These include lowered stress levels and increased happiness. One study at the University of Missouri revealed that levels of cortisol, a stress hormone, fell in adults when they patted Aibo. Other robot animals can act as guides for people with vision problems, detect fires and rescue people, and assist military troops. These are the robot "working animals." But some robot animals exist purely for amusement. These robo-pets are, to put it simply, *fun*. There are baby chickens that chirp and kittens that purr. Many robo-pets behave like babies and "grow up" under the delighted eyes of their owners. Some, like Pleo, a cuddly dinosaur, learn new tricks and change their behaviors as appropriate for their "age." As one happy customer on Amazon.com explained, "The little critter is the cutest creature I've ever seen... He's a baby dinosaur that's warm-hearted, gentle and really strikes a chord with all who meet him." Remarkably, these robo-pets seem to develop their own, unique personalities. Some scientists call these animals "social robots." Their

existence is possible, in part, because scientists have begun to learn more about how the *human* brain learns and responds, and to apply this knowledge to the rapidly changing field of robotics. Thus the robo-pets are becoming ever more realistic—and engaging.

Scientists have known for years that real dogs, cats, and other pets can do a lot to improve people's lives. Now they're finding out that robotic pets can trigger the same feelings of well-being and affection that real animals can. Though robo-pets aren't cheap—it cost $10 million to develop Paro—the many benefits they offer may soon outweigh the costs. And they never shed, or need to be cleaned up after, or demand to be taken outside for a walk!

Video 1: *Fugitsu's cute teddy-bear robot shows what it can do*, May 2010. http://www.youtube.com/watch?v=AwWeN1ARy74
--This is an introduction to the Fujitsu robot teddy bear. (1:58)

Video 2: *Pleo: Robot, pet or both?* December 2007
http://www.youtube.com/watch?v=F6LCEFr8SxQ
--The host of a technology show provides an introduction to a specific robot pet. (3:10)

Article 2
Technology Trends Quarterly   ***Fall, 2010***

Love In the Time of Robots
by Frank Mullin
Just as the sun will rise tomorrow morning, so too will robots rise in our society. This is not to say that robots will soon become our evil overlords, no matter what they say in the movies. Rather, robots are rising in their use and usefulness. For decades we have built our robots to perform the three Ds: things that are too dull, dirty, or dangerous for us to do. In many ways, we are now dependent on robots. But now, there is relatively new area in which robots are making advances—into our hearts.

One of the strongest bonds many people have is with their pets. Given the complexity of emotions involved in such relationships, it seems unlikely that a robotic pet could ever truly replace a biological one. But robotic pets are becoming increasingly affordable and lifelike. They can be soft and cuddly. They can respond appropriately to a loving stroke or a sharp voice command. As the technology of robotic pets improve, so too will their abilities to interact. For many people, robotic pets may seem to offer all of the pros with none of the cons of biological pets. And that may just be the problem.

Humans have long shown the ability to bestow love upon inanimate objects. Ask yourself if you have ever loved a car, or your laptop computer, or a teddy bear. Viewed in that regard, it is not difficult to imagine feeling the same love for a robotic pet. After all, a robotic cat might actually exhibit *more* affection than a real cat. But it is that show of affection that may be most troubling. When a nuzzle is given by an aloof biological cat, the owner may feel a rush of pride at

having earned such an honor. But what of a robotic cat? Would the owner still feel pride, knowing in the back of her mind that that aloofness was coded into the cat by some computer programmer?

There are, however, some people who may not be aware of the computer programmer's hand: children. Kids love their stuffed animals, so it makes sense that they would love robotic pets even more if those pets seemed to love them back. Again, though, the trouble here lies in the *simulation* of love. In 2001, Sherry Turkle, a professor at the Massachusetts Institute of Technology, performed an experiment where children were observed interacting with a robot. On one occasion, the robot malfunctioned and the subject, a young girl, assumed that the robot no longer liked her. The girl became sad and withdrawn. "Can a broken robot break a child?" Turkle wrote in her book *Alone Together*. "We would not consider the ethics of having children play with a damaged copy of Microsoft Word or a torn Raggedy Ann doll. But social robots provoke enough emotion to make this ethical question feel very real."

No matter how lifelike a robotic pet may seem, it is still just a technologically advanced machine. Numerous research studies have found that advanced technologies, such as mobile phones and the Internet, often lead to social isolation. It is not hard to imagine that a very lifelike robotic pet, while providing an elderly woman with comfort and companionship, might also cause that woman to isolate herself from human interaction. As one commenter noted in an online forum on robots, "In a few years we'll never have to leave the house!"

Finally, there is the matter of responsibility. Many children get their first experience with responsibility by caring for a pet. Biological pets have real needs, the neglect of which holds very real consequences. But what does a child learn about responsibility when the only need her robotic dog has is to be recharged occasionally? What lesson is learned if, when a child gets bored with his pet, he can stuff it in the back of his closet and forget about it?

Tomorrow the sun will rise, and with it, more people will rise to greet their robotic pets. This may or may not be a bad thing. But before the robotic dog takes its place as man's new best friend, it might be worthwhile to ask whether giving love to something that cannot love you back is truly a friendship at all.

Video 3: *Maya's Human Interaction – Sensors (A Genibo-QD film),* February 2010. http://www.youtube.com/watch?v=9b4jx5RzqAk --The Genibo robot dog displays some of its capabilities. (1:49)

	www.amazon.com http://books.google.com/books?id=oBb- lt3l4oYC&lpg=PP1&dq=robot%20ethics&pg=PP1#v=onepage&q=robo t%20ethics&f=false http://chronicle.com/article/Programmed-for-Love-The/125922/
Task Notes:	***Task Overview (195 total minutes):*** Title: Robot Pets ***Session 1*** (60 minutes): Ultimately tasked with writing an argumentative essay on robots as pets, in this session students will read one newspaper article and watch two short videos, taking notes on these sources. They will then respond to three constructed-response questions, one addressing reading comprehension and the other two the research skills of analyzing and evaluating information. ***Session 2*** (45 minutes): Students will read a special interest magazine article and watch a third short video. Then working in small discussion groups, students will discuss how their opinions about the topic did or did not change as a result of the information presented in Session 2. Students will again take notes on both the resources and the views of other students. ***Session 3*** (90 minutes): Finally, students will work individually to compose full-length argumentative essays on robots as pets, referring to their notes as needed. Prior to composing their full-length essays, students will be allowed access to the articles and videos they viewed on Day 1 and Day 2. Pre-writing, drafting, and revising will be involved. ***Scorable Products:*** Student responses to the three constructed-response questions at the end of Session 1 and the essays completed in Session 3 will be scored. Secondary targets will not be scored. ***Teacher preparation / Resource requirements*** The teacher should assure assure that sufficient blank paper and writing utensils are available for student note taking. Teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell check and a thesaurus, but not to grammar check. The teacher should also be prepared to form small, heterogeneous groups of 3 or 4 students for the second half of Session 2 on the second day. ***Teacher Directions:*** NB: Students should **not** be given the specific essay topic, audience, or any additional information about the essay, other than what is provided in sessions 1 and 2, until session 3 begins. **Session 1 (60 minutes)** • Initiate the online testing session. • Alert the students when 30 minutes have elapsed. • Alert the students when there are 10 minutes remaining in the session. • Make sure the students have put their names on any notes, collect all student notes, and close the testing session. **Session 2 (45 minutes)** • Initiate the testing session. • Halfway through the session, after students have received their small group assignment, form heterogeneous 3-to-4-

person discussion groups.
- Alert the students when 5 minutes remain in the session.
- Make sure the students have put their names on any notes, collect all student notes, and close the testing session.

Session 3 (90 minutes)
Broken down as follows:
25 minutes to review sources and notes and plan the essay
45 minutes to write the essay
20 minutes to revise the essay
- Return notes to the students and initiate the testing session.
- Allow students access to the articles and videos from Day 1 and Day 2 for the first 25 minutes of the session.
- Once 25 minutes have elapsed, restrict access to sources (but not notes) and instruct students to begin writing their essays.
- Alert the students when 45 minutes have elapsed in the session.
- After students have been writing for 45 minutes, alert them that there are 20 minutes remaining in the session and instruct them to begin revising their essays. It is acceptable if some students continue to write their essays rather than revise them.
- Alert the students when there are 10 minutes remaining in the session.
- Close the testing session.

Student Directions:
Session 1 (60 minutes)

Your assignment:
Your school is planning a technology fair for which one category of entries is writing about technology. You will read several articles and view several videos about a new technology, then write an argumentative essay about it.

Steps you will be following:
In order to plan and compose your essay, you will do all of the following in three sessions over the next three days:
1) Read an article and watch two videos on the topic of robot pets, taking notes on these sources.
2) Answer three questions about the sources.
3) Read a second article and watch a video, taking notes on these sources.
4) Participate in a discussion of the information in the sources with a small group of classmates, taking notes on your discussion.
5) Plan and write your essay.

Directions for beginning:
You will now read an article from a newspaper and watch two videos related to the topic of robotic pets, taking notes on all of these sources. Take notes because you will use them in the other sessions. You can to refer back to any of the sources as often as you like while you are taking notes during this session and during later sessions on this task. Your notes and the sources will be your basis for writing

your final draft.

(Article 1)
(Video 1)
(Video 2)

Questions
Use the remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your essay. You may click on the appropriate 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. Explain what the author's attitude is toward robot pets in the article "The Rise of the Robot Pet." Use details from the article you read to support your answer.

2. The author of "The Rise of the Robot Pet" uses different types of evidence to support her claim about robotic pets. Identify two different types of evidence she uses and give an example of each.

3. What can people learn about robotic pets from the videos "Fugitsu's cute teddy-bear robot shows what it can do" and "Pleo: Robot, pet, or both?" that they would not learn from "The Rise of the Robot Pet"? Support your answer with details from the videos and the article.

Session 2 (45 minutes)

Now you will read an article from the magazine "Technology Trends Quarterly" and watch a video, "Maya's Human Interaction," taking notes on each.

(Article 2)
(Video 3)

Next move to the area your teacher has assigned for your small group. Take your notes with you.

Discuss as a group the following questions. You may refer to your notes. Write other people's ideas in your notes, as well as new ideas you have during the discussion.
1. What did you think about robotic pets at the end of Session 1?
2. How are real pets better than robotic pets? How are robotic pets better than real pets?
3. What did you like about robotic pets?
4. What didn't you like about robotic pets?
5. Did your opinion of robotic pets change after reading the article and seeing the video in Session 2? If not, why not? If so, how, and why?

Session 3 (90 minutes)

Today you will have 90 minutes to review your notes and sources, plan, draft, and revise your essay. (You will have 25 minutes to refer back to the articles and videos and plan your essay, 45 minutes to write your essay, and 20 minutes to revise your essay.) While you may use your notes and refer back to the sources, you must work on your own. You may also refer to the answers you wrote to questions at the end of Session 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, then begin your work.

Your Assignment
Remember, your school is planning a technology fair for which one category of entries is writing about technology. Write an argumentative essay to make a claim for or against robotic pets. Your essay can be read by students, teachers, and community members who attend the technology fair. Support your claim with details from what you have read, viewed, and discussed with some of your classmates.

How your essay will be scored: The people scoring your essay will be assigning scores for

1. ***establishing a claim***
2. ***presentation of relevant evidence*** – how well you provide support and elaboration for your claim with specific information from the sources and how well you stay on topic throughout the essay
3. ***organization*** – how well your ideas logically flow from your statement of focus, to supporting ideas, to concluding statement(s)
4. ***conventions*** – how well you follow the rules of grammar and mechanics (spelling, punctuation, capitalization, etc.)
5. ***language, tone, purpose, audience*** – the appropriateness of your language and tone for your purpose and audience
6. ***content*** – the accuracy and relevance of the information you use from the sources.

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

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

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

Sample Generic 4-point Argumentative Writing Rubric (Grades 6-11)					
Score	**Statement of Purpose/Focus and Organization**		**Development: Language and Elaboration of Evidence**		**Conventions**
	Statement of Purpose/Focus	**Organization**	**Elaboration of Evidence**	**Language and Vocabulary**	**Conventions**
4	The response is fully sustained and consistently and purposefully focused: • claim is clearly stated, focused and strongly maintained • *alternate or opposing claims are clearly addressed • claim is introduced and communicated clearly within the context	The response has a clear and effective organizational structure creating unity and completeness : • effective, consistent use of a variety of transitional strategies • logical progression of ideas from beginning to end • effective introduction and conclusion for audience and purpose • strong connections among ideas, with some syntactic variety	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: • use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete • effective use of a variety of elaborative techniques	The response clearly and effectively expresses ideas, using precise, language: • use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose	The response demonstrates a strong command of conventions: • few, if any, errors in usage and sentence formation • effective and consistent use of punctuation, capitalization, and spelling

Version 1.0

ELA.8.PT.2.02.147 C2 T2

Sample Item ID:	**ELA.8.PT.2.02.147**
Title:	Fan Fiction
Grade/Model:	8/1
Claim(s):	**Primary Claims** 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** **2. COMPOSE FULL TEXTS:** Write longer narrative texts demonstrating narrative strategies, structures, transitional strategies for coherence, a closure, and authors' craft—all appropriate to purpose (writing a speech, style or point of view in a short story). **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** **2. INTERPRET & 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) **4. USE EVIDENCE:** Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed
Secondary Target(s):	n/a
Standard(s):	**W-2d, W-3a, W-3b, W-3c, W-3d, W-3e, W-4, W-5, W-8, W-9, L-1, L-2, L-3**, **L-6 RI-9; W-1a, W-1b, W-8 W-9**
DOK:	4
Difficulty:	Medium
Score Points:	TBD
Task Source:	Testing Contractor
How this task contributes to the sufficient evidence for the claims:	In order to complete the performance task, students 1. Read and analyze a literary text 2. Compare and contrast two pieces of "fan fiction" to the original literary text by which they were inspired 3. Write a work of narrative fan fiction demonstrating • a clear connection with the original work in terms of plot, style, theme, and/or characters

	• effective incorporation of new ideas in terms of plot, characters, etc. • effective organization within and between paragraphs • adherence to conventions and rules of grammar, usage, and mechanics • control of language for purpose and audience
Item type	PT
Target-specific attributes (e.g., accessibility issues):	Students will need to enter lengthy text with a keyboard.
Stimuli:	**Sources (1 article, 1 literary excerpt, 2 fan fiction excerpts; presented in the order in which they are used)** **Source 1: Article** **Fan Fiction** This article explains the concept of fan fiction, gives a brief history, and discusses several examples. Word count: 200-300 **Source 2: Literary excerpt** **Bridge to Terabithia** Select an excerpt from the original story **Source 3: Fan Fiction excerpt** **Bridge to Terabithia 2: Saving the Queen** Select on excerpt from this story inspired by the original book **Source 4: Fan Fiction excerpt** **My Mind is Wide Open** Select on excerpt from this story inspired by the original book
Stimuli/Text Complexity:	
Acknowledgments:	**Stimuli have been taken from the following sources:** Bridge to Terabithia 2: Saving the Queen http://www.fanfiction.net/s/7432016/1/Bridge_to_Terabithia_2_Saving_the_Queen My Mind is Wide Open http://www.fanfiction.net/s/6994319/1/My_mind_is_wide_Open **Additional source acknowledgements to be added** Fan Fiction article
Task Notes:	

Task Overview (105 total minutes):
Title: Fan Fiction
***Part* 1** (35 minutes): Ultimately tasked with writing a fan fiction narrative, students will read an article and three story excerpts, taking notes on these sources. They will then respond to three constructed-response questions addressing the research skills of analyzing and evaluating information.
***Part* 2** (70 minutes): Students will work individually to compose full-length fan fiction

narratives inspired by an original literary text. Pre-writing, drafting, and revising will be involved.
Scorable Products: Student responses to the constructed-response questions and the narrative will be scored.

Teacher Directions:
Students are given the texts, research, and any additional information about the narrative.

Part 1 (35 minutes)
- Initiate the online testing session.
- Alert the students when 15 minutes have elapsed.
- Alert the students when there are 5 minutes remaining in part 1.

Stretch Break

Part 2 (70 minutes)
- Initiate the testing part 2.
- Allow students to access the sources and their answers to the constructed response questions presented in part 1. They will not be allowed to change their answers.
- After students have been writing for 50 minutes, alert them that there are 20 minutes remaining and suggest they begin revising their narratives.
- Alert the students when there are 5 minutes remaining.

Close the testing session.

Teacher preparation / Resource requirements
The teacher should assure that sufficient blank paper and writing utensils are available for student note taking. Teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell check, but not to grammar check.

Pre-Task Activity:
There are no specific pre-task activities to be conducted.

Time Requirements: The Performance Task will take 105 minutes in one session.

Student Directions:
Part 1 (35 minutes)

Your assignment:
You will read an article about fan fiction, an excerpt from a literary work, and two pieces of fan fiction inspired by that work. You will answer some questions about the sources. Then you will plan, write, and revise your own fan fiction narrative.

Steps you will be following:
In order to plan and compose your narrative you will:
1) Read an article about what fan fiction is.

2) Read an excerpt from a literary text that has inspired fan fiction.
3) Read two pieces of fan fiction inspired by the text you read.
4) Answer questions about the excerpts.
5) Plan, write, and revise your narrative.

Directions for beginning:
You will now read the sources. Take notes because you may want to refer back to your notes while writing your narrative. You can refer back to any of the sources as often as you like.

(source 1)
(source 2)
(source 3)
(source 4)

Questions
Use your remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your narrative. You may click on the appropriate 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. Explain why "Bridge to Terabithia 2" and "My Mind is Wide Open" are examples of fan fiction. Use details from the sources to support your answer.

2. Evaluate which fan fiction excerpt, "Bridge to Terabithia 2" and "My Mind is Wide Open," has a style and tone that is most like the original novel. Use details from the excerpts to support your answer.

3. Analyze how fan fiction both encourages and hinders good writing. Use details from the sources to support your answer.

Part 2 (70 minutes)
You have 70 minutes to plan, draft, and revise your narrative. You may refer to the sources and the answers you wrote to the questions in part 1, but you cannot change those answers.

Your Assignment
Choose a well-known literary work and write a fan fiction narrative based on that work. Your narrative should maintain some aspects of the original but add your own changes regarding plot, setting, theme, and/or characters.

How your essay will be scored: The people scoring your essay will be assigning scores for
1. **Narrative focus**—*how well you maintain your focus, and establish a setting, narrator and or characters, and point of view*
2. **Organization** – how well the events logically flow from beginning to end using effective transitions and how well you stay on topic throughout the essay
3. **Elaboration of narrative** – how well you elaborate with details, dialogue, and description to advance the story or illustrate the experience
4. **Language and Vocabulary** – how well you effectively express experiences or events using sensory, concrete, and figurative language that is appropriate for your purpose
5. **Conventions** – how well you follow the rules of usage, punctuation, capitalization, and spelling.

Now begin work on your narrative. Manage your time carefully so that you can:
- write your narrative
- revise and edit the final draft of your narrative

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

Key and scoring information for questions:
1. Claim 4, Target 2

	Analyze/Integrate Information Rubric (Claim 4, Target 2)
2	• The response gives sufficient evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.
1	• The response gives limited evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.
0	A response gets no credit if it provides no evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.

2. Claim 4, Target 2

	Analyze/Integrate Information Rubric (Claim 4, Target 2)
2	• The response gives sufficient evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.
1	• The response gives limited evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.
0	A response gets no credit if it provides no evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.

3. Claim 4, Target 4

	Sample Generic 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.

Sample Generic 4-point Narrative (Grades 3-8) Writing Rubric					
Score	**Establishment of Narrative Focus and Organization**		**Development: Elaboration and Language**		**Conventions**
	Narrative Focus	**Organization**	**Elaboration of Narrative**	**Language and Vocabulary**	**Conventions**
4	The narrative, real or imagined, is clearly focused and maintained throughout: • effectively establishes a setting, narrator and/or characters, and point of view*	The narrative, real or imagined, has an effective plot helping create unity and completeness: • effective, consistent use of a variety of transitional strategies • logical sequence of events from beginning to end • effective opening and closure for audience and purpose	The narrative, real or imagined, provides thorough and effective elaboration using details, dialogue, and description: • effective use of a variety of narrative techniques that advance the story or illustrate the experience	The narrative, real or imagined, clearly, and effectively expresses experiences or events: • effective use of sensory, concrete, and figurative language clearly advance the purpose	The narrative, real or imagined, demonstrates a strong command of conventions: • few, if any, errors in usage and sentence formation • effective and consistent use of punctuation, capitalization, and spelling

3	The narrative, real or imagined, is adequately focused and generally maintained throughout: • adequately establishes a setting, narrator and/or characters, and point of view*	The narrative, real or imagined, has an evident plot helping create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected: • adequate use of a variety of transitional strategies • adequate sequence of events from beginning to end • adequate opening and closure for audience and purpose	The narrative, real or imagined, provides adequate elaboration using details, dialogue and description: • adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience	The narrative, real or imagined, adequately expresses experiences or events: • adequate use of sensory, concrete, and figurative language generally advance the purpose	The narrative, real or imagined, demonstrates an adequate command of conventions: • some errors in usage and sentence formation but no systematic pattern of errors is displayed • adequate use of punctuation capitalization, and spelling

2	The narrative, real or imagined, is somewhat maintained and may have a minor drift in focus: • inconsistently establishes a setting, narrator and/or characters, and point of view*	The narrative, real or imagined, has an inconsistent plot, and flaws are evident: • inconsistent use of basic transitional strategies with little variety • uneven sequence of events from beginning to end • opening and closure, if present, are weak • weak connection among ideas	The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue and description: • narrative techniques, if present, are uneven and inconsistent	The narrative, real or imagined, unevenly expresses experiences or events: • partial or weak use of sensory, concrete, and figurative language that may not advance the purpose	The narrative, real or imagined, demonstrates a partial command of conventions: • frequent errors in usage may obscure meaning • inconsistent use of punctuation capitalization, and spelling

1	The narrative, real or imagined, may be maintained but may provided little or no focus: • may be very brief • may have a major drift • focus may be confusing or ambiguous	The narrative, real or imagined, has little or no discernible plot: • few or no transitional strategies are evident • frequent extraneous ideas may intrude	The narrative, real or imagined, provides minimal elaboration using little or no details, dialogue and description: • use of narrative techniques is minimal, absent, in error, or irrelevant	The narrative, real or imagined, expression of ideas is vague, lacks clarity, or is confusing: • uses limited language • may have little sense of purpose	The narrative, real or imagined, demonstrates a lack of command of conventions: • errors are frequent and severe and meaning is often obscured
0	A response gets no credit if it provides no evidence of the ability to write longer narrative texts demonstrating narrative strategies.				

*Point of view begins in Grade 7.

Grade 6 C2 T2

Sample Item ID:	**ELA.6.PT.2.02.166**
Title:	Developing Characters
Grade/Model:	6/1
Claim(s):	**Primary Claims** 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. 1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Primary Target(s):	*These claims and targets will be measured by scorable evidence collected.* **Claim 2** 2. **COMPOSE FULL TEXTS:** Write longer narrative texts demonstrating narrative strategies, structures, transitions, and authors' craft appropriate to purpose (writing a speech, developing point of view, style in short story) 8. **LANGUAGE & VOCABULARY USE:** Strategically use precise language and vocabulary (including academic and domain-specific vocabulary, figurative language) and style appropriate to the purpose and audience when revising or composing texts 9. **EDIT AND CLARIFY:** Apply or edit grade-appropriate grammar, usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts **Claim 4** 2. **ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.) 3. **EVALUATE INFORMATION/SOURCES:** Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses 4. **USE EVIDENCE:** Cite evidence to support analyses, arguments, or critiques **Claim 1** 5. **ANALYSIS WITHIN OR ACROSS TEXTS:** Analyze how information is presented within or across texts showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of source material)
Secondary Target(s):	n/a
Standard(s):	W-2d, W-3a, W-3b, W-3c, W-3d, W-3e, W-4, W-5, W-8, W-9, L-1, L-2, L-3, L-6 RI-9; W-1a, W-1b, W-8 W-9
DOK:	4
Difficulty:	Medium
Score Points:	TBD
Task Source:	Testing Contractor
How this task	In order to complete the performance task, students

contributes to the sufficient evidence for the claims:	1. Interpret information from multiple sources and gather information to support analysis. 2. Contrast authors' presentations among sources. 3. Plan, write, and revise a clear, coherent narrative text appropriate for purpose and audience with effective plot development, organization, and adherence to conventions and rules of grammar, usage, and mechanics. • Use narrative strategies including at least two characterization techniques.
Item type	PT
Target-specific attributes (e.g., accessibility issues):	Students will enter lengthy text on a keyboard.
Stimuli:	**Sources (1 article, 1 video, 1 picture book, 1 novel excerpt; presented in the order in which they are used)** **Source 1: Chart** **Defining Characterization** Explains direct and indirect characterization. Use the first page of the presentation. http://www.readwritethink.org/classroom-resources/lesson-plans/superego-seuss-800.html?tab=3#tabs **Source 2: Article** **Writing Realistic Characters** This article discusses the characterization techniques of physical description, thoughts, dialogue, and actions. **Source 3: Literary Excerpts** Four brief (less than 50 words) excerpts from published literature showing different examples of characterization techniques **Excerpt 1**—An example of characterization through dialogue **Excerpt 2**—An example of characterization through actions **Excerpt 3** –An example of characterization through physical description **Excerpt 4**—An example of characterization through thoughts
Stimuli/Text Complexity:	
Acknowledgments:	**Stimuli have been taken from the following sources:** Defining Characterization http://www.readwritethink.org/classroom-resources/lesson-plans/superego-seuss-800.html?tab=3#tabs Literary Excerpts Examples should come from a variety of published literary works. **Additional source acknowledgements to be added** Writing Realistic Characters

Task Notes:

Task Overview (105 total minutes):
Title: Developing Characters
Part 1 (35 minutes): Ultimately tasked with writing their own narrative, students will read a chart, an article and four literary excerpts, taking notes on these sources. They will then respond to three questions about the sources.
Part 2 (70 minutes): Students will work individually to compose full-length narratives, referring to their notes as needed. Pre-writing, drafting, and revising will be involved.
Scorable Products: Student responses to the constructed-response questions and the narrative will be scored.

Teacher preparation / Resource requirements
The teacher should assure that sufficient blank paper and writing utensils are available for student note taking. Teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell check, but not to grammar check.

Teacher Directions:
Students are given the texts, research, and any additional information about the narrative.

Part 1 (35 minutes)
- Initiate the online testing session.
- Alert the students when 15 minutes have elapsed.
- Alert the students when there are 5 minutes remaining in part 1.

Stretch Break

Part 2 (70 minutes)
- Initiate the testing part 2.
- Allow students to access the sources and their answers to the constructed response questions presented in part 1. They will not be allowed to change their answers.
- After students have been writing for 55 minutes, alert them that there are 15 minutes remaining and suggest they begin revising their narratives.
- Alert the students when there are 5 minutes remaining.
- Close the testing session.

Pre-Task Activity:
There are no specific pre-task activities to be conducted.

Time Requirements: The Performance Task will take 105 minutes in one session.

Student Directions:
Part 1 (35 minutes)

Your assignment:
You will read a chart and article about techniques author's use to help readers get to know characters and some examples of these techniques. You will answer some questions about the sources. Then you will plan, write, and revise your own narrative using at

least two of the characterization techniques discussed.

Steps you will be following:
In order to plan and compose your narrative, you will:
1. Read a chart and an article about different characterization techniques.
2. Read literary excerpts that provide examples of these techniques.
3. Answer questions about the sources.
4. Plan, write, and revise your narrative.

Directions for beginning:
You will now read the sources. Take notes because you may want to refer back to your notes while writing your narrative. You can refer back to any of the sources as often as you like.

(source 1)
(source 2)
(source 3)

Questions
Use your remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your narrative. You may click on the appropriate 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. Match each literary excerpt with the characterization technique it demonstrates.

    1. excerpt 1
    2. excerpt 2
    3. excerpt 3
    4. excerpt 4

A. physical description
B. actions
C. dialogue
D. thoughts

5. Explain why it is best for authors to use multiple techniques to develop characters. Use details from the sources to support your answer.

6. In a short story, readers must get to know characters very quickly. Analyze which characterization technique, or combination of techniques, is best to use for introducing a character quickly. Use details from the sources to support your answer.

7. Explain why all of these sources are useful for understanding different characterization techniques. Use details from the sources to support your answer.

Part 2 (70 minutes)
You now have 70 minutes to plan, draft, and revise your narrative. You may refer to the sources and the answers you wrote to the questions in part 1, but you cannot change those answers.

Your Assignment:
Write a short story using at least two characterization techniques to introduce your main character quickly.

Use this planning guide to make sure you get started quickly and keep your story short enough to finish in one hour.

Character
1. Who will be the main character of your story? This can be a real or imaginary character.
2. Which characterization techniques will you use?

Setting
1. Where will your story take place?
2. Will your story take place in the past, the present, or the future?

Plot
1. Problem
   a. What is the problem your character will solve?
   b. How will the problem be solved?

2. Sequence of Events
   a. How will your story begin?
   b. What will happen to move your story from the beginning to the end?
   c. How will your story end?

Theme
1. What is the lesson or message that can be learned from the story?

How your essay will be scored: The people scoring your essay will be assigning scores for
1. **Narrative focus** – *how well you maintain your focus, and establish a setting, narrator and or characters, and point of view*
2. **Organization** – how well the events logically flow from beginning to end using effective transitions and how well you stay on topic throughout the essay
3. **Elaboration of narrative** – how well you elaborate with details, dialogue, and description to advance the story or illustrate the experience
4. **Language and Vocabulary** – how well you effectively express experiences or events using sensory, concrete, and figurative language that is appropriate for your purpose
5. **Conventions** – how well you follow the rules of usage, punctuation, capitalization, and spelling.

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

- write your narrative
- revise and edit the final draft of your narrative

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

Key and scoring information for questions:

1. Claim 1, Target 5
KEY
1. excerpt 1, C. dialogue
2. excerpt 2, B. actions
3. excerpt 3, A. physical descriptions
4. excerpt 4, D. thoughts

2. Claim 4, Target 2

	Analyze/Integrate Information Rubric (Claim 4, Target 2)
2	• The response gives sufficient evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.
1	• The response gives limited evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.
0	A response gets no credit if it provides no evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.

3. Claim 4, Target 4

	Sample Generic 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.

4. Claim 4, Target 3

	Sample Generic 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.

Score	Establishment of Narrative Focus and Organization		Development: Elaboration and Language		Conventions
	Narrative Focus	**Organization**	**Elaboration of Narrative**	**Language and Vocabulary**	**Conventions**
4	The narrative, real or imagined, is clearly focused and maintained throughout: • effectively establishes a setting, narrator and/or characters, and point of view*	The narrative, real or imagined, has an effective plot helping create unity and completeness: • effective, consistent use of a variety of transitional strategies • logical sequence of events from beginning to end • effective opening and closure for audience and purpose	The narrative, real or imagined, provides thorough and effective elaboration using details, dialogue, and description: • effective use of a variety of narrative techniques that advance the story or illustrate the experience	The narrative, real or imagined, clearly, and effectively expresses experiences or events: • effective use of sensory, concrete, and figurative language clearly advance the purpose	The narrative, real or imagined, demonstrates a strong command of conventions: • few, if any, errors in usage and sentence formation • effective and consistent use of punctuation, capitalization, and spelling

Sample Generic 4-point Narrative (Grades 3-8) Writing Rubric

| 3 | The narrative, real or imagined, is adequately focused and generally maintained throughout:

• adequately establishes a setting, narrator and/or characters, and point of view* | The narrative, real or imagined, has an evident plot helping create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected:

• adequate use of a variety of transitional strategies

• adequate sequence of events from beginning to end

• adequate opening and closure for audience and purpose | The narrative, real or imagined, provides adequate elaboration using details, dialogue and description:

• adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience | The narrative, real or imagined, adequately expresses experiences or events:

• adequate use of sensory, concrete, and figurative language generally advance the purpose | The narrative, real or imagined, demonstrates an adequate command of conventions:

• some errors in usage and sentence formation but no systematic pattern of errors is displayed

• adequate use of punctuation capitalization, and spelling |

2	The narrative, real or imagined, is somewhat maintained and may have a minor drift in focus: • inconsistently establishes a setting, narrator and/or characters, and point of view*	The narrative, real or imagined, has an inconsistent plot, and flaws are evident: • inconsistent use of basic transitional strategies with little variety • uneven sequence of events from beginning to end • opening and closure, if present, are weak • weak connection among ideas	The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue and description: • narrative techniques, if present, are uneven and inconsistent	The narrative, real or imagined, unevenly expresses experiences or events: • partial or weak use of sensory, concrete, and figurative language that may not advance the purpose	The narrative, real or imagined, demonstrates a partial command of conventions: • frequent errors in usage may obscure meaning • inconsistent use of punctuation capitalization, and spelling

1	The narrative, real or imagined, may be maintained but may provided little or no focus: • may be very brief • may have a major drift • focus may be confusing or ambiguous	The narrative, real or imagined, has little or no discernible plot: • few or no transitional strategies are evident • frequent extraneous ideas may intrude	The narrative, real or imagined, provides minimal elaboration using little or no details, dialogue and description: • use of narrative techniques is minimal, absent, in error, or irrelevant	The narrative, real or imagined, expression of ideas is vague, lacks clarity, or is confusing: • uses limited language • may have little sense of purpose	The narrative, real or imagined, demonstrates a lack of command of conventions: • errors are frequent and severe and meaning is often obscured
0	A response gets no credit if it provides no evidence of the ability to write longer narrative texts demonstrating narrative strategies.				

*Point of view begins in Grade 7.

ELA.08.PT.2.07.046 C2 T7

	ELA.08.PT.2.07.046
Title:	The Internet: Fundamental Right or Luxury?
Grade/Model:	8/2
Claim(S):	**Primary Claims** **3:** Students can employ effective speaking and listening skills 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 are eligible to be measured by scorable evidence.* **Claim 3** **3. PLAN/PRESENT/SPEAK:** Compose (gather and organize information) and orally deliver short (e.g., summarize key ideas) and longer presentations for different purposes and audiences, adding the use of visual/graphic/digital/audio enhancements when appropriate for clarifying the message or intent **1. LANGUAGE & VOCABULARY USE:** Strategically use precise language and vocabulary (including academic and domain-specific vocabulary), figurative language, syntax, and discourse appropriate to the intent, purpose, and audience when speaking **4. LISTEN/INTERPRET:** Analyze, interpret, and use information delivered orally or visually **Claim 4** **2. ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.) **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
Secondary Target(S):	N/A
Standard(S):	**Claim 3: L-1, SL-6, L-3a, L-3c, L-6, SL-1, SL-2, SL-3** **Claim 4: RI-9, RH-1, RH-2, RH-3, RH-7, RH-8, RH-9, RST-1, RST-2, RST-3, RST-7, RST-9, W-8, W-9, WL-8, WL-9, RI-1, RL-1, W-1a, W-1b**
DOK:	4
Difficulty:	Medium/High
Score Points:	TBD
Task Source:	Testing Contractor
How This Task Contributes To The Sufficient Evidence	In order to complete the performance task, students 1. Gather information from a series of sources and analyze the relationships among these sources

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For The Claims:	2. Plan and deliver an oral presentation effectively demonstrating • a clearly-established position about the various sources • presentation of relevant supporting evidence, details, and elaboration consistent with the claim, sources, purpose, and audience • effective organization of ideas • control of language and tone for purpose and audience
Item Type:	PT
Target-Specific Attributes (E.G., Accessibility Issues):	
Stimulus:	**Sources (3 articles; presented in the order in which they are used)** **Article 1** *Internet access is 'a fundamental right'.........March 8, 2010* http://news.bbc.co.uk/2/hi/technology/8548190.stm **Article 2** *Internet Access Is Not a Human Right…………January 4, 2012* http://www.nytimes.com/2012/01/05/opinion/internet-access-is-not-a-human-right.html **Article 3** *United Nations report: Internet access is a human right* *June 3, 2011* http://latimesblogs.latimes.com/technology/2011/06/united-nations-report-internet-access-is-a-human-right.html
Stimuli/Text Complexity:	
Acknowledgments:	Articles can be found at the following sites: http://news.bbc.co.uk/2/hi/technology/8548190.stm http://www.nytimes.com/2012/01/05/opinion/internet-access-is-not-a-human-right.html http://latimesblogs.latimes.com/technology/2011/06/united-nations-report-internet-access-is-a-human-right.html
Task Notes:	

Task Overview (105 total minutes):
Title: The Internet: Fundamental Right or Luxury?
Part 1 (35 minutes): Ultimately tasked with writing and delivering an argumentative speech about the rights of people with regards to Internet access, in this session students will read three opinion articles, taking notes on these sources. They will then response to

several questions addressing the research skills of analyzing and evaluating information.
Part 2 (70 minutes): Finally, students will work individually to compose and orally deliver an argumentative speech about the rights of people with regards to Internet access. Students may also present supplemental materials they create to enhance their presentation.
Scorable Products: Student responses to the research questions and the speech will be scored.

Teacher preparation / Resource requirements
The teacher should ensure that sufficient blank paper and writing utensils are available for student note taking. Teacher should conduct standard preparation, registration, etc., for computer based testing. The testing software will include access to spell check.

Teacher Directions:
Students are given the text, research, and any additional information about the speech.

Part 1 (35 minutes)
- Initiate the online testing session.
- Alert the students when 15 minutes have elapsed.
- Alert the students when there are 5 minutes remaining in the part 1.

Stretch Break

Part 2 (70 minutes)
- Initiate the testing part 2.
- Allow students to access the sources and their answers to the constructed response questions presented in part 1. They will not be allowed to change their answers.
- Alert the students when 15 minutes have elapsed.
- After students have been working for 55 minutes, alert them that there are 15 minutes left.
- Close the testing session.

Direct students to deliver their presentations.

Pre-Task Activity:
There are no specific pre-task activities to be conducted.

Time Requirements:
The Performance Task will take 105 minutes in two sessions over a two-day period. The sessions will last 35 and 70 minutes respectively.

Student Directions:
Part 1 (35 minutes)

Your assignment:
You will read several articles, taking notes on these sources and answering three questions about the sources. You will then prepare and deliver an oral presentation concerning your opinion of the issue of whether Internet access is a fundamental right.

Steps you will be following:
In order to plan, compose, and give your speech, you will do all of the following:
1) Read three articles.
2) Answer three questions about the sources.
3) Plan and deliver your presentation.

Directions for beginning:
You will now read three articles. Take notes because you may want to refer back to your notes while writing your essay. You can refer back to any of the sources as often as you like.

(article 1)
(article 2)
(article 3)

Questions
Use your remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your presentation. You may click on the appropriate 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) Of the three source articles, which article most clearly appeals to the reader's emotions? Support your answer with details from the article you choose.

2) Which source provides the most relevant information for a reader who is interested in what surveys reveal about Internet rights? Support your answer with details from the article you choose.

3) Of the three sources which contains the most ideas with which you agree? Explain why you agree with the arguments presented in the article. Support your answer with details from the article.

Part 2 (70 minutes)
You will now have 70 minutes to review your notes and sources, plan, draft, and deliver your speech. While you may use your notes and refer to the sources, you must work on your own. You may also refer to the answers you wrote to earlier questions, but you cannot change those answers. Now read your assignment and the information about how your speech will be scored, and then begin your work.

Your Assignment
The availability of Internet access varies in many places around the world. Some countries have taken steps to increase people's access to the Internet, while other countries feel it is up to the individual to gain access. Some countries even restrict personal access to the Internet. Is access to the Internet a human right or a luxury? You will write a draft of a speech and create any supplementary materials you may need for your presentation. Support your opinion with details from the sources you have read.

How your speech will be scored: The people scoring your speech will be assigning scores for

1. **Focus**—*how well your speech clearly introduces and communicates your ideas*
2. **Organization** – how well your ideas flow from the opening to the conclusion and how well you stay on topic throughout the speech
3. **Elaboration of Evidence** – how well you use sources, facts, and details as evidence
4. **Language and Vocabulary** – how well you effectively express ideas using precise language that is appropriate for your audience and purpose
5. **Presentation** – how well your speech is presented, including eye contact, pronunciation, and awareness of audience and the use of visual/graphics/audio enhancements appropriate to your message

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

- plan your speech

- write your speech

- present your speech

Word-processing tools are available to you.

Key and scoring information for questions:

1. C4T4

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. C4T4

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.

3. C4T4

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.

Sample Generic 4-point Speech Rubric (Grades 3-11)

Score	Establishment of Focus and Organization		Development: Language and Elaboration of Evidence		Presentation
	Focus	Organization	Elaboration of Evidence	Language and Vocabulary	Presentation
4	The speech is consistently and purposefully focused: • controlling idea, opinion, or claim is clearly stated and strongly maintained • controlling idea, opinion or claim is introduced and communicated clearly within the context	The speech has a clear and effective organizational structure helping create unity and completeness: • employs a strong opening and logical progression of ideas • effective introduction and conclusion for audience and purpose	The speech provides thorough and convincing support/evidence for the writer's controlling idea, opinion, or claim that includes the effective use of sources, facts, and details: • use of evidence from sources is smoothly integrated and relevant	The speech clearly and effectively expresses ideas: • use of precise language (including academic and domain-specific language) • consistent use of syntax and discourse appropriate to the audience and purpose	The speech is clearly and smoothly presented: • use of effective eye contact and volume with clear pronunciation • understandable pace adapted to the audience • consistently aware of audience's engagement • use of strong visual/graphics/ audio enhancements, when appropriate, to effectively clarify message.

3	The speech is adequately and generally focused: • controlling idea, opinion, or claim is clear and for the most part maintained though some loosely related material may be present • some context for the controlling idea, opinion, or claim	The speech has an evident organizational structure and a sense of completeness, though some ideas may be loosely connected: • adequate use of transitional strategies with some variety • ideas progress from beginning to end • introduction and conclusion are adequate • adequate, if slightly inconsistent, connection among ideas	The speech provides adequate support/evidence for the writer's controlling idea, opinion, or claim that includes the use of sources, facts, and details: • some evidence from sources is smoothly integrated though may be general or imprecise	The speech adequately expresses ideas employing a mix of precise with more general language: • use of academic and domain-specific language is adequate, • use of syntax and discourse generally appropriate to the audience and purpose;	The speech is adequately presented with minor flaws: • appropriate use of eye contact, volume, and pronunciation • generally understandable pace adapted to the audience • sufficiently aware of audience's engagement • sufficient use of visual/graphics/ audio enhancements, when appropriate, to clarify message

2	The speech is somewhat unclear and unfocused:	The speech has an inconsistent organizational structure:	The speech provides uneven, cursory support/evidence for the writer's controlling idea, opinion, or claim that includes partial or superficial use of sources, facts, and details:	The speech inconsistently expresses ideas employing simplistic language:	The speech is unevenly presented with evident flaws :
	• controlling idea, opinion, or claim is for the most part maintained though there may be a minor drift • controlling idea, opinion, or claim may be lacking an appropriate context	• inconsistent use of transitional strategies with little variety • ideas progress unevenly from beginning to end • introduction and conclusion, if present, may be weak • weak connection among ideas	• evidence from sources is weakly integrated	• insufficient use of academic and domain-specific language • use of syntax and discourse may at times be inappropriate to the audience and purpose	• inconsistent use of eye contact, volume, and pronunciation • pace partially adapted to the audience • partially aware of audience's engagement • sufficient use of visual/graphics/audio enhancements, when appropriate, to clarify message

1	The speech is unclear and unfocused: • controlling idea, opinion, or claim may have a major drift • controlling idea, opinion, or claim may be confusing or ambiguous	The speech has little or no discernible organizational structure: • few or no transitional strategies are evident • frequent extraneous ideas may intrude	The speech provides minimal support/evidence for the writer's controlling idea, opinion, or claim that includes little or no use of sources, facts, or details: • evidence from sources is minimal, absent, in error, or irrelevant	The speech expresses vague ideas, lacks clarity, or is confusing: • uses limited language or domain-specific vocabulary • rudimentary use of syntax and discourse inappropriate for the audience and purpose	The speech is presented with serious flaws that obscure meaning: • infrequent eye contact, and inappropriate volume and pronunciation • pace not adapted to the audience • little or no sense of audience's engagement • little or no visual/graphics/audio enhancements to clarify message
0	A speech gets no credit if it provides no evidence of the ability to gather and organize information and orally deliver short speech.				