



2017-2018 BENCHMARK WRITING ASSESSMENTS

4TH GRADE

Dear Teachers,

Enclosed you will find documents for the three Benchmark Writing assessments, in the order in which they are to be administered. The Assessment Timeline is as follows:

Assessment Timeline

| | | | |
|--------------------------------|-------------|------------------------|-------|
| Benchmark Writing Assessment 1 | 10/23-11/10 | Entered in IO (EADMS): | 11/10 |
| Benchmark Writing Assessment 2 | 2/19-3/9 | Entered in IO: | 3/9 |
| Benchmark Writing Assessment 3 | 5/14-5/25 | Entered in IO: | 5/26 |

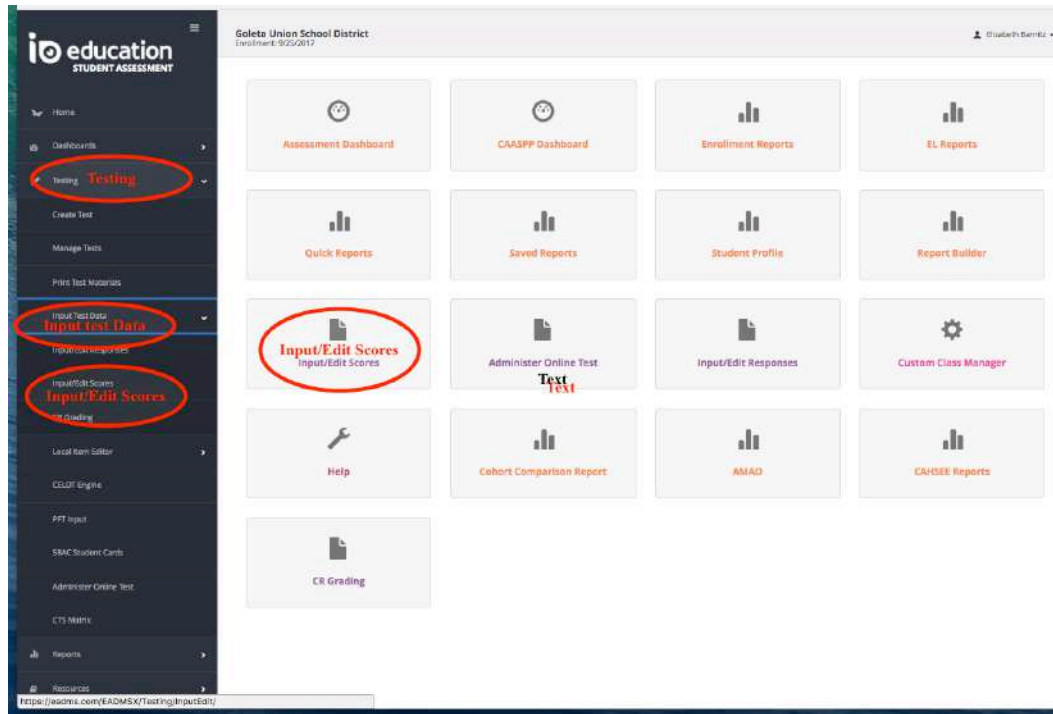
This table includes all three benchmarks in the order they are to be administered:

| | | | |
|-----------------|---|---|---|
| 4th | <u>Narrative</u> Folk Tales | <u>Informative/Explanatory</u> Jazz Musician: Ella Fitzgerald | <u>Opinion/Argument</u> Grades and Sports |
| Rubric: GUSD | Countdown to Common Core: Smarter Balanced Performance Task (Pg. 17-24) | Countdown to Common Core: Smarter Balanced Performance Task (9-16) | Common Core: Smarter Balanced Performance Task (Pg. 41- 49) |

The prompts generally take two days, students may use a dictionary, thesaurus, word wall, etc. to help them write but their writing needs to be done independently. As you score the prompts, it would be beneficial to identify anchor papers to recommend to Curriculum Council.

Scoring

Please input the scores into IO by the deadlines noted above. If you need assistance, please contact me. Access the input area under Input/Edit Scores (not Responses), either from the top menu or from one of the tiles on your Home page.



Collaborative scoring provides a measure of calibration and ensures teachers are using the rubric in the same way. Using the rubric, grade level colleagues independently and silently read the student work to result in two scores for each student paper.

Record the numerical scores for each student for the four or five areas on the rubric. The scoring rubric and evidence in the student work should always be the basis for the score, rather than the relative strength or weakness of a piece.

Once two scores have been determined, average the two for a final score in the four or five categories according to the rubric and enter them into IO. Please note IO will not take a decimal score, the final score must be a whole number. If a student receives a 2 and 3 for a category, the average is 3, not 2.5. Round up!

If you need assistance with scores input or have any questions, please contact me.

Thank you,

Liz

Grade 4



COUNTDOWN TO COMMON CORE ASSESSMENT

**English
Language
Arts**

**Smarter Balanced
Performance Tasks**



GUSD – Narrative Rubric, Grade 4

| | 4 (Above Grade Level) | 3 (At Grade Level) | 2 (Approaching Grade Level) | 1 (Below Grade Level) |
|---|--|--|---|---|
| <p align="center">Purpose</p> <p>CCSS*: ➤ W – 3a ➤ W – 4</p> | <ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • Purposefully orients the reader by skillfully establishing a vivid situation (real or imagined) and introducing characters and/or a narrator | <ul style="list-style-type: none"> • Responds to all parts of the prompt • Orients the reader by establishing a situation (real or imagined) and introducing characters and/or a narrator | <ul style="list-style-type: none"> • Responds to most parts of the prompt • Establishes a situation (real or imagined) and attempts to introduce characters and/or a narrator | <ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Fails to establish a situation (real or imagined) and does not introduce characters and/or a narrator in a relevant way |
| <p align="center">Organization</p> <p>CCSS: ➤ W – 3a ➤ W – 3c ➤ W – 3e ➤ W – 4</p> | <ul style="list-style-type: none"> • Coherently organizes a clear event sequence that unfolds naturally • Skillfully connects a variety of transitional words and phrases to manage the sequence of events • Provides a conclusion that clearly follows from the narrated experience or events | <ul style="list-style-type: none"> • Organizes a clear event sequence that unfolds naturally • Uses a variety of transitional words and phrases to manage the sequence of events • Provides a conclusion that follows from the narrated experience or events | <ul style="list-style-type: none"> • Organizes some sequencing but might confuse the reader • Uses some transitional words and phrases to manage the sequence of events. • Attempts a conclusion that may or may not follow the narrated experience or events | <ul style="list-style-type: none"> • Does not sequence narrative in a logical order • Uses few to no transitional words and phrases to manage the sequence of events. • Does not provide a discernible conclusion |
| <p align="center">Elaboration/ Details</p> <p>CCSS: ➤ W – 3b ➤ W – 3d</p> | <ul style="list-style-type: none"> • Uses creative descriptions of actions, thoughts, and feelings to develop experiences and events • Uses vivid dialogue to show the response of characters to situations • Uses concrete words and sensory details to make experiences and events come to life | <ul style="list-style-type: none"> • Uses descriptions of actions, thoughts, and feelings to develop experiences and events • Uses dialogue to show the response of characters to situations • Uses concrete words and sensory details to convey experiences and events precisely | <ul style="list-style-type: none"> • Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences /events • Uses dialogue to support plot • Attempts to use concrete words and sensory details to describe experiences and events | <ul style="list-style-type: none"> • Uses little to no description of actions, thoughts, or feelings to describe experiences /events • Does not use dialogue to support plot • Fails to to use concrete words or sensory details |
| <p align="center">Language</p> <p>CCSS: ➤ L – 1 ➤ L – 2</p> | <ul style="list-style-type: none"> • Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning • Utilizes precise and sophisticated word choice | <ul style="list-style-type: none"> • Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning • Utilizes strong and grade-level appropriate word choice | <ul style="list-style-type: none"> • Uses some repetitive yet correct sentence structure • Demonstrates some grade level appropriate conventions, but errors obscure meaning • Utilizes vague or basic word choice | <ul style="list-style-type: none"> • Does not demonstrate sentence mastery • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning • Utilizes incorrect and/or simplistic word choice |

*CCSS – Common Core State Standards alignment (“W” = Writing strand; “L”= Language strand)

CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (4th) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 5th grade standards were referenced.

The letter abbreviations are as follows:

CCSS = Common Core State Standards

W = Writing

L=Language

| Strand | 3rd | 4th | 5th |
|-----------------|--|--|--|
| Writing | <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> | <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. <p>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> | <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. <p>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> |
| Language | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> |

GUSD – Informational/Explanatory Text-Based Rubric, Grade 4

| | 4 (Above Grade Level) | 3 (At Grade Level) | 2 (Approaching Grade Level) | 1 (Below Grade Level) |
|--|---|---|---|--|
| Purpose CCSS*: ➤ RIT – 1 ➤ W – 2 | <ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • Demonstrates a strong understanding of topic/text(s) | <ul style="list-style-type: none"> • Responds to all parts of the prompt • Demonstrates an understanding of topic/text(s) | <ul style="list-style-type: none"> • Responds to most parts of the prompt • Demonstrates limited understanding of topic/text(s) | <ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Demonstrates little to no understanding of topic/text(s) |
| Organization CCSS: ➤ W – 2a ➤ W – 2c ➤ W – 2e ➤ W – 4 | <ul style="list-style-type: none"> • Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion • Logically groups related information into paragraphs or sections, including formatting • Uses linking words, phrases, and clauses skillfully to connect ideas within categories of information | <ul style="list-style-type: none"> • Organizes ideas and information into logical introductory, body, and concluding paragraphs • Groups related information into paragraphs or sections, including formatting (e.g., headings) • Uses linking words and phrases appropriately to connect ideas within categories of information | <ul style="list-style-type: none"> • Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion • Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive) • Attempts to use some simplistic linking words to connect ideas | <ul style="list-style-type: none"> • Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion • Does not group related information together • Uses no linking words |
| Evidence/Elaboration CCSS: ➤ RIT – 1 ➤ W – 2b ➤ W – 8 ➤ W – 9b | <ul style="list-style-type: none"> • Skillfully uses relevant and substantial text support from the resources with accuracy • Uses credible and varied sources • Develops the topic with well-integrated facts, definitions, concrete details, quotations, or other information and examples | <ul style="list-style-type: none"> • Uses relevant and sufficient text support from the resources with accuracy • Uses credible sources • Develops the topic with facts, definitions, concrete details, quotations, or other information and examples | <ul style="list-style-type: none"> • Uses mostly relevant text support but may lack sufficient evidence and/or accurate use • Uses mostly credible sources • Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples | <ul style="list-style-type: none"> • Does not use relevant or sufficient text support from the resources with accuracy • Uses few to no credible sources • Does not support opinion with facts, details, and/or reasons |
| Language CCSS: ➤ L – 1 ➤ L – 2 ➤ W – 2d | <ul style="list-style-type: none"> • Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance readability • Utilizes precise and domain-specific vocabulary accurately throughout student writing | <ul style="list-style-type: none"> • Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not interfere with the readability • Utilizes precise language and domain-specific vocabulary | <ul style="list-style-type: none"> • Uses some repetitive yet correct sentence structure • Demonstrates some grade level appropriate conventions, but errors may interfere with the readability • Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately | <ul style="list-style-type: none"> • Does not demonstrate sentence mastery • Demonstrates limited understanding of grade level conventions, and errors interfere with the readability • Does not utilize precise language or domain-specific vocabulary |

*CCSS – Common Core State Standards alignment (“W” = Writing strand; “RIT”= Reading – Informational Text; “L”= Language strand)

CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (4th) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 5th grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards W = Writing RIT= Reading – Informational Text L=Language

| Strand | 3rd | 4th | 5th |
|-------------------------------------|---|---|--|
| Writing | <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>e. Provide a concluding statement or section.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>9. Begins in 4th grade.</p> | <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> |
| Reading – Informational Text | <p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> | <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> |
| Language | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> |

GUSD – Opinion/Argument Rubric, Grade 4

| | 4 (Above Grade Level) | 3 (At Grade Level) | 2 (Approaching Grade Level) | 1 (Below Grade Level) |
|--|---|---|--|---|
| <p>Purpose</p> <p>CCSS*: ➤ W – 1a ➤ W – 1 b ➤ W - 4</p> | <ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • States an opinion that demonstrates an insightful understanding of topic/text | <ul style="list-style-type: none"> • Responds to all parts of the prompt • States an opinion that demonstrates an understanding of topic/text | <ul style="list-style-type: none"> • Responds to most parts of the prompt • States an opinion that demonstrates limited understanding of topic/text | <ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Does not state an opinion and/or demonstrates little to no understanding of topic/text |
| <p>Organization</p> <p>CCSS: ➤ W – 1a ➤ W – 1c ➤ W – 1d ➤ W – 4</p> | <ul style="list-style-type: none"> • Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion • Uses linking words, phrases, and clauses skillfully to connect reasons to opinion | <ul style="list-style-type: none"> • Organizes ideas and information into logical introductory, body, and concluding paragraphs • Uses linking words and phrases appropriately to connect reasons to opinion | <ul style="list-style-type: none"> • Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion • Uses some linking words and/or phrases to connect reasons to opinion but simplistically | <ul style="list-style-type: none"> • Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion • Uses no linking words or phrases |
| <p>Evidence/ Elaboration</p> <p>CCSS: ➤ RIT – 1 ➤ W – 1b ➤ W – 9b</p> | <ul style="list-style-type: none"> • Supports opinion skillfully with substantial and relevant facts, details, and/or reasons • Provides insightful explanation/analysis of how evidence supports opinion | <ul style="list-style-type: none"> • Supports opinion with relevant facts, details, and/or reasons • Provides clear explanation/analysis of how evidence supports opinion | <ul style="list-style-type: none"> • Supports opinion with minimal and/or irrelevant facts, details, and/or reasons • Provides some explanation/analysis of how evidence supports opinion | <ul style="list-style-type: none"> • Does not support opinion with facts, details, and/or reasons • Provides no or inaccurate explanation/analysis of how evidence supports opinion |
| <p>Language</p> <p>CCSS: ➤ L – 1 ➤ L – 2</p> | <ul style="list-style-type: none"> • Uses purposeful, correct, and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning • Uses precise and sophisticated academic and domain-specific vocabulary appropriate for the audience and purpose | <ul style="list-style-type: none"> • Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning • Uses academic and domain-specific vocabulary appropriate for the audience and purpose | <ul style="list-style-type: none"> • Uses some repetitive yet correct sentence structure • Demonstrates some grade level appropriate conventions, but errors obscure meaning • Uses limited academic and/or domain-specific vocabulary for the audience and purpose | <ul style="list-style-type: none"> • Does not demonstrate sentence mastery • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning • Uses no academic or domain-specific vocabulary |

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CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (4th) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 5th grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards W = Writing RIT= Reading – Informational Text L=Language

| Strand | 3rd | 4th | 5th |
|-------------------------------------|---|---|---|
| Writing | <ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. 9. Begins in 4th grade. | <ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. 4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | <ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. 4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| Reading – Informational Text | <ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | <ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | <ol style="list-style-type: none"> 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| Language | <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

Benchmark Writing Assessment Team Scoring

Trade and score each other's Benchmark Writing assessments using the grade level rubric and the scoring sheet.

Trade back samples and calibrate for a 4, 3, 2, 1 paper so there is some agreement on scoring. Record scores on the scoring sheet.

Discuss results and analyze for trends and patterns: What are areas of student strengths and what areas need more attention? Analyze for both writing content and writing conventions. Use the organizer below to record your team analysis.

| | |
|----------------------------------|---------------------------------|
| <p><u>Strengths:</u></p> | <p><u>Stretches:</u></p> |
| <p><u>Next steps:</u></p> | |

Name _____

Grade _____

Teacher _____

| Reader's Initials: | Score: |
|-----------------------------------|---------------|
| Reader 1 | |
| Reader 2 | |
| Final Score = Reader 1 + Reader 2 | |

Name _____

Grade _____

Teacher _____

| Reader's Initials: | Score: |
|-----------------------------------|---------------|
| Reader 1 | |
| Reader 2 | |
| Final Score = Reader 1 + Reader 2 | |

Countdown to Common Core Assessment: Smarter Balanced ELA Performance Tasks

Countdown to Common Core Assessment: Smarter Balanced ELA Performance Tasks is an integral part of a complete assessment program aligned to the Common Core State Standards.

Overview of Performance Tasks

The Smarter Balanced Assessment Consortium has developed a Performance Task assessment. Passages and stimulus texts reflect the increased text complexity and rigor required by the Common Core State Standards.

Types of Performance Tasks

The Performance Task assessment consists of one of three distinct tasks. They are:

- Informational
- Narrative
- Opinion

Each Performance Task assesses multiple claims, targets, and standards that address comprehension, research skills, genre writing, and the use of English language conventions. The stimulus texts and research questions in each task build toward the goal of the final writing topic. Students write across texts to demonstrate their understanding of key elements underpinning the multiple sources.

Item Types

All of the Performance Tasks employ a range of item types to measure student understanding. **Research Questions** include both selected-response and constructed-response items that test students' comprehension of the stimulus texts and help them to synthesize the information provided by the texts. Students then are directed to craft a written response to the texts and questions.

Administering and Scoring the Performance Tasks

For planning purposes, allow a maximum time of 105 minutes for completion of a Performance Task. Each task should be administered in two back-to-back sessions, with a short break between the sessions. During the first session, students will take 35 minutes to read the stimulus materials and answer the research questions. During the second session, students will use the remaining 70 minutes for planning, writing, and editing their responses.

NOTE: These tests are intended to familiarize students with the types of tasks they may encounter on the Smarter Balanced performance assessments. The test scores will provide you with a general idea of how well students have mastered the various tasks; the scores are *not* intended to be used for classroom grading purposes.

Answer Keys

In addition to the responses to the test items, the Answer Keys identify claims and targets met, CCSS correlations, Depth of Knowledge (DOK), and level of difficulty. You can copy the Answer Keys and use them to track each student's scores.

Narrative Performance Task 1

Student Directions

Task:

Your class is learning about folktales. Your teacher has asked you to write an original folktale. Before you write your story, you will read two folktales from different cultures. You will also read an informational article that tells about the characteristics of folktales.

After you have looked at these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully to gain the information you will need to answer the questions and write an original folktale.

In Part 2, you will write an original folktale using what you have learned from the two folktales and the informational article.

Directions for Part 1

You will now read two folktales and one article. You can look at any of the sources as often as you like.

Research Questions:

After looking at the folktales and the article, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about what you have learned about folktales, which should help you write your own folktale.

You may refer to the folktales and the article when you think it would be helpful. You may also look at your notes. Answer the questions in the space provided.

Part 1

Source #1

The Purse of One Hundred Coins

a Jewish folktale

There was once a merchant who lost a purse of 100 gold coins. The merchant announced, “I will give a reward to anyone who finds my lost purse!”

It just so happened that a beggar came upon the lost purse while walking along the market road. Looking inside, he saw that it had 100 gold pieces. When he stepped into the marketplace he heard the merchant crying, “A reward for my lost purse!”

The beggar was an honest man, and so he handed the purse to the merchant and kindly asked for his reward. The merchant scowled at the beggar and looked inside his purse.

“This purse had 200 gold pieces,” the merchant lied. “How dare you ask for a reward when you’ve already taken 100 pieces from it!”

The beggar was insulted by the merchant’s words and said that he was an honest man. He demanded to take the matter to the court. And so the judge listened first to the merchant and then to the beggar. At last, he said, “I believe you both. I believe that the merchant lost a purse that had 200 gold coins in it. And, I believe that the beggar found a purse that had 100 gold coins. Therefore, the beggar must not have found the merchant’s purse.”

The judge gave the purse to the truthful beggar, and the untruthful merchant left the court empty-handed.

Source #2

The Wild Goose

a folktale from China

There were once two hunters in a field who saw a fat goose. The first hunter said, “That goose will taste delicious roasted with potatoes and apples.” His mouth watered at the thought of it golden brown in the oven. Raising his bow and arrow, he aimed carefully at the bird flying above.

“Don’t be ridiculous!” the other hunter shouted suddenly. “That would be a waste of such a fine bird. Why, everyone knows that it should be cut up and mixed in a stew. It would last longer that way and be able to feed more people.”

The first hunter lowered his bow and arrow and argued with the other hunter for quite some time. Finally, they decided to go to their clan leader. “He will know what is best,” said the first hunter.

And so the hunters took their disagreement to the leader, who settled the discussion by telling the men to roast half of the goose and to cook the other half in a stew. This pleased both hunters, for they each had gotten what they wanted. The only problem was that when they returned to the same hunting spot, the goose had long since flown away!

Source #3

Characteristics of a Folktale

A folktale is a traditional story that has been passed down from generation to generation. It is a fictional story. However, sometimes it can also be considered part nonfiction. That is because folktales are based on the customs and beliefs of the cultures they come from. The people who originally made up the story truly believed in it. They may also have partly based the folktale on some real event.

Folktales usually explain something about the world or teach an important lesson about life. They often use everyday people to explain how to act or behave. Sometimes they have magical or supernatural elements, but these elements are not necessary.

Folktales take on the characteristics of the time and place in which they are told. For this reason, folktales may change through the years so that people in different time periods can understand them. Still, folktales always have universal themes that people around the world can understand.

Folktale Characteristics:

- Traditional stories that sometimes have modern updates
- Try to explain something about the world or teach an important lesson
- May have magical elements
- Relate to the beliefs and customs of a culture
- Have universal themes
- Help others understand the world around them

Research Questions

- 1** How are the “The Purse of One Hundred Coins” and “The Wild Goose” alike?
- (A)** Both follow the same pattern of events that include a conflict and resolution.
 - (B)** Both teach the same lesson about being honest to others.
 - (C)** Both present customs and beliefs from the same culture.
 - (D)** Both include some magical elements.
- 2** How do you know that the two stories you just read are folktales? Support your answer with details from the article and the folktales.

Name: _____ Date: _____

- 3** Explain how the two folktales and the informational article are all helpful for someone who must write an original folktale. Support your answer with details from the article and the folktales.

Directions for Part 2

You will now look at the two folktales and the informational article, take notes, and plan, draft, revise, and edit your original folktale. First read your assignment and the information about how your folktale will be scored. Then begin your work.

Your assignment:

The two stories you read are examples of typical folktales. Write your own folktale that is several paragraphs long and includes the characteristics of folktales that are discussed in the informational article and are shown in the stories you read. Make sure to include narrative elements such as dialogue, descriptions, characters, plot, setting, and a good ending. Develop your story completely.

REMEMBER: A well-written folktale:

- explains something about the world or teaches an important lesson
- relates to the beliefs and customs of a culture
- may include magic
- is well-organized and has a beginning, middle, and end
- uses transitions and a logical sequence of events
- uses details from the sources about folktales
- develops ideas fully
- uses clear language
- follows rules of writing (spelling, punctuation, and grammar)

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

1. plan your folktale
2. write your folktale
3. revise and edit the final draft of your folktale

For Part 2, you are being asked to write an original folktale that is several paragraphs long. Write your response on a separate sheet of paper. Remember to check your notes and your prewriting/planning as you write and then revise and edit your folktale.



Informational Performance Task 2

Student Directions

Task:

Your after-school music club is creating a newsletter about famous musicians in history. Each member must write an article about a different musician. You have decided to write about Ella Fitzgerald, a famous jazz singer. You do some research and find two articles that provide information about Ella Fitzgerald and her contributions to jazz music.

After you have looked at these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully to gain the information you will need to answer the questions and write an informational article.

In Part 2, you will write an informational article using information you have read.

Directions for Part 1

You will now look at two sources. You can look at either of the sources as often as you like.

Research Questions:

After looking at the sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read, which should help you write your informational article.

You may refer to the sources when you think it would be helpful. You may also look at your notes. Answer the questions in the space provided.

Part 1

Source #1

Just Stand There and Sing

The year was 1934. A shy teenager stood on the stage of the Apollo Theater in Harlem, a neighborhood of New York City. She was competing in a talent contest called Amateur Night. The crowd laughed at her and yelled, “Boo!” But then she opened her mouth and started to sing, and soon the crowd fell silent. As she finished the song, the audience burst into applause and demanded another song. That night she left the theater with the first-place prize.

That evening at the Apollo was the beginning of Ella Fitzgerald’s legendary career as a jazz singer. Amazingly, Ella did not even plan to sing that night. She had entered the contest as a dancer, but she felt she could not beat one of the dancing acts before her. So, at the last minute, she decided to sing instead.

Ella Jane Fitzgerald was born on April 25, 1917, in Newport News, Virginia. Early in her childhood, she moved with her mother, Tempie, and her stepfather to Yonkers, New York. Later, after Tempie’s death, Ella lived with her aunt, Virginia Williams, in Harlem. She had a tough time in Harlem. Her grades fell in school, and she got into a lot of trouble. There was little money to go around.

Amateur Night at the Apollo was the turning point in Ella’s life. She entered, and won, more singing contests. In 1935, she began singing with famous jazz drummer Chick Webb and his band. They often played at the Savoy Ballroom in Harlem. At the Savoy, large jazz bands played a type of music called swing, and people danced through the night. The Savoy was nicknamed “the home of happy feet.”

In 1938, when Ella was 21 years old, she recorded a song called “A-Tisket, A-Tasket.” This was the song that made her famous. The album sold a million copies, and the song was a number-one hit.

In 1939, Chick Webb died, and Ella took over as leader of his band. Her career took off. After a couple of years as bandleader, she became a solo artist. Over the next 50 years, Ella recorded more than 200 albums and toured around the world. She worked with just about every great jazz and pop artist

of her time: Louis Armstrong, Duke Ellington, Frank Sinatra, and many more. Ella also sang on television shows, such as *The Tonight Show* and *The Nat King Cole Show*.

Ella became a great performer, even though she was a shy, humble, and private person off the stage. “I know I’m no glamour girl,” she said, “and it’s not easy for me to get up in front of a crowd of people. It used to bother me a lot, but now . . . I just stand there and sing.”

Ella Fitzgerald was incredibly successful. She was the top female jazz singer in the United States for over half a century. She won 13 Grammy Awards, sold 40 million albums in her lifetime, and performed 26 times at New York’s world-famous Carnegie Hall. In 1987, President Ronald Reagan awarded her the National Medal of Arts.

In 1991, at Carnegie Hall, Ella gave her last concert. It was a special conclusion to a historic career. She sang perfectly her final night on stage, and the audience roared with appreciation. Five years later, in 1996, Ella died in her California home.

Source #2

Ella Lives On

It takes a lot of talent to earn the nickname the “First Lady of Song.” Jazz singer Ella Fitzgerald had all that talent and then some. It is impossible to measure the influence that Ella has had even after her death in 1996. She lives on in the memories and hearts of music lovers around the world.

Ella’s greatest legacy is her music. This is the gift she gave to the world. People still buy and listen to her recordings every day. She is a hero to countless singers. Ella’s music still wins over new jazz fans all the time.

In Newport News, Virginia, Ella’s hometown, people are making sure to remember her. The Ella Fitzgerald Theater opened there in 2008. In 2013, Newport News hosted its 15th annual Ella Fitzgerald Music Festival. This festival includes a show where various artists sing Ella’s music as a tribute to her.

In 2007, the United States Postal Service honored Ella in a different way. It made a special stamp with her face on it. That same year, a group of well-known singers released a disc called *We All Love Ella*.

Ella also lives on through the Ella Fitzgerald Charitable Foundation. She started this group before her death. It gives money to support children in need and to spread the love of music. When Ella was alive, she cared deeply about children from poor families. She once said, “It isn’t where you came from, it’s where you’re going that counts.”

Research Questions

- 1 Which information is found in both sources?
- (A) when Ella was discovered as a singer
 - (B) what town Ella was born in
 - (C) how Ella felt about singing in front of others
 - (D) why Ella sang with Chick Webb
- 2 During your review of the sources, you learn that Ella was well-loved by many people around the world. Provide at least one piece of evidence from each source to support this claim.

Name: _____ Date: _____

- 3 Which source does a better job of explaining Ella’s influence in jazz music? Provide three pieces of evidence from the source to support your answer.

Directions for Part 2

You will now look at your sources, take notes, and plan, draft, revise, and edit your article. First read your assignment and the information about how your informational article will be scored. Then begin your work.

Your assignment:

Your music club is putting together a newsletter about famous musicians of the past. Write an article that is several paragraphs long in which you explain why Ella Fitzgerald is important to the history of jazz. Your article will be read by the other students in your club and by parents. Make sure to have a main idea, to organize your article logically, and to support your main idea with details from the sources using your own words. Develop your ideas clearly.

REMEMBER: A well-written informational article:

- has a clear main idea
- is well-organized and stays on the topic
- has an introduction and conclusion
- uses transitions
- uses details from the sources to support the main idea
- develops ideas fully
- uses clear language
- follows rules of writing (spelling, punctuation, and grammar)

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

1. plan your article
2. write your article
3. revise and edit the final draft of your article

For Part 2, you are being asked to write an article that is several paragraphs long. Write your response on a separate sheet of paper. Remember to check your notes and your prewriting/planning as you write and then revise and edit your article.



Opinion Performance Task 2

Student Directions

Task:

Many students play sports after school. For some kids this is their favorite thing to do. But how do these sports affect how students do in school? Should students have to get good grades in order to be allowed to play sports in the first place?

For this task, you will be writing an opinion article related to the topic of getting good grades in order to play sports. Before you write your article, you will review three sources that provide an introduction to after-school sports and give two different viewpoints about whether good grades should be necessary to play sports.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully to gain the information you will need to answer the questions and write an article.

In Part 2, you will write an opinion article using information that you have read.

Directions for Part 1

You will now read several sources. You can look back at any of the sources as often as you like.

Research Questions:

After reading the sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information and ideas you have read, which should help you write your opinion article.

You may refer to the sources when you think it would be helpful. You may also look at your notes. Answer the questions in the space provided.

Part 1

Source #1

Kids and After-School Sports

After-school sports are a part of life for many students around the country. In elementary school, these sports could range from soccer to baseball and softball. Some schools offer football and basketball, too. The sports programs support the physical education that students receive at school.

Students practice their skills as a team. The practices may occur one or more days after school during the week. Students may put in one to four or five hours in practice time each week. They may also have games with other teams. Usually the practices are during the week and the games are on the weekends. The schedule is different for every school, though.

Many boys and girls enjoy being in after-school sports and look forward to their practices. The sports are good for them, too. Students remain active and learn to work together as a team. In fact, many students love the experience so much that they continue playing the sport through middle school and high school.

Although sports are a lot of fun, schoolwork should always come first in a student's life. Students should not spend less time on their homework and projects after school just because they are playing a sport. Parents need to make sure that they help students balance their schoolwork and their sport. Students should always continue to work hard on getting good grades.

After-school sports can be a lot of fun and are a good way to stay active. They also teach students how to work with others as a team. But students must remember that their education should always be more important than any sport they play after school.

Source #2

Grades Come First!

After-school sports are available at many elementary schools. Students love to join these sports to have fun and make new friends. But the sports can easily take up too much time in a student's life. There are practices up to a few times a week, and then there are games on weekends. Students also practice at home to improve their skills. All of this takes time away from more important things like studying for tests. For this reason, students must be required to get good grades in order to play a sport after school.

Schools were not created to train athletes. Their main goal is to educate. Schools that provide an optional sport should do so only if the student is able to handle schoolwork as well. The only way to know this is by looking at the student's grades. A student who is doing well and succeeding in all subject areas should be able to take on a sport after school. That student can likely handle the responsibility and manage his or her time so that schoolwork does not become less important. But if a student needs to improve scores in one or more subject areas, it does not make sense to allow that student to take time away from schoolwork by joining a sport. It would mean having less time to study due to all the practices and games.

Allowing any student to play an after-school sport regardless of grades suggests that schoolwork is not as important as sports. This is simply not true. Obviously, schools know that education is very important. That is why schools need to require good grades to play sports. This will help parents and students understand that learning comes first.

After-school sports should be viewed as a reward for working hard and succeeding in school. Students who want to play a sport must work to get the grades needed. This will motivate them to try harder in school. The hard work and dedication will then transfer to the sport. Once students are accepted into an after-school sport, they will already know what it is like to set a goal and achieve it. They will have learned lessons that they can apply to being a team player.

It may be difficult to turn down some students because their grades are not high enough; however, schools must remember that their most important goal is to teach kids. Using after-school sports as a reward for getting good grades will help schools achieve that goal. And along the way, kids will learn a lot more than just reading and writing.

Source #3

Sports Are Separate from School

Some schools have decided that students cannot play sports after school if they do not get good grades. This is unfair. Students should not be stopped from playing sports based on how well they can read, write, or do math. Schoolwork is most important for a student, but sports are not related to it.

This is a “hot topic” that people are talking about all over the country. They have different opinions. They have even done research that studies the relationship between getting good grades in school and playing a sport after school. One study found that playing a sport did not have a bad effect on a student’s grades. It found that playing a sport sometimes even caused a student to get better grades. This supports the idea that students should not have to get good grades to play.

“How can playing a sport improve my grades?” you may ask. The answer has to do with the ideas behind playing a sport. It teaches you to be responsible and to practice. You learn to set goals and work hard to achieve them. This type of self-discipline is helpful in the classroom, too. It can help you study harder and finish your homework even when you feel like doing something else. The coach of the team can help you push yourself to do better on and off the field.

Playing a sport also has other benefits. Sports help to keep students active and healthy. Students learn about teamwork, and they make new friends with the same interests. Sports also teach students to be responsible in all parts of their lives. Every student should be allowed to have these benefits, not just the students who get good grades.

Many schools have created policies related to after-school sports. They have decided that students must have a certain grade point average or they must score a certain number on tests to be able to play in a sport after school. This does not make sense. Students learn in different ways. Some students learn certain subjects more easily than other students. Is it fair to punish a student because he or she did not score a few points higher on a test? What kind of message does this send to students and their parents? These policies do not help students improve their grades. They only make students feel like they are not good enough.

GO ON →

The main problem with connecting good grades to sports, though, is that schools are deciding which students get to play and which do not. After-school sports should be open to everyone. Parents and families should decide whether a child can play a sport, not the school. Sports are fun activities that take place outside the classroom. They have nothing to do with what happens inside the classroom.

Research Questions

- 1** Which sentence from the first source supports the opinion of the second and third sources?
- A** Usually the practices are during the week and the games are on the weekends.
 - B** In fact, many students love the experience so much that they continue playing the sport through middle school and high school.
 - C** Although sports are a lot of fun, schoolwork should always come first in a student's life.
 - D** They also teach students how to work with others as a team.

- 2** Why does the author of the third source ask the reader questions? Explain how the author uses these questions to support the opinion in the source.

Name: _____ Date: _____

- 3 Which source supports the author’s opinion better: the second source or the third source? Explain why, supporting your answer with at least two details from the source.

Directions for Part 2

You will now look at your sources, take notes, and plan, draft, revise, and edit your article. First read your assignment and the information about how your opinion article will be scored. Then begin your work.

Your assignment:

Your school may soon start requiring that students get good grades in order to play sports after school. Write an article that is several paragraphs long for your school newspaper in which you give your opinion about this idea. Your article will be read by parents and the students and teachers in your school. Make sure to state your opinion clearly and to support your opinion with reasons from the sources using your own words. Develop your ideas clearly.

REMEMBER: A well-written opinion article:

- expresses a clear opinion
- is well-organized and stays on the topic
- has an introduction and conclusion
- uses transitions
- uses details from the sources to support the opinion
- develops ideas fully
- uses clear language
- follows rules of writing (spelling, punctuation, and grammar)

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

1. plan your article
2. write your article
3. revise and edit the final draft of your article

For Part 2, you are being asked to write an article that is several paragraphs long. Write your response on a separate sheet of paper. Remember to check your notes and your prewriting/planning as you write and then revise and edit your article.



| NARRATIVE PERFORMANCE TASK 1 ANSWER KEY | | | | | | |
|---|-----------|---|---|-----|------------|--------------------------------|
| Item | Answer | Claim #, Target # | CCSS | DOK | Difficulty | Score |
| 1 | A | Claim 1, Target 5 | W.4.2d, W.4.3a, W.4.3c, W.4.3d, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9 L.4.1, L.4.2, L.4.3a, L.4.3b, L.4.6 SL.4.1, SL.4.2, SL.4.3, SL.4.4 | 4 | Medium | /1 |
| 2 | See below | Claim 4, Target 2 | | | | /2 |
| 3 | See below | Claim 4, Target 4 | | | | /2 |
| Narrative | See below | Claim 2, Target 2 Claim 2, Target 8 Claim 2, Target 9 | | | | /4 [P/O] /4 [D/E] /2 [C] |
| Total Score | | | | | | /15 |

2 Responses should include the following key points:

- Both folktales have the following characteristics, as described in the informational article:
 - » They are traditional stories that reflect the customs and beliefs of specific cultures.
 - » They try to teach important lessons about life.
 - » They take on the characteristics of the time and place in which they are told.
 - » They have universal themes.

3 Responses might include the following key points:

- The article provides key characteristics that a folktale should have. These characteristics should be included in an original folktale.
- The two stories are examples of folktales with these key characteristics. They show how the reader can use the characteristics in the article to create a story.

Narrative A top response includes a multi-paragraph original folktale that:

- uses details, dialogue, and description to tell a story that has a beginning, middle, and end
- establishes setting, characters, and a plot consistent with characteristics of a folktale as identified in the source article
- relates ideas to tell a logical sequence of events
- expresses ideas clearly using sensory and/or figurative language as appropriate
- has command of conventions, including punctuation, capitalization, usage, grammar, and spelling

[See Narrative Performance Task Scoring Rubric]

INFORMATIONAL PERFORMANCE TASK 2 ANSWER KEY

| Item | Answer | Claim #, Target # | CCSS | DOK | Difficulty | Score |
|--------------------|-----------|---|---|-----|-----------------|--------------------------------|
| 1 | B | Claim 4, Target 2 | RI.4.1, RI.4.9 W.4.1a, W.4.1b, W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.2e, W.4.4, W.4.5, W.4.8, W.4.9 L.4.1, L.4.2, L.4.3 | 4 | Medium/ High | /1 |
| 2 | See below | Claim 4, Target 2 | | | | /2 |
| 3 | See below | Claim 4, Target 4 | | | | /2 |
| Article | See below | Claim 2, Target 4 Claim 2, Target 8 Claim 2, Target 9 | | | | /4 [P/O] /4 [E/E] /2 [C] |
| Total Score | | | | | | /15 |

2 Responses should include the following key points:

- Just Stand There and Sing:
 - » Ella was cheered on when she sang at the Apollo.
 - » Her song “A-Tisket, A-Tasket” became a number-one hit.
 - » She recorded hundreds of albums, toured around the world, and went on many television shows.
 - » She was the top female jazz singer in the United States for more than 50 years.
 - » She won 13 Grammy Awards and sold 40 million albums.
- Ella Lives On:
 - » She had the nickname the “First Lady of Song.”
 - » A group of well-known singers made the disc *We All Love Ella*.

3 Responses might include the following key points:

- Students should choose the second source, “Ella Lives On,” and list three of the following pieces of evidence:
 - » People still listen to her today, and she continues to gain new jazz fans.
 - » Countless singers consider her a hero.
 - » A theater was opened in her name, and it holds an annual festival to honor her.
 - » The USPS created a stamp with her face on it.
 - » In 2007 some well-known singers released a disc called *We All Love Ella*.

Article A top response includes a multi-paragraph informational article that:

- clearly describes how Ella Fitzgerald is important to the history of jazz
- uses details from the sources to support the main idea
- is well-organized and stays on the topic
- uses clear language to develop ideas fully
- has command of conventions, including punctuation, capitalization, usage, grammar, and spelling

[See Informational Performance Task Scoring Rubric]

OPINION PERFORMANCE TASK 2 ANSWER KEY

| Item | Answer | Claim #, Target # | CCSS | DOK | Difficulty | Score |
|--------------------|-----------|---|---|-----|-----------------|--------------------------------|
| 1 | C | Claim 4, Target 2 | RI.4.1, RI.4.9 W.4.1a, W.4.1b, W.4.1c, W.4.1d, W.4.2d, W.4.3d, W.4.4, W.4.5, W.4.8, W.4.9 L.4.1, L.4.2, L.4.3a, L.4.3b, L.4.6 | 4 | Medium/ High | /1 |
| 2 | See below | Claim 4, Target 2 | | | | /2 |
| 3 | See below | Claim 4, Target 4 | | | | /2 |
| Article | See below | Claim 2, Target 7 Claim 2, Target 8 Claim 2, Target 9 | | | | /4 [P/O] /4 [E/E] /2 [C] |
| Total Score | | | | | | /15 |

2 Responses should include the following key points:

- The author includes questions to get the reader to think about the problems related to requiring good grades to play a sport after school.
- The questions point out the problems with requiring good grades and how students feel punished by this system.

3 Responses should include the following key points:

- Student should choose one of the opinion articles as providing better support and describe why. Two supporting details should be included from the source, including possibly:
 - » Grades Come First!:
 - » Schools were not created to train athletes.
 - » Allowing students to play without having good grades incorrectly suggests that schoolwork is not important.
 - » After-school sports should be viewed as a reward.
 - » Sports Are Separate from School:
 - » Sports can improve grades.
 - » Sports are good for kids mentally and physically.
 - » Students learn in different ways.
 - » Students should not feel punished if they do not get good grades.
 - » Students and their families should decide if they play sports, not the school.

Article A top response includes a multi-paragraph opinion article that:

- clearly gives an opinion about whether good grades should be required to play sports after school
 - uses details from the sources to support the opinion
 - is well-organized and stays on the topic
 - uses clear language to express ideas effectively
 - has command of conventions, including punctuation, capitalization, usage, grammar, and spelling
- [See Opinion Performance Task Scoring Rubric]