COMMON CORE ASSESSMENT COMPARISON FOR ELA/LITERACY

GRADE 11

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Introduction

The purpose of this document is to illustrate the expectations of the next generation ELA Common Core State Standards (CCSS) assessment. The samples provided are designed to help educators think about **content and the instructional shifts**, not to show exactly how the next generation assessment will look.

For reading, examples of both literary and informational texts with associated items are presented. Text complexity worksheets and rubrics are included to show how the grade-level designation for each text was determined. For further information on text complexity see CCSS Appendix A and/or Text Complexity and the Common Core State Standards.

Some of the associated items are released from Smarter Balanced while others were developed based on the standards for the grade, adhering to the specifications of the released item types for the next-generation assessments.

In addition to reading, writing, listening, and research will be included in the next-generation assessment and should be an integral part of classroom instruction. Examples of assessment items for these areas are also included to provide guidance for teachers in their transition to the CCSS.

How to Use Various Aspects of this Document:

Texts

- Review texts and their text-complexity worksheets to help guide text choices and ensure students are exposed to equally complex, diverse texts.

ELA Items and Tasks

- Analyze the way standards are conceptualized in each item or task.

- Identify the instructional shifts that need to occur to prepare students to address these more rigorous demands. Develop a plan to implement the necessary instructional changes.

- Analyze the reading and listening comprehension required and the marshaling of evidence from single and multiple sources called for in the constructed response items. Begin to mirror this in the items and tasks crafted for classroom instruction.

- Increase student writing from sources across the content areas.

- Understand that the sample items and tasks do not represent a mini-version of the next-generation assessment.

Your feedback is welcome. Please do not hesitate to contact Carolyn Lazar at carolyn.lazar@doe.k12.de.us or Denise Weiner at denise.weiner@doe.k12.de.us with suggestions, questions, and/or concerns.

R EADING

Common Core Standards for Reading

Reading Standards for Literature	
Key Ideas and Details	**11RL1** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
	11RL2 – Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
	11RL3 – Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	**11RL4** – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
	11RL5 – Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
	11RL6 – Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	**11RL7** – Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
	11RL8 – (Not applicable to literature)
	11RL9 – Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	**11RL10** – By the end of grade 11, read and comprehend literature, including stories, dramas, and poems. In the grades 11 CCR text complexity band proficiently, with scaffolding as needed by the high end of the range.

Reading Standards for Informational Text	
Key Ideas and Details	**11RI1** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
	11RI2 – Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
	11RI3 – Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure	**11RI4** – Determine the meaning of words or phrases as they are used in text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
	11RI5 – Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
	11RI6 – Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Integration of Knowledge and Ideas	**11RI7** – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
	11RI8 – Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
	11RI9 – Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
Range of Reading and Level of Text Complexity	**11RI10** – By the end of grade 11, read and comprehend literary nonfiction in grade 11 CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Literacy in History/Social Studies

Key Ideas and Details	**11-12RH/SS1** – Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
	11-12RH/SS2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
	11-12RH/SS3 – Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure	**11-12RH/SS4** – Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in *Federalist* No. 10).
	11-1 RH/SS5 – Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
	11-12RH/SS6 – Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Integration of Knowledge and Ideas	**11-12RH/SS7** – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
	11-12RH/SS8 – Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
	11-12RH/SS9 – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range of Reading and Level of Text Complexity	**11-12 RH/SS10** – By the end of grade 12, read and comprehend history/social studies texts in the grade 11-CCR text complexity band individually and proficiently.

Reading Standards for Literacy in Science and Technical Subjects	
Key Ideas and Details	**11-12RS/TS1** – Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
	11-12RS/TS2 – Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
	11-12RS/TS3 – Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure	**11-12RS/TS4** – Determine the symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context *relevant to grades 11-12 texts and topics.*
	11-12RS/TS5 – Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
	11-12RS/TS6 – Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Integration of Knowledge and Ideas	**11-12RS/TS7** – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
	11-12RS/TS8 – Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
	11-12RS/TS9 – Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Range of Reading and Level of Text Complexity	**11-12RS/TS10** – By the end of grade 12, read and comprehend science/technical texts in the grade 11-CCR text complexity band individually and proficiently.

Common Core Literary Text – Excerpt from
The Hound of the Baskervilles
by Sir Conan Doyle

The excerpt begins shortly after the death of Sir Charles Baskerville, the owner of a grand estate called Baskerville Hall. Baskerville's friend, Dr. Mortimer, has just asked Detective Sherlock Holmes to investigate the mysterious circumstances surrounding Baskerville's death.

Dr. Mortimer refolded his paper and replaced it in his pocket. "Those are the public facts, Mr. Holmes, in connection with the death of Sir Charles Baskerville."

"I must thank you," said Sherlock Holmes, "for calling my attention to a case which certainly presents some features of interest. I had observed some newspaper comment at the time, but I was exceedingly preoccupied by that little affair of the Vatican cameos, and in my anxiety to oblige the Pope I lost touch with several interesting English cases. This article, you say, contains all the public facts?"

"It does."

"Then let me have the private ones." He leaned back, put his finger-tips together, and assumed his most impassive and judicial expression.

"In doing so," said Dr. Mortimer, who had begun to show signs of some strong emotion, "I am telling that which I have not confided to anyone. My motive for withholding it from the coroner's inquiry is that a man of science shrinks from placing himself in the public position of seeming to endorse a popular superstition. I had the further motive that Baskerville Hall, as the paper says, would certainly remain untenanted if anything were done to increase its already rather grim reputation. For both these reasons I thought that I was justified in telling rather less than I knew, since no practical good could result from it, but with you there is no reason why I should not be perfectly frank.

The moor is very sparsely inhabited, and those who live near each other are thrown very much together. For this reason I saw a good deal of Sir Charles Baskerville. With the exception of Mr. Frankland, of Lafter Hall, and Mr. Stapleton, the naturalist, there are no other men of education within many miles. Sir Charles was a retiring man, but the chance of his illness brought us together, and a community of interests in science kept us so. He had brought back much scientific information from South Africa, and many a charming evening we have spent together discussing the comparative anatomy of the Bushman and the Hottentot.

Within the last few months it became increasingly plain to me that Sir Charles's nervous system was strained to the breaking point. He had taken this legend which I have read you exceedingly to heart—so much so that, although he would walk in his own grounds, nothing would induce him to go out upon the moor at night. Incredible as it may appear to you, Mr. Holmes, he was honestly convinced that a dreadful fate overhung his family, and certainly the records which he was able to give of his ancestors were not encouraging. The idea of some ghastly presence constantly haunted him, and on more

than one occasion he has asked me whether I had on my medical journeys at night ever seen any strange creature or heard the baying of a hound. The latter question he put to me several times, and always with a voice which vibrated with excitement.

I can well remember driving up to his house in the evening some three weeks before the fatal event. He chanced to be at his hall door. I had descended from my gig and was standing in front of him, when I saw his eyes fix themselves over my shoulder and stare past me with an expression of the most dreadful horror. I whisked round and had just time to catch a glimpse of something which I took to be a large black calf passing at the head of the drive. So excited and alarmed was he that I was compelled to go down to the spot where the animal had been and look around for it. It was gone, however, and the incident appeared to make the worst impression upon his mind. I stayed with him all the evening, and it was on that occasion, to explain the emotion which he had shown, that he confided to my keeping that narrative which I read to you when first I came. I mention this small episode because it assumes some importance in view of the tragedy which followed, but I was convinced at the time that the matter was entirely trivial and that his excitement had no justification.

It was at my advice that Sir Charles was about to go to London. His heart was, I knew, affected, and the constant anxiety in which he lived, however <u>chimerical</u> the cause of it might be, was evidently having a serious effect upon his health. I thought that a few months among the distractions of town would send him back a new man. Mr. Stapleton, a mutual friend who was much concerned at his state of health, was of the same opinion. At the last instant came this terrible catastrophe.

On the night of Sir Charles's death Barrymore the butler, who made the discovery, sent Perkins the groom on horseback to me, and as I was sitting up late I was able to reach Baskerville Hall within an hour of the event. I checked and corroborated all the facts which were mentioned at the inquest. I followed the footsteps down the yew alley, I saw the spot at the moor-gate where he seemed to have waited, I remarked the change in the shape of the prints after that point, I noted that there were no other footsteps save those of Barrymore on the soft gravel, and finally I carefully examined the body, which had not been touched until my arrival. Sir Charles lay on his face, his arms out, his fingers dug into the ground, and his features convulsed with some strong emotion to such an extent that I could hardly have sworn to his identity. There was certainly no physical injury of any kind. But one false statement was made by Barrymore at the inquest. He said that there were no traces upon the ground round the body. He did not observe any. But I did—some little distance off, but fresh and clear."

"Footprints?"

"Footprints."

"A man's or a woman's?"

Dr. Mortimer looked strangely at us for an instant, and his voice sank almost to a whisper as he answered.

"Mr. Holmes, they were the footprints of a gigantic hound!"

Smarter Balanced-released passage

Acknowledgement: http://www.gutenberg.org/files/2852/2852-h/2852-h.htm

Text Complexity: Qualitative Measures Rubric – Literary Text

Text Title_____   Text Author_____

QUALITATIVE	Very Complex ◄			Slightly Complex
MEANING	o **Meaning:** Several levels/layers and competing elements of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text	o **Meaning:** Several levels/layers of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text	o **Meaning:** More than one level/layer of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety	o **Meaning:** One level/layer of meaning; theme is obvious and revealed early in the text.
TEXT STRUCTURE	o **Narration:** Complex and/or unconventional; many shifts in point of view and/or perspective o **Order of Events:** Not in chronological order; heavy use of flashback o **Use of Graphics:** If used, minimal illustrations that support the text	o **Narration:** Some complexities and/or unconventionality; occasional shifts in point of view and/or perspective o **Order of Events:** Several major shifts in time, use of flashback o **Use of Graphics:** If used, a few illustrations that support the text	o **Narration:** Largely simple and/or conventional; few, if any, shifts in point of view and/or perspective o **Order of Events:** Occasional use of flashback, no major shifts in time o **Use of Graphics:** If used, a range of illustrations that support selected parts of the text	o **Narration:** Simple and conventional; no shifts in point of view or perspective o **Order of Events:** Strictly chronological o **Use of Graphics:** If used, extensive illustrations that directly support and assist in interpreting the written text
LANGUAGE FEATURES	o **Conventionality**: Dense and complex; contains abstract, ironic, and/or figurative language o **Vocabulary:** Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading o **Sentence Structure:** Mainly complex sentences often containing multiple concepts	o **Conventionality**: Complex; contains some abstract, ironic, and/or figurative language o **Vocabulary:** Some use of unfamiliar, archaic, subject-specific, or overly academic language o **Sentence Structure:** Many complex sentences with several subordinate phrases or clauses and transition words	o **Conventionality**: Largely explicit and easy to understand with some occasions for more complex meaning o **Vocabulary:** Mostly contemporary, familiar, conversational language; rarely unfamiliar or overly academic language o **Sentence Structure:** Simple and compound sentences, with some more complex constructions	o **Conventionality**: Explicit, literal, straightforward, easy to understand o **Vocabulary:** Contemporary, familiar, conversational language o **Sentence Structure:** Mainly simple sentences
KNOWLEDGE DEMANDS	o **Life Experiences:** Explores many complex and sophisticated themes; experiences are distinctly different from the common reader o **Intertextuality and Cultural Knowledge:** Many references or allusions to other texts or cultural elements o **Subject Matter Knowledge:** requires extensive, perhaps specialized prior content knowledge	o **Life Experiences:** Explores many themes of varying layers of complexity; experiences portrayed are uncommon to most readers o **Intertextuality and Cultural Knowledge:** Some references or allusions to other texts or cultural elements o **Subject Matter Knowledge:** requires moderate amount of prior content knowledge	o **Life Experiences:** Explores few themes; experiences portrayed are common to many readers o **Intertextuality and Cultural Knowledge:** Few references or allusions to other texts or cultural elements o **Subject Matter Knowledge:** requires some prior content knowledge	o **Life Experiences:** Explores a single theme; experiences portrayed are everyday and common to most readers o **Intertextuality and Cultural Knowledge:** No references or allusions to other texts or cultural elements o **Subject Matter Knowledge:** requires only everyday content knowledge

Developed by Matt Copeland, Kansas State Department of Education

Questions to Consider in Planning for Instructional Scaffolding of Literary Text:

Meaning:

- Would spending time helping students to understand the multiple layers/levels of meaning present in the text be appropriate?
- Will students know in advance what they are expected to do with the information they gain from reading this text (i.e., summarize, gather and apply details, analyze, synthesize, create)?

Text Structure:

- Would graphic organizers or other aids be appropriate in making the structure of the text visible to students?
- Would a partial plotline, cast of characters, or some other text-based aid be appropriate in deciphering the structure of the text?
- Would previewing and discussing the graphics included with the text prior to reading be appropriate?

Language Features:

- Would a review of figurative, abstract, or ironic language and a modeling of how that type of language might be interpreted be appropriate?
- Would glossing certain vocabulary (particularly multiple meaning words that extend across other subject matter content areas, i.e. Tier 2 words) prior to reading be appropriate?

Knowledge Demands:

- What background knowledge needs to be introduced (or re-introduced) to facilitate reading success that will not supplant the actual information gained from the reading experience?
- What explicit references and/or allusions to other texts might require additional resources/opportunities for students to explore?

General:

- In what ways might collaborative groupings of students during the reading process be appropriate?

Worksheet: Text Complexity Analysis

Title	Author	Text Description
The Hound of the Baskervilles	Arthur Conan Doyle	An excerpt from the classic novel.

Recommended Placement for Assessment: Grade 11

The quantitative measures suggest a higher placement for this text than the qualitative measures do. While this is a challenging read, it also has some engaging features, which will make the text more accessible. It is also a fairly traditional/predictable narrative. Based on these sets of measures, this passage is recommended for assessment at grade 11.

Qualitative Measures

Meaning/Purpose:

Very complex: There is really one level of meaning, but understanding the significance of details is a somewhat sophisticated task that requires some work by the reader.

Text Structure:

Moderately complex: The passage follows a fairly standard narrative arc, though the fact that it is an excerpt adds to the complexity.

Language Features:

Very complex: The language will be unfamiliar, and there are nuances in the use of words that are subtle and affect understanding (e.g., "then let me have the private ones"). The majority of sentences are complex.

Knowledge Demands:

Very complex: The integration of the story with a legend is complex. Students must draw conclusions on their own, and accept some ambiguity of text.

Quantitative Measures

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

Grade 9-10 1050L-1335L

Grade 11-CCR 1185L-1385L

Lexile or Other Quantitative Measure of the Text:

Lexile: 1240L
Flesch-Kincaid: 9.5
Word Count: 1041

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.

Common Core Literary Items – Excerpt from
The Hound of the Baskervilles

Standard: 11RL1 and 11RL3

1. In the passage, Dr. Mortimer speaks several times of a legend surrounding the Baskerville family. Explain how the reader can tell that the legend suggests that a frightening hound haunts the family. Support your answer using details from the text.

Scoring Rubric

Score	
2	A response ▪ Gives sufficient evidence of the ability to cite explicit textual evidence to support inferences ▪ Includes specific inferences that make clear reference to the text ▪ Adequately supports the inferences with clearly relevant details from the text
1	A response ▪ Gives limited evidence of the ability to cite explicit textual evidence to support inferences ▪ Includes some inference that makes reference to the text ▪ Supports the inferences with limited details the text
0	A response gets no credit if it provides no evidence of the ability to cite explicit textual evidence to support inferences and includes no relevant information from the text.

Scoring Notes

Score	Sample Responses
2	Sir Charles thought "a dreadful fate overhung his family." He must have believed in the legend of a hound haunting the family, because he asked Dr. Mortimer if he had seen or heard a hound. Dr. Mortimer saw a mysterious large animal while visiting sir Charles. The ending suggests that a hound had been at the scene.
1	The ending shows that there is a hound that haunts the family. It was a "false statement" that there were "no traces upon the ground round the body."
0	A hound haunting the family is only a legend.
Notes	The response may include but is not limited to: Sir Charles believed the legend and thought "a dreadful fate overhung his family." He asked Dr. Mortimer if he had seen or heard a hound. Dr. Mortimer saw a mysterious large animal while visiting sir Charles. The ending suggests that the legend is about a hound haunting the family. It was a "false statement" that there were "no traces upon the ground round the body."

Smarter Balanced-released item, rubric, and scoring notes

Common Core Literary Items – Excerpt from *The Hound of the Baskervilles*

Standard: 11RL3

2. Reread this sentence from the excerpt.

"I had observed some newspaper comment at the time, but I was exceeding preoccupied by that little affair of the Vatican cameos, and in my anxiety to oblige the Pope I lost touch with several interesting English cases."

Explain why the author has Holmes make this comment. Use evidence from the text in your explanation.

Scoring Rubric

Score	
2	The response: ▪ gives sufficient evidence of the ability to apply reasoning and a range of textual evidence to justify inferences or judgments ▪ includes specific inferences that make clear reference to the text ▪ adequately supports the inference with clearly relevant details from the text
1	The response: ▪ gives limited evidence of the ability to apply reasoning and a range of textual evidence to justify inferences or judgments ▪ includes some inferences that make reference to the text ▪ supports the inference with limited details from the text
0	A response gets no credit if it provides no evidence of the ability to apply reasoning and a range of textual evidence to justify inferences or judgments and includes no relevant information from the text.
Exemplar	The author most likely has Holmes make this comment to establish his credibility and stature as a detective to Holmes' new client and to the reader. Solving a case at the bequest of the Pope is a considerable honor. It also displays Holmes' confident and commanding air.

Rubric based on Smarter Balanced-released rubric

Common Core Literary Items – Excerpt from *The Hound of the Baskervilles*

This alternate to item 2 is provided to illustrate the highlighting format.

Standard: 11RL1

Reread these paragraphs from the text.

___

Dr. Mortimer refolded his paper and replaced it in his pocket. "Those are the public facts, Mr. Holmes, in connection with the death of Sir Charles Baskerville."

"I must thank you," said Sherlock Holmes, "for calling my attention to a case which certainly presents some features of interest. I had observed some newspaper comment at the time, but I was exceedingly preoccupied by that little affair of the Vatican cameos, and in my anxiety to oblige the Pope I lost touch with several interesting English cases. This article, you say, contains all the public facts?"

"It does."

"Then let me have the private ones." He leaned back, put his finger-tips together, and assumed his most impassive and judicial expression.

"In doing so," said Dr. Mortimer, who had begun to show signs of some strong emotion, "I am telling that which I have not confided to anyone. My motive for withholding it from the coroner's inquiry is that a man of science shrinks from placing himself in the public position of seeming to endorse a popular superstition. I had the further motive that Baskerville Hall, as the paper says, would certainly remain untenanted if anything were done to increase its already rather grim reputation. For both these reasons I thought that I was justified in telling rather less than I knew, since no practical good could result from it, but with you there is no reason why I should not be perfectly frank."

___

Highlight the sentence that establishes Holmes' credibility and stature as a detective.

> **Key:** "I had observed some newspaper comment at the time, but I was exceedingly preoccupied by that little affair of the Vatican cameos, and in my anxiety to oblige the Pope I lost touch with several interesting English cases."

Common Core Literary Items – Excerpt from *The Hound of the Baskervilles*

Standard: 11RL4

3. Reread this this sentence from paragraph 9 from the text.

"His heart was, I knew, affected, and the constant anxiety in which he lived, however <u>chimerical</u> the cause of it might be, was evidently having a serious effect upon his health."

Using clues from the text, what is the meaning of <u>chimerical</u> as it is used in this paragraph?

    a. Existing as a product of prolonged isolation

    b. Existing as a product of overwork and ambition

    c. Existing as a product of uncertainty and concern

    d. Existing as a product of unchecked imagination

    Key: d

Standard 11RL3

4. Explain how Mortimer impacts the development of the plot. Use evidence from the text in your explanation.

Common Core Literary Items – Excerpt from *The Hound of the Baskervilles*

Scoring Rubric

Score	
2	The response: ▪ gives sufficient evidence of the ability to apply reasoning and a range of textual evidence to justify inferences or judgments ▪ includes specific inferences that make clear reference to the text ▪ adequately supports the inference with clearly relevant details from the text
1	The response: ▪ gives limited evidence of the ability to apply reasoning and a range of textual evidence to justify inferences or judgments ▪ includes some inferences that make reference to the text ▪ supports the inference with limited details from the text
0	A response gets no credit if it provides no evidence of the ability to apply reasoning and a range of textual evidence to justify inferences or judgments and includes no relevant information from the text.
Exemplar	The author created Mortimer as a character who prides himself on being a "man of science" whose interest in science fueled his friendship with Sir Charles. He seeks Holmes' help because there is some mystery surrounding the death of Sir Charles which he confesses he concealed at the inquest—something that would fuel speculation about the legend. As he relates the facts, his struggle to reconcile his friend's fear (despite also being an educated man of science) and death, and what he discovered is apparent and contributes to the suspense. With the shocking revelation of "…they were the footprints of a gigantic hound!" he has set up the mystery for Holmes to unravel.

Rubric based on Smarter Balanced-released rubric

This alternate to item 4 is provided to illustrate how this standard might be addressed in a selected response format.

Standard: 11RL3

How does Mortimer impact the development of the plot?
- a. He sets up the mystery for Homes to unravel.
- b. He questions the sanity of the victim to interest Holmes.
- c. He shares the public facts of the case since Homes missed them.
- d. He provides added insight into the characters for Homes to consider.

Key: a

Common Core Literary Items – Excerpt from *The Hound of the Baskervilles*

Standard 11RL3

5. At the beginning of the excerpt, Holmes tells Mortimer, "Then let me have the private ones." Explain what this statement reveals. Use evidence from the text to support your explanation.

Scoring Rubric

Score	
2	The response: ▪ gives sufficient evidence of the ability to apply reasoning and a range of textual evidence to justify inferences or judgments ▪ includes specific inferences that make clear reference to the text ▪ adequately supports the inference with clearly relevant details from the text
1	The response: ▪ gives limited evidence of the ability to apply reasoning and a range of textual evidence to justify inferences or judgments ▪ includes some inferences that make reference to the text ▪ supports the inference with limited details from the text
0	A response gets no credit if it provides no evidence of the ability to apply reasoning and a range of textual evidence to justify inferences or judgments and includes no relevant information from the text.
Exemplar	At the beginning of the excerpt, Holmes tells Mortimer, "Then let me have the private ones." It reveals that Holmes is perceptive enough to discern that Mortimer has additional information that will provide insight into the case. He knows that it is of a sensitive nature since Mortimer did not share it with the police or the coroner and that's why he is seeking Holmes out. It also gets to the notion that public facts and private ones are often (if not always) different. The key to solving the case, will no doubt, rely on the private facts. What was behind the incapacitating fear that haunted Dr. Charles and the cause of his death?

Rubric based on Smarter Balanced-released rubric

Common Core Informational Text – "Estuaries"

Estuaries are areas of water and shoreline typically found where rivers meet the ocean. Many different types of plant and animal communities call estuaries home because their waters are brackish—a mixture of fresh water draining from the land and salty seawater. This unique combination of salt and fresh water creates a variety of habitats for the plants and animals to live in. Some common estuarine habitats are: oyster reefs, kelp forests, rocky and soft shorelines, submerged aquatic vegetation, coastal marshes, mangroves, deepwater swamps, and riverine forests. With so many places to live and so many niches to fill it is no wonder why estuaries are some of the most productive ecosystems in the world.

Importance of Estuaries

Estuaries are very important to the lives of many animal species. They are often called the "nurseries of the sea" because numerous animal species rely on estuaries for nesting and breeding. Most of the fish and shellfish eaten in the United States, including salmon, herring, and oysters, complete at least part of their life cycles in estuaries. Besides being a source for food, humans also rely on estuaries for recreation, jobs, and even our homes. Of the 32 largest cities in the world, 22 are located on estuaries. This can be both a good and a bad thing. Estuaries filter out sediments and pollutants from rivers and streams before they flow into the ocean, providing cleaner waters for humans and marine life. However, coastal development, introduction of invasive species, over fishing, dams, and global climate change have led to a decline in the health of estuaries, making them one of the most threatened ecosystems on Earth.

Estuary Stewardship

Ensuring the health of our estuaries is vital to the survival of the plant and animal communities that call them home and the humans that depend on them for their way of life. To preserve our estuaries, the National Estuarine Research Reserve System was established to protect more than 1.3 million acres of estuarine habitat for long-term research, monitoring, education, and stewardship throughout the coastal United States. However, you can also help protect estuaries at your home by planting native plants, using fertilizers sparingly, and cleaning up after your pets.

Principle 1: Estuaries are interconnected with the world ocean and with major systems and cycles on Earth.

Concepts:
- Estuaries are part of important biological, chemical and physical cycles such as food webs, nutrient cycles, and hydrologic cycles. For example, estuarine salt marshes can sequester carbon and filter out toxic substances or nutrients from groundwater.
- Estuarine ecosystems are affected by changes in global systems and cycles such as climate and weather cycles. For example, sea level rise can inundate salt marshes, reducing the habitat available for resident species and eliminating the flood protection important to upland areas.
- Estuaries form an interface linking watersheds and oceans, and receive groundwater and surface water from their entire watersheds. Estuaries are affected by air quality and precipitation from far beyond watershed boundaries.

Principle 2: Estuaries are dynamic ecosystems with tremendous variability within and between them in physical, chemical, and biological components.

Concepts:
- Estuaries have various geologic origins and morphology.
- Estuaries can change slowly over hundreds to thousands of years. For example, they are transformed by changes in sea level, precipitation and vegetation patterns within their watershed, and sediment movement.
- Estuaries can also change quickly, within hours or days. They are constantly shaped by water flowing from uplands as well as tidal cycles moving and mixing of fresh and salt water within the estuary. They can be dramatically changed by single, severe events such as a hurricane or the building of a levee.
- The <u>dynamic nature</u> of estuarine processes presents a challenge to the organisms living there. Organisms that reside in estuaries are adapted to the rhythm of change. For example, tides can change local sea level by several feet each day, leaving sessile organisms alternately inundated with water or exposed to air.

Principle 3: Estuaries support an abundance of life, and a diversity of habitat types.

Concepts:
- Estuaries provide vital nursery and spawning grounds for numerous fish and invertebrates, including a significant proportion of commercially harvested species.
- Estuaries incorporate diverse habitat types. Oyster reefs, salt marshes, mangroves, mud flats, and freshwater tidal marshes can be found in estuaries.
- Estuarine plant and animal species have specialized physical, biological, and behavioral adaptations which allow them to survive in the ever-changing estuarine environment. For example, some plants that grow in salt marshes can excrete excess salt through their leaves.

- Estuaries provide a rich food source for a wide variety of organisms.

Principle 4: Ongoing research and monitoring is needed to increase our understanding of estuaries and to improve our ability to protect and sustain them.

Concepts:

- Through research and monitoring in the National Estuarine Research Reserve System and elsewhere, humans gather scientific data in estuaries that allows us to better understand estuarine processes and to track changes in estuaries. For example, the System Wide Monitoring Program allows scientists to track short-term variability and long-term change.
- Technology plays an important role in how estuarine data is collected, analyzed, and interpreted. Technological innovations have led to increased understanding of estuaries. Technology such as dataloggers, sampling equipment, and remote sensing can provide data which can help people identify the cause of degraded water quality and verify the recovery of a restored system.
- Estuarine research is interdisciplinary. The expertise of many different specialists (e.g., meteorologists, sociologists, geologists, biologists, chemists, economists, computer scientists, engineers, and community planners) is required to study and to understand estuaries.
- Since estuaries incorporate many interacting factors and conditions, research investigations must be carefully designed and results must be considered in context.

Principle 5: Humans, even those living far from the coast, rely on goods and services supplied by estuaries.

Concepts:

- Estuaries provide social services and cultural value to humans. Millions of people use estuaries for recreational activities such as fishing, bird watching, and boating. Estuaries are also a source of inspiration, rejuvenation, and discovery. Estuaries have played an important role in determining the lifestyle and culture of different human populations over time.
- Estuaries provide flood protection to human communities. Coastal wetlands absorb and slowly release water from storms, mitigating storm surge, and preventing floods.
- Estuaries provide significant economic value to humans. Many species of fish, crabs, and shellfish which live in estuaries for part or all of their lives provide essential food for humans.

Principle 6: Human activities can impact estuaries by degrading water quality or altering habitats; therefore, we are responsible for making decisions to protect and maintain the health of estuaries.

Concepts:

- Human activities within an estuary system, its watershed, and in distant areas impact the biological, chemical, and physical components of estuaries. In particular, land use changes within an estuary's watershed can change erosion and subsequent sedimentation rates within the estuary, affecting water clarity or bottom substrate.

- The quantity and quality of goods and services provided by estuaries to humans is dependent on the good health of estuarine ecosystems. Real estate values can decline in areas near overenriched or eutrophic estuaries.

- Humans can use their understanding of estuaries to make informed decisions on how to best protect and manage estuaries, while still allowing for the enjoyment of estuaries. For example, when a city on an estuary improves its wastewater treatment, eliminating sewage outfalls, the water quality in the estuary improves.

- Organizations like the National Estuarine Research Reserve System (NERRS), federal agencies, state and local governments, nonprofit organizations, and educational institutions, work together to protect estuaries. Estuarine protection and restoration can be implemented via governmental regulations, community education, citizen engagement, and stewardship.

- Actions that will help improve and maintain estuary health include energy conservation, water conservation, habitat protection and restoration, proper wastewater treatment, and education about estuaries.

Smarter Balanced-released passage

Acknowledgement:

Site: http://estuaries.noaa.gov/Teachers/Default.aspx?ID=180, http://www.education.noaa.gov/Marine Life/Life in An Estuary.html

Source: NOAA, Date: Oct. 2001, Feb. 2011

Delaware Department of Education

Text Complexity: Qualitative Measures Rubric – Informational Text

Text Title_____ Text Author_____

QUALITATIVE	Very Complex ◄			─ Slightly Complex
PURPOSE	o **Purpose:** Subtle, implied, difficult to determine; intricate, theoretical elements	o **Purpose:** Implied, but fairly easy to infer; more theoretical than concrete	o **Purpose:** Implied, but easy to identify based upon context or source	o **Purpose:** Explicitly stated; clear, concrete with a narrow focus
TEXT STRUCTURE	o **Organization of Main Ideas:** Connections between an extensive range of ideas or events are deep, intricate and often implicit or subtle; organization of the text is intricate or specialized for a particular discipline o **Text Features**: If used, are essential in understanding content o **Use of Graphics:** If used, extensive, intricate, essential integrated graphics, tables, charts, etc., necessary to make meaning of text; also may provide information not otherwise conveyed in the text	o **Organization of Main Ideas:** Connections between an expanded range ideas, processes or events are deeper and often implicit or subtle; organization may contain multiple pathways and may exhibit traits common to a specific discipline o **Text Features**: If used, greatly enhance the reader's understanding of content o **Use of Graphics:** If used, essential integrated graphics, tables, charts, etc.; may occasionally be essential to understanding the text	o **Organization of Main Ideas:** Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential o **Text Features**: If used, enhance the reader's understanding of content o **Use of Graphics:** If used, graphics mostly supplementary to understanding of the text, such as indexes, glossaries; graphs, pictures, tables, and charts directly support the text	o **Organization of Main Ideas:** Connections between ideas, processes or events are explicit and clear; organization of text is clear or chronological or easy to predict o **Text Features**: If used, help the reader navigate and understand content but are not essential o **Use of Graphics:** If used, simple graphics, unnecessary to understanding the text but directly support and assist in interpreting the written text
LANGUAGE FEATURES	o **Conventionality**: Dense and complex; contains abstract, ironic, and/or figurative language o **Vocabulary:** Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading o **Sentence Structure:** Mainly complex sentences often containing multiple concepts	o **Conventionality**: Complex; contains some abstract, ironic, and/or figurative language o **Vocabulary:** Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic o **Sentence Structure:** Many complex sentences with several subordinate phrases or clauses and transition words	o **Conventionality**: Largely explicit and easy to understand with some occasions for more complex meaning o **Vocabulary:** Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic o **Sentence Structure:** Simple and compound sentences, with some more complex constructions	o **Conventionality**: Explicit, literal, straightforward, easy to understand o **Vocabulary:** Contemporary, familiar, conversational language o **Sentence Structure:** Mainly simple sentences
KNOWLEDGE DEMANDS	o **Subject Matter Knowledge:** Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts o **Intertextuality:** Many references or allusions to other texts or outside ideas, theories, etc.	o **Subject Matter Knowledge:** Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts o **Intertextuality:** Some references or allusions to other texts or outside ideas, theories, etc.	o **Subject Matter Knowledge:** Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas o **Intertextuality:** A few references or allusions to other texts or outside ideas, theories, etc.	o **Subject Matter Knowledge:** Everyday, practical knowledge; simple, concrete ideas o **Intertextuality:** No references or allusions to other texts, or outside ideas, theories, etc.

Developed by Matt Copeland, Kansas State Department of Education

Questions to Consider in Planning for Instructional Scaffolding of Informational Text:

Purpose:
- Would spending time helping students to establish a purpose for reading this text be appropriate?
- Will students know in advance what they are expected to do with the information they gain from reading this text?

Text Structure:
- Would graphic organizers or other aids be appropriate in making the structure of the text visible to students?
- Would a partial outline or some other text-based aid be appropriate in deciphering the structure of the text?
- Would previewing and discussing the graphics included with the text prior to reading be appropriate?

Language Features:
- Would a review of figurative, abstract, or ironic language and a modeling of how that type of language might be interpreted be appropriate?
- Would glossing certain vocabulary (particularly multiple meaning words that extend across other subject matter content areas, i.e. Tier 2 words) prior to reading be appropriate?

Knowledge Demands:
- What background knowledge needs to be introduced (or re-introduced) to facilitate reading success that will not supplant the actual information gained from the reading experience?
- What explicit references and/or allusions to other texts might require additional resources/opportunities for students to explore?

General:
- In what ways might collaborative groupings of students during the reading process be appropriate?

Worksheet: Text Complexity Analysis

Title	Author	Text Description
Estuaries	NOAA	Guide to estuaries.

Recommended Placement for Assessment: Grade 11

The quantitative measures reflect the dense, subject-specific language of the piece. This is somewhat mitigated by the precision and clarity of the introduction and the predictable structure. Based on these sets of measures, this passage is recommended for assessment at grade 11.

Qualitative Measures

Meaning/Purpose:

Very complex: The purpose is never stated. A reasonable inference is that this is a teacher's guide, but what the "principles" relate to is never directly stated.

Text Structure:

Very complex: Headings are used to divide the body of the work by relevant principle; however, the connection between the parts is not stated. It is structured in a discipline-specific (scientific) way.

Language Features:

Very complex: The language used in the first two paragraphs is precise and accessible; the rest of the piece is more challenging and subject-specific. There are many complex sentences.

Knowledge Demands:

Very complex: While much is explained, it is still a dense and challenging piece that is heavily science oriented.

Quantitative Measures

Common Core State Standards Appendix A Complexity Band Level (if applicable):
Grades 9-10 1050L-1335L
Grades 11-CCR 1185L-1185L

Lexile or Other Quantitative Measure of the Text:
Lexile: 1290L
Flesch-Kincaid: 13.7
Word Count: 1143

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

Common Core Informational Items – "Estuaries"

Standard 11RI5

1. Explain why the author most likely provided general information about estuaries before the "Principles and Concepts" section. Support your answer using details from the text.

Scoring Rubric

Score	
2	A response: ▪ Gives sufficient evidence of the ability to relate knowledge of text structures ▪ Includes specific explanations that make clear reference to the text ▪ Adequately supports the explanations with clearly relevant details from the text
1	A response: ▪ Gives limited evidence of the ability to relate knowledge of text structures ▪ Includes some explanations that make reference to the text ▪ Supports the explanations with limited details from the text
0	A response gets no credit if it provides no evidence of the ability to relate knowledge of text structures, includes no relevant information from the text, or is vague.

Scoring Notes

Score	Sample Response
2	The author gives general information first so that the reader will understand what estuaries are before getting to the more scientific information. The reader learns the importance of estuaries, thus becoming engaged enough in the topic to keep reading. The overall structure of the passage conveys straightforward scientific research or facts.
1	The author provides the reader with an explanation of what estuaries are before giving scientific details. Readers who do not know what estuaries are will not understand the "Principles and Concepts" section because it gives a lot of scientific information that readers may find confusing.
0	The author who wrote this article wanted readers to know about estuaries because they are important places in our environment that we need to protect.
Notes	Response may include but is not limited to: The author provides general information first in order to build background knowledge and engage the reader in the topic.

Smarter Balanced-released item, rubric, and scoring notes

Common Core Informational Items – "Estuaries"

Standard: 11RI4

2. Reread this concept from Principle 2.

- The <u>dynamic nature</u> of estuarine processes presents a challenge to the organisms living there. Organisms that reside in estuaries are adapted to the rhythm of change. For example, tides can change local sea level by several feet each day, leaving sessile organisms alternately inundated with water or exposed to air.

Explain what the phrase "<u>dynamic nature</u>" means and why it is a good way to describe estuaries. Support your response using information from the text.

Scoring Rubric

Score	
2	A response: ▪ Gives sufficient evidence of the ability to analyze figurative language ▪ Includes specific explanations that make clear reference to the text ▪ Adequately supports the explanations with clearly relevant details from the text
1	A response: ▪ Gives limited evidence of the ability to analyze figurative language ▪ Includes some explanations that make reference to the text ▪ Supports the explanations with limited details from the text
0	A response gets no credit if it provides no evidence of the ability to analyze figurative language, includes no relevant information from the text, or is vague.

Common Core Informational Items – "Estuaries"

Scoring Notes

Score	Sample Responses
2	The phrase "dynamic nature" means that something is constantly changing. This is a good description of estuaries because they are very complex with many inter-related parts that are constantly changing in response to different conditions. For example, animals are affected by the tides, which change dramatically each day.
1	Estuaries have a "dynamic nature" because many different animals live there. There are also many different environments and not every estuary is the same, which makes them dynamic.
0	The author describes estuaries as having a "dynamic nature" because they are very interesting and they occur in nature.
Notes	Response may include but is not limited to: ■ Dynamic nature means that estuaries have many interrelated and changing parts and that they change in response to different conditions, e.g., animals, environment, tides. ■ Estuaries have "dynamic nature" because they are complex. A variety of animals live there. Estuaries provide different habitats and are both fresh and salt water. ■ Estuaries have a dynamic nature because the organisms that live there are dynamic in that they are alive and changing. "Organisms that reside in estuaries are adapted to the rhythm of change. For example, tides can change local sea level by several feet each day, leaving sessile organisms alternately inundated with water or exposed to air."

Smarter Balanced-released item, rubric, and scoring notes.

Common Core Informational Items – "Estuaries"

Standard: 11RI4

3. In paragraph 2, the author includes the fact that estuaries are often called the "nurseries of the sea." Explain the impact of including this information. Use evidence from the text to support your answer.

Scoring Rubric

Score	
2	A response: ▪ Gives sufficient evidence of the ability to analyze the impact of word choices on meaning and tone ▪ Includes specific explanations that make clear reference to the text ▪ Adequately supports the explanations with clearly relevant details from the text
1	A response: ▪ Gives limited evidence of the ability to analyze the impact of word choices on meaning and tone ▪ Includes some explanations that make reference to the text ▪ Supports the explanations with limited details from the text
0	A response gets no credit if it provides no evidence of the ability to analyze the impact of word choices on meaning and tone, includes no relevant information from the text, or is vague.
Exemplar	The author includes the fact that estuaries are often referred to as the "nurseries of the sea" because it helps to reinforce the notion that estuaries must be protected and grab the reader's attention. He points out that "numerous animal species rely on estuaries for nesting and breeding" and "[M]most of the fish and shellfish eaten in the United States…complete at least part of their life cycles in estuaries." By reading that phrase along with the details, the reader is more inclined to relate to the need for action. A nursery is a place that fosters and develops and most people associate it with a safe haven for children. Thus the reader is more likely to feel responsibility to care about the situation and realize that if estuaries are not protected numerous species will be impacted.

Rubric based on Smarter Balanced-released rubric

Common Core Informational Items – "Estuaries"

Standard: 11RI5

4. Is the overall structure of the text effective? Using evidence from the text, explain why or why not.

Scoring Rubric

Score	
2	A response: ▪ Gives sufficient evidence of the ability to relate knowledge of text structures to analyze the impact on meaning ▪ Includes specific explanations that make clear reference to the text ▪ Adequately supports the explanations with clearly relevant details from the text
1	A response: ▪ Gives limited evidence of the ability to relate knowledge of text structures to analyze the impact on meaning ▪ Includes some explanations that make reference to the text ▪ Supports the explanations with limited details from the text
0	A response gets no credit if it provides no evidence of the ability to relate knowledge of text structures, includes no relevant information from the text, or is vague.
Exemplar	▪ Yes, the overall structure is effective. By starting out with an explanation of what estuaries are, why they are important and why ensuring their health is essential, the foundation and background knowledge is provided so that the reader is able to delve more deeply into the six principles. Each of the principles is elaborated with bulleted key concepts. This structure allows for a format that not only chunks the information for ease of reading, but it makes the connections between the concepts and the principles clear. ▪ No, the overall structure is not effective. The transition from the first three paragraphs which discussed what estuaries are, why they are important and why ensuring their health is essential, to the listing of the six principles and concepts is disjointed. What are these principles? No explanation is provided. They seem like main ideas drawn from the previous paragraphs with the concepts under providing further elaboration but the transition was jolting.

Rubric based on Smarter Balanced-released rubric

Common Core Informational Items – "Estuaries"

Standard: 11RI6

5. Explain how the author's view about estuaries is revealed in the text. Use evidence from the text to support your explanation.

Scoring Rubric

Score	
2	A response: ▪ Gives sufficient evidence of the ability to apply reasoning and a range of textual evidence to justify analyses of author's presentation of information ▪ Includes specific explanations that make clear reference to the text ▪ Adequately supports the explanations with clearly relevant details from the text
1	A response: ▪ Gives limited evidence of the ability to apply reasoning and a range of textual evidence to justify analyses of author's presentation of information ▪ Includes some explanations that make reference to the text ▪ Supports the explanations with limited details from the text
0	A response gets no credit if it provides no evidence of the ability to apply reasoning and a range of textual evidence to justify analyses of author's presentation of information, includes no relevant information from the text, or is vague.
Exemplar	The author obviously has a deep seeded respect for estuaries as indicated in his approach and word choices. In the second paragraph, after explaining what they are in the first, he discusses the importance of estuaries, citing that they are often referred to as the "nurseries of the sea." The third paragraph focuses on stewardship of the estuaries with an explicit appeal to the reader to "protect estuaries at your home by planting native plants, using fertilizers sparingly, and cleaning up after your pets." The rest of the text is devoted to further elaboration of the key points or principles designed to help the reader to understand the importance of "some of the most productive ecosystems in the world."

Rubric based on Smarter Balanced-released rubric

Common Core Informational Items – "Estuaries"

This alternate to item 5 is provided to illustrate the highlighting format.

Standard: 11RI6

Reread this paragraph from the text.

Estuaries are areas of water and shoreline typically found where rivers meet the ocean. Many different types of plant and animal communities call estuaries home because their waters are brackish—a mixture of fresh water draining from the land and salty seawater. This unique combination of salt and fresh water creates a variety of habitats for the plants and animals to live in. Some common estuarine habitats are: oyster reefs, kelp forests, rocky and soft shorelines, submerged aquatic vegetation, coastal marshes, mangroves, deepwater swamps, and riverine forests. With so many places to live and so many niches to fill it is no wonder why estuaries are some of the most productive ecosystems in the world.

Highlight the sentence that shows the author's attitude toward estuaries.

> **Key:** "With so many places to live and so many niches to fill it is no wonder why estuaries are some of the most productive ecosystems in the world."

W RITING

Common Core Standards for Writing

Writing Standards	
Text Types and Purposes	**11-12W1** – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	11-12W1a – Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
	11-12W1b – Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
	11-12W1c – Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	11-12W1d – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	11-12W1e – Provide a concluding statement or section that follows from and supports the argument presented.
	11-12W2 – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	11-12W2a – Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	11-12W2b – Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	11-12W2c – Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
	11-12W2d – Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
	11-12W2e – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Writing Standards

	11-12W2f – Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **11-12W3** – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **11-12W3a** – Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. **11-12W3b** – Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. **11-12W3c** – Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). **11-12W3d** – Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **11-12W3e** – Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing	**11-12W4** – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **11-12W5** – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on page 54.) **11-12W6** – Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Writing Standards	

Research to Build and Present Knowledge	**11-12W7** – Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	
	 11-12W8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
	
	 11-12W9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
	
	     11-12W9a – Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
	
	     11-12W9b – Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

Range of Writing	**11-12W10** – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core Standards for Language

Language Standards	
Conventions of Standard English	**11-12L1** – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	11-12L1a – Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
	11-12L1b – Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.
	11-12L2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	11-12L2a – Observe hyphenation conventions.
	11-12L2b – Spell correctly.
Knowledge of Language	**11-12L3** – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	11-12L3a – Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
Vocabulary Acquisition and Use	**11-12L4** – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.
	11-12L4a – Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	11-12L4b – Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
	11-12L4c – Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
	11-12L4d – Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	11-12L5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	11-12L5a – Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
	11-12L5b – Analyze nuances in the meaning of words with similar denotations.
	11-12L6 – Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Sample Writing Items

Writing Standard(s): WL1*, L2

Below is the beginning of a student essay that needs to be corrected. Read the paragraph and then answer the question that follows.

High School and Extracurricular Activities

Extracurricular activities, such as clubs and sports, <u>were an essential component</u> of any high school education. Some people argue that clubs and activities are a waste of time <u>and distract the student from</u> more important academic pursuits but studies show that students involved in extracurricular activities are more likely to graduate and earn better grades than students who don't participate. Clubs, activities, and sports teams help students stay focused, build school spirit and unity, and provide a way to make friends in the daunting high school social environment (Rombakas, 1995). It is true that <u>academics are a high school's primary role; however, the students who are proud</u> of their school, feel like they belong, and have activities to look forward to are the ones who care most about their grades and stay in school.

Click on the underlined phrases in the passage and select the **best** way to write each phrase from the drop down menu.

Menu 1:

[were an essential component;

Key: are an essential component;

will be an essential component;

is an essential component]

Menu 2:

[and distract the student from;

and distract you from;

and distract one from;

Key: and distract students from]

*WL1 – Common Core State Standards for Literacy

Menu 3:

[**Key: academics are a high school's primary role; however, the students who are proud;**

academics are a high school's primary role however the students who are proud;

academics are a high school's primary role even though the students who are proud; academics are a high school's primary role; even though the students who are proud;]

Scoring:

Student selects 3 correct = 2 points

Student selects 2 correct = 1 point

Student selects 1 correct = .5 point

Student selects 0 correct = 0 point

Smarter Balanced-released item and scoring information

Writing Standard: W2a, W2b, W2c, W2d, W2e, W2f

Read the following passage and then answer the question.

---

(1) When I was young, my mother taught me one of the most important lessons I have learned in my life: never sacrifice comfort for fashion. (2) That's not to say my mother didn't know how to dress--but there were two things you could never accuse her of not having, even if the ones she had wouldn't turn any heads on a fashion runway: comfortable shoes and a warm coat. (3) A puffy hat, one that covers the ears, not just the top of the head, is something even the most fashionable person should never be caught without. (4) "A sharp pair of high heels attracts lots of attention," she would say, pausing dramatically for effect..."and back pain." (5) She had a similar line about wearing chic coats during snowstorms. (6) The philosopher Henry David Thoreau has a famous piece of advice: "Beware of all enterprises that require new clothes"—meaning, in his case, that it's best to avoid any type of work that would require you to shop for a "professional" uniform. (7) My mom might not have gotten many stares for her sense of style, but, as she used to say, "I'm not looking to make friends with people's eyes."

Select a sentence in the passage that does not fit with the overall structure and explain why it is disruptive to the organization of the passage.

	Grades 3–11 Smarter Balanced Assessment Consortium **2-Point Brief Writing Rubric**
2	The response: ▪ demonstrates sufficient focus on the topic and includes some supporting details ▪ has an adequate organizational pattern, and conveys a sense of wholeness and completeness, although some lapses occur ▪ provides adequate transitions in an attempt to connect ideas ▪ uses adequate language and appropriate word choices for intended audience and purpose ▪ includes sentences, or phrases where appropriate, that are somewhat varied in length and structure
1	The response: ▪ demonstrates little or no focus and few supporting details which may be inconsistent or interfere with the meaning of the text ▪ has little evidence of an organizational pattern or any sense of wholeness and completeness ▪ provides transitions which are poorly utilized, or fails to provide transitions ▪ has a limited or inappropriate vocabulary for the intended audience and purpose ▪ has little or no variety in sentence length and structure
0	▪ A response gets no credit if it provides no evidence of the ability to [fill in with key language from the intended target] and includes no relevant information from the text.

Response may include but is not limited to:

Sentence 3 (A puffy hat, one that covers the ears, not just the top of the head, is *something even the most fashionable person should never be caught without.*) is disruptive to the organization of the passage because it digresses from the specific focus on the mother's fashion advice. It is unclear whether the advice issues from the narrator or whether it is meant to be a paraphrase of advice by the mother.

OR

Sentence 6 (The philosopher Henry David Thoreau has a famous piece of advice: "Beware of all enterprises that require new clothes"—meaning, in his case, that it's best to avoid any type of work that would require you to shop for a "professional" uniform.) is disruptive to the organization of the passage because it digresses from the specific focus on the mother's fashion advice. Also, the sentence remains undeveloped within the context of the passage, because it is never elaborated upon.

Smarter Balanced-released item, rubric, response samples

Writing Standards: W3a, W3b, W3c, W3d, W3e

The following excerpt comes from a writer's first draft of a short story about two travelers.

---

(1) They reached the capital early in the morning. (2) But this can hardly be called a capital, she thought. (3) Indeed the word only loosely applied in comparison with their previous destination, with its crowds of people and scooters too many to count, following no rules as far as either of them could tell. (4) But here, in this smaller capital, they found hardly any vehicles and just a few people walking around aimlessly.
(5) "Perhaps they are all tourists," he said, though of course this was not possible.
(6) Here, there was dust instead of smog, and the sun instead of a bunch of city lights.

The writer wants to revise this draft to make the description more vivid and precise. Which of the possible sets of revisions below would best help the writer accomplish this goal?

A. Change "early in the morning" to "at 7 am" (sentence 1) and "crowds of people" to "thousands of people" (sentence 3).

B. Change "following no rules" to "obeying laws neither of them could understand" (sentence 3) and "scooters too many to count" to "scooters in the thousands" (sentence 3).

C. Change "early in the morning" to "at the height of dawn" (sentence 1) and "crowds of people" to "buzz of fretted pedestrians" (sentence 3).

D. Change "in this smaller capital" to "in this so-called capital" (sentence 4) and "the sun instead of a bunch of city lights" to "the bright sun instead of the bright city lights" (sentence 6).

> **Key:** C "At the height of dawn" is more vivid and more precise than "early in the morning." And "buzz of fretted pedestrians" is more vivid and precise than "crowds of people."

Smarter Balanced-released item

Writing Standards: W2a, W2b, W2c, W2d, W2e, W2f

Read the following passage and then answer the question.

---

(1) When I was young, my mother taught me one of the most important lessons I have learned in my life: never sacrifice comfort for fashion. (2) That's not to say my mother didn't know how to dress—but there were two things you could never accuse her of not having, even if the ones she had wouldn't turn any heads on a fashion runway: comfortable shoes and a warm coat. (3) A puffy hat, one that covers the ears, not just the top of the head, is something even the most fashionable person should never be caught without. (4) "A sharp pair of high heels attracts lots of attention," she would say, pausing dramatically for effect..."and back pain." (5) She had a similar line about wearing chic coats during snowstorms. (6) The philosopher Henry David Thoreau has a famous piece of advice: "Beware of all enterprises that require new clothes"—meaning, in his case, that it's best to avoid any type of work that would require you to shop for a "professional" uniform. (7) My mom might not have gotten many stares for her sense of style, but, as she used to say, "I'm not looking to make friends with people's eyes."

Click on the two sentences in the text above that do not fit with the overall organization of the passage.

Key and Distractor Analysis:

Sentence 1: This sentence establishes the basic organization of the passage: recalling the mother's advice about fashion.

Sentence 2: This sentence qualifies the first sentence and provides an example of what is meant by the mother's general advice in the first sentence (the need for comfortable shoes and a warm coat).

Sentence 3 (KEY): This sentence is disruptive to the organization of the passage because it digresses from the specific focus on the mother's fashion advice. It is unclear whether the advice issues from the narrator or whether it is meant to be a paraphrase of advice by the mother.

Sentence 4: This sentence, while introducing a quotation, keeps to the general structure of the passage by presenting a specific example of why one needs comfortable shoes.

Sentence 5: This sentence follows up on sentence 5, introducing another specific example of the mother's advice (the need for a warm coat).

Sentence 6 (KEY): This sentence is disruptive to the organization of the passage because it digresses from and lacks clear connection to the specific focus on the mother's fashion advice.

Sentence 7: This sentence ends the passage on the theme of the mother's personal sense of fashion and introduces a final quotation giving an example of her fashion advice.

Smarter Balanced-released item

Writing Standards: W1

Read the passage below and then answer the question.

High School and Extracurricular Activities

Some people argue that clubs and activities are a waste of time and distract students from more important academic pursuits but studies show that students involved in extracurricular activities are more likely to graduate and earn better grades than students who don't participate. It is true that academics are a high school's primary role; however, the students who are proud of their school, feel like they belong, and have activities to look forward to are the ones who care most about their grades and stay in school. Extracurricular activities, such as clubs and sports, are an essential component of any high school education. Clubs, activities, and sports teams help students stay focused, build school spirit and unity, and provide a way to make friends in the daunting high school social environment.

This is a short argumentative article written by a student. The paragraph needs to be better organized to more clearly establish the claim. Reorder the sentences by clicking on them and moving them to the best location within the paragraph.

1. Some people argue that clubs and activities are a waste of time and distract students from more important academic pursuits but studies show that students involved in extracurricular activities are more likely to graduate and earn better grades than students who don't participate.

2. It is true that academics are a high school's primary role; however, the students who are proud of their school, feel like they belong, and have activities to look forward to are the ones who care most about their grades and stay in school.

3. Extracurricular activities, such as clubs and sports, are an essential component of any high school education.

4. Clubs, activities, and sports teams help students stay focused, build school spirit and unity, and provide a way to make friends in the daunting high school social environment (Rombakas, 1995).

   Key: Sentence order: 3,1,4,2

Adapted Smarter Balanced-released item

L ISTENING

Common Core Standards for Speaking and Listening

Speaking and Listening Standards	
Comprehension and Collaboration	**11-12SL1** – Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.
	11-12SL1a – Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	11-12SL1b – Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
	11-12SL1c – Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives
	11-12SL1d – Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
	11-12SL2 – Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	11-12SL3 – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas	**11-12SL4** – Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	11-12SL5 – Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	11-12SL6 – Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

Sample Listening Item

Listening Standards: SL2, SL3

Volcanoes: The Death at Vesuvio (Duration 2:39)

http://www.school.eb.com/eb/art-84378/The-eruption-of-Mount-St-Helens-gave-scientists-insight-into

Source: Encyclopedia Britannica

Why does the speaker in the video compare the volcanic activity associated with Mount St. Helen's with the volcanic activity associated with Pompeii and Herculaneum?

    a. It is impossible to safely monitor pyroclastic explosions.

    b. Mount St. Helen's structure was exactly the same as Pompeii and Herculaneum.

    c. It is difficult to explain mysteries associated with unobserved events.

    d. Pompeii and Herculaneum eruptions predicted the Mount St. Helen's eruption.

Key: c

R ESEARCH

Sample Research Item

Writing Standards: W7, W8, W9b

Read this paragraph about estuaries. Then answer the question that follows.

Estuaries

Estuaries are areas of water and shoreline typically found where rivers meet the ocean. Many different types of plant and animal communities call estuaries home because their waters are brackish—a mixture of fresh water draining from the land and salty seawater. This unique combination of salt and fresh water creates a variety of habitats for the plants and animals to live in. Some common estuarine habitats are: oyster reefs, kelp forests, rocky and soft shorelines, submerged aquatic vegetation, coastal marshes, mangroves, deepwater swamps, and riverine forests. With so many places to live and so many niches to fill, it is no wonder why estuaries are some of the most productive ecosystems in the world.

Importance of Estuaries

Estuaries are very important to the lives of many animal species. They are often called the "nurseries of the sea" because numerous animal species rely on estuaries for nesting and breeding. Most of the fish and shellfish eaten in the United States, including salmon, herring, and oysters, complete at least part of their life cycles in estuaries. Besides being a source for food, humans also rely on estuaries for recreation, jobs, and even our homes. Of the 32 largest cities in the world, 22 are located on estuaries.

Estuarine Principles and Concepts

Principle 1: Estuaries are interconnected with the world ocean and with major systems and cycles on Earth.

Concepts:
- Estuaries are part of important biological, chemical, and physical cycles such as food webs, nutrient cycles, and hydrologic cycles. For example, estuarine salt marshes can sequester carbon and filter out toxic substances or nutrients from groundwater.
- Estuarine ecosystems are affected by changes in global systems and cycles such as climate and weather cycles. For example, sea level rise can inundate salt marshes, reducing the habitat available for resident species and eliminating the flood protection important to upland areas.

- Estuaries form an interface linking watersheds and oceans and receive groundwater and surface water from their entire watersheds. Estuaries are affected by air quality and precipitation from far beyond watershed boundaries.

Principle 2: Estuaries are dynamic ecosystems with tremendous variability within and between them in physical, chemical, and biological components.

Concepts:

- Estuaries have various geologic origins and morphology.
- Estuaries can change slowly over hundreds to thousands of years. For example, they are transformed by changes in sea level, precipitation and vegetation patterns within their watershed, and sediment movement.
- Estuaries can also change quickly, within hours or days. They are constantly shaped by water flowing from uplands as well as tidal cycles moving and mixing fresh and salt water within the estuary. They can be dramatically changed by single, severe events such as a hurricane or the building of a levee.
- The dynamic nature of estuarine processes presents a challenge to the organisms living there. Organisms that reside in estuaries are adapted to the rhythm of change. For example, tides can change local sea level by several feet each day, leaving sessile organisms alternately inundated with water or exposed to air.

A student is beginning to conduct research about estuaries. What statements from the text would help answer these initial research questions?

Click on the highlighted statements and drag them to the appropriate boxes below.

Research Question: How are estuarine ecosystems impacted by external events?	Research Question: What benefits are derived from estuaries?	Research Question: How do estuaries differ?

Key:

Research Question: How are estuarine ecosystems impacted by external events?	Research Question: What benefits are derived from estuaries?	Research Question: How do estuaries differ?
Tides can change local sea level by several feet each day, leaving sessile organisms alternately inundated with water or exposed to air.	Estuaries are part of important biological, chemical, and physical cycles such as food webs, nutrient cycles, and hydrologic cycles	Estuaries have various geologic origins and morphology
They can be dramatically changed by single, severe events such as a hurricane or the building of a levee.	Many different types of plant and animal communities call estuaries home because their waters are brackish-	Some common estuarine habitats are: oyster reefs, kelp forests, rocky and soft shorelines, submerged aquatic vegetation, coastal marshes, mangroves, deepwater swamps, and riverine forests.
…sea level rise can inundate salt marshes, reducing the habitat available for resident species and eliminating the flood protection important to upland areas.	Besides being a source for food, humans also rely on estuaries for recreation, jobs, and even our homes.	

Adapted from Smarter Balanced-released item

P ERFORMANCE T ASK

Sample Performance Task

The Smarter Balanced Assessment Consortium has released an 11th grade ELA/Literacy performance task. It is located at:

http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/09/performance-tasks/nuclear.pdf

Annotated anchor sets based on responses from Delaware students on this assessment task will be available in late fall 2013. The Delaware writing rubric will be used to score their work.

In addition, the Smarter Balanced Assessment Consortium sample generic 2-point research rubrics have been included as a resource.

Argumentation/Opinion Text-Based Writing Rubric – Grade 11–12

	Score of 4	Score of 3	Score of 2	Score of 1
Reading/Research 2 × ___ = ___	The writing – o makes effective use of available resources o skillfully/effectively supports an opinion with relevant and sufficient facts and details from resources with accuracy o uses credible sources*	The writing – o makes adequate use of available resources o supports an opinion with relevant and sufficient facts and details from resources with accuracy o uses credible sources*	The writing – o makes limited use of available resources o inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy o inconsistently uses credible sources*	The writing – o makes inadequate use of available resources o fails to support an opinion with relevant and sufficient facts and details from resources with accuracy o attempts to use credible sources*
Development 3 × ___ = ___	The writing – o addresses all aspects of the writing task with a tightly focused response o skillfully develops the claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both o skillfully anticipates the audience's knowledge level, concerns, values, and possible biases	The writing – o addresses the writing task with a focused response o develops the claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both o anticipates the audience's knowledge level, concerns, values, and possible biases	The writing – o addresses the writing task with an inconsistent focus o inconsistently develops the claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both o inconsistently anticipates the audience's knowledge level, concerns, values, and possible biases	The writing – o attempts to address the writing task but lacks focus o attempts to establish a claim or proposal o develops the claim or proposal using insufficient and/or irrelevant details to support reasoning
Organization 2 × ___ = ___	The writing – o effectively introduces precise, knowledgeable claim(s); establishes the significance of the claim(s); distinguishes the claim(s) from alternate or opposing claim(s) o skillfully creates an organization that logically sequences claims, counterclaims, reasons, and evidence o skillfully uses words, phrases, and /or clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims o provides an effective concluding statement or section that follows from and skillfully supports the argument presented	The writing – o introduces precise, knowledgeable claim(s); establishes the significance of the claim(s); distinguishes the claim(s) from alternate or opposing claim(s) o creates an organization that logically sequences claims, counterclaims, reasons, and evidence o uses words, phrases, and/or clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims o provides a concluding statement or section that follows from and supports the argument presented	The writing – o introduces the claim(s); however, may fail to establish the significance of the claim(s) and/or distinguish the claim(s) from alternate or opposing claim(s) o has a progression of ideas that may lack cohesion (ideas may be rambling and/or repetitive) o inconsistently uses words, phrases, and/or clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims o provides a sense of closure	The writing – o identifies the claim(s) o has little or no evidence of purposeful organization

	Score of 4	Score of 3	Score of 2	Score of 1
Language/Conventions 1 × ___ = ___	The writing – o demonstrates an exemplary command of standard English conventions o skillfully employs language and tone appropriate to audience and purpose o has sentences that are skillfully constructed with appropriate variety in length and structure o follows standard format for citation with few errors*	The writing – o demonstrates a command of standard English conventions; errors do not interfere with understanding o employs language and tone appropriate to audience and purpose o has sentences that are generally complete with sufficient variety in length and structure o follows standard format for citation with few errors*	The writing – o demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding o inconsistently employs language and tone appropriate to audience and purpose o has some sentence formation errors and/or a lack of sentence variety o follows standard format for citation with several errors*	The writing – o demonstrates a weak command of standard English conventions; errors interfere with understanding o employs language and tone that are inappropriate to audience and purpose o has frequent and severe sentence formation errors and/or a lack of sentence variety o follows standard format for citation with significant errors*

* If applicable

Smarter Balanced Sample Generic 2-Point Research Rubrics
Grades 6–11

	Analyze/Integrate Information Rubric
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	The 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.

	Evaluate Information/Sources Rubric
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	The 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.

	Use Evidence Rubric
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	The response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.