

Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Claim 2: Students can produce effective writing for a range of purposes and audiences.

Claim 4

Target 2, INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose.

Target 3, ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.

Target 4, USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.

Claim 2

Target 7, COMPOSE FULL TEXTS: Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion); include structures and appropriate transitional strategies for coherence; elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.

Clarifications

- Performance Task (PT): In general, the PT should allow students to demonstrate deeper thinking and allow more integration of information from resources. Sources should cover the subject sufficiently enough to allow students to form an opinion, but not be too general. Choosing Sources: Overall, the sources should offer more factual information and citations than just unsupported opinions. Stories or other works of fiction are not appropriate for the Grade 3-5 research tasks. Do not use literary fiction in the Grade 3–5 tasks.
- Each performance task (PT) should be as unique as possible. Within a PT set, stimuli may, however, be used in more than one PT if necessary and important to the task. This must be done cautiously and to a limited extent only. There should be different companion stimuli and, in addition, the two PTs must not have the same focus.
- The set of sources should support both sides of an issue. The set of sources should be somewhat balanced so a particular opinion is not privileged; the sources should allow for students to support different opinions.
- Choose sources with writing assignment in mind. Think about writing assignment and whether sources provide enough information for an appropriate opinion full write. Try not to create a writing assignment around a set of sources – the writing purpose **should come from the sources** and not be a forced fit.
- Claim 4 Targets: Target 2 will focus on choosing text and visual elements that support a research central idea, key detail, and/or given purpose as well as the integration of notes into a central idea or key detail category. Target 3 will focus on analyzing sources in order to locate additional information, such as relevant sources of information and relevant information from visual elements that will enhance an existing piece of student writing. Target 4 will focus on using/selecting evidence to support an opinion, idea, or analysis.
- Research Questions: The three research questions must represent at least two different Claim 4 targets. Within a PT set, an item task model for a research question (RQ) can be used across PTs.

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| Standards | <p>Claim 4 Target 2 INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose. Gr. 4 Standards: RI-1, RI-6, RI-7, RI-9; W-8, W-9 (PT: DOK 3)</p> <p>4.RI-1 <u>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>4.RI-6 <u>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</u></p> <p>4.RI-7 <u>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</u></p> <p>4.RI-9 <u>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</u></p> <p>4.W-8 <u>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</u></p> <p>4.W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p>Claim 4 Target 3 ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information. Gr. 4 Standards: RI-7, W-8, W-9 (PT: DOK 4 for short-text items; DOK 3 for machine-scored items)</p> <p>4.RI-7 <u>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</u></p> <p>4.W-8 <u>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</u></p> <p>4.W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p>Claim 4 Target 4 USE EVIDENCE: Cite evidence to support opinions, ideas, and analyses. Gr. 4 Standards: RI-1, RI-6, RI-7, RI-9; W-1b, W-8, W-9 (PT: DOK 3)</p> |
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| | <p><u>4.RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><u>4.RI-6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</u></p> <p><u>4.RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</u></p> <p><u>4.RI-9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</u></p> <p><u>4.W-1b Provide reasons that are supported by facts and details.</u></p> <p><u>4.W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</u></p> <p><u>4.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p><u>Claim 2 Target 7</u></p> <p>COMPOSE FULL TEXTS: Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion); include structures and appropriate transitional strategies for coherence; elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.</p> <p>Gr. 4 Standards: W-1a, W-1b, W-1c, W1d, W-4, W-5, W-8, W-9 (DOK 4)</p> <p>4.W-1</p> <p>a. <u>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</u></p> <p>b. <u>Provide reasons that are supported by facts and details.</u></p> <p>c. <u>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</u></p> <p>d. <u>Provide a concluding statement or section related to the opinion presented.</u></p> <p><u>4.W-4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</u></p> |
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| | <p>4.W-5 With guidance and support from peers and adults, <u>develop and strengthen writing as needed by planning, revising, and editing.</u></p> <p>4.W-8 Recall relevant information from experiences or <u>gather relevant information from print and digital sources; take notes and categorize information,</u> and provide a list of sources.</p> <p>4.W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> |
| DOK/Difficulty Levels | <p>Claim 4 Target 2 (DOK: 3) Claim 4 Target 3 (DOK: 3, 4) Claim 4 Target 4 (DOK: 3) Claim 2 Target 7 (DOK: 4) When there is more than one DOK listed, DOK 3 is for machine-scored items and DOK 4 is for short text items.</p> |
| Stimuli/Passages | <p>Informational and literary nonfiction texts: Includes the subgenres of articles, essays, memoirs, speeches, interviews, primary and secondary accounts, how-to articles, and functional reading.</p> <ul style="list-style-type: none"> Stimuli should include information about the sources (including in-text citations for opinions) that aids the student in assessing the relevance or usefulness of the information presented in the sources. Stimuli should be presented as a set of sources that students might authentically find through a search, in alignment with the context of the writing assignment. Stimuli for research (three for grade 4) should have some references and footnotes/in-text citations resembling authentic research sources. The set of sources should provide enough evidence that allows students to establish and support an opinion, rather than simply restating the ideas within the sources. Sources should not be encyclopedic or too general. The set of sources should support both sides of an issue. The set of sources should be somewhat balanced so a particular opinion is not privileged; the sources should allow for students to support different opinions. Students should NOT be given a side to support, but should be able to choose the side they are supporting. The set of sources should together provide a comprehensive and richer collection of information than any one source alone and should encourage integration of information. Sources need some overlap of ideas to allow for analysis across texts. Overall, the sources should offer more factual information and citations than just unsupported opinions. <p>Literary fiction texts: Includes the subgenres of narrative fiction, short stories, poetry, and song lyrics.</p> <ul style="list-style-type: none"> Stories or other works of fiction are not appropriate for the Grade 3-5 research tasks. Do not use literary fiction in the Grade 3-5 tasks. <p>Visual/graphic sources: Includes the subgenres of data tables and graphs, maps, info-graphics, timelines, diagrams, photographs, drawings, and artwork.</p> <ul style="list-style-type: none"> In any set of textual stimuli for research, visual/graphic sources that are included within the stimuli must serve a purpose other than to simply break up the text (e.g., making an abstract concept, idea, or process described in the source more understandable, providing additional information relevant to understanding the topic or subtopic). They should be highly relevant to the topic or subtopic of the source, and not introduce distracting or irrelevant information. |

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| | <ul style="list-style-type: none"> • Visuals should not be so complicated that they add to the reading load. • Care should be taken in the selection of visual/graphic sources in consideration of accessibility issues for students with visual impairments. However, not ALL tasks must be accessible for visually impaired students. • If a PT uses the maximum number of sources allowed for a PT (three for Grade 4), one source may be a visual/graphic source in itself. |
| Stimuli/Text Complexity | PT stimuli should follow the guidelines in the stimulus specifications document; however, the complexity of the stimuli, taken as a whole, should be at approximately the lower end of the target grade level. The vocabulary used in the stimulus and the item should be on or below grade level. In some instances, vocabulary may be above grade level as long as the stimulus has sufficient context to support the meaning of the word. In other cases, a complex authentic source that is at a reading level above the target grade (i.e., a historical primary source document) may be included, but these should be used with caution and with appropriate supports (e.g., historical context, definitions of key terms). PT stimuli should follow the guidelines in the <i>Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications</i> . |
| Key Vocabulary | Please be sure to bracket or footnote all key vocabulary that cannot be understood through surrounding context. Brackets should be used for short definitions (fewer than three words) of a word or term whereas footnotes are used where longer definitions are necessary. (See <i>Smarter Balanced Assessment Consortium: Style Guide</i> .) |
| Accessibility Concerns | Students will be required to read short and long stimuli, interpret information from text and/or graphic sources, and use a mouse. Students with physical impairments may need to use an adapted mouse or a computer with eye-scanning capabilities. Students who are visually impaired or blind may need enlarged or brailled text and picture descriptions of art. Illustrations that need to be interpreted will need to have detailed written descriptions in order for them to be accessible for students who are blind. Students with reading disabilities may need to read the text to themselves, or use trackers or maskers to follow along. Students with visual-processing impairments may benefit from using a tracker or masker when reading. Other formats or supports may be necessary for students with other disabilities. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable. Refer to the <i>Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines</i> for information on accessibility concerns. |

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| Evidence Required | <p>Claim 4</p> <p><u>Target 2</u></p> <ol style="list-style-type: none"> 1. The student will locate information from multiple text sources to support a central idea or subtopic related to research. 2. The student will integrate information from multiple text sources to support a given purpose related to research tasks. 3. The student will integrate information from a visual source to support a given purpose related to research tasks. <p><u>Target 3</u></p> <ol style="list-style-type: none"> 1. The student will analyze digital and print sources in order to locate relevant information to support research. 2. The student will analyze information presented visually or quantitatively in order to locate relevant information to support research. <p><u>Target 4</u></p> <ol style="list-style-type: none"> 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. <p>Claim 2</p> <p><u>Target 1</u></p> <ol style="list-style-type: none"> 1. The student will write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion); include structures and appropriate transitional strategies for coherence; elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion |
| Allowable Item Types | <p>2 short text items, 1 machine-scored item, and an opinion full write.</p> <p>Machine-scored item types:</p> <ul style="list-style-type: none"> • Multiple Choice, Single-correct Response • Multiple Choice, Multiple-correct Response • Hot Text, Select Text • Matching Tables |
| Allowable Tools | Word processing tools, including spell check |

| Task Models | |
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| Performance Task | <p>Presenting the Sources: The sources should not be presented with "Read this story/article/letter to the editor." Students need to initially skim the sources with a purpose, be able to see the questions they will need to answer, and then go back and read the sources more carefully to find the answers.</p> <p>Sample Setup #1: "As part of your research you have found three sources. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and write an opinion paper."</p> <p>Sample Setup #2: "You decide to look up more information about this topic. You have found three sources about this topic.</p> <p>After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research."</p> <p>Task Description: The Student Directions should include a motivating setup for every task that provides a paragraph/scenario explaining in an engaging way the issue the student will be researching. The setup places the student in a role to complete a particular task related to the issue. This should be done by establishing the reason for and nature of the research to be done without giving away the final assignment (see examples below in Sample Assignments). The actual assignment for the full write will appear later when it is time to start that task, but the role and issue will allow the student to read with a purpose and a frame of reference.</p> <p>The performance task provides two short-text items and one machine-scored item focused on Claim 4 Targets 2, 3, and 4, and one Claim 2 Target 7 opinion full write. The three items should build toward the full write by increasing the students' interaction with the sources in preparation for addressing the research demands of the full write.</p> <p>In the opinion full write, the student will state an opinion and in his or her own words, the student will integrate relevant information from the sources to support the opinion. Students should reference the sources used when integrating relevant information in their writing. The student will elaborate on ideas and maintain a clear focus throughout. The student will address a specific audience and purpose in each full write.</p> <p>After drafting the full write, the student will revise and edit, paying attention to clarity and accuracy as well as to language conventions (e.g., grade-appropriate grammar usage, spelling, capitalization, and punctuation).</p> |

Task Model 1
Item Type: Short Text
DOK Level 3

Target Evidence Statement

Claim 4, Target 2:

1. The student will locate information from multiple text sources to support a central idea or subtopic related to research.

Appropriate Stems:

- **Lead-in:** No lead-in
Stimulus: No additional stimulus

Stems:

- Source #1 discusses <topic>. Explain how the information in Source #2 adds to the reader's understanding of <topic>. Give **two** [details/examples] from Source #2 to support your explanation.
- Source #1 and Source #2 discuss <topic>. Explain what the sources say about <topic>. Use **two** details, one detail from Source #1 and one detail from Source #2, to support your explanation. For each detail, include the source title or number.

Rubric

Task Model 1a:

| Score Point | Description |
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| 2 | Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of <topic> discussed in Source #1 supported by two [details/examples] from Source #2. |
| 1 | Response is a limited/partial evidence-based explanation of how the information in Source #2 adds to the reader's understanding of <topic> discussed in Source #1 supported by two vague or loosely related [details/examples] from Source #2. OR Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of <topic> discussed in Source #1 supported by one [detail/example] from Source #2. |
| 0 | Response is an explanation that is insufficient, incorrect or irrelevant. |

Scoring Note: Score point 1 encompasses partially correct responses.

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| | Task Model 1b: | |
| | Score Point | Description |
| | 2 | Response is an adequate evidence-based explanation of <topic> supported by two details, one from Source #1 and one from Source #2. Student cites the source for each detail. |
| | 1 | <p>Response is a limited/partial evidence-based explanation of <topic> supported by two vague or loosely related details, one from Source #1 and one from Source #2. Student cites the source for each detail.</p> <p>OR</p> <p>Response is an adequate evidence-based explanation of <topic> supported by two details from either Source #1 or Source #2. Student cites the source for each detail.</p> <p>OR</p> <p>Response is an adequate evidence-based explanation of <topic> supported by one detail from either Source #1 or Source #2. Student cites the source for the detail.</p> <p>OR</p> <p>Response is an adequate evidence-based explanation of <topic> supported by two details, one from Source #1 and one from Source #2. Student does not cite the source for each detail.</p> |
| | 0 | Response is an explanation that is insufficient, incorrect, or irrelevant. |
| | Scoring Note: Score point 1 encompasses partially correct responses. | |

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| <p>Task Model 2 Item Type: Hot Text, Select Text DOK Level 3</p> | <p>Target Evidence Statement Claim 4, Target 2: 1. The student will locate information from multiple text sources to support a central idea or subtopic related to research.</p> <p>Description: The student will locate sentences that present supporting information from the source quote given in the stem. The delimited text should be an excerpt from one of the sources. There should be six sentences that are delimited; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options. The correct answer choice(s) should be sentences that clearly provide supporting information to the quote given in the stem. If there are too many defensible options (check every possibility) do not use this item type, use multiple-choice. Distractors are the delimited sentences that should reflect common student errors. Plausible distractors for this model might include: 1) a sentence that is on topic but does not present supporting information from the source quote found in the stem and/or 2) a sentence that contains the same wording from the source quote given in the stem but does not present supporting information. Rationales should state the justification for why the plausible distractor is incorrect. Provide rationales for all distractors in the delimited text. Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: No lead-in Stimulus: G4.T2. Excerpt from one of the Sources Stems: <ul style="list-style-type: none"> ○ Source #1 says <quote>. Click on <one/two> sentence(s) in Source #2 below that best support(s) the [idea/detail]. • Clarifications: The stem should appear above the excerpt, not after it. |
| <p>Task Model 3 Item Type: Short Text DOK Level 3</p> | <p>Target Evidence Statement Claim 4, Target 2: 2. The student will integrate information from multiple text sources to support a given purpose related to research tasks.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: No lead-in Stimulus: No additional stimulus Stems: <ul style="list-style-type: none"> ○ Source #1 includes information about <topic>. Explain how this information would be helpful if it were added to Source #2. Give two [details/examples] from Source #2 to support your explanation. ○ Both Source #1 and Source #2 discuss <topic>. What does Source #1 explain about <topic> that Source #2 does not? Explain why that information is helpful for the reader. Give two [details/examples] from Source #1 to support your explanation. |

Rubric
Task Model 3a:

| Score Point | Description |
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| 2 | Response is an adequate evidence-based explanation of how information about <topic> in Source #1 would be helpful if it were added to Source #2. The explanation is supported by two [details/examples] from Source #2. |
| 1 | Response is a limited/partial evidence-based explanation of how information about <topic> in Source #1 would be helpful if it were added to Source #2. The explanation is supported by two vague or loosely related [details/examples] from Source #2. OR Response is an adequate evidence-based explanation of how information about <topic> in Source #1 would be helpful if it were added to Source #2. The explanation is supported by one [detail/example] from Source #2. |
| 0 | Response is an explanation that is insufficient, incorrect or irrelevant. |

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 3b:

| Score Point | Description |
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| 2 | Response is an identification of what Source #1 explains about <topic> that Source #2 does not and an adequate evidence-based explanation of why that information is helpful for the reader supported by two [details/examples] from Source #1. |
| 1 | Response is an identification of what Source #1 explains about <topic> that Source #2 does not and a limited/partial evidence-based explanation of why that information is helpful for the reader supported by two vague or loosely related [details/examples] from Source #1. OR Response is an identification of what Source #1 explains about <topic> that Source #2 does not and an adequate evidence-based explanation of why that information is helpful for the reader supported by one [detail/example] from Source #1. |
| 0 | Response is an explanation that is insufficient, incorrect, or irrelevant. |

Scoring Note: Score point 1 encompasses partially correct responses.

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| <p>Task Model 4</p> <p>Item Type: Multiple Choice, Multiple Correct response</p> <p>DOK Level 3</p> | <p>Target Evidence Statement</p> <p>Claim 4, Target 2:</p> <p>2. The student will integrate information from multiple text sources to support a given purpose related to research tasks.</p> <p>Description:</p> <p>The student will locate sentences from a source presented in the performance task that provides different information from/supporting information to the information presented in another source from the performance task.</p> <p>The answer choices should be six sentences from a source presented in the performance task; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options. To avoid clueing, the topic that is stated in the stem should either not use the explicit wording of the answer choices, or contain a balance of wording across the answer choices. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., three short, three long). Order the choices from shortest to longest.</p> <p>The correct answer choices should be sentences that clearly provide differing information from/supporting information to the information given about the topic from the source mentioned in the stem.</p> <p>Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) sentences that are on topic but do not provide differing information from the information presented in the source that is mentioned in the stem and/or 2) sentences that are interesting facts but do not provide differing information from the information presented in the source that is mentioned in the stem.</p> <p>Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: No lead-in <p>Stimulus: No additional stimulus</p> <p>Stems:</p> <ul style="list-style-type: none"> ○ Source #1 gives information about <topic>. Choose two [facts/ideas/details] from Source #2 that give different information about <topic>. ○ Choose two [details/ideas] that explain what both Source #1 and Source #2 say about <topic>. ○ Source #1 says <quote>. Click on two details from Source #2 that give different information about <topic of quote>. |
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| Task Model 5 Item Type: Short Text DOK Level 3 | <p>Target Evidence Statement</p> <p>Claim 4, Target 2:</p> <p>3. The student will integrate information from a visual source to support a given purpose related to research tasks.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: No lead-in • Stimulus: No additional stimulus • Stem: <ul style="list-style-type: none"> ○ Source #1 includes a [chart/graph/photograph]. Explain how this [chart/graph/photograph] would be helpful if it were added to Source #2. Give two [details/examples] from Source #2 to support your explanation. <p>Rubric</p> <p>Task Model 5:</p> <table border="1"> <thead> <tr> <th>Score Point</th><th>Description</th></tr> </thead> <tbody> <tr> <td>2</td><td>Response is an adequate evidence-based explanation of how the [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 supported by two [details/examples] from Source #2.</td></tr> <tr> <td>1</td><td>Response is a limited/partial evidence-based explanation of how the [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 supported by two vague or loosely related [details/examples] from Source #2. OR Response is an adequate evidence-based explanation of how the [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 supported by one [detail/example] from Source #2.</td></tr> <tr> <td>0</td><td>Response is an explanation that is insufficient, incorrect, or irrelevant.</td></tr> </tbody> </table> <p>Scoring Note: Score point 1 encompasses partially correct responses.</p> | Score Point | Description | 2 | Response is an adequate evidence-based explanation of how the [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 supported by two [details/examples] from Source #2. | 1 | Response is a limited/partial evidence-based explanation of how the [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 supported by two vague or loosely related [details/examples] from Source #2. OR Response is an adequate evidence-based explanation of how the [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 supported by one [detail/example] from Source #2. | 0 | Response is an explanation that is insufficient, incorrect, or irrelevant. |
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| Score Point | Description | | | | | | | | |
| 2 | Response is an adequate evidence-based explanation of how the [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 supported by two [details/examples] from Source #2. | | | | | | | | |
| 1 | Response is a limited/partial evidence-based explanation of how the [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 supported by two vague or loosely related [details/examples] from Source #2. OR Response is an adequate evidence-based explanation of how the [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 supported by one [detail/example] from Source #2. | | | | | | | | |
| 0 | Response is an explanation that is insufficient, incorrect, or irrelevant. | | | | | | | | |

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| <p>Task Model 6 Item Type: Multiple Choice, Single Correct Response DOK Level 3</p> | <p>Target Evidence Statement Claim 4, Target 2: 3. The student will integrate information from a visual source to support a given purpose related to research tasks.</p> <p>Description: The student will locate sentences that explain how the information in a chart/graph/photograph that is in one of the sources provided in the performance task can further the reader's knowledge about the information found in another source presented in the performance task. The answer choices should be explanations of how the chart/graph/photograph can further the reader's knowledge on information given in a separate source provided in the performance task. To avoid clueing, be sure that the answer choices do not contain wording from the chart/graph/photograph or the source mentioned in the stem, or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order the choices from shortest to longest. The correct answer choice should be one explanation that correctly identifies how the chart/graph/photograph can further the reader's knowledge on information given in a separate source provided in the performance task. Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) an explanation that is inaccurate and/or 2) an explanation that contains opinion or speculation and/or 3) an explanation that does not illustrate how a reader's knowledge can be furthered about the information given in a separate source provided in the performance task. Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: No lead-in Stimulus: No additional stimulus Stem: <ul style="list-style-type: none"> ○ Source #1 includes a [chart/graph/photograph] about <topic>. What does the [chart/graph/photograph] explain about <topic> that Source #2 does not? |
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Task Model 7
Item Type:
Short Text DOK
Level 4

Target Evidence Statement

Claim 4, Target 3:

1. The student will analyze digital and print sources in order to locate relevant information to support research.

Appropriate Stems:

- **Lead-in:** No lead-in

Stimulus: No additional stimulus **Stems:**

- Which source is **most** helpful in understanding <idea/process>? Explain why this source is **most** helpful. Use **two** [details/examples] from the source to support your explanation.
- Which source has the **most** useful information about <topic>? Explain why this source has the **most** useful information about <topic>. Use **two** [details/examples] from the source to support your explanation.

Rubric

Task Model 7a:

| Score Point | Description |
|-------------|--|
| 2 | Response is an identification of which source is most helpful in understanding <idea/process> and an adequate evidence-based explanation of why it is most helpful in understanding <idea/process>, supported by two [details/examples] from the identified source. |
| 1 | Response is an identification of which source is most helpful in understanding <idea/process> and a limited/partial evidence-based explanation of why it is most helpful in understanding <idea/process>, supported by two vague or loosely related [details/examples] from the identified source. OR Response is an identification of which source is most helpful in understanding <idea/process> and an adequate evidence-based explanation of why it is most helpful in understanding <idea/process>, supported by one [detail/example] from the identified source. |
| 0 | Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient. |

Scoring Note: Score point 1 encompasses partially correct responses.

| | <p>Task Model 7b:</p> <table border="1" data-bbox="500 254 1386 852"> <thead> <tr> <th>Score Point</th><th>Description</th></tr> </thead> <tbody> <tr> <td>2</td><td>Response is an identification of which source has the most useful information about <topic> and an adequate evidence-based explanation of why it has the most useful information about <topic>, supported by two [details/examples] from the identified source.</td></tr> <tr> <td>1</td><td>Response is an identification of which source has the most useful information about <topic> and a limited or partial evidence-based explanation of why it has the most useful information about <topic>, supported by two vague or loosely related [details/examples] from the identified source. OR Response is an identification of which source has the most useful information about <topic> and an adequate evidence-based explanation of why it has the most useful information about <topic>, supported by one [detail/example] from the identified source.</td></tr> <tr> <td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.</td></tr> </tbody> </table> <p>Scoring Note: Score point 1 encompasses partially correct responses.</p> | Score Point | Description | 2 | Response is an identification of which source has the most useful information about <topic> and an adequate evidence-based explanation of why it has the most useful information about <topic>, supported by two [details/examples] from the identified source. | 1 | Response is an identification of which source has the most useful information about <topic> and a limited or partial evidence-based explanation of why it has the most useful information about <topic>, supported by two vague or loosely related [details/examples] from the identified source. OR Response is an identification of which source has the most useful information about <topic> and an adequate evidence-based explanation of why it has the most useful information about <topic>, supported by one [detail/example] from the identified source. | 0 | Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient. |
|--|--|-------------|-------------|---|---|---|---|---|--|
| Score Point | Description | | | | | | | | |
| 2 | Response is an identification of which source has the most useful information about <topic> and an adequate evidence-based explanation of why it has the most useful information about <topic>, supported by two [details/examples] from the identified source. | | | | | | | | |
| 1 | Response is an identification of which source has the most useful information about <topic> and a limited or partial evidence-based explanation of why it has the most useful information about <topic>, supported by two vague or loosely related [details/examples] from the identified source. OR Response is an identification of which source has the most useful information about <topic> and an adequate evidence-based explanation of why it has the most useful information about <topic>, supported by one [detail/example] from the identified source. | | | | | | | | |
| 0 | Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient. | | | | | | | | |
| <p>Task Model 8 Item Type: Multiple Choice, Single Correct Response DOK Level 3</p> | <p>Target Evidence Statement Claim 4, Target 3:</p> <ol style="list-style-type: none"> The student will analyze digital and print sources in order to locate relevant information to support research. <p>Description: The student will locate the source that provides the most useful information about a topic given in the stem. The answer choices should be source titles, numbers, and the sources that are provided in the performance task. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem, or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order the choices from shortest to longest. The correct answer choice should be one source that is correct and provides the most useful information on the topic mentioned in the stem. Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) a source that is inaccurate and/or 2) a source that contains opinions or speculation and/or 3) a source that is not useful for the topic. Rationales should state the justification for why the plausible distractor is incorrect. Appropriate Stems:</p> <ul style="list-style-type: none"> Lead-in: No lead-in <p>Stimulus: No additional stimulus Stem:</p> <ul style="list-style-type: none"> Which source has the most useful information about <topic>? Choose one answer that gives the source number and correctly explains why it is the most useful source. | | | | | | | | |

Task Model 9
Item Type:
Short Text DOK
Level 4

Target Evidence Statement

Claim 4, Target 3:

2. The student will analyze information presented visually or quantitatively in order to locate relevant information to support research.

Appropriate Stems:

- **Lead-in:** No lead-in

Stimulus: No additional stimulus **Stem:**

- Source #1 has a [chart/graph/photograph]. What information from the [chart/graph/photograph] **best** helps the reader understand the <process/idea> discussed in Source #2? Explain why this information **best** helps the reader understand <process/idea>. Support your explanation with **two** [details/examples] from Source #2.

Rubric

Task Model 9:

| Score Point | Description |
|-------------|--|
| 2 | Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <process/idea> discussed in Source #2 and an adequate evidence-based explanation of why this information best helps the reader understand the <process/idea> supported by two [details/examples] from Source #2. |
| 1 | Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <process/idea> discussed in Source #2 and a limited/partial evidence-based explanation of why this information best helps the reader understand the <process/idea> supported by two vague or loosely related [details/examples] from Source #2. OR Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <process/idea> discussed in Source #2 and an adequate evidence-based explanation of why this information best helps the reader understand the <process/idea> supported by one [detail/example] from the source. OR Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <idea/process> discussed in Source #2 and an adequate evidence-based explanation of why this information best helps the reader understand the <idea/process> supported by two [details/examples] from Source 1 or one [detail/example] from Source #1 and one [detail/example] from Source #2. |
| 0 | Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the most useful information is insufficient. |

Scoring Note: Score point 1 encompasses partially correct responses.

| | |
|--|--|
| <p>Task Model 10</p> <p>Item Type: Hot Text, Select Text</p> <p>DOK Level 3</p> | <p>Target Evidence Statement</p> <p>Claim 4, Target 3:</p> <p>2. The student will analyze information presented visually or quantitatively in order to locate relevant information to support research.</p> <p>Description:</p> <p>The student will locate sentences that support an [illustration/chart/graph/photograph] presented in one of the sources provided in the performance task.</p> <p>The delimited text should be an excerpt from one of the sources provided in the performance task. There should be six sentences that are delimited; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options.</p> <p>The correct answer choice(s) should be sentences that clearly support the [illustration/chart/graph/photograph] that is mentioned in the stem. If there are too many defensible options (check every possibility) do not use this item type, use multiple-choice.</p> <p>Distractors are the delimited sentences that should reflect common student errors. Plausible distractors for this model might include: 1) a sentence that is on topic but does not support the [illustration/chart/graph/photograph] and/or 2) a sentence that contains interesting information but does not support the [illustration/chart/graph/photograph].</p> <p>Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: No lead-in <p>Stimulus: G4.T3. Excerpt from one of the Sources Stem:</p> <ul style="list-style-type: none"> ○ Source #2 has an [illustration/chart/graph/photograph]. Click on the two [details/sentences] in the paragraph from Source #1 below that are best explained by the [illustration/chart/graph/photograph] in Source #2. <ul style="list-style-type: none"> • Clarifications: The stem should appear above the excerpt, not after it. |
|--|--|

Task Model 11
Item Type: Short Text
DOK Level 3

Target Evidence Statement

Claim 4, Target 4:

1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.

Appropriate Stems:

- **Lead-in:** No lead-in

Stimulus: No additional stimulus **Stems:**

- Explain [why/how] <idea/opinion>. Give **two** [reasons/details/examples], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2, to support your explanation. For each [reason/detail/example], include the source title or number.
- Explain what would happen if <possible effect from cause discussed in sources>. Give **two** [details/examples], one [detail/example] from Source #1 and one [detail/example] from Source #2, to support your explanation. For each [detail/example], include the source title or number.
- Each source explains <topic/information>. Explain why this [topic/information] is important. Give **two** examples, one example from Source #1 and one example from Source #2, to support your explanation. For each example include the source title or number.

Rubric

Task Model 11a:

| Score Point | Description |
|-------------|--|
| 2 | Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by two [reasons/detail/examples], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2. Student cites the source for each [reason/detail/example]. |
| 1 | Response is a limited/partial evidence-based explanation of [why/how] <idea/opinion> supported by two vague or loosely related [reasons/details/examples], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2. Student cites the source for each [reason/detail/example]. OR Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by two [reasons/details/examples] from one source. Student cites the source for each [reason/detail/example]. OR Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by one [reason/detail/example] from one source. Student cites the source for the [reason/detail/example]. OR Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by two [reasons/details/examples], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2. Student does not cite the source for each [reason/detail/example]. |
| 0 | Response is an explanation that is insufficient, incorrect, or irrelevant. |

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 11b:

| Score Point | Description |
|-------------|--|
| 2 | Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two [details/examples], one [detail/example] from Source #1 and one [detail/example] from Source #2. Student cites the source for each [detail/example]. |
| 1 | <p>Response is a limited/partial evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two vague or loosely related [details/examples], one [detail/example] from Source #1 and one [detail/example] from Source #2. Student cites the source for each [detail/example].</p> <p>OR</p> <p>Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two [details/examples] from one source. Student cites the source for each [detail/example].</p> <p>OR</p> <p>Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by one [detail/example] from one source. Student cites the source for the [detail/example].</p> <p>OR</p> <p>Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two [details/examples], one [detail/example] from Source #1 and one [detail/example] from Source #2. Student does not cite the source for each [detail/example].</p> |
| 0 | Response is an explanation that is insufficient, incorrect or irrelevant. |

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 11c:

| Score Point | Description |
|-------------|---|
| 2 | Response is an adequate evidence-based explanation of why <topic/information> is important supported by two examples, one example from Source #1 and one example from Source #2. Student cites the source for each example. |
| 1 | <p>Response is a limited/partial evidence-based explanation of why <topic/information> is important supported by two vague or loosely related examples, one example from Source #1 and one example from Source #2. Student cites the source for each example.</p> <p>OR</p> <p>Response is an adequate evidence-based explanation of why <topic/information> is important supported by two examples from one source. Student cites the source for each example.</p> <p>OR</p> <p>Response is an adequate evidence-based explanation of why <topic/information> is important supported by one example from one source. Student cites the source for the example.</p> <p>OR</p> <p>Response is an adequate evidence-based explanation of why <topic/information> is important supported by two examples, one example from Source #1 and one example from Source #2. Student does not cite the source for each example.</p> |
| 0 | Response is an explanation that is insufficient, incorrect or irrelevant. |

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 12

Item Type:
Matching
Tables

DOK Level 3

Target Evidence Statement**Claim 4, Target 4:**

- The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.

Description:

The student will match ideas/opinions to a source number and title. To avoid clueing, do not use the same wording in the idea/opinion as is used in the sources. The student should not be able to match the idea/opinion to the source that supports it by simply matching the wording used.

The **correct answer choices** should fit clearly into one category listed on the table.

Rationales should state the justification for why the plausible distractor is incorrect.

Appropriate Stems:

- Lead-in:** No lead-in

Stimulus: No additional stimulus

Stems:

- Click on the boxes to match each source with the [idea/opinion] that it supports. Some [ideas/opinions] may have more than one source selected.

Example of Formatting:

| | Source #1: <Title> | Source #2: <Title> | Source #3: <Title> |
|----------------|--------------------------|--------------------------|--------------------------|
| <idea/opinion> | | | |
| <idea/opinion> | | | |

- Look at the [ideas/opinions] in the table. Decide if the information in Source #1, Source #2, both sources, or neither source supports each [idea/opinion]. Click on the box to match the source that supports each [idea/opinion]. There will be only one box selected for each [idea/opinion].

- Clarifications:** Matching tables should have no more than three correct answers at this grade level.

Example of Formatting:

| | Source #1: <Title> | Source #2: <Title> | Both | Neither |
|----------------|--------------------------|--------------------------|------|---------|
| <idea/opinion> | | | | |
| <idea/opinion> | | | | |
| <idea/opinion> | | | | |

- Clarifications:** Matching tables should have no more than three correct answers at this grade level. If there are too many defensible options (check every possibility) do not use this item type, use multiple-choice.

| | |
|---|---|
| <p>Task Model 13 Item Type: Full Write DOK Level 4</p> | <p>Target Evidence Statement Claim 2, Target 7:</p> <ol style="list-style-type: none"> 1. The student will write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion); include structures and appropriate transitional strategies for coherence; elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented. <p>Opinion Writing:</p> <p>Create an opinion writing assignment that flows naturally from the research scenario given in the Student Directions (see “Task Description” above). An opinion assignment must provide the following information:</p> <ul style="list-style-type: none"> • A purpose for writing • A description of the audience • A topic with multiple sides or positions, one of which the student can support with details from the sources <p>Sample Opinion Assignment #1:</p> <p>People in your school are not sure if having bottled water is a good idea. The school uses bottled water for field trips, sports events, and even in the lunchroom. Many people want bottled water out of your school. These people want students to bring their own water containers. Your teacher has asked you to write an opinion paper about the issue to share with the principal as she decides how to handle this situation.</p> <p>Your assignment is to use information from sources to write an opinion paper in which you agree or disagree with the use of bottled water at school activities. Make sure you clearly state your opinion and write several paragraphs supporting your opinion with reasons and details from the sources. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to give the source title or number for the details or facts you use.</p> <p>Sample Opinion Assignment #2:</p> <p>As a rule, pets are not allowed at your local park. The parks committee is considering changing this rule. You decide to write an opinion paper that is several paragraphs long about whether or not pets should be allowed at the park. The article will be read out loud at the next committee meeting.</p> <p>Your assignment is to use the information from the sources to write an opinion paper in which you agree or disagree with allowing pets in public parks. Make sure you clearly state your opinion and write several paragraphs supporting your opinion with reasons and details from the sources. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to give the source title or number for the details or facts you use.</p> |
|---|---|

Sample Opinion Assignment #3:

When your class returns from the library, your classmates begin to share what they learned about different types of service animals. They also begin to discuss the new rule that allows only dogs and miniature horses as service animals in public places. Some students agree with the rule, and some students disagree with the rule. Your teacher asks you to write a paper supporting your opinion about the paper.

In your paper, you will take a side as to whether you allowing only service dogs and miniature horses in public places, or whether you disagree with the rule. Your paper will be read by your teacher and your classmates. Make sure you clearly state your opinion and write several paragraphs supporting your opinion with reasons and details from the sources. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to give the source title or number for the details or facts you use.

Note:

- Use issues related to the classroom, the school, or the community that might affect students.
- Remember this is a less sophisticated form of argumentative writing so students need to be provided with a choice of more than one side.
- Although a letter as an assignment is acceptable, avoid making the assignment a letter to friends or to younger audiences (too informal), or a letter to the town council (too far removed from elementary students' experience or interest).

Sample Opinion Scoring:**REMEMBER: A well-written opinion paper**

- has a clear opinion
- is well-organized and stays on the topic
- has an introduction and conclusion
- uses transitions
- uses details or facts from more than one source to support your opinion
- gives details or facts from the sources in your own words
- gives the title or number of the source for the details or facts you included
- develops ideas clearly
- uses clear language
- follows rules of writing (spelling, punctuation, and grammar usage)

Scoring Rules for the Performance Task:

2-point rubric for hand-scored research question responses

10-point analytic rubric for full write (4 points for organization/purpose; 4 points for evidence/elaboration; 2 points for conventions)

| 4-Point Opinion Performance Task Writing Rubric (Grades 3-5) | | | | | |
|---|--|---|--|--|---|
| Score | 4 | 3 | 2 | 1 | NS |
| Organization/Purpose | <p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety | <p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> opinion is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas | <p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas | <p>The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:</p> <ul style="list-style-type: none"> opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression | <ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose |

English Language Arts Performance Task Specification: Grade 4 Opinion Writing

| 4-Point Opinion Performance Task Writing Rubric (Grades 3–5) | | | | | |
|---|---|--|---|--|---|
| Score | 4 | 3 | 2 | 1 | NS |
| Evidence/Elaboration | <p>The response provides thorough and convincing elaboration of the support/evidence for the opinion and supporting idea(s) that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific clear citations or attribution of source material effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content | <p>The response provides adequate elaboration of the support/evidence for the opinion and supporting idea(s) that includes the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general adequate use of citations or attribution to source material adequate use of some elaborative techniques* vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident | <p>The response provides uneven, cursory elaboration of the support/evidence for the opinion and supporting idea(s) that includes partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied weak use of citations or attribution to source material weak or uneven use of elaborative techniques*; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style | <p>The response provides minimal elaboration of the support/evidence for the opinion and supporting idea(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style | <ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose |

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

English Language Arts Performance Task Specification: Grade 4 Opinion Writing

| 2-Point Opinion Performance Task Writing Rubric (Grades 3–5) | | | | |
|---|---|--|--|---|
| Score | 2 | 1 | 0 | NS |
| Conventions | The response demonstrates an adequate command of conventions: <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | The response demonstrates a partial command of conventions: <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | The response demonstrates little or no command of conventions: <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | <ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose |

Holistic Scoring:

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