

<p>Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</p> <p>Claim 2: Students can produce effective writing for a range of purposes and audiences.</p>	
<p>Claim 4</p> <p>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 source for a given purpose.</p> <p>Target 3, ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.</p> <p>Target 4, USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.</p>	
<p>Claim 2</p> <p>Target 4, COMPOSE FULL TEXTS: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented.</p>	
<p>Clarifications</p>	<ul style="list-style-type: none"> • 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 develop a main idea, 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. Choose sources with writing assignment in mind. Think about writing assignment and whether sources provide enough information for an appropriate informational 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.

<p>Standards</p>	<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. 5 Standards: RI-1, RI-6, RI-7, RI-9; W-8, W-9 (PT: DOK 3)</p> <p><u>5.RI-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><u>5.RI-6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</u></p> <p><u>5.RI-7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u></p> <p><u>5.RI-9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</u></p> <p><u>5.W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u></p> <p><u>5.W-9 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. 5 Standards: RI-7; W-8, W-9 (PT: DOK 4 for short-text items; DOK 3 for machine-scored items)</p> <p><u>5.RI-7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u></p> <p><u>5.W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u></p> <p><u>5.W-9 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, or analyses. Gr. 5 Standards: RI-1, RI-6, RI-7, RI-9, W-1b, W-8, W9</p>
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	<p>(PT: DOK 3)</p> <p>5.RI-1 <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>5.RI-6 <u>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</u></p> <p>5.RI-7 <u>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u></p> <p>5.RI-9 <u>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</u></p> <p>5.W-1b <u>Provide logically ordered reasons that are supported by facts and details.</u></p> <p>5.W-8 <u>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u></p> <p>5.W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p>Claim 2 Target 4</p> <p>COMPOSE FULL TEXTS: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented.</p> <p>Gr. 5 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-4, W-5, W-8, W-9 (DOK 4)</p> <p>5.W-2</p> <p>a. <u>Introduce a topic clearly, provide a general observation and group related information logically;</u> include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. <u>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u></p> <p>c. <u>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</u></p>
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	<p>d. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>e. <u>Provide a concluding statement or section related to the information or explanation presented.</u></p> <p>5.W-4 <u>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</u></p> <p>5.W-5 <u>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p> <p>5.W-8 <u>Recall relevant information from experiences or gather relevant information from print and digital sources: summarize or paraphrase information in notes and finished work, and provide a list of sources.</u></p> <p>5.W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research</u></p>
<p>DOK/Difficulty Levels</p>	<p>Claim 4 Target 2 (DOK: 3) Claim 4 Target 3 (DOK: 3, 4) Claim 4 Target 4 (DOK: 3) Claim 2 Target 4 (DOK: 4) When there are two DOKs listed, DOK 3 is for machine-scored items and DOK 4 is for short text items.</p>
<p>Stimuli/Passages</p>	<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 5) 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 a main idea, rather than simply restating the ideas within the sources. Sources should not be encyclopedic or too general. • 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 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. • 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 5), one source may be a visual/graphic source in itself.
<p>Stimuli/Text Complexity</p>	<p>PT stimuli should follow the guidelines in the stimulus specifications document: Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications; 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 (e.g., 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).</p>
<p>Key Vocabulary</p>	<p>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>.)</p>

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<p>Accessibility Concerns</p>	<p>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.</p>
<p>Evidence Required</p>	<p>Claim <u>4 Target</u> <u>2</u></p> <ol style="list-style-type: none"> 1. The student will locate information from multiple 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. <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. <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 <u>2 Target</u> <u>4</u></p> <ol style="list-style-type: none"> 1. The student will write full informational texts on a topic using a complete writing process attending to purpose and audience; organize ideas by stating a focus (main idea); include text structures and appropriate
<p>Allowable Item Types</p>	<p>2 short text items, 1 machine-scored item, and an informational 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
<p>Allowable Tools</p>	<p>Word processing tools including spell check</p>

Task Models	
Classroom Activity	<p>A Classroom Activity provides instructions to the teacher and serves to introduce students to the topic or key vocabulary of the performance task. The activity provides an opportunity for activating students' prior knowledge and generating student interest in further exploration of the topic. It also provides students with an opportunity for interaction with the topic and with each other. The Classroom Activity may be up to 30 minutes in length but should be simple and easy to implement with clear instructions. The Classroom Activity must be able to be linked to 5–6 PTs in total on the same topic.</p>
Performance Activity	<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.</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>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>Sample Setup #3: "Your teacher takes your class to the library to look up more information. 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 on Claim 4 Targets 2, 3, and 4 and one Claim 2 Target 4 informational full write. The three Claim 4 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>

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	<p>In the informational full write, the student will draw relevant ideas and information from the sources, answering the “what” about the topic, elaborating when necessary, and maintaining a clear focus throughout. Students should reference the sources used when integrating relevant information in their writing. The student will address a specific audience and purpose in the 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>								
<p>Task Model 1 Item Type: Short Text DOK Level 3</p>	<p>Target Evidence Statement Claim 4, Target 2:</p> <ol style="list-style-type: none"> The student will locate information from multiple sources to support a central idea or subtopic related to research. <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 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 #3 discuss <topic>. Explain what the sources say about <topic>. Use two details, one detail from Source #1 and one detail from Source #3, to support your explanation. For each detail, include the source title or number. <p>Rubric Task Model 1a:</p> <table border="1" data-bbox="511 1081 1448 1570"> <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 information in Source #2 adds to the reader’s understanding of <topic> discussed in Source #1 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 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.</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 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.
Score Point	Description								
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.								

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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 #3. Student cites the source for each detail.
1	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 #3. Student cites the source for each detail. OR Response is an adequate evidence-based explanation of <topic> supported by two details from either Source #1 or Source #3. Student cites the source for each detail. OR Response is an adequate evidence-based explanation of <topic> supported by one detail from either Source #1 or Source #3. Student cites the source for the detail. OR Response is an adequate evidence-based explanation of <topic> supported by two details, one from Source #1 and one from Source #3. Student does not cite the source for each detail.
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:</p> <ol style="list-style-type: none">1. The student will locate information from multiple sources to support a central idea or subtopic related to research. <p>Description: The student will locate sentences that present supporting information for the source quote given in the stem. The delimited text should be an excerpt from one of the sources. There should be six to eight 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 for 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 for 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 the distractors in the delimited text. Appropriate Stems:</p> <ul style="list-style-type: none">• Lead-in: No lead-in Stimulus: G5.T2. Excerpt from one of the Sources Stems:<ul style="list-style-type: none">○ Source # 1 says <quote>. Click on [one/two/three] sentence(s) in Source #2 below that support this [idea/detail].• Clarifications: The stem should appear above the excerpt, not after it.
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Task Model 3
Item Type: Short Text
DOK Level 3

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.

Appropriate Stems:

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

Stimulus: No additional stimulus

Stems:

- 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.
- 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.
- 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.

Rubric

Task Model 3a:

Score Point	Description
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.

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Task Model 3b:

Score Point	Description
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.

Task Model 3c:

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 #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/table/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.

Scoring Note: Score point 1 encompasses partially correct responses.

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<p>Task Model 4 Item Type: Multiple Choice, Multiple-correct response DOK Level 3</p>	<p>Target Evidence Statement 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: The student will locate sentences from a source presented in the performance task that provide different information from/supporting information to the information presented in another source from the performance task. The answer choices should be six to eight 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 (e.g., three short, three long). Order the choices from shortest to longest. 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. 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. 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 Stems: <ul style="list-style-type: none"> ○ Source #1 gives information about <topic>. Choose [two/three] [facts/ideas/details] from Source #2 that give different information about <topic>. ○ Choose [two/three] [details/ideas] that explain what both Source #1 and Source #2 say about <topic>.
<p>Task Model 5 Item Type: Short Text DOK Level 4</p>	<p>Target Evidence Statement Claim 4, Target 3:</p> <p>1. The student will analyze digital and print sources in order to locate relevant information to support research.</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"> ○ Which source is most helpful in understanding <idea/process>? Explain why this source is most helpful. Give 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>. Give two [details/examples] from the source to support your explanation.

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Rubric

Task Model 5a:

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.

Task Model 5b:

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.

Scoring Note: Score point 1 encompasses partially correct responses.

English Language Arts Performance Task Specification: Grade 5 Informational Writing

<p>Task Model 6 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 description that provides the most useful information about a topic given in the stem. The answer choices should be source titles, numbers, and descriptions of 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 description 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) information from the 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 Stimulus: No additional stimulus Stem: <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 this is the most useful source.
<p>Task Model 7 Item Type: Short Text DOK Level 3</p>	<p>Target Evidence Statement Claim 4, Target 4:</p> <ol style="list-style-type: none"> The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. <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"> 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 at least 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.

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Rubric Task Model 7a:	
Score Point	Description
2	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 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.

English Language Arts Performance Task Specification: Grade 5 Informational Writing

Task Model 7b:	
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.

English Language Arts Performance Task Specification: Grade 5 Informational Writing

Task Model 7c:	
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	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. OR 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. OR 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. OR 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.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 8
Item Type: Matching Tables
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.

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 in the table. If there are too many defensible options (check every possibility) do not use this item type, use multiple-choice.

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].

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.

English Language Arts Performance Task Specification: Grade 5 Informational Writing

<p>Task Model 9 Item Type: Full Write DOK Level 4</p>	<p>Target Evidence Statement</p> <p>Claim 2, Target 4:</p> <ol style="list-style-type: none">1. The student will write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented. <p>Informational Writing:</p> <p>Create an informational writing assignment that flows naturally from the research scenario given in the Student Directions (see “Task Description” above). An informational assignment must provide the following information:</p> <ul style="list-style-type: none">• A purpose for writing• A description of the audience• A clear direction to write a main idea supported by details from the sources <p>Sample Informational Assignment #1:</p> <p>Your teacher is creating a bulletin board display in the school library to show what your class has learned about different kinds of jobs. You decide to write an informational article on astronauts. Your article will be read by other students, teachers, and parents.</p> <p>Using more than one source, develop a main idea about being an astronaut. Choose the most important information from the sources to support your main idea. Then, write an informational article that is several paragraphs long. Clearly organize your article and support your main idea with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or number when using details from the sources.</p> <p>Sample Informational Assignment #2:</p> <p>Your teacher wants each student to write an informational article that will be displayed with your science fair project. You decide to write about animals and where they live. Your article will be read by other students, teachers, and parents.</p> <p>Using more than one source, develop a main idea about animals and their surroundings. Choose the most important information from more than once source to support your main idea. Then, write an informational article that is several paragraphs long. Clearly organize your article and support your main idea with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or number when using details from the sources.</p> <p>Note:</p> <ul style="list-style-type: none">• Although a letter as an assignment is acceptable, avoid making the assignment a letter to friends or to younger audiences (too informal).
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Sample Informational Scoring:

REMEMBER: A well-written informational <type of assignment>

- has a clear main idea
- is well organized and stays on topic
- has an introduction and conclusion
- uses transitions
- uses details from the sources to support your main idea
- puts the information from the sources in your own words, except when using direct quotations from the sources
- 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
Informational
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"> controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

**4-Point
Informational
Performance Task Writing Rubric (Grades 3-5)**

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

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

**2-Point
Informational
Performance Task Writing Rubric (Grades 3–5)**

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

Holistic Scoring:

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