

<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 2, COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description, pacing), text structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events).</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. • Choosing Sources: The sources in a narrative writing PT are not only meant to help students “brainstorm” but to give them information/research to use in their writing. Sources should be rich and give enough contextual information to allow students to develop details in a narrative. Sources should not be encyclopedic or too general. • 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. • In the writing assignment of a narrative PT, give students a focal point so they create a plot for a narrative. Try focusing the topic by asking a question, such as, “After landing on a different planet, what happens when you open the door?” Be careful not to give students a list of questions after a broad, open topic, such as, “You are traveling west. What will happen over the two-week trip?” or, “What should happen when you are traveling?” When given this type of assignment with a broad topic or a list of questions after the topic is provided, students tend to write in an expository manner that resembles a list (e.g., “. . . and then they did this . . . , and then they did that . . . , and then we did this . . .”). • Avoid teaching a genre within the task, such as defining or giving examples of a myth/fable and then asking them to write a myth or a fable. • Avoid complex genres that students may have not been taught or experienced, for example, fables, fairy tales, legends, or myths. • 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.

	<ul style="list-style-type: none"> 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 can be used across PTs.
<p>Standards</p>	<p><u>Claim 4 Target 2</u> 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>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-8 Recall relevant information from experiences or <u>gather relevant information from print and digital sources</u>; summarize or <u>paraphrase information in notes</u> and finished work, and provide a list of sources.</p> <p>5.W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p><u>Claim 4 Target 3</u> 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-rubric items)</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.W-8 Recall relevant information from experiences or <u>gather relevant information from print and digital sources</u>; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>5.W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>

	<p><u>Claim 4 Target 4</u> USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.</p> <p>Gr. 5 Standards: RI-1, RI-6, RI-7, RI-9, W-1b, W-8, W-9 (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><u>Claim 2 Target 2</u> COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description, pacing), text structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events).</p> <p>Gr. 5 Standards: W-3a, W-3b, W-3c, W-3d, W-3e, W-4, W-5, W-8, W-9 (DOK 4)</p> <p>5.W-3</p> <p>a. <u>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</u></p>
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	<p>b. <u>Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</u></p> <p>c. <u>Use a variety of transitional words and phrases to manage the sequence of events.</u></p> <p>d. <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u></p> <p>e. <u>Provide a conclusion that follows from the narrated experiences or events.</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 2 (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 for research (three for Grade 5) should have some references and footnotes/in-text citations resembling authentic research sources. • 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. • Sources should be rich and give enough contextual information to allow students to develop details in a narrative. 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. 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. • 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 <i>Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications</i>; 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>
<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 4 <u>Target 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 2</p> <p><u>Target 2</u></p> <ol style="list-style-type: none"> 1. The student will write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description, pacing), text structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events).
<p>Allowable Item Types</p>	<p>2 short-text items, 1 machine-scored item, and a narrative 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 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.</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 do more research. While doing your research, you find three sources to review.</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 2 narrative 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> <p>The narrative assignment should be written in such a way that it gives students a focal point from which to create a plot for a narrative. Focus the topic by asking a question, such as, “After landing on a different planet, what happens when you open the door?” but be careful not to give students a list of questions after a broad, open topic, such as, “You are traveling west. What will happen over the two-week trip?” or, “What should happen when you are traveling?” When given this type of assignment with a broad topic or a list of questions after the topic is provided, students tend to write in an expository manner that resembles a list (e.g., “. . . and then they did this . . . , and then we did this . . .”).</p>

	<p>After drafting the narrative, 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 the <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="529 1018 1461 1507"> <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.
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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"> 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 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] sentences in Source #2 below that support this [idea/detail]. 								

	<ul style="list-style-type: none"> • 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:</p> <p>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. ○ 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. <p>Rubric Task Model 3a:</p> <table border="1" data-bbox="529 1045 1451 1551"> <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 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.</td> </tr> <tr> <td>1</td> <td>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.</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 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.
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	<p>Task Model 3b:</p> <table border="1"> <thead> <tr> <th>Score Point</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>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.</td> </tr> <tr> <td>1</td> <td>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.</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> <p>Task Model 3c:</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 #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.</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 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.	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.
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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> <ol style="list-style-type: none"> The student will integrate information from multiple text sources to support a given purpose related to research tasks. <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</p>																

	<p>correct responses, the correct responses must equal less than half of the total answer options.</p> <p>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.</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 • Stimulus: No additional stimulus • Stems: <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 that explain what both Source #1 and Source #2 say about <topic>. ○ Source #1 says <quote>. Click on [two/three] details from Source #2 that give different information about <topic of quote>.
<p>Task Model 5 Item Type: Short Text DOK Level 4</p>	<p>Target Evidence Statement Claim 4, Target 3:</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>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.

<p>Rubric Task Model 5a:</p>	
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.
<p>Scoring Note: Score point 1 encompasses partially correct responses.</p>	
<p>Task Model 5b:</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.
<p>Scoring Note: Score point 1 encompasses partially correct responses.</p>	

<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 (e.g., 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 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 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.

<p>Rubric Task Model 7a:</p>	
Score Point	Description
2	<p>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].</p>
1	<p>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].</p> <p>OR</p> <p>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].</p> <p>OR</p> <p>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].</p> <p>OR</p> <p>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].</p>
0	<p>Response is an explanation that is insufficient, incorrect or irrelevant.</p>
<p>Scoring Note: Score point 1 encompasses partially correct responses.</p>	

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.

	<p>Task Model 7c:</p> <table border="1"> <thead> <tr> <th data-bbox="532 296 699 342">Score Point</th> <th data-bbox="699 296 1451 342">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="532 342 699 468">2</td> <td data-bbox="699 342 1451 468">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.</td> </tr> <tr> <td data-bbox="532 468 699 1010">1</td> <td data-bbox="699 468 1451 1010"> 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. </td> </tr> <tr> <td data-bbox="532 1010 699 1073">0</td> <td data-bbox="699 1010 1451 1073">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 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.
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0	Response is an explanation that is insufficient, incorrect or irrelevant.								
<p>Task Model 8 Item Type: Matching Tables 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>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.</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 Stimulus: No additional stimulus 								

	<p>Stems:</p> <ul style="list-style-type: none"> 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. <p>Example of Formatting:</p> <table border="1" data-bbox="529 457 1458 613"> <thead> <tr> <th></th> <th>Source #1: <Title></th> <th>Source #2: <Title></th> <th>Source #3: <Title></th> </tr> </thead> <tbody> <tr> <td><idea/opinion></td> <td></td> <td></td> <td></td> </tr> <tr> <td><idea/opinion></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> 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]. <p>Example of Formatting:</p> <table border="1" data-bbox="529 886 1458 1066"> <thead> <tr> <th></th> <th>Source #1: <Title></th> <th>Source #2: <Title></th> <th>Both</th> <th>Neither</th> </tr> </thead> <tbody> <tr> <td><idea/opinion></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><idea/opinion></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><idea/opinion></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> 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. 		Source #1: <Title>	Source #2: <Title>	Source #3: <Title>	<idea/opinion>				<idea/opinion>					Source #1: <Title>	Source #2: <Title>	Both	Neither	<idea/opinion>					<idea/opinion>					<idea/opinion>				
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<p>Task Model 9 Item Type: Full Write DOK Level 4</p>	<p>Target Evidence Statement</p> <p>Claim 2, Target 2:</p> <ol style="list-style-type: none"> The student will write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description, pacing), text structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events). <p>Narrative Writing:</p> <p>Create a narrative writing assignment that flows naturally from the research scenario given in the Student Directions (see Task Description above). A narrative assignment must provide the following information:</p> <ul style="list-style-type: none"> A purpose for writing A conflict or “jumping-off” point A description of the audience <p>Sample Narrative Assignment #1:</p> <p>The Story Club in your school is creating a website of stories about animals. Your website will be read by parents, teachers, and the other students in your school. You choose to write a story that is several paragraphs long about what happens when a baby hummingbird flies into your classroom one day.</p>																																

	<p>Writers often do research to add realistic details to the setting, characters, and plot in their stories. When writing your story, find ways to use information and details from the sources to improve your story. Make sure you develop your character(s), the setting, and the plot, using details, dialogue, and description.</p> <p>Sample Narrative Assignment #2:</p> <p>A book author comes to your class and talks about his latest book of short stories. After his talk, he asks all students in your class to write their own short stories and says he will come back to the class and listen to all of the stories being read. You choose to write about what happens when you go to the circus. In your story, describe what happens when the circus starts and you see something you've never seen before. The story should be several paragraphs long.</p> <p>Writers often do research to add realistic details to the setting, characters, and plot in their stories. When writing your story, find ways to use information and details about the circus from the sources to improve your story and help you develop your characters, the setting, and the plot. Use details, dialogue, and description where appropriate.</p> <p>Sample Narrative Scoring:</p> <p>REMEMBER: A well-written story</p> <ul style="list-style-type: none"> • has a clear plot and clear order of events • is well organized and has a point of view • uses details from more than one source to support your story • uses clear language • follows rules of writing (spelling, punctuation, and grammar usage) <p>Scoring Rules for the Performance Task:</p> <p>2-point rubric for hand-scored research question responses</p> <p>10-point analytic rubric for full write (4 points for organization/purpose; 4 points for development/elaboration; 2 points for language conventions)</p>
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**4-Point
Narrative
Performance Task Writing Rubric (Grades 3–8)**

Score	4	3	2	1	NS
Organization/Purpose	<p>The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:</p> <ul style="list-style-type: none"> an effective plot helps to create a sense of unity and completeness effectively establishes a setting, narrator/characters, and/or point of view* consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas natural, logical sequence of events from beginning to end effective opening and closure for audience and purpose 	<p>The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:</p> <ul style="list-style-type: none"> an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected adequately establishes a setting, narrator/characters, and/or point of view* adequate use of a variety of transitional strategies to clarify the relationships between and among ideas adequate sequence of events from beginning to end adequate opening and closure for audience and purpose 	<p>The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:</p> <ul style="list-style-type: none"> there may be an inconsistent plot, and/or flaws may be evident unevenly or minimally establishes a setting, narrator/characters, and/or point of view* uneven use of appropriate transitional strategies and/or little variety weak or uneven sequence of events opening and closure, if present, are weak 	<p>The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:</p> <ul style="list-style-type: none"> there is little or no discernible plot or there may just be a series of events may be brief or there is little to no attempt to establish a setting, narrator/characters, and/or point of view* few or no appropriate transitional strategies may be evident and may cause confusion little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident opening and/or closure may be missing or unsatisfactory 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

*point of view begins at grade 7

**4-Point
Narrative
Performance Task Writing Rubric (Grades 3–8)**

Score	4	3	2	1	NS
Development/Elaboration	<p>The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and/or description:</p> <ul style="list-style-type: none"> experiences, characters, setting and/or events are clearly developed connections to source materials may enhance the narrative effective use of a variety of narrative techniques that advance the story or illustrate the experience effective use of sensory, concrete, and figurative language that clearly advances the purpose effective, appropriate style enhances the narration 	<p>The narrative, real or imagined, provides adequate elaboration using details, dialogue, and/or description:</p> <ul style="list-style-type: none"> experiences, characters, setting, and/or events are adequately developed connections to source materials may contribute to the narrative adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience adequate use of sensory, concrete, and figurative language that generally advances the purpose generally appropriate style is evident 	<p>The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and/or description:</p> <ul style="list-style-type: none"> experiences, characters, setting, and/or events are unevenly developed connections to source materials may be ineffective, awkward, or vague but do not interfere with the narrative narrative techniques are uneven and inconsistent partial or weak use of sensory, concrete, and figurative language that may not advance the purpose inconsistent or weak attempt to create appropriate style 	<p>The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:</p> <ul style="list-style-type: none"> experiences, characters, setting, and/or events may be vague, lack clarity, or confusing connections to source materials, if evident, may detract from the narrative use of narrative techniques may be minimal, absent, incorrect, or irrelevant may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the 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

2-Point Narrative Performance Task Writing Rubric (Grades 3-8)				
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.