

## Grade 3 ELA C2 T4

Sample Item ID:	<b>ELA.03.PT.2.04.164</b>
Title:	Dental Health
Grade/Model:	3/1
Claim(s):	<p><b>Primary Claims</b></p> <p>2: Students can produce effective writing for a range of purpose and audiences.</p> <p>4: Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.</p>
Primary Target(s):	<p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p><b>Claim 2</b></p> <p><b>4. COMPOSE FULL TEXTS:</b> Write full informational/explanatory texts on a topic, attending to purpose and audience: organize ideas by stating a focus, include structures and appropriate transitional strategies for coherence, include supporting details (from sources when appropriate to prompt), and an appropriate conclusion.</p> <p><b>8: LANGUAGE &amp; VOCABULARY USE:</b> Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p> <p><b>9. EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts</p> <p><b>Claim 4</b></p> <p><b>2. INTERPRET &amp; INTEGRATE INFORMATION:</b> Locate information to support central ideas and key details; Select information from data or print and non-print text sources</p> <p><b>4. USE EVIDENCE:</b> Generate opinions and cite evidence to support them based on prior knowledge and information collected.</p>
Secondary Target(s):	NA
Standard(s):	W-2a, W-2b, W-2c, W-2d, W-3b, W-4, W-5, W-8, L-3a, L-4, W-3d, L-1, L-2, L-3b, RI-9, W-1a, W-1b
DOK:	4
Difficulty:	Medium
Score Points:	TBD
Task Source:	Testing Contractor
How this task addresses the sufficient evidence for the claims:	<p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> <li>Gather, select, and analyze information in a series of sources</li> <li>Write an informational essay effectively demonstrating the following: <ul style="list-style-type: none"> <li>organization of ideas by stating a focus and citing details to support the stated focus and develops a conclusion</li> <li>demonstration of clear and coherent organization of writing demonstration of command of language and the conventions</li> </ul> </li> </ol>

	of standard English grammar and usage, capitalization, punctuation, and spelling
Item Type	PT
Target-Specific Attributes (e.g., accessibility issues):	Students with hearing and visual impairment will need to be provided with transcript of the video material. Students will enter lengthy text on a keyboard.
Stimuli:	<p><b>Sources (2 articles and 1 video; presented in the order in which they are used)</b></p> <p><b>Source 1: Article Cavities</b>  <a href="http://www.healthyteeth.org/cavities/cavities.html">http://www.healthyteeth.org/cavities/cavities.html</a>          Article explains what causes cavities and how to prevent them (cut before section on root canals)</p> <p><b>Source 2: Video Brushing</b>          Video showing the proper way to brush teeth.  <a href="http://www.ada.org/3813.aspx">http://www.ada.org/3813.aspx</a></p> <p><b>Source 3: Article Visiting the Dentist</b>          Article describes what happens during a routine pediatric dental exam and emphasizes the importance of regularly visiting the dentist.</p>
Stimuli/Text Complexity:	
Acknowledgments:	<p>Stimuli have been taken from the following sources:</p> <p>Cavities article  <a href="http://www.healthyteeth.org/cavities/cavities.html">http://www.healthyteeth.org/cavities/cavities.html</a></p> <p>Brushing video  <a href="http://www.ada.org/3813.aspx">http://www.ada.org/3813.aspx</a></p> <p>Sources to be provided by freelancer:          Visiting the Dentist article</p>
Task Notes:	<p><b>Task Overview (105 total minutes):</b>          Title: Visiting the Dentist  <b>Part 1</b> (35 minutes): Ultimately tasked with writing an informational essay telling how to maintain good dental health, students will be introduced to the topic through watching a short video and reading two articles, taking notes on these sources. They will then respond to three constructed-response questions addressing the research skills of analyzing and evaluating information.</p> <p><b>Part 2</b> (70 minutes): Finally, students will work individually to compose a full-length informational essay telling how to maintain good dental health, referring to details from the</p>

video or the texts. Students may also refer to their notes or back to the video or passages as needed. Pre-writing, drafting and revising will be involved.

**Scorable Products:** Student responses to the constructed-response questions at the end of part 1 and the essay completed in part 2 will be scored.

**Teacher preparation / Resource requirements**

The teacher should assure that sufficient blank paper and writing utensils are available for student note taking. Teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell check and a thesaurus, but not to grammar check.

**Teacher Directions:**

Students are given the texts, research, and any additional information about the essay.

**Part 1 (35 minutes)**

- Initiate the online testing session.
- Alert the students when 15 minutes have elapsed.
- Alert the students when there are 5 minutes remaining in part 1.

**Stretch Break**

**Part 2 (70 minutes)**

- Initiate the testing part 2.
- Allow students to access the sources and their answers to the constructed-response questions presented in part 1. They will not be allowed to change their answers.
- Alert students when there are 15 minutes remaining and suggest they begin revising their essays.
- Alert the students when there are 5 minutes remaining in the session.
- Close the testing session.

**Pre-Task Activity:**

There are no specific pre-task activities to be conducted.

**Time Requirements:**

The Performance Task will take 120 minutes in one session.

**Student Directions:**

**Part 1 (35 minutes)**

**Your assignment:**

You will watch an informational video about brushing your teeth and read two articles about dental health, taking notes on these sources, and then write an informational essay about dental

health.

**Steps you will be following:**

In order to plan and compose your essay, you will do all of the following:

1. Read two articles and watch a video.
2. Answer three questions about the sources.
3. Plan and write your essay.

**Directions for beginning:**

You will now watch one video and read two articles. Take notes because you may want to refer to your notes while writing your essay. You can look at any of the sources as often as you like.

(source 1)

(source 2)

(source 3)

**Questions**

Use the remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your essay. You may click on the appropriate buttons to refer to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

1. According to the video and the articles, what are the most important steps in taking care of your teeth? Use details from the sources to support your answer.
2. Explain why both the video and the articles help you understand how to care for your teeth. Use details from the sources to support your answer.

3. What do you think is the most important thing to do to keep your teeth healthy? Use details from the sources to support your answer.

**Part 2** (70 minutes)

You will now have 70 minutes to review your notes and sources, plan, draft, and revise your essay. While you may use your notes and refer to the sources, you must work on your own. You may also refer to the answers you wrote to earlier questions, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, and then begin your work.

**Your Assignment**

Write an informational essay explaining what a person should do to have good dental health. Include details from the video and articles to support your ideas.

**How your essay will be scored:** The people scoring your essay will be assigning scores for

- 1. Statement of Purpose/Focus**—*how well you clearly state and maintain your controlling idea or main idea*
- 2. Organization** – how well the ideas progress from the introduction to the conclusion using effective transitions and how well you stay on topic throughout the essay
- 3. Elaboration of Evidence** – how well you provide evidence from sources about your topic and elaborate with specific information
- 4. Language and Vocabulary** – how well you effectively express ideas using precise language that is appropriate for your audience and purpose
- 5. Conventions** – how well you follow the rules of usage, punctuation, capitalization, and spelling.

**Now begin work on your essay.** Manage your time carefully so that you can:

- plan your essay
- write your essay
- revise and edit for a final draft

Word-processing tools and spell check function are available to you.

Key and scoring information for questions:

1. Claim 4, Target 2

<b>Sample Generic 2-point Research (Grades 3-5): Interpret &amp; Integrate Information Rubric (Claim 4, Target 2)</b>	
<b>2</b>	• The response gives sufficient evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
<b>1</b>	• The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
<b>0</b>	A response gets no credit if it provides no evidence of the ability to locate, select, interpret and integrate information within and among sources of information.

2. Claim 4, Target 2

<b>Sample Generic 2-point Research (Grades 3-5): Interpret &amp; Integrate Information Rubric (Claim 4, Target 2)</b>	
<b>2</b>	• The response gives sufficient evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
<b>1</b>	• The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
<b>0</b>	A response gets no credit if it provides no evidence of the ability to locate, select, interpret and integrate information within and among sources of information.

## 3. Claim 4, Target 4

<b>Sample Generic 2-point Research (Grades 3-5): Use Evidence Rubric (Claim 4, Target 4)</b>	
<b>2</b>	<ul style="list-style-type: none"><li>The response gives sufficient evidence of the ability to cite evidence to support opinions and ideas.</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>The response gives limited evidence of the ability to cite evidence to support opinions and ideas.</li></ul>
<b>0</b>	A response gets no credit if it provides no evidence of the ability to cite evidence to support opinions and ideas.

<b>Sample Generic 4-point Informative-Explanatory (Grades 3-5) Writing Rubric</b>					
<b>Score</b>	<b>Statement of Purpose/Focus and Organization</b>		<b>Development: Language and Elaboration of Evidence</b>		<b>Conventions</b>
	<b>Statement of Purpose/Focus</b>	<b>Organization</b>	<b>Elaboration of Evidence</b>	<b>Language and Vocabulary</b>	<b>Conventions</b>
<b>4</b>	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained</li> <li>controlling idea or main idea of a topic is introduced and communicated clearly within the context</li> </ul>	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> <li>use of a variety of transitional strategies</li> <li>logical progression of ideas from beginning to end</li> <li>effective introduction and conclusion for audience and purpose</li> </ul>	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>use of evidence from sources is smoothly integrated, comprehensive, and relevant</li> <li>effective use of a variety of elaborative techniques</li> </ul>	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <li>use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</li> </ul>	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> <li>few, if any, errors are present in usage and sentence formation</li> <li>effective and consistent use of punctuation, capitalization, and spelling</li> </ul>

<p><b>3</b></p>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>• focus is clear and for the most part maintained, though some loosely related material may be present</li> <li>• some context for the controlling idea or main idea of the topic is adequate</li> </ul>	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> <li>• adequate use of transitional strategies with some variety</li> <li>• adequate progression of ideas from beginning to end</li> <li>• adequate introduction and conclusion</li> </ul>	<p>The response provides adequate support/evidence for controlling idea or main idea that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>• some evidence from sources is integrated, though citations may be general or imprecise</li> <li>• adequate use of some elaborative techniques</li> </ul>	<p>The response adequately expresses ideas, employing a mix of precise with more general language</p> <ul style="list-style-type: none"> <li>• use of domain-specific vocabulary is generally appropriate for the audience and purpose</li> </ul>	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>• some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed</li> <li>• Adequate use of punctuation, capitalization, and spelling</li> </ul>
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<p><b>2</b></p>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>• may be clearly focused on the controlling or main idea, but is insufficiently sustained</li> <li>• controlling idea or main idea may be unclear and somewhat unfocused</li> </ul>	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> <li>• inconsistent use of transitional strategies with little variety</li> <li>• uneven progression of ideas from beginning to end</li> <li>• conclusion and introduction, if present, are weak</li> </ul>	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>• evidence from sources is weakly integrated, and citations, if present, are uneven</li> <li>• weak or uneven use of elaborative techniques</li> </ul>	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>• use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose</li> </ul>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>• frequent errors in usage may obscure meaning</li> <li>• inconsistent use of punctuation, capitalization, and spelling</li> </ul>
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<p><b>1</b></p>	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>• may be very brief</li> <li>• may have a major drift</li> <li>• focus may be confusing or ambiguous</li> </ul>	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> <li>• few or no transitional strategies are evident</li> <li>• frequent extraneous ideas may intrude</li> </ul>	<p>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>• use of evidence from the source material is minimal, absent, in error, or irrelevant</li> </ul>	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>• uses limited language or domain-specific vocabulary</li> <li>• may have little sense of audience and purpose</li> </ul>	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> <li>• errors are frequent and severe and meaning is often obscure</li> </ul>
<p><b>0</b></p>	<p>A response gets no credit if it provides no evidence of the ability to write full informational/explanatory texts on a topic.</p>				