

## Grade 3 ELA C2 T7

|   |   |
|---|---|
| Sample Item ID:   | <b>ELA.03.PT.2.07.133</b>   |
| Title:  | Fame at a Young Age   |
| Grade/Model:  | 3/1   |
| Claim(s):   | <p><b>Primary Claims</b></p> <p>2. Students can produce effective writing for a range of purposes 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>7. <b>COMPOSE FULL TEXT:</b> Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus, include structures and appropriate transitional strategies for coherence, and develop supporting reasons (from sources when appropriate to prompt) and an appropriate conclusion.</p> <p>8. <b>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>9. <b>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>2. <b>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>4. <b>USE EVIDENCE:</b> Generate opinions and cite evidence to support them based on prior knowledge and information collected.</p> |
| Secondary Target(s):  | <i>n/a</i>  |
| Standard(s):  | W-1a, W-1b, W-1c, W-1d, W-3b, W-4, W-5, W-8, L-3a, L-6, W-2d, W-3d, L-1, L-2, L-3b, RI-9  |
| DOK:  | 4   |
| Difficulty:   | Medium/High   |
| 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>1. Gather, select, and analyze information in a series of sources</li> <li>2. Write an opinion essay effectively demonstrating             <ul style="list-style-type: none"> <li>• a clearly stated opinion</li> </ul> </li> </ol>   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• elaboration of ideas through relevant details from personal experience and sources to support opinion</li> <li>• clear and coherent organization of writing and</li> <li>• command of the conventions of standard English grammar and usage, capitalization, punctuation and spelling</li> </ul> |
| Item Type  | PT  |
| Target-Specific Attributes (e.g., accessibility issues): | Students with hearing impairment will need to be provided with transcripts of video. Students will enter lengthy text on a keyboard.  |

|                          |   |
|--------------------------|---|
| Stimuli:                 | <p><b>Sources (1 video and 1 article; presented in the order in which they are used)</b></p> <p><b>Video:</b><br/>Video features a child actor discussing his/her experiences as a child star. Topics will include attending public school and also having a private tutor when filming, moving often and constantly being introduced to unfamiliar people, and his/her exciting but chaotic schedule including appearing on television and meeting people he/she admires. The actor will discuss the work he/she puts into auditions and preparing for roles along with how it feels to land an acting job and to be rejected for one.</p> <p><b>Article:</b><br/>This short informational article will feature a child musician and will discuss the advantages and downfalls of being famous at a young age. The advantages listed may include but are not limited to traveling, meeting important people, and being able to save money for college. Downfalls may include practicing when other kids are playing, not getting to see friends, and learning from a private tutor instead of in a school setting with others.</p> |
| Stimuli/Text Complexity: |   |
| Acknowledgments:         | To be included once stimuli are created.  |
| Task Notes:              |   |

**Task Overview (105 total minutes):**

Title: Famous at a Young Age

**Part 1** (35 minutes): Ultimately tasked with writing an opinion essay on whether or not it is a good idea to be a child star, in this session students will view a video featuring a child actor, read an informational article about a child musician, then respond to three questions addressing the research skills of analyzing and evaluating information.

**Part 2** (70 minutes): Students will compose a full-length essay in which they state their opinion on whether or not it is good to be famous at a young age, referring to their notes and sources as needed. Prewriting, drafting, and revising will be involved.

**Scorable Products:** Student responses to the selected-response and constructed-response questions and the essay 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.

**Teacher Directions:**

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

**Part 1 (35 minutes)**

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

Stretch Break

**Part 2 (70 minutes)**

- Initiate the testing session for part 2.
- Allow students to access the sources and their answers to the selected-response and constructed-response questions presented in part 1. They will not be allowed to change their answers.
- Once 15 minutes have elapsed, suggest that students begin drafting their essays.
- When students have been writing for 55 minutes, alert them that 15 minutes are remaining and suggest that they begin revising their essays.
- It is acceptable if some students continue to write their essays rather than revise them.
- Alert the students when there are 10 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 105 minutes in one session.

**Student Directions:**

**Part 1** (35 minutes)

**Your assignment:**

You will watch a video and read an article, taking notes on these sources, answer several research questions, and then write an opinion essay about whether it is good to be famous at a young age.

**Steps you will be following:**

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

1. Watch a video and read an article.
2. Answer several questions about the sources.
3. Plan, write, and revise your essay.

**Directions for beginning:**

You will now watch a video and read an article. Take notes because you may want to refer to your notes while writing your essay. You can refer to any of the sources as often as you like.

(Video)

(Article)

**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, 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. What is one disadvantage of learning from a private tutor instead of in a public school that is presented in both the video and the article? Support your answer using details from the video and the article.
2. Describe what the video and the article say about the effects of child stars traveling often. Explain your answer with details from both sources.
3. The actor and musician have each had positive and negative experiences as the result of being famous. What are the positive experiences that are presented in both the video and the article? Select all the answers that are common to both children.

**Part 2** (70 minutes)

You will now have 70 minutes to review your notes and sources, plan, draft, and revise your essay. You may also refer to the answers you wrote in part 1, 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**

Your best friend told you that he/she wants to be a famous movie actor. To help reach this goal, your friend is eager to begin starring in commercials so that he/she can eventually get a role in a movie. Write an essay in which you state your opinion on whether you think it is good or bad to be famous at a young age. Use evidence from the video and the article to help support your opinion on the topic.

**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

*your opinions on the topic and maintain your focus*

**2. Organization** – how well your ideas logically flow from the introduction to 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 opinions 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 are available to you.

Key and Scoring information for questions:

1. CR Claim 4, Target 2

| <b>Sample Generic 2-point Research (Grades 3-5):</b>                    |   |
|---|---|
| <b>Interpret &amp; Integrate Information Rubric (Claim 4, Target 2)</b> |   |
| <b>2</b>  | <ul style="list-style-type: none"> <li>• The response gives sufficient evidence of the ability to locate, select, interpret and integrate information within and among sources of information.</li> </ul> |
| <b>1</b>  | <ul style="list-style-type: none"> <li>• The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.</li> </ul>    |
| <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. CR Claim 4, Target 2

| <b>Sample Generic 2-point Research (Grades 3-5):</b>                    |   |
|---|---|
| <b>Interpret &amp; Integrate Information Rubric (Claim 4, Target 2)</b> |   |
| <b>2</b>  | <ul style="list-style-type: none"> <li>The response gives sufficient evidence of the ability to locate, select, interpret and integrate information within and among sources of information.</li> </ul> |
| <b>1</b>  | <ul style="list-style-type: none"> <li>The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.</li> </ul>    |
| <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. SR Claim 4, Target 2. Key TBD based on sources.

4. CR Claim 4, Target 4

| <b>Sample Generic 2-point Research (Grades 3-5):</b> |   |
|--|---|
| <b>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 Opinion Writing Rubric (Grades 3-5)</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>opinion is clearly stated, focused, and strongly maintained</li> <li>opinion is 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>effective, consistent 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 writer’s opinion 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 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>opinion is clear and for the most part maintained, though some loosely related material may be present</li> <li>context provided for the claim is adequate</li> </ul> | <p>The response has an recognizable organizational structure , 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 the writer’s opinion 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 are present, but no systematic pattern of errors is displayed</li> <li>adequate use of punctuation, capitalization, and spelling</li> </ul> |
|-----------------|---|--|---|--|---|

|          |  |  |   |  |  |
|----------|--|--|---|--|--|
| <b>2</b> | <p>The response is somewhat sustained with some extraneous material or a minor drift in focus:</p> <ul style="list-style-type: none"> <li>• may be clearly focused on the opinion but is insufficiently sustained</li> <li>• Opinion on the issue may be somewhat unclear and 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 writer’s opinion 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 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> |
| <b>1</b> | <p>The response may be related to the purpose but may offer 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>• opinion 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 writer’s opinion that includes little or no use of sources, facts, and details:</p> <p>use of evidence from sources is minimal, absent, in error, or irrelevant</p>   | <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 obscured</li> </ul>  |
| <b>0</b> | A response gets no credit if it provides no evidence of the ability to write full opinion pieces about topics or sources.  |  |   |  |  |

