

<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 key details that are provided; select information from data or print and non-print text sources 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 and ideas.</p>	
<p>Claim 2</p> <p>Target 2, COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), 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, 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 (i.e., “. . . 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, fable, fairy tale, legend, or myth. • 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

	<p>existing piece of student writing. Target 4 will focus on using/selecting evidence to support an opinion or ideas.</p> <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 (RQ) can be used across PTs.
<p>Standards</p>	<p><u>Claim 4 Target 2</u></p> <p>INTERPRET/INTEGRATE INFORMATION: Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose. Gr. 3 Standards: RI-1, RI-7, RI-9; W-8 (PT: DOK 3)</p> <p>3.RI-1 <u>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u></p> <p>3.RI-7 <u>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</u></p> <p>3.RI-9 <u>Compare and contrast the most important points and key details presented in two texts on the same topic.</u></p> <p>3.W-8 Recall information from experiences or <u>gather information from print and digital sources</u>; take brief notes on sources and <u>sort evidence into provided categories.</u></p> <p><u>Claim 4 Target 3</u></p> <p>ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information. Gr. 3 Standards: RI-7, RI-9, W-8 (PT: DOK 4 for short-text items; DOK 3 for machine-scored items)</p> <p>3.RI-7 <u>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</u></p> <p>3.RI-9 <u>Compare and contrast the most important points and key details presented in two texts on the same topic.</u></p> <p>3.W-8 Recall information from experiences or <u>gather information from print and digital sources</u>; take brief notes on sources and sort evidence into provided categories.</p> <p><u>Claim 4 Target 4</u></p> <p>USE EVIDENCE: Cite evidence to support opinions and ideas.</p>

	<p>Gr. 3 Standards: RI-1, RI-6, RI-7, RI-9; W-1b; W-8 (PT: DOK 3)</p> <p>3.RI-1 <u>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u></p> <p>3.RI-6 <u>Distinguish their own point of view from that of the author of a text.</u></p> <p>3.RI-7 <u>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</u></p> <p>3.RI-9 <u>Compare and contrast the most important points and key details presented in two texts on the same topic.</u></p> <p>3.W-1b <u>Provide reasons that support the opinion.</u></p> <p>3.W-8 <u>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</u></p> <p>Claim 2 Target 2</p> <p>COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events).</p> <p>Gr. 3 Standards: W-3a, W-3b, W-3c, W-3d; W-4, W-5, W-8 (DOK 4)</p> <p>3.W-3</p> <ol style="list-style-type: none"> a. <u>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</u> b. <u>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</u> c. <u>Use temporal words and phrases to signal event order.</u> d. <u>Provide a sense of closure.</u> <p>3.W-4 <u>With guidance and support from adults, produce writing in which the development and organization are appropriate to task, purpose, and audience.</u></p> <p>3.W-5 <u>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u></p>
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	<p>3.W-8 Recall information from experiences or <u>gather information from print and digital sources</u>; take brief notes on <u>sources</u> and sort evidence into provided categories.</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 is more than one DOK 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 (two for Grade 3) 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.

	<ul style="list-style-type: none"> If a PT uses the maximum number of sources allowed for a PT (two for Grade 3); one source may be a visual/graphic source in itself.
Stimuli/Text Complexity	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 (i.e., a historical primary source document) may be included, but these should be used with caution and with appropriate supports (e.g., historical context, definitions of key terms).
Key Vocabulary	Please be sure to bracket or footnote all key vocabulary that cannot be understood through surrounding context. Brackets should be used for short definitions (fewer than three words) of a word or term whereas footnotes are used where longer definitions are necessary. (See <i>Smarter Balanced Assessment Consortium: Style Guide</i> .)
Accessibility Concerns	Students will be required to read short and long stimuli, interpret information from text and/or graphic sources, and use a mouse. Students with physical impairments may need to use an adapted mouse or a computer with eye-scanning capabilities. Students who are visually impaired or blind may need enlarged or brailled text and picture descriptions of art. Illustrations that need to be interpreted will need to have detailed written descriptions in order for them to be accessible for students who are blind. Students with reading disabilities may need to read the text out loud, 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.
Evidence Required	<p>Claim 4</p> <p><u>Target 2</u></p> <ol style="list-style-type: none"> The student will locate information from multiple sources to support a central idea or key detail related to research. The student will interpret information from multiple sources to support a given purpose related to research tasks. The student will interpret information from a visual source to support a given purpose related to research tasks. <p><u>Target 3</u></p> <ol style="list-style-type: none"> The student will analyze digital and print sources in order to locate relevant information to support research. The student will analyze illustrations in order to locate relevant information to support research. <p><u>Target 4</u></p> <ol style="list-style-type: none"> The student will select evidence to support opinions or ideas based on evidence collected.

	<p>Claim 2 <u>Target 2</u></p> <p>1. The student will write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), 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>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
Allowable Tools	<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 two 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 two 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, 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 (i.e., “. . . and then they did this . . . , and then they did that . . . 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 key detail related to research. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> Lead-in: No lead-in Stimulus: No additional stimulus Stems: <ul style="list-style-type: none"> Source #1 discusses <topic>. Explain how the information in Source #2 adds to the reader’s understanding of <topic>. Give two [details/examples] from Source #2 to support your explanation. The sources discuss <topic>. Explain what the sources say about <topic>. Use one detail from each source to support your explanation. For each detail, include the source title or number. <p>Rubric Task Model 1a:</p> <table border="1" data-bbox="574 989 1459 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 key detail 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 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 as 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.</p>								

	<p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: No lead-in Stimulus: G3.T2. Excerpt from one of the Sources Stem: <ul style="list-style-type: none"> ○ Source #1 says <quote>. Click on [one/two] sentence(s) in Source #2 below that best [supports/support] this [idea/detail]. • Clarifications: The stem should appear above the excerpt, not after it. 								
<p>Task Model 3 Item Type: Short Text DOK Level 3</p>	<p>Target Evidence Statement Claim 4, Target 2:</p> <ol style="list-style-type: none"> 2. The student will interpret information from multiple sources to support a given purpose related to research tasks. (task model 3b) 3. The student will interpret information from a visual source to support a given purpose related to research tasks. (task model 3a) <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 an illustration. Explain how this illustration would be helpful if it were added to Source #2. Give two [details/examples] from Source #2 to support your explanation. ○ Both sources 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. <p>Rubric Task Model 3a:</p> <table border="1" data-bbox="574 1285 1459 1793"> <thead> <tr> <th>Score Point</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td>Response is an adequate evidence-based explanation of how an illustration 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 style="text-align: center;">1</td> <td>Response is a limited/partial evidence-based explanation of how an illustration 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 an illustration 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 style="text-align: center;">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 an illustration 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 an illustration 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 an illustration 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 4 Item Type: Multiple Choice, Multiple correct response DOK Level 3</p>	<p>Target Evidence Statement Claim 4, Target 2: 2. The student will interpret information from multiple sources to support a given purpose related to research tasks.</p> <p>Description: The student will locate sentences from a source presented in the performance task that provide different information from/supporting information to the information presented in another source from the performance task. The answer choices should be six sentences from a source presented in the performance task; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options. To avoid clueing, the topic that is stated in the stem should either not use the explicit wording of the answer choices, or should contain a balance of wording across the answer choices. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., three short, three long). Order the choices from shortest to longest. The correct answer choices should be sentences that clearly provide differing information from/supporting information to the information given about the topic from the source mentioned in the stem. Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) sentences that are on topic but do not provide differing information from/supporting information to 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/supporting information to 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 Stem: <ul style="list-style-type: none"> ○ Source #1 gives information about <topic>. Choose two [facts/ideas/details] from Source #2 that give different information about <topic>. ○ Choose two [details/ideas] that explain what both Source #1 and Source #2 say about <topic>. ○ Source #1 says <quote>. Click on two details from Source #2 that give different information about <topic of quote>.
<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 has more helpful information in understanding <idea/process>? Explain why this source has more helpful information in understanding <idea/process>. Support your explanation with two [details/examples] from the source. ○ Which source has more useful information about <topic>? Explain why this source has more useful information about <topic>. Support your explanation with two [details/examples] from the source.

	<p>Rubric Task Model 5a:</p> <table border="1"> <thead> <tr> <th>Score Point</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td>Response is an identification of which source has more helpful information in understanding <idea/process> and an adequate evidence-based explanation of why it has more helpful information in understanding <idea/process>, supported by two [details/examples] from the identified source.</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Response is an identification of which source has the more helpful information in understanding <idea/process> and a limited or partial evidence-based explanation of why it has more helpful information 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 has the more helpful information in understanding <idea/process> and an adequate evidence-based explanation of why it has more helpful information in understanding <idea/process>, supported by one [detail/example] from the identified source.</td> </tr> </tbody> </table> <p>Scoring Note: Score point 1 encompasses partially correct responses.</p> <p>Task Model 5b:</p> <table border="1"> <thead> <tr> <th>Score Point</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td>Response is an identification of which source has more useful information about <topic> and an adequate evidence-based explanation of why it has more useful information about <topic>, supported by two [details/examples] from the identified source.</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Response is an identification of which source has more useful information about <topic> and a limited or partial evidence-based explanation of why it has more 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 more useful information about <topic> and an adequate evidence-based explanation of why it has more useful information about <topic>, supported by one [detail/example] from the identified source.</td> </tr> <tr> <td style="text-align: center;">0</td> <td>Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.</td> </tr> </tbody> </table> <p>Scoring Note: Score point 1 encompasses partially correct responses.</p>	Score Point	Description	2	Response is an identification of which source has more helpful information in understanding <idea/process> and an adequate evidence-based explanation of why it has more helpful information in understanding <idea/process>, supported by two [details/examples] from the identified source.	1	Response is an identification of which source has the more helpful information in understanding <idea/process> and a limited or partial evidence-based explanation of why it has more helpful information 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 has the more helpful information in understanding <idea/process> and an adequate evidence-based explanation of why it has more helpful information in understanding <idea/process>, supported by one [detail/example] from the identified source.	Score Point	Description	2	Response is an identification of which source has more useful information about <topic> and an adequate evidence-based explanation of why it has more useful information about <topic>, supported by two [details/examples] from the identified source.	1	Response is an identification of which source has more useful information about <topic> and a limited or partial evidence-based explanation of why it has more 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 more useful information about <topic> and an adequate evidence-based explanation of why it has more 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.
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0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.														

<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 that provides the most useful information. The answer choices should be source titles, numbers, and descriptions of the sources that are provided in the performance task. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem, or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order the choices from shortest to longest. The correct answer choice should be one source 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) information from the source that is inaccurate and/or 2) source that contains opinion or speculation and/or 3) information from the source that is not useful for the topic. Rationales should state the justification for why the plausible distractor is incorrect. Appropriate Stems:</p> <ul style="list-style-type: none"> Lead-in: No lead-in Stimulus: No additional stimulus Stem: <ul style="list-style-type: none"> Which source has more useful information about <topic>? Choose one answer that gives the source number and correctly explains why this is the more useful source.
<p>Task Model 7 Item Type: Short Text DOK Level 4</p>	<p>Target Evidence Statement Claim 4, Target 3:</p> <ol style="list-style-type: none"> The student will analyze illustrations 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 Stem: <ul style="list-style-type: none"> Source #1 has an illustration. What information from the illustration is the most useful in understanding the <process/idea> in Source #2? Explain why this information is the most useful in understanding <process/idea>. Support your explanation with two [details/examples] from Source #2.

	<p>Rubric Task Model 7:</p> <table border="1" data-bbox="574 317 1458 1213"> <thead> <tr> <th data-bbox="574 317 743 365">Score Point</th> <th data-bbox="743 317 1458 365">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="574 365 743 520">2</td> <td data-bbox="743 365 1458 520">Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and an adequate evidence-based explanation of why it is the most useful supported by two [details/examples] from Source #2.</td> </tr> <tr> <td data-bbox="574 520 743 1121">1</td> <td data-bbox="743 520 1458 1121"> Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and a limited/partial evidence-based explanation of why it is the most useful supported by two vague or loosely related [details/examples] from Source #2. OR Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and an adequate evidence-based explanation of why it is the most useful supported by one [detail/example] from Source #2. OR Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and an adequate evidence-based explanation of why it is the most useful supported by two [details/examples] from Source #1 or one [detail/example] from Source #1 and one [detail/example] from Source #2. </td> </tr> <tr> <td data-bbox="574 1121 743 1213">0</td> <td data-bbox="743 1121 1458 1213">Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the most useful information is insufficient.</td> </tr> </tbody> </table> <p>Scoring Note: Score point 1 encompasses partially correct responses.</p>	Score Point	Description	2	Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and an adequate evidence-based explanation of why it is the most useful supported by two [details/examples] from Source #2.	1	Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and a limited/partial evidence-based explanation of why it is the most useful supported by two vague or loosely related [details/examples] from Source #2. OR Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and an adequate evidence-based explanation of why it is the most useful supported by one [detail/example] from Source #2. OR Response is an identification of what information from the illustration in Source #1 is the most useful information in understanding <idea/process> in Source #2 and an adequate evidence-based explanation of why it is the most useful supported by two [details/examples] from Source #1 or one [detail/example] from Source #1 and one [detail/example] from Source #2.	0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the most useful information is insufficient.
Score Point	Description								
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0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the most useful information is insufficient.								
<p>Task Model 8 Item Type: Hot Text, Select Text DOK Level 3</p>	<p>Target Evidence Statement Claim 4, Target 3:</p> <ol style="list-style-type: none"> The student will analyze illustrations in order to locate relevant information to support research. <p>Description: The student will locate sentences that support an illustration presented in one of the sources provided in the performance task. The delimited text should be an excerpt from one of the sources provided in the performance task. There should be six sentences that are delimited; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options. The correct answer choice(s) should be sentences that clearly support the illustration that is mentioned in the stem. If there are too many defensible options (check every possibility) do not use this item type, use multiple-choice. Distractors are the delimited sentences that should reflect common student errors. Plausible distractors for this model might include: 1) a sentence that is on topic but does not support the illustration and/or 2) a sentence that contains interesting information but does not support the illustration.</p>								

	<p>Rationales should state the justification for why the plausible distractor is incorrect. Provide rationales for all distractors in the delimited text.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: No lead-in <p>Stimulus: G3.T3. Excerpt from one of the Sources</p> <p>Stem:</p> <ul style="list-style-type: none"> ○ Source #2 has an illustration. Click on the two details in the sentences from Source #1 below that are best explained by the illustration in Source #2. <ul style="list-style-type: none"> • Clarifications: The stem should appear above the excerpt, not after it.
<p>Task Model 9 Item Type: Short Text DOK Level 3</p>	<p>Target Evidence Statement Claim 4, Target 4:</p> <ol style="list-style-type: none"> 1. The student will select evidence to support opinions or ideas based on evidence collected. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: No lead-in <p>Stimulus: No additional stimulus</p> <p>Stems:</p> <ul style="list-style-type: none"> ○ Explain [why/how] <idea/opinion>. Give two [reasons/details/examples], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2, to support your explanation. For each [reason/detail/example], include the source title or number. ○ Explain what would happen if <possible effect from cause discussed in sources>. Give two [details/examples], one [detail/example] from Source #1 and one [detail/example] from Source #2, to support your explanation. For each [detail/example], include the source title or number. ○ Each source explains <topic/information>. Explain why this [topic/information] is important. Give two examples, one example from Source #1 and one example from Source #2, to support your answer. For each example, include the source title or number.

<p>Rubric Task Model 9a:</p>	
Score Point	Description
2	Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by two [reasons/details/examples], one [reason/detail/example] from Source #1 and one [reason/detail/example] from Source #2. Student cites the source for each [reason/detail/example].
1	<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	Response is an explanation that is insufficient, incorrect or irrelevant.
<p>Scoring Note: Score point 1 encompasses partially correct responses.</p>	

Task Model 9b:	
Score Point	Description
2	Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two [details/examples], one [detail/example] from Source #1 and one [detail/example] from Source #2. Student cites the source for each [detail/example].
1	<p>Response is a limited/partial evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two vague or loosely related [details/examples], one [detail/example] from Source #1 and one detail/example] from Source #2. Student cites the source for each [detail/example].</p> <p>OR</p> <p>Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two [details/examples] from one source. Student cites the source for each [detail/example].</p> <p>OR</p> <p>Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by one [detail/example] from one source. Student cites the source for the [detail/example].</p> <p>OR</p> <p>Response is an adequate evidence-based explanation of what would happen if <possible effect from a cause discussed in sources> supported by two [details/examples], one [detail/example] from Source #1 and one [detail/example] from Source #2. Student does not cite the source for each [detail/example].</p>
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9c:	
Score Point	Description
2	Response is an adequate evidence-based explanation of why <topic/information> is important supported by two examples, one example from Source #1 and one example from Source #2. Student cites the source for each example.
1	<p>Response is a limited/partial evidence-based explanation of why <topic/information> is important supported by two vague or loosely related examples, one example from Source #1 and one example from Source #2. Student cites the source for each example.</p> <p>OR</p> <p>Response is an adequate evidence-based explanation of why <topic/information> is important supported by two examples from one source. Student cites the source for each example.</p> <p>OR</p> <p>Response is an adequate evidence-based explanation of why <topic/information> is important supported by one example from one source. Student cites the source for the example.</p> <p>OR</p> <p>Response is an adequate evidence-based explanation of why <topic/information> is important supported by two examples, one example from Source #1 and one example from Source #2. Student does not cite the source for each example.</p>
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

<p>Task Model 10 Item Type: Matching Tables DOK Level 3</p>	<p>Target Evidence Statement Claim 4, Target 4: 1. The student will select evidence to support opinions or ideas based on evidence collected.</p> <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 on the table. 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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%; text-align: center;">Source #1:</th> <th style="width: 20%; text-align: center;">Source #2:</th> </tr> <tr> <td></td> <th style="text-align: center;"><Title></th> <th style="text-align: center;"><Title></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><idea/opinion></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><idea/opinion></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" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 12.5%; text-align: center;">Source #1:</th> <th style="width: 12.5%; text-align: center;">Source #2:</th> <th style="width: 12.5%; text-align: center;">Both</th> <th style="width: 12.5%; text-align: center;">Neither</th> </tr> <tr> <td></td> <th style="text-align: center;"><Title></th> <th style="text-align: center;"><Title></th> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><idea/opinion></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><idea/opinion></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"><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:	Source #2:		<Title>	<Title>	<idea/opinion>			<idea/opinion>				Source #1:	Source #2:	Both	Neither		<Title>	<Title>			<idea/opinion>					<idea/opinion>					<idea/opinion>				
	Source #1:	Source #2:																																				
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<p>Task Model 11 Item Type: Full Write DOK Level 4</p>	<p>Target Evidence Statement Claim 2, Target 2:</p> <ol style="list-style-type: none"> 1. The student will write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), 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>Now that you have learned about the Pilgrims, it is time to work on your project for the website your class is making about them. The website will be read by parents, teachers, and other students in your school.</p> <p>Your assignment is to write a story about a Pilgrim child’s journey on the <i>Mayflower</i> to the New World. Write a story that is several paragraphs long about something that happens to the character during the journey. Writers often do research to add interesting details to the setting, characters, and plot in their stories. Be sure to use the information that you learned about in the sources when you write about your Pilgrim character. Make sure your story includes a setting, gives information about the characters, and tells what happens. Remember to use words that describe and don’t just tell. Your story should have a clear beginning, middle, and end.</p> <p>Sample Narrative Assignment #2:</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 chose 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. You may use information from the sources you have read to write your story. Make sure your story includes a setting, gives information about the characters, and describes what happens. Remember to use words that describe and don’t just tell. Your story should have a clear beginning, middle, and end.</p>
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	<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 the sources 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.