

ELA.10.CR.2.06.110 C2 T6

Sample Item Id:	ELA.10.CR.2.06.110
Grade/Model:	10/2a
Claim:	2. Students can produce effective and well-grounded writing for a range of purpose and audiences.
Assessment Target:	6. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counter claims using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience.
Secondary Target(s):	n/a
Standard(s):	W-1a, W-1b, W-1c, W-1d, and/or W-1e
DOK:	2
Difficulty:	M
Item Type:	Constructed Response
Score Points:	0, 1, 2, 3
Correct Response:	See rubric
Stimuli/Passage(s):	"The Internet in Classroom"
Stimuli/Text Complexity:	n/a (student writing)
Acknowledgement(s):	
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	To complete this task, students must revise the first paragraph of an argumentative essay to make the claim more precise.
Target-Specific Attributes (e.g., Accessibility Issues):	Students are required to enter text on a keyboard.

Stimulus Text:

Read this draft of a first paragraph from a student's argumentative essay, and then answer the question.

The Internet in Classrooms

Students who use the internet to do research know that they are dealing with a large amount of information on almost every topic when they go on the internet. Some teachers say that students should be able to use the internet for their classes to

do research because the internet contains a lot of information on topics such as history, science, and literature. Others say that students waste a lot of time on the internet in class and they should not use it during class time. They say students spend a lot of time on Facebook and email instead of doing research. There are a lot of good points on both sides of this argument that I agree with but I mainly agree with some of the teachers who let their students use the internet because it lets students find a lot of sources.

Item Prompt:

Revise this paragraph to make the student's claim clearer.

Scoring Rubric	
3	<ul style="list-style-type: none"> • Maintains adequate focus on the topic and has adequate supporting details • Has a logical organizational pattern and conveys a sense of wholeness and completeness, although some lapses occur • Provides adequate transitions in an attempt to connect ideas • Uses adequate language and appropriate word choices for intended audience and purpose • Includes sentences, or phrases where appropriate, that are somewhat varied in length and structure
2	<ul style="list-style-type: none"> • Demonstrates an inconsistent focus and includes some supporting details, but may include extraneous or loosely related details • Shows an attempt at an organizational pattern, but exhibits little sense of wholeness and completeness • Provides transitions which are weak or inconsistent • Has a limited and predictable vocabulary which may not be appropriate for the intended audience and purpose • Shows limited variety in sentence length and structure
1	<ul style="list-style-type: none"> • Demonstrates little or no focus and few supporting details which may be inconsistent or interfere with the meaning of the text • Has little evidence of an organizational pattern or any sense of

	<p>wholeness and completeness</p> <ul style="list-style-type: none">• Provides transitions which are poorly utilized, or fails to provide transitions• Has a limited or inappropriate vocabulary for the intended audience and purpose• Has little or no variety in sentence length and structure
0	The response does not meet any of the criterion.