

Grade 3 ELA C3 T3

Sample Item ID:	ELA.03.PT.3.03.134
Title:	Starting Your Own Vegetable Garden
Grade:	3
Claim(s):	<p>Primary Claims</p> <p>3: Students can employ effective speaking and listening skills 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> <p>1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p>
Primary Target(s):	<p><i>These claims and targets are eligible to be measured by scorable evidence.</i></p> <p><u>Claim 3</u></p> <p>3. PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., determine main ideas and supporting details) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message</p> <p>1. LANGUAGE & VOCABULARY USE: Accurately use language (including academic and domain-specific vocabulary), syntax, grammar, and discourse appropriate to the purpose and audience when speaking</p> <p>4. LISTEN/INTERPRET: Interpret and use information delivered orally or audio visually</p> <p><u>Claim 4</u></p> <p>2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and key details; Select information from data or print and non-print text sources</p> <p>4. USE EVIDENCE: Generate opinions and cite evidence to support them based on prior knowledge and information collected.</p> <p><u>Claim 1</u></p> <p>8. KEY DETAILS: Use explicit details and implicit information from the text to support answers or inferences about information presented.</p> <p>11. REASONING & EVIDENCE: Use supporting evidence to interpret and explain how information is presented or connected within or across texts (author’s point of view, ideas and supporting details, relationships)</p> <p>12. ANALYSIS WITHIN OR ACROSS TEXTS: Specify, integrate, or compare information within or across texts (e.g., cause-effect, integrate information)</p>
Secondary Target(s):	n/a

Standard(s):	Listening/Speaking: SL-1, SL-2, SL-3, SL-4, SL-5, SL-6 Research: L-1, L-3a, L-3b, L-6 Reading: RI-1, RI-3, RI-6, RI-8, RI-9, R-1a, R-1b
DOK:	1, 2, 3, 4
Difficulty:	Medium/Hard
Item Type:	PT
Score Points:	TBD
Task Source:	Testing Contractor
How this task contributes to the sufficient evidence for the claims:	In order to complete the performance task, students <ol style="list-style-type: none"> 1. Gather information from a series of sources and analyze the relationships among these sources 2. Analyze information sources and evaluate evidence in order to generate a thesis or controlling idea 3. Plan and deliver an oral presentation effectively demonstrating <ul style="list-style-type: none"> • a clearly-established position about the various sources • presentation of relevant supporting evidence, details, and elaboration consistent with the position, sources, purpose, and audience • effective organization of ideas • control of language for purpose and audience
Target-Specific Attributes (e.g., accessibility issues):	Students with hearing and visual impairment will need to be provided with a transcript of the video material.
Stimuli:	<p>Sources (1 video, 1 article; presented in the order in which they are used)</p> <p>Video: A grade-appropriate presentation about gardening which focuses on the importance of eating vegetables, the benefits of growing your own vegetables, and important tips to consider when starting your own vegetable garden (<i>e.g., in relation to climate, light, soil, water, available space, and commitment, etc.</i>).</p> <p>Article 1: A grade-appropriate article about 4 different vegetables that can be grown at home. Article will include information about the ideal growing conditions for each vegetable (<i>e.g., climate, light, soil, water, and available space</i>) and may include additional relevant information about each.</p>
Stimuli/Text Complexity:	
Acknowledgments:	NA
Task Notes:	Video should be no longer than 5 minutes. The article should be no

longer than 400 words.

Task Overview (105 total minutes):

Title: Starting Your Own Vegetable Garden

Part 1 (35 minutes):

Before writing and delivering an opinion speech, students will be introduced to the topic through watching a short video, reading one informative text, taking notes on these sources. They will then respond to several questions addressing the research skills of analyzing and evaluating information.

Part 2 (70 minutes):

Finally, students will work individually to compose and orally deliver a short speech about the vegetable presented in the article that will grow best in the area where they live, referring to details from the video or the text. Students will present the speech aloud. Students may also present supplemental materials they create to enhance their presentation.

Scorable Products: Student responses to the research questions and the speech will be scored.

Teacher preparation / Resource requirements

The teacher should ensure 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 text, research, and any additional information about the speech.

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 the 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 the students when 20 minutes have elapsed.
- After students have been working for 60 minutes, alert them that there are 10 minutes left.
- Close the testing session.
- Direct students to deliver their presentations.

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 one article, taking notes on these sources and answering three questions about the sources. You will then prepare and deliver an oral presentation about which vegetable you would chose to grow in your garden.

Steps you will be following:

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

- 1) Watch the video and then read one article.
- 2) Answer three questions about the sources.
- 3) Plan and deliver your presentation.

Directions for beginning:

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

(video 1)

(article 1)

Questions

Use your 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 presentation. You may click on the appropriate buttons to refer back 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 detail about growing vegetables that appears in both the video and the article?
2. Which ideas from the video and the article are things gardeners should consider when planning which vegetables to grow? Select as many as apply.
 - A. space available to grow vegetables
 - B. number of seeds available per plant
 - C. climate where the garden will be grown
 - D. history of the vegetables that will grow
 - E. the amount of sunlight the plant will get
 - F. whether the seeds will be planted indoors or outdoors
 - G. whether other people like to eat vegetables
3. Read this statement: "Vegetables are the building blocks for a healthful diet." Do you agree with this statement? Explain your answer using evidence from the video or the text to support your opinion.

Part 2 (70 minutes)

You will now have 70 minutes to review your notes and sources, plan, draft, and deliver your speech. 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 speech will be scored, and then begin your work.

Your assignment:

You have watched one short video and read one informational article about growing a vegetable garden. Consider what is needed in order to grow vegetables successfully. Now, choose one of the vegetables from the article and prepare a speech about which one would grow best where you live. You will write a draft of a speech and create any supplementary materials you may need for your presentation. Support your opinion with details from the sources you have read and viewed.

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

- 1. Focus**—*how well your speech clearly introduces and communicates your ideas*
- 2. Organization** – how well your ideas flow from the opening to the conclusion and how well you stay on topic throughout the speech
- 3. Elaboration of Evidence** – how well you use sources, facts, and details as evidence
- 4. Language and Vocabulary** – how well you effectively express ideas using precise language that is appropriate for your audience and purpose
- 5. Presentation** – how well your speech is presented, including eye contact, pronunciation, and awareness of audience and the use of visual/graphics/audio enhancements appropriate to your message

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

- plan your speech
- write your speech
- present your speech

Word-processing tools are available to you.

Key and scoring information for questions:

1. C4T2

Sample Generic 2-point Research (Grades 3-5):	
Interpret & Integrate Information Rubric (Claim 4, Target 2)	
2	<ul style="list-style-type: none"> The response gives sufficient evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
1	<ul style="list-style-type: none"> The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
0	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. C4T2. Key A, C, E, F, G

3. C4T4

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

Sample Generic 4-point Speech Rubric (Grades 3-11)					
Score	Establishment of Focus and Organization		Development: Language and Elaboration of Evidence		Presentation
	Focus	Organization	Elaboration of Evidence	Language and Vocabulary	Presentation
4	<p>The speech is consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling idea, opinion, or claim is clearly stated and strongly maintained controlling idea, opinion or claim is introduced and communicated clearly within the context 	<p>The speech has a clear and effective organizational structure helping create unity and completeness:</p> <ul style="list-style-type: none"> employs a strong opening and logical progression of ideas effective introduction and conclusion for audience and purpose 	<p>The speech provides thorough and convincing support/evidence for the writer’s controlling idea, opinion, or claim that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated and relevant 	<p>The speech clearly and effectively expresses ideas:</p> <ul style="list-style-type: none"> use of precise language (including academic and domain-specific language) consistent use of syntax and discourse appropriate to the audience and purpose 	<p>The speech is clearly and smoothly presented:</p> <ul style="list-style-type: none"> use of effective eye contact and volume with clear pronunciation understandable pace adapted to the audience consistently aware of audience’s engagement use of strong visual/graphics/ audio enhancements, when appropriate, to effectively clarify message.

<p>3</p>	<p>The speech is adequately and generally focused:</p> <ul style="list-style-type: none"> controlling idea, opinion, or claim is clear and for the most part maintained though some loosely related material may be present some context for the controlling idea, opinion, or claim 	<p>The speech has an evident organizational structure and a sense of completeness, though some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety ideas progress from beginning to end introduction and conclusion are adequate adequate, if slightly inconsistent, connection among ideas 	<p>The speech provides adequate support/evidence for the writer’s controlling idea, opinion, or claim that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> some evidence from sources is smoothly integrated though may be general or imprecise 	<p>The speech adequately expresses ideas employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> use of academic and domain-specific language is adequate, use of syntax and discourse generally appropriate to the audience and purpose; 	<p>The speech is adequately presented with minor flaws:</p> <ul style="list-style-type: none"> appropriate use of eye contact, volume, and pronunciation generally understandable pace adapted to the audience sufficiently aware of audience’s engagement sufficient use of visual/graphics/audio enhancements, when appropriate, to clarify message
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<p>2</p>	<p>The speech is somewhat unclear and unfocused:</p> <ul style="list-style-type: none"> controlling idea, opinion, or claim is for the most part maintained though there may be a minor drift controlling idea, opinion, or claim may be lacking an appropriate context 	<p>The speech has an inconsistent organizational structure:</p> <ul style="list-style-type: none"> inconsistent use of transitional strategies with little variety ideas progress unevenly from beginning to end introduction and conclusion, if present, may be weak weak connection among ideas 	<p>The speech provides uneven, cursory support/evidence for the writer’s controlling idea, opinion, or claim that includes partial or superficial use of sources, facts, and details:</p> <ul style="list-style-type: none"> evidence from sources is weakly integrated 	<p>The speech inconsistently expresses ideas employing simplistic language:</p> <ul style="list-style-type: none"> insufficient use of academic and domain-specific language use of syntax and discourse may at times be inappropriate to the audience and purpose 	<p>The speech is unevenly presented with evident flaws :</p> <ul style="list-style-type: none"> inconsistent use of eye contact, volume, and pronunciation pace partially adapted to the audience partially aware of audience’s engagement sufficient use of visual/graphics/ audio enhancements, when appropriate, to clarify message
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<p>1</p>	<p>The speech is unclear and unfocused:</p> <ul style="list-style-type: none"> controlling idea, opinion, or claim may have a major drift controlling idea, opinion, or claim may be confusing or ambiguous 	<p>The speech has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> few or no transitional strategies are evident frequent extraneous ideas may intrude 	<p>The speech provides minimal support/evidence for the writer’s controlling idea, opinion, or claim that includes little or no use of sources, facts, or details:</p> <ul style="list-style-type: none"> evidence from sources is minimal, absent, in error, or irrelevant 	<p>The speech expresses vague ideas, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> uses limited language or domain-specific vocabulary rudimentary use of syntax and discourse inappropriate for the audience and purpose 	<p>The speech is presented with serious flaws that obscure meaning:</p> <ul style="list-style-type: none"> infrequent eye contact, and inappropriate volume and pronunciation pace not adapted to the audience little or no sense of audience’s engagement little or no visual/graphics/audio enhancements to clarify message
<p>0</p>	<p>A speech gets no credit if it provides no evidence of the ability to gather and organize information, compose, and orally deliver short speech.</p>				