

## ELA.04.PT.2.02.137 C2 T2

Sample Item ID:	<b>ELA.04.PT.2.02.137</b>
Title:	Fables
Grade:	4
Claim(s):	<p>Primary Claims</p> <p><b>Claim 2:</b> Students can produce effective writing for a range of purpose and audiences.</p> <p><b>Claim 4:</b> Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.</p> <p><b>Claim 1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p>
Assessment Target(s):	<p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p><b>Claim 2</b> <b>2: COMPOSE FULL TEXTS:</b> Write full compositions demonstrating narrative strategies (dialogue, sensory or concrete details, description), structures, appropriate transitional strategies for coherence, and authors' craft appropriate to purpose (closure, detailing characters, plot, setting, and events)</p> <p><b>8. LANGUAGE &amp; VOCABULARY USE:</b> Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts</p> <p><b>9. EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts</p> <p><b>Claim 4</b> <b>2. INTERPRET &amp; INTEGRATE INFORMATION:</b> Locate information to support central ideas and subtopics; Select and integrate information from data or print and non-print text sources</p> <p><b>3. ANALYZE INFORMATION/SOURCES:</b> Distinguish relevant-irrelevant information (e.g., fact/opinion)</p> <p><b>4. USE EVIDENCE:</b> Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed</p> <p><b>Claim 1</b> <b>5. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Interpret, specify, or compare how information is presented across texts (first-third person point of view, visual/oral formats, topics, themes, patterns of events)</p>
Standard(s):	<p><b>Primary Standards</b> <b>SL-1, SL-2, SL-3, SL-4, W-6, W-7, W-3, W-4, W-5, W-8, W-9, W-2d, W-3d, L-1, L-2, L-3a, L-3b, L-6</b></p>
DOK:	4
Difficulty:	Medium
Item Type:	Performance Task
Score Points:	TBD
Task Sources:	Testing Contractor

<p>How this task contributes to the sufficient evidence for this claim:</p>	<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 a narrative effectively demonstrating             <ul style="list-style-type: none"> <li>• Narrative strategies (dialogue, sensory or concrete details, description)</li> <li>• Author’s craft appropriate to purpose (detailing characters, plot, and setting)</li> <li>• Interpretation of language by distinguishing literal from nonliteral (correct and incorrect) meanings of words and phrases used in context</li> <li>• Clear and coherent organization of writing</li> <li>• Command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling</li> </ul> </li> </ol>
<p>Target-Specific Attributes (e.g., accessibility issues):</p>	<p>Students with a visual impairment will need to be provided with audio/Braille/enlarged text versions of independent reading material.</p>
<p>Stimuli:</p>	<p><b>Sources (one article and three narrative texts presented in the order in which they are used)</b></p> <p><b>Article</b>        Fables        This informational article gives a brief history of fables, including a discussion of Aesop, and discusses the primary elements of a fable. To be written by a freelancer, 200–300 words</p> <p><b>Narrative 1</b>        The Lion and the Mouse        A Lion lay asleep in the forest, his great head resting on his paws. A scared little Mouse came upon him unexpectedly, and in her fright and rush to get away, ran across the Lion's nose. Awakened from his nap, the Lion angrily laid his huge paw on the tiny creature. "Do not hurt me!" begged the poor Mouse. "Please let me go and someday I will surely repay you."        The Lion was much amused to think that a Mouse could ever help him. But he was generous and finally let the Mouse go.        Some days later, while hunting for prey in the forest, the Lion was caught in a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The Mouse knew the voice and quickly found the Lion struggling in the net. Running to one of the great ropes that bound him, she chewed it until it broke, and soon the Lion was free.        "You laughed when I said I would repay you," said the Mouse. "Now you see that even a Mouse can help a Lion."</p> <p><b>Narrative 2</b>        The Dog and His Reflection        The butcher saw a Dog walking by his shop and threw a bone to him. The Dog hurried home with his bone as fast as he could go. As he crossed a narrow bridge, he happened to look down and saw himself reflected in the quiet water as if in a mirror. But the greedy Dog thought he saw a real Dog carrying a bone much bigger than</p>

	<p>his own. If he had stopped to think, he would have known better. But instead of thinking, he dropped his bone in the water and jumped toward the Dog in the river, only to find himself swimming for dear life to reach the shore. At last he managed to find his way out, and as he stood sadly thinking about the good bone he had lost, he realized what a silly Dog he had been.</p> <p><b>Narrative 3</b> The Shepherd's Boy and the Wolf A Shepherd's Boy was tending his flock near a village, and thought it would be great fun to trick the villagers by pretending that a Wolf was attacking the sheep: so he shouted out, "Wolf! Wolf!" and when the people came running up he laughed at them because they believed him. He did this more than once, and every time the villagers found they had been tricked, for there was no Wolf at all. At last a Wolf really did come, and the Boy cried, "Wolf! Wolf!" as loud as he could: but the people were so used to hearing him call that they took no notice of his cries for help. And so no one came to help the boy, and the Wolf attacked the sheep.</p>
Stimuli/Text Complexity:	
Acknowledgments:	<p><b>Sources have been taken from the following resources:</b></p> <p>"The Lion and the Mouse" <a href="http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_23">http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_23</a></p> <p>"The Dog and His Reflection" <a href="http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_96">http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_96</a></p> <p>"The Shepherd's Boy and the Wolf" <a href="http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_24">http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_24</a></p> <p>Source Publication Information: Project Gutenberg. This eBook is for the use of anyone anywhere at no cost and with almost no restrictions whatsoever. You may copy it, give it away or reuse it under the terms of the Project Gutenberg License included with this eBook or online at <a href="http://www.gutenberg.net">www.gutenberg.net</a> Original Publication: The Aesop for Children; RAND McNALLY &amp; CO. CHICAGO Copyright, 1919, by Rand McNally &amp; Company</p> <p><b>Additional source(s) to be written by a freelancer:</b></p> <p>Fables article</p>
Notes:	

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

Title: Fables

**Part 1** (35 minutes): Ultimately tasked with writing their own fable, students will read one informational article about fables and three fables, taking notes on these sources. They will then respond to several questions about these sources.

**Part 2** (70 minutes): Students will work individually to plan, write, and revise their own fable.

**Scorable Products:** Student responses to the selected-response and constructed-response questions and the fable will be scored.

**Teacher preparation/Resource requirements:**

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

**Teacher Directions:**

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

**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 session.
- Make sure the students have put their names on any notes.

**Stretch Break****Part 2 (70 minutes)**

- Initiate Part 2 of the testing.
- Allow students to access the sources and their answers to the questions presented in Part 1. They are not allowed to change their answers.
- Once 15 minutes have elapsed, suggest students begin writing their fables.
- Alert students when there are 15 minutes remaining and suggest they begin revising their fables.
- It is acceptable if some students continue to write their fables rather than revise them.
- Alert the students when there are 5 minutes remaining in the session.
- Close the testing session.

**Pre-Task Activity:**

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

**Time Requirements:**

The Performance Task will take 105 minutes in one session.

**Student Directions:****Part 1** (35 minutes)**Your assignment:**

You will read an informational article about fables and then read three fables, taking notes on all of these sources. Then, you will answer several questions about these materials and write your own full-length fable.

**Steps you will be following:**

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

1. Read an informational article and three fables.
2. Answer several questions about the sources.
3. Plan, revise, and write a fable.

**Directions for beginning:**

You will now read one article and three fables. Take notes because you may want to refer to your notes while writing your fable. You can refer to any of the sources as often as you like. Your notes and sources will be your basis for writing your final draft.

(informational article)

(fable 1)

(fable 2)

(fable 3)

**Questions**

Use the remaining time to answer the questions. 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 fable. 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. Analyze how the three fables are alike. Use details from the fables to support your answer.
2. Based on the information in the article and the three fables you read, what traits should you include if you wanted to write your own fable? Support your answer with details from the article and the fables.
3. Explain why all of these sources are helpful for someone who wants to learn how to write fables. Support your answer with details from the article and the fables.
4. Which of the following additional sources would be **most** helpful to someone who wanted to learn more about common themes found in fables?
  - A. a biography of the Greek fable writer Aesop
  - B. a list of famous fables with a summary of each one
  - C. examples of two fables from different cultures
  - D. an article about why people enjoy telling fables

**Part 2** (70 minutes)

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

**Your Assignment**

The three stories you read are examples of typical fables. Write your own fable that includes the traits of fables discussed in the article and shown in the stories you read. Remember to include narrative strategies such as dialogues, descriptions, characters, plot, setting, and closure.

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

- 1. Narrative focus**—how well you maintain your focus and establish a setting, narrator and/or characters
- 2. Organization**—how well the events logically flow from beginning to end using effective transitions and how well you stay on topic throughout the essay
- 3. Elaboration of narrative**—how well you elaborate with details, dialogue, and description to advance the story or illustrate the experience
- 4. Language and vocabulary**—how well you effectively express experiences or events using sensory, concrete, and figurative language that is appropriate for your purpose
- 5. Conventions**—how well you follow the rules of usage, punctuation, capitalization, and spelling

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

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

Word-processing tools, including spell check, are available to you.

Key and scoring information for questions:

1. Claim 1, Target 5

<b>Sample Generic Rubric for a 2-point CR Item</b>	
<b>2</b>	The response: <ul style="list-style-type: none"> <li>• gives sufficient evidence of the ability to compare how information is presented across multiple texts</li> <li>• includes specific descriptions that make clear reference to the text</li> <li>• adequately supports the descriptions with clearly relevant details from the text</li> </ul>

<b>1</b>	The response: <ul style="list-style-type: none"> <li>gives limited evidence of the ability to compare how information is presented across multiple texts</li> <li>includes some descriptions that make reference to the text</li> <li>supports the descriptions with limited details from the text</li> </ul>
<b>0</b> <b>No credit</b>	<ul style="list-style-type: none"> <li>A response gets no credit if it provides no evidence of the ability to compare how information is presented across multiple texts, includes no relevant information from the text, or is vague.</li> </ul>

## 2. Claim 4, Target 2

<b>Sample Generic 2-point Research Rubric (Grades 3–5): Interpret &amp; Integrate Information (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. Claim 4, Target 3

<b>Sample Generic 2-point Research Rubric (Grades 4–5): Evaluate Information/Sources (Claim 4, Target 3)</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>The response gives sufficient evidence of the ability to distinguish relevant from irrelevant information, such as fact from opinion.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>The response gives limited evidence of the ability to distinguish relevant from irrelevant information, such as fact from opinion.</li> </ul>
<b>0</b>	A response gets no credit if it provides no evidence of the ability to distinguish relevant from irrelevant information, such as fact from opinion.

## 4. Claim 4, Target 3

KEY: B

<b>Sample Generic 4-point Narrative (Grades 3–8) Writing Rubric</b>					
<b>Score</b>	<b>Establishment of Narrative Focus and Organization</b>		<b>Development: Elaboration and Language</b>		<b>Conventions</b>
	<b>Narrative Focus</b>	<b>Organization</b>	<b>Elaboration of Narrative</b>	<b>Language and Vocabulary</b>	<b>Conventions</b>
<b>4</b>	<p>The narrative, real or imagined, is clearly focused and maintained throughout:</p> <ul style="list-style-type: none"> <li>effectively establishes a setting, a narrator and/or characters, and a point of view*</li> </ul>	<p>The narrative, real or imagined, has an effective plot helping create unity and completeness:</p> <ul style="list-style-type: none"> <li>effective, consistent use of a variety of transitional strategies</li> <li>logical sequence of events from beginning to end</li> <li>effective opening and closure for audience and purpose</li> </ul>	<p>The narrative, real or imagined, provides thorough and effective elaboration using details, dialogue, and description:</p> <ul style="list-style-type: none"> <li>effective use of a variety of narrative techniques that advance the story or illustrate the experience</li> </ul>	<p>The narrative, real or imagined, clearly and effectively expresses experiences or events:</p> <ul style="list-style-type: none"> <li>effective use of sensory, concrete, and figurative language clearly advances the purpose</li> </ul>	<p>The narrative, real or imagined, 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 narrative, real or imagined, is adequately focused and generally maintained throughout:</p> <ul style="list-style-type: none"> <li>adequately establishes a setting, a narrator and/or characters, and a point of view*</li> </ul>	<p>The narrative, real or imagined, has an evident plot helping create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> <li>adequate use of a variety of transitional strategies</li> <li>adequate sequence of events from beginning to end</li> <li>adequate opening and closure for audience and purpose</li> </ul>	<p>The narrative, real or imagined, provides adequate elaboration using details, dialogue, and description:</p> <ul style="list-style-type: none"> <li>adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience</li> </ul>	<p>The narrative, real or imagined, adequately expresses experiences or events:</p> <ul style="list-style-type: none"> <li>adequate use of sensory, concrete, and figurative language generally advances the purpose</li> </ul>	<p>The narrative, real or imagined, demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>some errors in usage and sentence formation but no systematic pattern of errors is displayed</li> <li>adequate use of punctuation capitalization, and spelling</li> </ul>
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<p><b>2</b></p>	<p>The narrative, real or imagined, is somewhat maintained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>inconsistently establishes a setting, a narrator and/or characters, and a point of view*</li> </ul>	<p>The narrative, real or imagined, has an inconsistent plot, and flaws are evident:</p> <ul style="list-style-type: none"> <li>inconsistent use of basic transitional strategies with little variety</li> <li>uneven sequence of events from beginning to end</li> <li>opening and closure, if present, are weak</li> <li>weak connection among ideas</li> </ul>	<p>The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and description:</p> <ul style="list-style-type: none"> <li>narrative techniques, if present, are uneven and inconsistent</li> </ul>	<p>The narrative, real or imagined, unevenly expresses experiences or events:</p> <ul style="list-style-type: none"> <li>partial or weak use of sensory, concrete, and figurative language that may not advance the purpose</li> </ul>	<p>The narrative, real or imagined, demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>frequent errors in usage may obscure meaning</li> <li>inconsistent use of punctuation, capitalization, and spelling</li> </ul>
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<p><b>1</b></p>	<p>The narrative, real or imagined, may be maintained but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>• may be very brief</li> <li>• may have a major drift</li> <li>• focus may be confusing or ambiguous</li> </ul>	<p>The narrative, real or imagined, has little or no discernible plot:</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 narrative, real or imagined, provides minimal elaboration using little or no details, dialogue, and description:</p> <ul style="list-style-type: none"> <li>• use of narrative techniques is minimal, absent, in error, or irrelevant</li> </ul>	<p>The narrative, real or imagined, expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>• uses limited language</li> <li>• may have little sense of purpose</li> </ul>	<p>The narrative, real or imagined, 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>
<p><b>0</b></p>	<p>A response gets no credit if it provides no evidence of the ability to write full compositions demonstrating narrative strategies.</p>				

\*Point of view begins in Grade 7.