

ELA.06.PT.2.07.144

Sample Item Id:	ELA.06.PT.2.07.144
Title:	Genetically Modified Food
Grade/Model:	06/2
Claim(S):	<p>Primary Claims</p> <p>2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</p> <p>4: Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.</p>
Primary Target(S):	<p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p>Claim 2</p> <p>7. COMPOSE FULL TEXTS: Write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence and develop an appropriate conclusion</p> <p>8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic words and domain-specific vocabulary, and figurative language,) and style appropriate to the purpose and audience when revising or composing texts</p> <p>9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts</p> <p>Claim 4</p> <p>2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.)</p> <p>3. EVALUATE INFORMATION/SOURCES: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses</p>
Secondary Target(S):	N/A
Standard(S):	<p>Primary Standards</p> <p>Writing W-1a, W-1b, W-1c, W-1d, W-1e, W-2d, W-3d, W-4, W-5, W-8, W-9, L-1, L-2, L-3, L-3a, L-6</p> <p>Research RI-9; RH and RST-1-3 and 7-9; W-8, W-9; WLiteracy-8, WLiteracy-9</p>
DOK:	4
Difficulty:	Medium/High
Score Points:	TBD
Task Source:	Testing Contractor

How This Task Contributes To The Sufficient Evidence For The Claims:	<p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> 1. Read and view a variety of sources related to the topic 2. Answer constructed-response questions focused on research skills 3. Write an argumentative essay effectively demonstrating <ul style="list-style-type: none"> • A clearly-established claim • Relevant supporting evidence, details, and elaboration that are consistent with the claim, purpose, and audience • Effective organization of ideas and transitions between ideas • Adherence to conventions and rules of grammar, usage, and mechanics • Control of language and tone for purpose and audience
Item Type	PT
Target-Specific Attributes (E.G., Accessibility Issues):	Students with visual and hearing impairments will need to be provided with transcripts of video material. Students with visual impairments may need alternative formats to access written material.
Stimuli:	<p>Sources (2 videos and 1 article; presented in the order in which they appear)</p> <p>Source 1: Video/informational A brief video explaining the concept of genetic modification and providing examples of how scientists can alter plant seeds to encourage certain traits in crops</p> <p>Source 2: Article/argumentative An article arguing for the production of genetically modified food in the United States (e.g., the relative ease of growing greater quantities of healthy crops from genetically modified seeds)</p> <p>Source 3: Video/argumentative A brief video interviewing several experts who present evidence against the production of genetically modified food in the United States (e.g., unknown effects on human health, danger of “contaminating” non-GMO crops)</p>
Stimuli/Text Complexity:	
Acknowledgments:	Stimulus material to be written/created
Task Notes:	

Task Overview (105 total minutes):

Title: Genetically Modified Food

Part 1 (35 minutes): Ultimately tasked with writing an argumentative essay on genetically modified food, students will first view a brief video explaining genetic modification and some of the ways it relates to food production. Students will then read a text arguing *for* the production of genetically modified food, and view a second video in which several experts present evidence *against* the production of genetically modified food. Students will take notes on both of these sources. They will then respond to three constructed-response items focused on research skills. All work will be completed independently.

Part 2 (70 minutes): Students will work individually to compose a full-length argumentative essay either supporting or opposing the production of genetically modified food, referring to their notes as needed. Students will be allowed access to the sources they read/viewed during Part 1. Pre-writing, drafting, revising, and editing will be involved.

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

Teacher preparation/Resource requirements

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

Teacher Directions: Students are given the texts, research materials, and any additional information about the topic.

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 part 1.
- Make sure the students have put their names on any notes.

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

- Return notes to students and initiate the testing session.
- Allow students access to the article and videos from part 1. Instruct students to review sources, plan their essays, and then begin writing.
- Alert students when 40 minutes have elapsed.
- Alert the students when there are 10 minutes remaining in the session.
- Close the testing session.

Pre-Task Activity:

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

Time Requirements:

The Performance Task will take 105 in one session.

Student Directions:

Part 1 (35 minutes)

Your assignment: Your science class is creating a website on recent scientific discoveries, and your assignment is to find out more about genetically modified food (food grown from seeds which scientists have changed by adding or taking away **genetic** material).

(Definition for **genetic**: related to *gene*, a part of DNA in people, plants, and animals that controls traits like eye color or height)

Many people have strong feelings for or against producing this kind of food. You will read an article and watch two videos about genetically modified foods, which present arguments for and against their use. You will then write an essay on the topic, in which you argue either for or against the production and use of genetically modified foods. Your essay will eventually be published on your class website.

Steps you will be following:

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

- 1) Read an article and watch two videos about genetically modified food, taking notes on all of these sources.
- 2) Answer three short questions about the sources.
- 3) Plan and write your essay.
- 4) Revise and edit your essay.

Directions for beginning:

You will now read an article and watch two short videos about genetically modified food. Take notes on these sources because you will use them to help you write your essay. You can refer back to the videos and the article as often as you like. Your notes and these sources will be your basis for writing the final draft of your essay.

(Source 1)

(Source 2)

(Source 3)

Questions

Use the remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read, which should help you write your essay. You may click on the appropriate buttons to refer to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

1. Explain why most people have strong feelings about genetically modified food. Use details from the sources to support your answer.
2. Which piece of information from the article you read could be used as the strongest, most convincing supporting evidence **for** the production of genetically modified food? Use details from the article to explain your answer.
3. Which piece of information from the second video you viewed could be used as the strongest, most convincing supporting evidence **against** the production of genetically modified food? Use details from the video to explain your answer.

Part 2 (70 minutes)

Directions for Beginning

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

Your Assignment

Your science class is creating a website on recent scientific discoveries. Your assignment is to write an argumentative essay about genetically modified food for the website. In the essay, you should briefly explain what genetically modified food is and argue either *for* or *against* its production, including specific details and evidence from the sources you read/viewed during part 1. The audience for your essay will be your teacher and classmates, as well as parents and friends who visit the website where your essay will be published.

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

- 1. *Statement of purpose/focus***—how well you clearly state your opinions on the topic and maintain your focus
- 2. *Organization*** – how well your ideas logically flow from the introduction to conclusion using effective transitions and how well you stay on topic throughout the essay
- 3. *Elaboration of evidence*** – how well you provide evidence from sources about your opinions and elaborate with specific information
- 4. *Language and Vocabulary*** – how well you effectively express ideas using precise language that is appropriate for your audience and purpose
- 5. *Conventions*** – how well you follow the rules of usage, punctuation, capitalization, and spelling

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

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

Word-processing tools and spell check are available to you.

Key and scoring information for questions:

CR#1

Sample Generic 2-point Research (Grades 6-11): Analyze/Integrate Information Rubric (Claim 4, Target 2)	
2	<ul style="list-style-type: none"> The response gives sufficient evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.
1	<ul style="list-style-type: none"> The response gives limited evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.
0	A response gets no credit if it provides no evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.

CR#2 and 3

Sample Generic 2-point Research (Grades 6-11): Evaluate Information/Sources Rubric (Claim 4, Target 3)	
2	<ul style="list-style-type: none"> The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
1	<ul style="list-style-type: none"> The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
0	A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.

Sample Generic 4-point Argumentative Writing Rubric (Grades 6-11)					
Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	Conventions
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> claim is clearly stated, focused and strongly maintained *alternate or opposing claims are clearly addressed claim is introduced and communicated clearly within the context 	<p>The response has a clear and effective organizational structure creating unity and completeness :</p> <ul style="list-style-type: none"> effective, consistent use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose strong connections among ideas, with some syntactic variety 	<p>The response provides thorough and convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete effective use of a variety of elaborative techniques 	<p>The response clearly and effectively expresses ideas, using precise, language:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> few, if any, errors in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling

<p>3</p>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> claim is clear and for the most part maintained, though some loosely related material may be present context provided for the claim is adequate 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety adequate progression of Ideas from beginning to end adequate introduction and conclusion adequate, if slightly inconsistent, connection among ideas 	<p>The response provides adequate support/evidence for the writer’s claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:</p> <ul style="list-style-type: none"> some evidence from sources is integrated, though citations may be general or imprecise adequate use of some elaborative techniques 	<p>The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed adequate use of punctuation, capitalization, and spelling
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<p>2</p>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • may be clearly focused on the claim but is insufficiently sustained • claim on the issue may be somewhat unclear and unfocused 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> • inconsistent use of basic transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak • Weak connection among ideas 	<p>The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:</p> <ul style="list-style-type: none"> • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques 	<p>The response expresses Ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary may at times be inappropriate for the audience and purpose 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling
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<p>1</p>	<p>The response may be related to the purpose but may offer little relevant detail:</p> <ul style="list-style-type: none"> • may be very brief • may have a major drift • claim may be confusing or ambiguous 	<p>The response 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 response provides minimal support/evidence for the writer’s claim that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> • Use of evidence from sources is minimal, absent, in error, or irrelevant 	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose 	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> • errors are frequent and severe and meaning is often obscured
<p>0</p>	<p>A response gets no credit if it provides no evidence of the ability to write full arguments about topics or texts, attending to purpose and audience.</p>				

*Begins in 7th grade