

## ELA.08.PT.2.04.165 C2 T4

Sample Item ID:	<b>ELA.08.PT.2.04.165</b>
Title:	Positive Digital Footprint
Grade/Model:	8/1
Claim(s):	<p><b>Primary Claims</b></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><b>Claim 2</b></p> <p><b>4. COMPOSE FULL TEXTS:</b> Write full informational/explanatory texts on a topic, attending to purpose and audience: organize ideas by stating a focus, include supporting evidence (from text when appropriate to prompt) and elaboration, and provide a conclusion</p> <p><b>8. LANGUAGE &amp; VOCABULARY USE:</b> Strategically use precise language and vocabulary (including academic and domain-specific vocabulary, figurative language) and style appropriate to the purpose and audience when revising or composing texts</p> <p><b>9. EDIT AND CLARIFY:</b> Apply or edit grade-appropriate grammar, usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts</p> <p><b>Claim 4</b></p> <p><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>
Secondary Target(s):	NA
Standard(s):	W-2a, W-2b, W-2c, W-2d, W-2e, W-2f, W-3d, W-4, W-5, W-8, W-9, L-1, L-2, L-3, L-3a, L-6, RI-9; RST-1-3 and 7-9; W-8, W-9; WLiteracy-8, WLiteracy-9, RI-1; RL-1; W-1a, W-1b
DOK:	4
Difficulty:	Medium
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"> <li>1. Identify the key ideas in several informational sources and analyze the relationship between these sources and a literary text</li> <li>2. Identify the types of evidence the authors use to support their key ideas</li> <li>3. Analyze information sources and evaluate evidence in order</li> </ol>

	<p>to generate a thesis or controlling idea</p> <p>4. Write an informational essay that includes</p> <ul style="list-style-type: none"> <li>• a clearly stated controlling idea</li> <li>• presentation of relevant supporting evidence, details, and elaboration consistent with the controlling idea, sources, purpose, and audience</li> <li>• effective organization of ideas</li> <li>• adherence to conventions and rules of grammar, usage, and mechanics</li> <li>• control of language for purpose and audience</li> </ul>
Item type	PT
Target-Specific Attributes (E.G., Accessibility Issues):	Students with hearing impairments will need to be provided with transcripts of video material. Students will enter lengthy text on a keyboard.
Stimuli:	<p><b>Sources (1 article, 2 journal entries, 1 story; presented in the order in which they are used)</b></p> <p><b>Source 1: Video</b>  <b>Creating your digital footprint</b>        A video introducing the idea of positive digital footprints and why they are important in today's world (1:56)  <a href="http://www.youtube.com/watch?v=AdWmhZsJQHo">http://www.youtube.com/watch?v=AdWmhZsJQHo</a>)</p> <p><b>Source 2: Article</b>  <b>Building a Positive Digital Footprint</b>        An informational article about how to use social networking tools to build a positive digital footprint.</p> <p><b>Source 3: Blog</b>  <b>25 Days to Make a Difference</b>        Select several posts from this middle school student blog about doing a good deed every day for a month.  <a href="http://twentyfivedays.wordpress.com/">http://twentyfivedays.wordpress.com/</a></p>
Stimuli/Text Complexity:	
Acknowledgments:	<p><b>Stimuli have been taken from the following sources:</b></p> <p>Creating your digital footprint  <a href="http://www.youtube.com/watch?v=AdWmhZsJQHo">http://www.youtube.com/watch?v=AdWmhZsJQHo</a>)</p> <p>25 Days to Make a Difference  <a href="http://twentyfivedays.wordpress.com/">http://twentyfivedays.wordpress.com/</a></p>
Task Notes:	
<p><b>Task Overview (105 total minutes):</b>        Title: Positive Digital Footprint</p>	

**Part 1** (35 minutes): Students will watch a video introducing the idea of positive digital footprints and explaining why they are important in today's world. They will also read an article about using social networking tools, such as Facebook, to build a positive digital footprint and excerpts from a blog as an example of how one student has created a positive footprint. They will then respond to three constructed-response questions addressing the research skills of analyzing and evaluating information.

**Part 2** (70 minutes): Students will work individually to compose full-length informational essays on the benefits of creating a positive digital footprint and the different ways to accomplish this. Pre-writing, drafting, and revising will be involved.

**Scorable Products:**

Student responses to the constructed-response 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.

**Teacher Directions:**

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

**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.

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 15 minutes remain in the testing session and suggest they begin revising their essays.
- 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 view a video, read an article and a blog, then write an informational essay about creating a positive digital footprint.

**Steps you will be following:**

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

1. View a video.
2. Read an article and blog entries.
3. Answer three questions about the sources.
4. Plan and write your essay

**Directions for beginning:**

You will now see three sources about creating a positive digital footprint: a video clip, an article, and a blog. 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.

(Source 1)

(Source 2)

(Source 3)

**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 essay. 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. Explain the importance of creating a positive digital footprint. Use details from the sources to support your answer.
2. Evaluate which source best explains what someone should do to create a positive digital footprint. Use details from the sources to support your answer.
3. Explain how the blog is an example of the ideas for creating a positive digital footprint discussed in the video and the article. Use details from the sources to support your answer.

### **Part 2** (70 minutes)

You will now have 70 minutes to review your notes and sources, plan, draft, and revise your essay. You may use your notes and refer back to the sources. You may also refer to the answers you wrote to questions at the end of part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, then begin your work.

### **Your Assignment**

Your class is writing articles for the school newspaper on the positive uses of technology. Write an informational essay answering the following questions:

- What is a positive digital footprint, and why is having one important?
- What are the different ways in which students can create positive digital footprints?

Support the statements you make in your essay with details from the sources you read and viewed.

**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 and maintain your controlling idea or main idea*
- 2. Organization** – how well the ideas progress from the introduction to the 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 topic 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:

1. Claim 4, Target 2

<b>Analyze/Integrate Information Rubric (Claim 4, Target 2)</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>The response gives sufficient evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>The response gives limited evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.</li> </ul>
<b>0</b>	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.

2. Claim 4, Target 3

<b>Evaluate Information/Sources Rubric (Claim 4, Target 3)</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.</li> </ul>
<b>0</b>	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.

3. Claim 4, Target 4

<b>Sample Generic 2-point Research (Grades 6-11): Use Evidence Rubric (Claim 4, Target 4)</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.</li> </ul>
<b>0</b>	A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.

<b>4-point Informative-Explanatory (Grades 6-11) Writing Rubric</b>					
<b>Score</b>	<b>Statement of Purpose/Focus and Organization</b>		<b>Development: Language and Elaboration of Evidence</b>		<b>Conventions</b>
	<b>Statement of Purpose/Focus</b>	<b>Organization</b>	<b>Elaboration of Evidence</b>	<b>Language and Vocabulary</b>	<b>Conventions</b>
<b>4</b>	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained</li> <li>controlling idea or main idea of a topic is introduced and communicated clearly within the context</li> </ul>	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> <li>effective, consistent use of a variety of transitional strategies</li> <li>logical progression of ideas from beginning to end</li> <li>effective introduction and conclusion for audience and purpose</li> <li>strong connections among ideas, with some syntactic variety</li> </ul>	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea 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"> <li>use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete</li> <li>effective use of a variety of elaborative techniques</li> </ul>	<p>The response clearly and effectively expresses ideas, using precise, language:</p> <ul style="list-style-type: none"> <li>use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</li> </ul>	<p>The response 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 response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>• focus is clear and for the most part maintained, though some loosely related material may be present</li> <li>• some context for the controlling idea or main idea of the topic is adequate</li> </ul>	<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"> <li>• adequate use of transitional strategies with some variety</li> <li>• adequate progression of ideas from beginning to end</li> <li>• adequate introduction and conclusion</li> <li>• adequate, if slightly inconsistent, connection among ideas</li> </ul>	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>• some evidence from sources is integrated, though citations may be general or imprecise</li> <li>• adequate use of some elaborative techniques</li> </ul>	<p>The response adequately expresses ideas, employing a mix of precise with more general language :</p> <ul style="list-style-type: none"> <li>• use of domain-specific vocabulary is generally appropriate for the audience and purpose</li> </ul>	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>• some errors in usage and sentence formation are present, 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 response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>• may be clearly focused on the controlling or main idea, but is insufficiently sustained</li> <li>• controlling idea or main idea may be unclear and somewhat unfocused</li> </ul>	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> <li>• inconsistent use of transitional strategies with little variety</li> <li>• uneven progression of ideas from beginning to end</li> <li>• conclusion and introduction, if present, are weak</li> <li>• weak connection among ideas</li> </ul>	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>• evidence from sources is weakly integrated, and citations, if present, are uneven</li> <li>• weak or uneven use of elaborative techniques</li> </ul>	<p>The response expresses Ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>• use of domain-specific vocabulary may at times be inappropriate for the audience and purpose</li> </ul>	<p>The response 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 response may be related to the topic 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 response has little or no discernible organizational structure:</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 response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>• use of evidence from sources is minimal, absent, in error, or irrelevant</li> </ul>	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>• uses limited language or domain-specific vocabulary</li> <li>• may have little sense of audience and purpose</li> </ul>	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> <li>• errors are frequent and severe and meaning is often obscure</li> </ul>
<p><b>0</b></p>	<p>A response gets no credit if it provides no evidence of the ability to write full informational/explanatory texts on a topic, attending to purpose and audience.</p>				