

## ELA.09.PT.2.4.081 C2 T2

Sample Item ID:	<b>ELA.09.PT.2.4.081</b>
Title:	Author Study—Emily Dickinson
Grade/Model:	09/1
Claim(s):	<p><b>Primary Claims</b></p> <p><b>2:</b> Students can produce effective and well-grounded writing for a range of purpose and audiences.</p> <p><b>4:</b> 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.</i></p> <p><b>Claim 2</b></p> <p><b>4. COMPOSE FULL TEXTS:</b> Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus , develop a topic including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop an appropriate conclusion</p> <p><b>8. LANGUAGE &amp; VOCABULARY USE:</b> Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style 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 argumentative texts</p> <p><b>Claim 4</b></p> <p><b>2. ANALYZE/INTEGRATE INFORMATION:</b> Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.)</p> <p><b>3. EVALUATE INFORMATION/SOURCES:</b> Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses</p> <p><b>4. USE EVIDENCE:</b> Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques</p>
Secondary Target(s):	n/a
Standard(s):	<p><b>Primary Standards</b></p> <p><b>RI-1, RI-9, W-1a, W-1b, 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</b></p>
DOK:	4
Difficulty:	High
Score Points:	TBD

Task Source:	Testing Contractor
How this task addresses the sufficient evidence for the claims:	<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 an informational essay that includes           <ul style="list-style-type: none"> <li>• a clearly stated controlling idea about the topic</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> </li> </ol>
Item type:	PT
Target-specific attributes (e.g., accessibility issues):	Students will enter lengthy text on a keyboard.
Stimuli:	<p><b>Sources (2 poems, 3 articles; presented in the order in which they are used)</b></p> <p><b>Poem 1</b>  <b>Surgeons must be very careful (by Emily Dickinson)</b>        Surgeons must be very careful        When they take the knife!        Underneath their fine incisions        Stirs the culprit, — Life!</p> <p><b>Poem 2</b>  <b>The pedigree of honey (by Emily Dickinson)</b>        The pedigree of honey        Does not concern the bee;        A clover, any time, to him        Is aristocracy.</p> <p><b>Article 1</b>        Biography of Emily Dickinson briefly describing her family, education, interests (e.g., gardening), and writing– to be written (assigned to freelancer) – approximately 200–250 words</p> <p><b>Article 2</b>        Excerpt from The Poetry Foundation’s biography about Emily Dickinson’s fascination with botany (excerpt comprises the fifth paragraph from beginning to “...botany textbook for the rest of her life.”)</p> <p><b>Article 3</b>        Excerpt about Emily Dickinson’s herbarium from <i>My Wars Are Laid Away in Books</i>, by Alfred Habegger, p. 154–156 (cut after “became increasingly lax in her identifications.”)</p>

Stimuli/Text Complexity:	
Acknowledgments:	<p><b>Sources have been taken from the following sources:</b></p> <p><a href="http://www.gutenberg.org/zipcat2.php/12242/12242-h/12242-h.htm#Index_of_First_Lines">http://www.gutenberg.org/zipcat2.php/12242/12242-h/12242-h.htm#Index_of_First_Lines</a>  <a href="http://www.poetryfoundation.org/bio/emily-dickinson">http://www.poetryfoundation.org/bio/emily-dickinson</a>        Harbegger, Alfred. <i>My Wars are Laid Away in Books</i>. NY: Random House, 2001.</p> <p><b>Additional sources still to come from freelancer:</b></p> <p>Biography of Emily Dickinson</p>
Task Notes:	
<p><b>Task Overview (120 total minutes):</b>        Title: Author Study—Emily Dickinson</p> <p><b>Part 1</b> (35 minutes): Ultimately tasked with writing an informational essay on connections between Emily Dickinson’s life and her poetry, students will read two poems by Dickinson and three articles about the poet, taking notes on these sources. They will then respond to three constructed-response questions, each addressing the research skills of analyzing and evaluating information.</p> <p><b>Part 2</b> (85 minutes): Students work individually to compose full-length informational essays on the connection between Dickinson’s life and poetry, referring to their notes as needed. Prior to composing their full-length essays, students will be allowed access to the articles and poems they viewed in the beginning. Pre-writing, drafting, and revising will be involved.</p> <p><b>Scorable Products:</b> Student responses to the constructed-response questions and the essay will be scored.</p>	
<p><b>Teacher preparation / Resource requirements:</b>        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 but not to grammar check.</p>	
<p><b>Teacher Directions:</b>        Students are given the texts, research, and any additional information about the essay.</p> <p><b>Part 1 (35 minutes)</b></p> <ul style="list-style-type: none"> <li>• Initiate the online testing session.</li> <li>• Alert the students when 15 minutes have elapsed.</li> <li>• Alert the students when there are 5 minutes remaining in part 1.</li> </ul> <p><b>Stretch Break</b></p> <p><b>Part 2 (85 minutes)</b></p> <ul style="list-style-type: none"> <li>• Initiate the testing part 2.</li> </ul>	

- 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.
- Once 20 minutes have elapsed, suggest students begin writing their essays.
- Alert the students when 45 minutes have elapsed.
- After students have been writing for 45 minutes, alert them that there are 20 minutes remaining and suggest they begin revising their essays.
- 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 120 minutes in one session.

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

You will read three articles about the nineteenth-century poet Emily Dickinson and two poems written by Dickinson, taking notes on all of these sources, and then write an informational essay about the relationship between the poet's life and her poems.

**Steps you will be following:**

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

1. Read the two poems and the three articles.
2. Answer three questions about the sources.
3. Plan and write your essay.

**Directions for beginning:**

You will now read two poems and three articles. Take notes because you may want to refer to your notes while writing your essay. You can refer to any of the sources as often as you like.

(poem 1)

(poem 2)  
(article 1)  
(article 2)  
(article 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. What does your research reveal about Dickinson's interest in botany? Use details from the articles to support your answer.
2. How do poems 1 and 2 support or contradict the information in the articles? Support your answer with details from the poems and articles.
3. Explain why both the articles and the poems are necessary for developing a better understanding of Dickinson. Use details from the articles and the poems to support your answer.

### Part 2 (85 minutes)

You will now have 85 minutes to review your notes and sources, and plan, draft, and revise your essay. You may also refer to the answers you wrote to the questions in part 1, 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

In order to provide some context to an author’s work, it can be helpful to also read about his or her life and experiences. Write an informational essay in which you analyze and explain how Emily Dickinson’s life experiences influenced her poetry. Support your controlling idea with evidence and elaboration from what you have read.

**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 grammar, usage, and mechanics (spelling, punctuation, capitalization, etc.)

**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.

**Scoring Notes:**

Responses may include but are not limited to:

Articles show that Dickinson loved botany. She liked to garden and took science courses at school. Dickinson particularly liked studying flowers. Her poems and letters often describe flowers. She collected flowers in an herbarium.

**Sample 2-point Response:**

The three articles provide several examples that show Dickinson was passionate about botany. As a young woman, she spent a great deal of time working in her garden. In school she took many science courses including botany and natural history and she was interested in studying and describing flowers. Her poems and letters included descriptions of flowers. Dickinson collected about 500 flowers in an album and identified and labeled their scientific names.

## 2. 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.

**Scoring Notes:**

Responses may include but are not limited to:

Poem 1 shows the threat of science to the “life” of Nature and supports the information in the articles.

Dickinson rebelled against certain scientific traditions by mislabeling and misgrouping flowers in her herbarium.

Poem 2 describes artificial limits and labels that humans put on Nature. This poem supports

the articles' discussion of Dickinson's shift from traditional scientific structures to a more personal connection with Nature.

**Sample 2-point Response:**

Poem 1 is about how humans cannot control nature. Surgeons are performing an operation and they need to be very careful when doing it but no matter how much they plan, something can always go wrong. The theme of Dickinson's poem supports the research found in the articles. Although she loved studying flowers, Dickinson rebelled against some of the scientific traditions she was being taught in school. For example, according to article 2, she mislabeled and misgrouped many of the flowers in her herbarium. Poem 2 makes fun of the "pedigree of honey," which can symbolize the artificial limits that humans use to describe Nature. This poem supports the articles' descriptions of Dickinson's movement away from science to a more personal relationship with Nature.

3. 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.

**Scoring Notes:**

Responses may include but are not limited to:

The articles and poems together provide a more complete understanding of Dickinson's relationship to Nature.

The articles provide a biographical background and context about Dickinson's education in science, and botany in particular. Articles 2 and 3 describe her herbarium and portray her as detailed, meticulous, and rebellious. An example is that she places her flowers according to her own rules and doesn't follow standard scientific guidelines.

The poems provide insights to the reader about Dickinson's voice and style in describing her feelings about science's relationship to Nature. They help the reader understand Dickinson's priorities in observing rather than disturbing or dissecting Nature.

**Sample 2-point Response:**

From the articles and the poems, one can develop a more complete understanding of Dickinson's relationship with Nature. The research found in the articles helps one understand what a strong educational background in botany and science Dickinson had. The

descriptions of her herbarium in Articles 2 and 3 give a picture of someone who is very detail-oriented but also a little rebellious. For example, Dickinson places flowers that normally would be grouped together in different sections of her album showing that she likes to create her own rules. Her poems her own voice to the descriptions that are included in the articles. For example, they show how Dickinson worries about science disturbing Nature when she says surgeons could harm "Life!"

**Sample Generic 4-point Informative-Explanatory (Grades 6-11) Writing Rubric**

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
<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</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>

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<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 language 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, attending to purpose and audience.</p>				