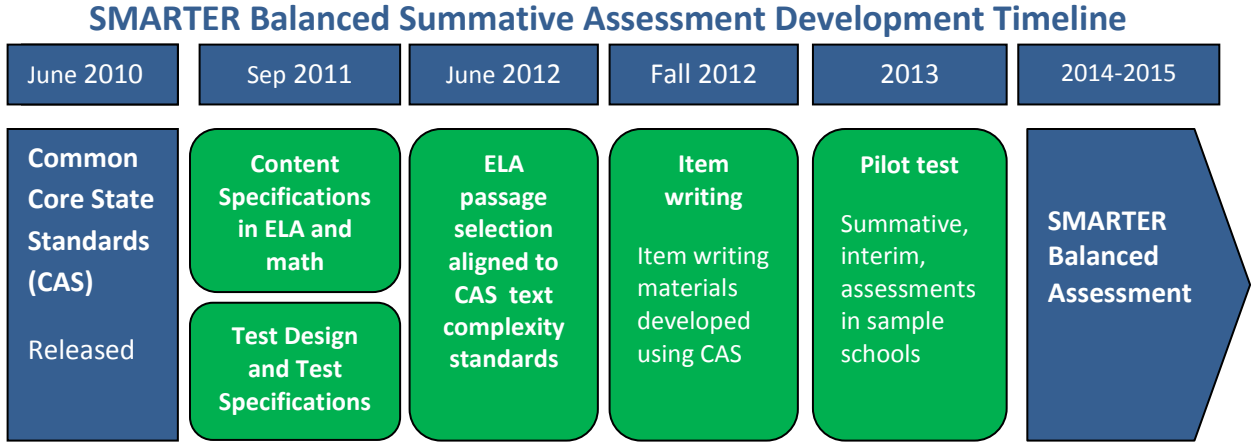


SMARTER Balanced Assessment 10th Grade ELA

As 2015 approaches and we transition from Missouri’s traditional MAP testing to the Smarter Balanced Assessments, many teachers and administrators have been asking for information. What is the implementation timeline? What kinds of items will be on the test? What do assessment items look like? How are the tests scored? How will technology be utilized? While not every detail is known, information is available. First, an implementation time line:



From <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/ItemSpecifications/GeneralItemSpecifications.pdf>

Item Types

SBAC assessments are made up of four item types: Selected-Response, Constructed-Response, Technology-Enhanced, and Performance Task. A description of those items follows.

Selected-Response Items (SR)

Traditionally known as Multiple Choice, selected-response items include a stimulus and stem followed by three to five options from which a student is directed to choose only one.

Constructed-Response Items (CR)

The main purpose of a constructed-response item is to address targets and claims that are of greater complexity. They ask students to develop answers without suggested answer choices.

Technology-enhanced Items/Tasks (TE)

Technology-enhanced items can provide evidence for ELA practices that could not be as reliably obtained from traditional SRs and CRs. Technology-enhanced items may stand alone or may be a tool used as part of the Performance Task and/or Constructed-Response items. Several TE template specifications have been designed for use in the ELA domain, including reordering text, selecting and changing text, selecting text, and selecting from drop-down menus.

Performance Tasks (PT)

The ELA Performance Tasks focus on reading, writing, speaking and listening, and research claims. They measure capacities such as depth of understanding, interpretive and analytical ability, basic recall, synthesis, and research. They may take place over time.

Claims

The Smarter Balanced summative assessments in ELA are designed to measure the full range of student abilities in the Common Core State Standards or Core Academic Standards (CAS) for language arts and literacy. Evidence will be gathered in support of four major claims: whether students can (1) Read Analytically, (2) Write Effectively, (3) Speak and Listen Purposefully, and (4) Conduct Research. Students will receive an overall ELA composite score. For the enhanced assessment, students will receive a score for each of the four major claim areas. (Speaking is not part of the summative assessment, but may be part of the interim assessment.)

Claim 1 – Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Claim 2 – Students can produce effective and well-grounded writing for a range of purposes and audiences.

Claim 3 – Students can employ effective speaking and listening skills for a range of purposes and audiences.

Claim 4 – Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Glossary

Distracter: the incorrect response options to an SR item.

Distracter Analysis: the item writer’s analysis of the options or rationale for inclusion of specific options.

Item: the entire item, including the stimulus, question/prompt, answer/options, scoring criteria, and metadata.

Key: the correct response(s) to an item.

Options: the responses to a selected-response (SR) item from which the student selects one or more answers.

Scoring Rubric: the descriptions for each score point for an item/task that scores more than one point for a correct response.

Stem: the statement of the question or prompt to which the student responds.

Stimulus: the text, source (e.g., video clip), and/or graphic about which the item is written. The stimulus provides the context of the item/task to which the student must respond.

Task: similar to an item, yet typically more involved and usually associated with constructed-response, extended-response, and performance tasks.

Top-Score Response: one example of a complete and correct response to an item/task.

Additional information regarding the ELA assessment (including Scoring Rubrics) is available at:

<http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf>
<http://www.smarterbalanced.org/smarter-balanced-assessments/>

Additional Sample Items are available:

[3rd GRADE SAMPLE
ELA ITEMS](#)

[4th GRADE SAMPLE
ELA ITEMS](#)

[5th GRADE SAMPLE
ELA ITEMS](#)

[6TH GRADE SAMPLE
ELA ITEMS](#)

[7TH GRADE SAMPLE
ELA ITEMS](#)

[8TH GRADE SAMPLE
ELA ITEMS](#)

[9TH GRADE SAMPLE
ELA ITEMS](#)

[11TH GRADE SAMPLE
ELA ITEMS](#)

[3rd GRADE SAMPLE
MATHEMATICS ITEMS](#)

[4TH GRADE SAMPLE
MATHEMATICS ITEMS](#)

[5TH GRADE SAMPLE
MATHEMATICS ITEMS](#)

[6TH GRADE SAMPLE
MATHEMATICS ITEMS](#)

[7TH GRADE SAMPLE
MATHEMATICS ITEMS](#)

[8TH GRADE SAMPLE
MATHEMATICS ITEMS](#)

[HIGH SCHOOL SAMPLE
MATHEMATICS ITEMS](#)

ELA.10.CR.1.06.106 C1 T6

Sample Item Id:	ELA.10.CR.1.06.106
Grade/Model:	10/1
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	6: TEXT STRUCTURES/FEATURES: Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.
Secondary Target(s):	n/a
Standard(s):	RL-5, RL-7
DOK:	3
Difficulty:	M
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See rubric
Stimuli/Passage(s):	<i>Pride and Prejudice</i>
Stimuli/Text Complexity:	Word Count: 855 Flesch-Kincaid: 4.7 Lexile: 810L, grades 4-5 While the quantitative measures are low, a quantitative analysis would reveal archaic usage and sentence structure unfamiliar to students, but understandable in context. The theme of the passage is more appropriate for high school. This passage is recommended for use at grade 10 for assessment.
Acknowledgement(s):	Jane Austen
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must analyze the effect a text structure has on the reader's interpretation of a text.
Target-Specific Attributes (e.g., Accessibility Issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Read the following passage and then answer the question.

Excerpt from *Pride and Prejudice*
by Jane Austen

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.

However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so

well fixed in the minds of the surrounding families, that he is considered the rightful property of some one or other of their daughters.

"My dear Mr. Bennet," said his lady to him one day, "have you heard that Netherfield Park is let at last?"

Mr. Bennet replied that he had not.

"But it is," returned she; "for Mrs. Long has just been here, and she told me all about it."

Mr. Bennet made no answer.

"Do you not want to know who has taken it?" cried his wife impatiently.

"*You* want to tell me, and I have no objection to hearing it."

This was invitation enough.

"Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it, that he agreed with Mr. Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week."

"What is his name?"

"Bingley."

"Is he married or single?"

"Oh! Single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!"

"How so? How can it affect them?"

"My dear Mr. Bennet," replied his wife, "how can you be so tiresome! You must know that I am thinking of his marrying one of them."

"Is that his design in settling here?"

"Design! Nonsense, how can you talk so! But it is very likely that he *may* fall in love with one of them, and therefore you must visit him as soon as he comes."

"I see no occasion for that. You and the girls may go, or

you may send them by themselves, which perhaps will be still better, for as you are as handsome as any of them, Mr. Bingley may like you the best of the party."

"My dear, you flatter me. I certainly *have* had my share of beauty, but I do not pretend to be anything extraordinary now. When a woman has five grown-up daughters, she ought to give over thinking of her own beauty."

"In such cases, a woman has not often much beauty to think of."

"But, my dear, you must indeed go and see Mr. Bingley when he comes into the neighbourhood."

"It is more than I engage for, I assure you."

"But consider your daughters. Only think what an establishment it would be for one of them. Sir William and Lady Lucas are determined to go, merely on that account, for in general, you know, they visit no newcomers. Indeed you must go, for it will be impossible for *us* to visit him if you do not."

"You are over-scrupulous, surely. I dare say Mr. Bingley will be very glad to see you; and I will send a few lines by you to assure him of my hearty consent to his marrying whichever he chooses of the girls; though I must throw in a good word for my little Lizzy."

"I desire you will do no such thing. Lizzy is not a bit better than the others; and I am sure she is not half so handsome as Jane, nor half so good-humoured as Lydia. But you are always giving *her* the preference."

"They have none of them much to recommend them," replied he; "they are all silly and ignorant like other girls; but Lizzy has something more of quickness than her sisters."

"Mr. Bennet, how *can* you abuse your own children in such a way? You take delight in vexing me. You have no compassion for my poor nerves."

"You mistake me, my dear. I have a high respect for your nerves. They are my old friends. I have heard you mention them with consideration these last twenty years at least."

"Ah, you do not know what I suffer."

"But I hope you will get over it, and live to see many young men of four thousand a year come into the neighbourhood."

"It will be no use to us, if twenty such should come, since you will not visit them."

"Depend upon it, my dear, that when there are twenty, I will visit them all."

Mr. Bennet was so odd a mixture of quick parts, sarcastic humour, reserve, and caprice, that the experience of three-and-twenty years had been insufficient to make his wife understand his character. *Her* mind was less difficult to develop. She was a woman of mean understanding, little information, and uncertain temper. When she was discontented, she fancied herself nervous. The business of her life was to get her daughters married; its solace was visiting and news.

Item Prompt:

In paragraphs 1 and 2, the narrator provides two general observations about human behavior. Explain the effect this beginning has on the reader's interpretation of the interaction between Mr. and Mrs. Bennet. Support your answer using details from the passage.

Scoring Rubric	
3	A response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze the impact of text structure on meaning • Includes specific explanations that make clear reference to the text • Fully supports the explanations with clearly relevant details from the text
2	A response: <ul style="list-style-type: none"> • Gives some evidence of the ability to analyze the impact of text structure on meaning • Includes some specific explanations that make reference to the text

	<ul style="list-style-type: none"> Adequately supports the explanations with relevant details from the text
1	<p>A response:</p> <ul style="list-style-type: none"> Gives limited evidence of the ability to analyze the impact of text structure on meaning Includes explanations but they are not explicit or make only vague references to the text Supports the explanations with at least one detail, but the relevance of that detail to the text must be inferred
0	<ul style="list-style-type: none"> A response gets no credit if it provides no evidence of the ability to analyze the impact of text structure on meaning, includes no relevant information from the text, or is vague.

Scoring Notes:

Response may include, but is not limited to: The beginning helps to set up the contrast between Mr. and Mrs. Bennet. Mrs. Bennet is shown to be a conventional person, because she subscribes to the types of widespread beliefs described by the narrator in the first two paragraphs. Mr. Bennet is shown not to think in this same way. You can tell this, for example, when Mrs. Bennet says that the single new rich man moving into the neighborhood will be a fine thing for their daughters and Mr. Bennet asks with indifference how it will even affect them. Also, the beginning is stated as fact, not a claim, but this is juxtaposed by the couple's different views. He also gently mocks his wife for pushing this conventional view: " I have a high respect for your nerves. . . ."

Score Point 3 Sample:

The first two paragraphs set up the interaction that takes place between Mr. and Mrs. Bennet and the contrast between their characters. Mrs. Bennet understands the universal truth mentioned in the first paragraph, that a single man with money wants a wife. This is expressed when her immediate reaction is to treat Mr. Bingley as a potential husband for her daughters. In contrast, Mr. Bennet does not believe in this truth and demonstrates this by telling his wife that he doesn't understand how having a new rich single neighbor will affect their family.

Score Point 2 Sample:

The first two paragraphs help the reader understand what is going to happen in the scene between Mr. and Mrs. Bennet. Mrs. Bennet believes in the universal truth that their new neighbor could be a potential husband for their daughters. Mr. Bennet, while content to have her visit the neighbor, sees no reason to do so himself.

Score Point 1 Sample:

The first two paragraphs tell about the characters. It shows that Mrs. Bennet thinks that the new neighbor will want to marry one of her daughters, but Mr. Bennet does not agree with her and refuses to welcome the new neighbor.

Score Point 0 Sample:

The first two paragraphs tell the theme of the story.

ELA.10.CR.1.09.107 C1 T9

Sample Item Id:	ELA.10.CR.1.09.107
Grade/Model:	10/1
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	9: CENTRAL IDEAS: Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and relevant details
Secondary Target(s):	n/a
Standard(s):	RI-2
DOK:	2
Difficulty:	Medium
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See rubric
Stimuli/Passage(s):	Lincoln: His Own President
Stimuli/Text Complexity:	While the qualitative measures are low, the quantitative analysis reveals the complexity of the ideas in the piece. Based on these sets of measures, this passage is recommended for assessment at grade 10. Please see text complexity worksheet attached.
Acknowledgement(s):	Excerpt from <i>The Life of Abraham Lincoln</i> by Henry Ketcham
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must summarize a central idea from the text.
Target-Specific Attributes (e.g., Accessibility Issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Read the following passage and then answer the question.

Lincoln: His Own President
Excerpt from *The Life of Abraham Lincoln*
by Henry Ketcham

The selection of a cabinet was a difficult and delicate task. It must be remembered that Lincoln confronted a solid South, backed by a divided North. It has already been said that in fifteen states he received not a single electoral vote, and in ten of these not a single popular vote.

That was the solid South.

The divided condition of the North may be inferred from the following letter, written by ex-President Franklin Pierce to Jefferson Davis under date of January 6, 1860:

"If, through the madness of Northern abolitionists, that dire calamity [the disruption of the Union] must come, the fighting will not be along Mason and Dixon's line merely. It will be *within our own borders, in our own streets*, between the two classes of citizens to whom I have referred. Those who defy law, and scout constitutional obligation, will, if we ever reach the arbitrament of arms, find occupation enough at home."

It is plain that unless Lincoln could, in a large measure, unite the various classes of the North, his utter failure would be a foregone conclusion. He saw this with perfect clearness. His first move was in the selection of his cabinet. These selections were taken not only from the various geographical divisions of the country, but also from the diverse political divisions of the party. It was not his purpose to have the secretaries simply echoes of himself, but able and representative men of various types of political opinion. At the outset this did not meet the approval of his friends. Later, its wisdom was apparent. In the more than a hundred years of cabinets in the history of the United States there has never been an abler or a purer cabinet than this.

As guesses, more or less accurate, were made as to what the cabinet would be, many "leading citizens" felt called on to labor with the President and show him the error of his ways. As late as March 2nd there was an outbreak against Chase. A self-appointed committee, large in numbers and respectable in position, called on Lincoln to protest vigorously. He heard them with undivided attention. When they were through he replied. In voice of sorrow and disappointment, he said, in substance: "I had written out my choice and selection of members for the cabinet after most careful and deliberate consideration; and now you are here to tell me I must break the slate and begin the thing all over again. I don't like your list as well as mine. I had hoped to have Mr. Seward as Secretary of State and Mr. Chase as Secretary of

the Treasury. But of course I can't expect to have things just as I want them.... This being the case, gentlemen, how would it do for us to agree to a change like this? To appoint Mr. Chase Secretary of the Treasury, and offer the State department to Mr. Dayton of New Jersey?

"Mr. Dayton is an old whig, like Mr. Seward and myself. Besides, he is from New Jersey, which is next door to New York. Then Mr. Seward can go to England, where his genius will find wonderful scope in keeping Europe straight about our troubles."

The "committee" were astounded. They saw their mistake in meddling in matters they did not understand. They were glad enough to back out of the awkward situation. Mr. Lincoln "took *that* trick."

The names sent on March 5th were: for Secretary of State, William H. Seward, of New York; for Secretary of the Treasury, Salmon P. Chase, of Ohio; for Secretary of War, Simon Cameron, of Pennsylvania; for Secretary of the Navy, Gideon Welles, of Connecticut; for Secretary of the Interior, Caleb B. Smith of Indiana; for Attorney-General, Edward Bates, of Missouri; for Postmaster-General, Montgomery Blair, of Maryland.

All these names were confirmed by the senate the next day, March 6th. Of the variety of the selection he said, "I need them all. They enjoy the confidence of their several states and sections, and they will strengthen the administration. The times are too grave and perilous for ambitious schemes and rivalries." To all who were associated with him in the government, he said, "Let us forget ourselves and join hands, like brothers, to save the republic. If we succeed, there will be glory enough for all." He playfully spoke of this cabinet as his happy family.

Item Prompt:

Summarize the main point the passage makes about Lincoln's motivations for selecting his cabinet members. Support your summary with details from the text.

Scoring Rubric	
3	<p>A response:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to summarize central ideas and key details • Includes specific ideas that make clear reference to the text • Fully supports the ideas with clearly relevant details from the text
2	<p>A response:</p> <ul style="list-style-type: none"> • Gives some evidence of the ability to summarize central ideas and key details • Includes some specific ideas that make reference to the text • Adequately supports the ideas with relevant details from the text
1	<p>A response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to summarize central ideas and key details • Includes ideas, but they are not explicit or make only vague references to the text • Supports the ideas with at least one detail, but the relevance of that detail to the text must be inferred
0	<ul style="list-style-type: none"> • A response gets no credit if it provides no evidence of the ability to summarize central ideas and key details, includes no relevant information from the text, or is vague.

Scoring Notes:

Response may include, but is not limited to: The passage makes the point that Lincoln chose his cabinet members based on their diversity because he wanted to bring together a divided country. At the end of the passage, it says that Lincoln thought the times were too perilous for ambitious schemes and rivalries—he needed his cabinet members to act like his family.

Score Point 3 Sample:

President Lincoln knew the country was in danger of falling apart. He believed it was his job to keep it together and the only way he could do that would be to “unite the various classes of the North.” He used this cabinet to do this by selecting secretaries from different states and different political beliefs. He wanted a diverse cabinet, not just people who supported him. He asked his cabinet members to put aside their differences and work together “to save the republic” like a “happy family.”

Score Point 2 Sample:

President Lincoln used his cabinet to unite a divided country and that is why he selected people from different places. Some of his friends didn’t agree with his choices; he wanted Mr. Chase to be Secretary of the Treasury but some people disagreed, and they told him

how they felt. When President Lincoln suggested mixing things up, they realized their mistake and let him make the decisions.

Score Point 1 Sample:

President Lincoln picked people for his cabinet who would act like his family. He called his cabinet his "happy family." Even though the country was divided, the cabinet members supported the president and got along like a family. He also chose people from different states.

Score Point 0 Sample:

President Lincoln wanted Mr. Chase to be Secretary of the Treasury but some people didn't agree with him.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
The Life of Abraham Lincoln	Henry Ketcham	Information about Lincoln’s cabinet selections



Recommended Placement for Assessment: Grade 10
 While the qualitative measures are low, the quantitative analysis reveals the complexity of the ideas in the piece. **Based on these sets of measures, this passage is recommended for assessment at grade 10.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Very complex:</u> An isolated aspect of his presidency; it has some concrete elements, but the politics make it a more complex read.</p> <p>Text Structure: <u>Moderately complex:</u> Largely in chronological order, but connections between ideas are sometimes subtle.</p> <p>Language Features: <u>Exceedingly complex:</u> Contains abstract, ironic, and figurative language. The vocabulary is archaic, and sentence structures are largely very complex.</p> <p>Knowledge Demands: <u>Very complex:</u> Background information about the political climate and historical context will enhance understanding. The reader is left to draw his/her own conclusions about the significance of Lincoln’s words and his role in convincing others to approve his cabinet; requires substantial inferencing.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 980L; grades 6-8 Flesch-Kincaid: 7.7 Word Count: 733</p> <hr/> <p style="background-color: #4682B4; color: white; padding: 2px;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.10.CR.1.11.108 C1 T11

Sample Item Id:	ELA.10.CR.1.11.108
Grade/Model:	10/2
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	11. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to or justify analyses of author's presentation of information (author's line of reasoning, point of view/purpose; relevance of evidence or elaboration to support claims; development or connections among complex concepts ideas)
Secondary Target(s):	8. KEY DETAILS: Cite explicit text evidence to support inferences made or conclusions drawn about texts
Standard(s):	RI-6, RI-8
DOK:	3
Difficulty:	Medium
Item Type:	Constructed Response
Score Points:	0, 1, 2, 3
Correct Response:	See rubric
Stimuli/Passage(s):	President Kennedy Inaugural Address, January 20, 1961
Stimuli/Text Complexity:	The text is multi-layered and can be approached from either a fairly literal point of view (what is he saying) or from a more sophisticated point of view (how does he say it). The Lexile is out of range. When all factors are considered, this passage is recommended for use at grade 10 or 11, in order to use it to its full potential. Based on these sets of measures, this passage is recommended for assessment at grade 10 or 11. Please see text complexity worksheet attached.
Acknowledgement(s):	http://www.jfklibrary.org/Asset-Viewer/BqXIEM9F4024ntFI7SVAjA.aspx
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must analyze the author's beliefs on a topic and how those views are expressed in the text.
Target-Specific Attributes (e.g., Accessibility Issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

The following excerpts are from the speech delivered by President John F. Kennedy for his inauguration on January 20, 1961. This speech was delivered during the heart of the Cold War while there was significant tension over the nuclear arms race between the United States and the former Soviet Union. Read the excerpts and then answer the question that follows.

Inaugural Address
by President John F. Kennedy

Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice President Nixon, President Truman, reverend clergy, fellow citizens: We observe today not a victory of party, but a celebration of freedom—symbolizing an end, as well as a beginning—signifying renewal, as well as change. . . .

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty.

This much we pledge—and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United there is little we cannot do in a host of cooperative ventures. Divided there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting

their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside. . . .

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear, but let us never fear to negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms, and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it. And the glow from that fire can truly light the world.

And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country.

My fellow citizens of the world, ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you.

Item Prompt:

Analyze President Kennedy's beliefs about international relations at the time of his inauguration and how he expresses those views in this speech. Support your response using details from the text.

Scoring Rubric	
3	A response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze how the author's point of view is presented in the text • Includes specific explanations that make clear reference to the text • Fully supports the explanations with clearly relevant details from the text
2	A response: <ul style="list-style-type: none"> • Gives some evidence of the ability to analyze how the author's point of view is presented in the text • Includes some specific explanations that make reference to the text • Adequately supports the explanations with relevant details from the text
1	A response: <ul style="list-style-type: none"> • Gives limited evidence of the ability to analyze how the author's point of view is presented in the text • Includes explanations, but they are not explicit or make only vague references to the text • Supports the explanations with at least one detail, but the relevance of that detail to the text must be inferred
0	<ul style="list-style-type: none"> • A response gets no credit if it provides no evidence of the ability to

	analyze how the author's point of view is presented in the text, includes no relevant information from the text, or is vague.
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Scoring Notes:

Response may include, but is not limited to: Kennedy believed nations should be united in the preservation of liberty and freedom, specifically democracy. He opposed the arms race as an abuse of power that would only lead to mutual destruction and jeopardize freedom. He felt that countries expressed their strength by engaging in civil negotiations to end the arms race. He called on citizens of American and the world to work together to actively support the preservation of freedom and liberty and requested our adversaries to begin a sincere quest for peace. This was a warning to those who would oppose freedom, separate from the issue of nuclear arms: the US will "pay any price, bear any burden. . .".

Score Point 3 Sample:

President Kennedy told other countries "united there is little we cannot do" because he believed that all countries should work together for peace, freedom, and liberty. He thought the arms race was dangerous and would only lead to "planned or accidental self-destruction." He felt that countries should "explore what problems unite" them and end the threat of nuclear war. He asked people around the world to work together for freedom and asked our enemies to negotiate for peace.

Score Point 2 Sample:

President Kennedy believed that counties were stronger when they were united for a common cause. He felt that cause should be preserving freedom. He believed people had to work for freedom and he told Americans "ask not what your country can do for you; ask what you can do for your country."

Score Point 1 Sample:

President Kennedy wanted the world to be at peace. He believed everyone should be free and have the liberty to do what they want. He thought countries should work together in order to achieve peace, freedom, and liberty for everyone in the world.

Score Point 0 Sample:

This is one of President Kennedy's most famous speeches. Everyone in America knows the phrase "ask not what your country can do for you; ask what you can do for your country."

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Inaugural Speech of John F Kennedy	John F. Kennedy	Portion of JFK's inaugural speech



Recommended Placement for Assessment: Grade 10 or 11

The text is multi-layered and can be approached from either a fairly literal point of view (what is he saying) or from a more sophisticated point of view (how does he say it). The Lexile is out of range. When all factors are considered, this passage is recommended for use at grade 10 or 11, in order to use it to its full potential. **Based on these sets of measures, this passage is recommended for assessment at grade 10 or 11.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Very complex:</u> Highly theoretical.</p> <p>Text Structure: <u>Very complex:</u> Though centered around a common theme, the ideas are wide-ranging and the connections require the reader to make inferences.</p> <p>Language Features: <u>Exceedingly complex:</u> The richness of the use of language is the centerpiece of the passage; while it may be accessible on a simple level, analyzing the use is a very complex process. There are mainly complex sentences, sometimes containing multiple concepts. The ideas are abstract, and there is frequent use of figurative language.</p> <p>Knowledge Demands: <u>Very complex:</u> Understanding of the historical context would enhance understanding. The ideas are challenging and intended to be thought-provoking.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 1380L; above grade Flesch-Kincaid: 10.9 Word Count: 621</p> <p style="background-color: #0056b3; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.10.CR.1.14.109 C1 T14

Sample Item Id:	ELA.10.CR.1.14.109
Grade/Model:	10/4
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	14. LANGUAGE USE: Analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and the impact of these word choices on meaning and tone
Secondary Target(s):	n/a
Standard(s):	RI-4, L-5a
DOK:	3
Difficulty:	Medium
Item Type:	Constructed Response
Score Points:	0,1,2,3
Correct Response:	See rubric
Stimuli/Passage(s):	President Kennedy Inaugural Address, January 20, 1961
Stimuli/Text Complexity:	The text is multi-layered and can be approached from either a fairly literal point of view (what is he saying) or from a more sophisticated point of view (how does he say it). The Lexile is out of range. When all factors are considered, this passage is recommended for use at grade 10 or 11, in order to use it to its full potential. Based on these sets of measures, this passage is recommended for assessment at grade 10 or 11. Please see text complexity worksheet attached.
Acknowledgement(s):	http://www.jfklibrary.org/Asset-Viewer/BqXIEM9F4024ntFI7SVAjA.aspx
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must analyze a metaphor and explain how it supports the speaker's argument.
Target-Specific Attributes (e.g., Accessibility Issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

The following excerpts are from the speech delivered by President John F. Kennedy for his inauguration on January 20, 1961. This speech was delivered during the heart of the Cold War while there was significant tension over the nuclear arms race between the United States and the former Soviet Union. Read the excerpts and then answer the question that follows.

Inaugural Address
by President John F. Kennedy

Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice President Nixon, President Truman, reverend clergy, fellow citizens: We observe today not a victory of party, but a celebration of freedom—symbolizing an end, as well as a beginning—signifying renewal, as well as change. . . .

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty.

This much we pledge—and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United there is little we cannot do in a host of cooperative ventures. Divided there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting

their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside. . . .

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear, but let us never fear to negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms, and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it. And the glow from that fire can truly light the world.

And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country.

My fellow citizens of the world, ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you.

Item Prompt:

In paragraph 5, President Kennedy states “those who foolishly sought power by riding the back of the tiger ended up inside.” Analyze what Kennedy means and how this metaphor relates to his argument. Support your response using information from the passage.

Scoring Rubric	
3	A response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze figurative language and its impact on meaning • Includes specific explanations that make clear reference to the text • Fully supports the explanations with clearly relevant details from the text
2	A response: <ul style="list-style-type: none"> • Gives some evidence of the ability to analyze figurative language and its impact on meaning • Includes some specific explanations that make reference to the text • Adequately supports the explanations with relevant details from the text
1	A response: <ul style="list-style-type: none"> • Gives limited evidence of the ability to analyze figurative language and its impact on meaning • Includes explanations but they are not explicit or make only vague references to the text • Supports the explanations with at least one detail but the relevance of that detail to the text must be inferred

0	<ul style="list-style-type: none">• A response gets no credit if it provides no evidence of the ability to analyze figurative language and its impact on meaning, includes no relevant information from the text, or is vague.
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Scoring Notes:

Response may include, but is not limited to: The only way to keep from being eaten by a tiger is to continue riding it, which is an impossible task. Kennedy uses this metaphor to make a point about countries that align themselves with despotic powers. The end result of riding a tiger is certain death, just as the end result of alignment with a despot is annihilation. Kennedy is trying to warn countries that they should look out for their own welfare by supporting freedom and aligning themselves with other free countries.

Score Point 3 Sample:

The metaphor President Kennedy used, “those who foolishly sought power by riding the back of the tiger ended up inside,” means if you ride on a tiger you are going to get eaten by the tiger. Kennedy used this metaphor as a warning to other countries that might join with other more powerful but dangerous nations. The larger dangerous nations would end up swallowing, or destroying, the smaller nation. Kennedy wanted all countries to support their own freedom by joining with other free countries, such as the United States, and then we could help them remain free.

Score Point 2 Sample:

President Kennedy used this metaphor to warn countries not to support dangerous countries (tigers) or the dangerous countries would take them over. Small countries might want to be powerful but they need to be careful what countries they join with or they could end up losing all of their freedoms. Kennedy is telling them that if they join with dangerous powerful countries they will be destroyed, but if they join with countries that support freedom they will be free too.

Score Point 1 Sample:

Riding a tiger is dangerous and no one should ride a tiger if they don't want to get eaten. President Kennedy said this to warn countries that the same thing will happen to them if they try to take power that does not belong to them. They might have some power for a while, but then they will only end up inside more powerful countries.

Score Point 0 Sample:

President Kennedy was telling people not to ride tigers or they would end up inside the tiger.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Inaugural Speech of John F Kennedy	John F. Kennedy	Portion of JFK's inaugural speech



Recommended Placement for Assessment: Grade 10 or 11

The text is multi-layered and can be approached from either a fairly literal point of view (what is he saying) or from a more sophisticated point of view (how does he say it). The Lexile is out of range. When all factors are considered, this passage is recommended for use at grade 10 or 11, in order to use it to its full potential. **Based on these sets of measures, this passage is recommended for assessment at grade 10 or 11.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Very complex:</u> Highly theoretical.</p> <p>Text Structure: <u>Very complex:</u> Though centered around a common theme, the ideas are wide-ranging and the connections require the reader to make inferences.</p> <p>Language Features: <u>Exceedingly complex:</u> The richness of the use of language is the centerpiece of the passage; while it may be accessible on a simple level, analyzing the use is a very complex process. There are mainly complex sentences, sometimes containing multiple concepts. The ideas are abstract, and there is frequent use of figurative language.</p> <p>Knowledge Demands: <u>Very complex:</u> Understanding of the historical context would enhance understanding. The ideas are challenging and intended to be thought-provoking.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 1380L; above grade Flesch-Kincaid: 10.9 Word Count: 621</p> <p style="background-color: #0056b3; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.10.CR.2.06.110 C2 T6

Sample Item Id:	ELA.10.CR.2.06.110
Grade/Model:	10/2a
Claim:	2. Students can produce effective and well-grounded writing for a range of purpose and audiences.
Assessment Target:	6. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counter claims using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience.
Secondary Target(s):	n/a
Standard(s):	W-1a, W-1b, W-1c, W-1d, and/or W-1e
DOK:	2
Difficulty:	M
Item Type:	Constructed Response
Score Points:	0, 1, 2, 3
Correct Response:	See rubric
Stimuli/Passage(s):	"The Internet in Classroom"
Stimuli/Text Complexity:	n/a (student writing)
Acknowledgement(s):	
Item/Task Notes:	
How this item/task contributes to the sufficient evidence for this claim:	To complete this task, students must revise the first paragraph of an argumentative essay to make the claim more precise.
Target-Specific Attributes (e.g., Accessibility Issues):	Students are required to enter text on a keyboard.

Stimulus Text:

Read this draft of a first paragraph from a student's argumentative essay, and then answer the question.

The Internet in Classrooms

Students who use the internet to do research know that they are dealing with a large amount of information on almost every topic when they go on the internet. Some teachers say that students should be able to use the internet for their classes to

do research because the internet contains a lot of information on topics such as history, science, and literature. Others say that students waste a lot of time on the internet in class and they should not use it during class time. They say students spend a lot of time on Facebook and email instead of doing research. There are a lot of good points on both sides of this argument that I agree with but I mainly agree with some of the teachers who let their students use the internet because it lets students find a lot of sources.

Item Prompt:

Revise this paragraph to make the student's claim clearer.

	Scoring Rubric
3	<ul style="list-style-type: none"> • Maintains adequate focus on the topic and has adequate supporting details • Has a logical organizational pattern and conveys a sense of wholeness and completeness, although some lapses occur • Provides adequate transitions in an attempt to connect ideas • Uses adequate language and appropriate word choices for intended audience and purpose • Includes sentences, or phrases where appropriate, that are somewhat varied in length and structure
2	<ul style="list-style-type: none"> • Demonstrates an inconsistent focus and includes some supporting details, but may include extraneous or loosely related details • Shows an attempt at an organizational pattern, but exhibits little sense of wholeness and completeness • Provides transitions which are weak or inconsistent • Has a limited and predictable vocabulary which may not be appropriate for the intended audience and purpose • Shows limited variety in sentence length and structure
1	<ul style="list-style-type: none"> • Demonstrates little or no focus and few supporting details which may be inconsistent or interfere with the meaning of the text • Has little evidence of an organizational pattern or any sense of

	<p>wholeness and completeness</p> <ul style="list-style-type: none">• Provides transitions which are poorly utilized, or fails to provide transitions• Has a limited or inappropriate vocabulary for the intended audience and purpose• Has little or no variety in sentence length and structure
0	The response does not meet any of the criterion.

ELA.10.PT.2.04.156

C2T4 Performance Task, draft

Sample Item Id:	ELA.10.PT.2.04.156
Title:	Sacagawea—Fact and Fiction
Grade/Model:	10/1
Claim(s):	<p>Primary Claims</p> <p>2: Students can produce effective and well-grounded writing for a range of purpose 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><u>Claim 2</u></p> <p>4. COMPOSE FULL TEXTS: Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, developing a complex topic/subtopic, including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop a conclusion appropriate to purpose and audience.</p> <p>8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic 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 persuasive/argument texts.</p> <p><u>Claim 4</u></p> <p>2. ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic</p> <p>3. EVALUATE INFORMATION/SOURCES: Evaluate relevancy, accuracy, and completeness of information from multiple sources</p> <p>4. USE EVIDENCE: Generate a claim or a main idea and cite evidence to support arguments or conjectures</p>
Secondary Target(s):	n/a
Standard(s):	W-1a, W-1b, W-2, W-3d, W-4, W-5, W-8, W-9, L-1, L-2, L-3a, L-6, SL-2, RI-1
DOK:	4
Difficulty:	Medium
Score Points:	TBD
Task Source:	Testing Contractor
How this task	In order to complete the performance task, students

<p>contributes to the sufficient evidence for the claims:</p>	<ol style="list-style-type: none"> 1. Identify the key ideas in several informational sources and analyze the relationship between these sources and a literary text 2. Identify the types of evidence the authors use to support their key ideas 3. Analyze information sources and evaluate evidence in order to generate a thesis or controlling idea 4. Write an informational essay that includes <ul style="list-style-type: none"> • a clearly stated controlling idea • presentation of relevant supporting evidence, details, and elaboration consistent with the controlling idea, sources, purpose, and audience • effective organization of ideas • adherence to conventions and rules of grammar, usage, and mechanics • control of language for purpose and audience
<p>Item Type</p>	<p>PT</p>
<p>Target-Specific Attributes (e.g., Accessibility Issues):</p>	<p>Students will enter lengthy text on a keyboard.</p>
<p>Stimuli:</p>	<p>Sources (1 article, 2 journal entries, 1 story; presented in the order in which they are used)</p> <p>Source 1: Biography A Brief Biography of Sacagawea. http://www.pbs.org/weta/thewest/people/s_z/sacagawea.htm</p> <p>Source 2: Journal Excerpts The Journals of the Lewis and Clark Expedition http://lewisandclarkjournals.unl.edu/read/?_xmlsrc=lc.toc.xml&_xslsrc=LCstyles.xsl</p> <p>The following excerpts are from The Journals of the Lewis and Clark Expedition. Spelling has been corrected and modernized and some grammatical errors corrected.</p> <p>John Ordway- <i>July 30th Tuesday 1805.</i> A fine pleasant morning. We loaded all the canoes early and set out about 9 a.m. and proceeded on up the North fork. Captain Lewis walked on shore. We passed large bottoms covered with cotton timber and thick brush. The river crooked rapid and full of Islands. An abundance of beaver & beaver dams along these bottoms. The currents of different kinds abound in these bottoms. We dined at a Camp where the snake Indians had been camped 4 years ago, and were attacked by the Grossvauntaus. Two or three of the Snake nation were killed, and several squaws taken prisoners. Our interpreter's wife was one of them. She tells us that she was taken in the middle of the river as she was crossing at a shallow place to make her escape. The rest all mounted their horses and cleared themselves as they did not</p>

wish to fight, neither were they strong enough for the Grossvauntaus.

— (http://lewisandclarkjournals.unl.edu/read/?_xmlsrc=1805-07-30.xml&_xslsrc=LCstyles.xsl)

Meriwether Lewis—

Saturday, August 17th 1805. This morning I arose very early and dispatched Drewyer and the Indian down the river. Sent Shields to hunt. I made McNeal cook the remainder of our meat, which afforded a slight breakfast for ourselves and the Chief. Drewyer had been gone about 2 hours when an Indian who had straggled some little distance down the river returned and reported that the whitemen were coming, that he had seen them just below. They all appeared transported with joy, and the chief repeated his fraternal hug. I felt quite as much gratified at this information as the Indians appeared to be. Shortly after Captain Clark arrived with the Interpreter Charbono, and the Indian woman, who proved to be a sister of the Chief Cameahwait. The meeting of those people was really affecting, particularly between Sah-cah-gar-we-ah and an Indian woman, who had been taken prisoner at the same time with her, and who had afterwards escaped from the Minnetares and rejoined her nation. At noon the Canoes arrived, and we had the satisfaction once more to find ourselves all together, with a flattering prospect of being able to obtain as many horses shortly as would enable us to prosecute our voyage by land should that by water be deemed inadvisable.

(http://lewisandclarkjournals.unl.edu/read/?_xmlsrc=1805-08-17.xml&_xslsrc=LCstyles.xsl)

Source 3: Story Excerpts

Excerpts from “The Conquest: The True Story of Lewis and Clark” by Eva Emery Dye, 1902

<http://www.archive.org/details/conquesttruesto00dyegoog>

MONDAY, July 15, 1805, the boats were launched above the Great Falls of the Missouri. Clark followed by land along an old Indian trail, worn deep by the lodge-poles of ages.

Little did he realize that nuggets lay scattered all over that land, where yet the gold hunters should dot the hills with shafts and mounds; that near here a beautiful city, named for Helen of Troy, should arise to become a golden capital.

"My people! My people!" Sacajawea excitedly pointed to deserted wickiups and traces of fires. She read their story at a glance.

"It was winter. They were hungry. There were no buffalo. See!" She pointed to the pines stripped of bark and the tender inner wood, the last resort of famishing Shoshones.

With flags hoisted to notify the Indians that they were friends, the canoes passed within the Gates of the Mountains, where the mighty Missouri breaks through the Belt Range of western Montana. Nothing in Alleghany lands compares with this tremendous water-gap. Through the dark cavern the river ran narrow and rapid and clear. Down through tributary canyons on either side came rifts of light, odours of pine, and the roar of waterfalls.

With unmoved countenance Sacajawea looked upon the weird overhanging grayish granite walls through which she had been hurried in terror by her Minnetaree captors, five years ago.

"We are coming to a country where the river has three forks," said Sacajawea.

Exhilaration seized the men, as they sent the boats up the heavy current that rolled well-deep below. That night they camped in a canyon that is today a pleasure resort for the people of Helena.

Again following the Indian trail, on the 25th of July Clark arrived at the three forks of the Missouri, near the present site of Gallatin. From the forks of the far eastern rivers where Pittsburg rises, they had come to the forks of the great river of the West.

...

"On this very spot my people camped five years ago.

Here were their tents," said Sacajawea, pointing out the embers of blackened fires. "The Minnetarees peered over the hills. We ran up this fork and hid in the thick woods."

The boats were reloaded and the party began to ascend the Jefferson on July 30, to its head in the Bitter Root Mountains. At noon they camped for dinner.

"And here was I captured!" cried Sacajawea. "I was made a prisoner. We were too few to fight the Minnetarees. They pursued us. Our men mounted their horses and fled to the mountains. The women and children hid. I ran. I was crossing this river.

They caught me and carried me away."

What a realistic glimpse of daily terror! Fighting, hunting, wandering, famishing, in the land of anarchy.

Formerly the Shoshones were Indians of the plains.

Now they had been driven by their enemies into almost inaccessible fastnesses.

"The Beaver Head! The Beaver Head!"

Sacajawea pointed to a steep, rocky cliff shaped like a beaver's

head, one hundred and fifty feet above the water, an Indian landmark from time immemorial.

"This is not far from the summer retreat of my countrymen. We shall meet them soon, on a river beyond the mountains running to the west."

"We must meet those Indians," said Lewis, "it is our only hope for horses to cross the mountains."

...

The next morning after passing Beaverhead Rock, Captain Lewis and three of the men slung their knapsacks over their shoulders and set out for the mountains, determined not to return until they met some nation of Indians.

...

Slowly, Clark, ill with chills and fever, had been coming forward, urging the canoes up the difficult and narrowing stream.

Sacajawea, the little Bird-woman, could not wait. In her anxiety she begged to walk ahead along shore, and with her husband went dancing up the rivulet of her childhood. She flew ahead. She turned, pirouetting lightly on her beaded moccasins, waving her arms and kissing her fingers. Her long hair flew in the wind and her beaded necklace sparkled.

Yes, there were the Indians, and Lewis among them, dressed like an Indian too. The white men had given everything they had to the Indians, even their cocked hats and red feathers, and taken Indian clothes in exchange, robes of the mountain sheep and goat.

An Indian girl leaned to look at Sacajawea. They flew into each other's arms. They had been children together, had been captured in the same battle, had shared the same captivity. One had escaped to her own people; the other had been sold as a slave in the Land of the Dakotahs. As girls will, with arms around each other they wandered off and talked and talked of the wonderful fortune that had come to Sacajawea. ...

A council was immediately called. The Shoshones spread white robes and hung wampum shells of pearl in the hair of the white men.

"Sacajawea. Bring her hither," called Lewis.

Tripping lightly into the willow lodge, Sacajawea was beginning to interpret, when lifting her eyes to the chief, she recognized her own brother, Cameahwait. She ran to his side, threw her blanket over his head, and wept upon his bosom.

	Sacajawea, too, was a Princess, come home now to her Mountain Kingdom.
Stimuli/Text Complexity:	
Acknowledgments:	<p>Stimuli have been taken from the following sources:</p> <p>a brief biography of Sacagawea http://www.pbs.org/lewisandclark/inside/saca.html</p> <p>excerpts from The Journals of the Lewis and Clark Expedition http://lewisandclarkjournals.unl.edu/read/?_xmlsrc=lc.toc.xml&_xmlsrc=LCstyles.xml</p> <p>excerpts from The Conquest: The True Story of Lewis and Clark by Eva Emery Dye, 1902 http://www.archive.org/details/conquesttruesto00dyegoog</p>
Task Notes:	

Task Overview (120 total minutes):

Title: Sacagawea: Fact and Fiction

Part 1 (35 minutes): Ultimately tasked with writing an informational essay on how different sources have shaped the story of Sacagawea, students will read an article, a story, and journal entries, taking notes on these sources. They will then respond to three constructed-response questions addressing the research skills of analyzing and evaluating information.

Part 2 (85 minutes): Students will compose full-length informational essays on Sacagawea, referring to their notes as needed. Students will be allowed access to the texts they viewed in part 1. Pre-writing, drafting, and revising will be involved.

Scorable Products: Student responses to the constructed-response questions at the end of part 1 and the essay completed in part 2 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.

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 (85 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.*
- *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 an article, journal entries, and a story about the Lewis and Clark expedition, then write an informational essay about one of their guides, Sacagawea.

Steps you will be following:

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

1. Read an article, two journal entries, and a story excerpt.
2. Answer three questions about the sources.
3. Plan and write your essay.

Directions for beginning:

You will now read three sources. 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 how each source contributes to the body of research needed to write a report about Sacagawea. Use details from the sources to support your answer.
2. "The Journals of the Lewis and Clark Expedition" is a primary source and "A Brief Biography of Sacagawea" is a secondary source. What information can readers learn from the primary source that is not available in the secondary source? Use details from the sources to support your answer.
3. Explain how the information presented in the story excerpt, "The Conquest," differs from the information presented in "A Brief Biography of Sacagawea" and "The Journals of the Lewis and Clark Expedition." Use details from the sources 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 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

Sacagawea is an important historical figure but few concrete details are known about her life. Write an informational essay

analyzing the role of these fictional and nonfictional sources in developing the overall story of Sacagawea's life. Support your claim with details 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 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

Analyze/Integrate Information Rubric (Claim 4, Target 2)	
2	The response gives sufficient evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.
1	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.

2. Claim 4, Target 3

Evaluate Information/Sources Rubric (Claim 4, Target 3)	
2	The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
1	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.

3. Claim 4, Target 3

Evaluate Information/Sources Rubric (Claim 4, Target 3)	
2	The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
1	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.



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
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained controlling idea or main idea of a topic 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 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"> 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"> • focus is clear and for the most part maintained, though some loosely related material may be present • some context for the controlling idea or main idea of the topic 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 controlling idea or main idea that includes the use of sources, facts, and details:</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 are 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 controlling or main idea, but is insufficiently sustained • controlling idea or main idea may be unclear and somewhat unfocused 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> • inconsistent use of 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 controlling idea or main idea that includes partial or uneven use of sources, facts, and details:</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 topic but may provide little or no focus:</p> <ul style="list-style-type: none"> • may be very brief • may have a major drift • focus 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 controlling idea or main idea 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 obscure
<p>0</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>				

Grade 10 ELA.10.PT.2.07.157
C2T7 Performance Task, draft

Sample Item Id:	ELA.10.PT.2.07.157
Title:	Mexican Gray Wolves
Grade/Model:	10/1
Claim(s):	<p>Primary Claims</p> <p>2: Students can produce effective and well-grounded writing for a range of purpose 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.</i></p> <p>Claim 2</p> <p>7. COMPOSE FULL TEXTS: Write full arguments about topics or sources, 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 a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience.</p> <p>8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic 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 persuasive/argument texts.</p> <p>Claim 4</p> <p>2. ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic</p> <p>3. EVALUATE INFORMATION/SOURCES: Evaluate relevancy, accuracy, and completeness of information from multiple sources</p> <p>4. USE EVIDENCE: Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques.</p>
Secondary Target(s):	n/a
Standard(s):	RI-1, 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-3a, L-6, SL-2
DOK:	4
Difficulty:	Medium
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"> 1. Gather, select, and analyze information in a series of sources 2. Write an argumentative essay effectively demonstrating <ul style="list-style-type: none"> • a clearly-established claim about the topic • presentation of relevant supporting evidence, details, and elaboration consistent with the position, sources, purpose, and audience • effective organization of 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 will enter lengthy text on a keyboard.
Stimuli:	<p>Sources (3 articles; presented in the order in which they are used)</p> <p>Article 1: http://www.azgfd.gov/i_e/ee/lessons/wolves/intro.htm Wolves: An Uncertain Future?</p> <p>When settlers first colonized Arizona, a large contingent of military troops and miners needed food. Merriam’s elk were available in mountain country and readily provided fresh meat. By the early 1900s, elk were extirpated from Arizona.</p> <p>With its major prey base no longer present, and an extremely large cattle population moving westward, wolves turned to what was available—cattle. Of course, that put them at odds with the cattlemen. In the mid-1890s, a devastating drought hit the state, creating significant problems for cattle growers. With little forage for their livestock, and the threat of cattle depredation by wolves, the early ranchers and the federal government began their “war on wolves.” Shortly after the turn of the century, the Mexican wolf had been extirpated from the United States.</p> <p>In the late 1970s, the federal government decided to bring the Mexican wolf back to America. It hired a trapper to catch some of the last remaining wolves in Mexico. These wolves were moved to a few select zoos around the country and a captive breeding program began. About twenty years later, the captive population was sufficient to begin releasing some into the wild. In the late 1990s, the first wolves in nearly one hundred years walked free in Arizona due, in</p>

	<p>large part, to a partnership between state, federal, and tribal governments.</p> <p>Much has changed in those hundred years. Habitats have changed. Elk herds have recovered and are, in fact, quite abundant. Attitudes have changed. For many people, instead of the bloodthirsty killer of our fairy tales, the wolf is a majestic creature that symbolizes freedom and nature. However, whether it is a fear of attack or a loss of livelihood, many people still do not feel that wolves should be roaming free in Arizona. They believe the cost is too high.</p> <p>Article 2: http://arizona.sierraclub.org/conservation/wolf_alert.asp Conservation: Mexican Wolf Overview of recovery of Arizona population of Mexican gray wolves since reintroduction (cut 4th paragraph about reward and contact information).</p> <p>Article 3: Article (250 words) summarizing the major arguments posed by farmers, ranchers, and others who are opposed to the reintroduction of wolves to the wild</p>
<p>Stimuli/Text Complexity:</p>	
<p>Acknowledgments:</p>	<p>Stimuli have been taken from the following sources: http://www.azgfd.gov/i_e/ee/lessons/wolves/intro.htm http://arizona.sierraclub.org/conservation/wolf_alert.asp</p> <p>Article summarizing opposing arguments to reintroduction of wolves</p>
<p>Task Notes:</p>	

Task Overview (120 total minutes):
 Title: Mexican Gray Wolves
Part 1 (35 minutes): Ultimately tasked with writing an argumentative essay on Mexican gray wolves, students will read three articles, taking notes on these sources. They will then respond to three constructed-response questions addressing the research skills of analyzing and evaluating information.
Part 2 (85 minutes): Finally, students will work individually to compose full-length argumentative essays on Mexican gray wolves, referring to their notes as needed. 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. The 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 (85 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.
- 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:

The sources you will read about the Mexican gray wolves include three articles about the issue and concerns of reintroducing Mexican gray wolves into the wild. Take notes on all of these sources, and then write an argumentative essay about whether these animals should be reintroduced into the wild.

Steps you will be following:

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

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

Directions for beginning:

You will now read three sources. 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.

(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. The author of Article 1 shows support for the reintroduction of the Mexican gray wolves into the wild by emphasizing the benefits over the risks. What risks does the author mention, and what evidence is there that they are less important to the author? Support your answer using details from the article.
2. Articles 1 and 2 both mention the captive breeding programs for the Mexican gray wolf. What information does Article 2 include about the success of these programs that is excluded in Article 1? Explain why this information is important in deciding whether to support or reject reintroduction plans for these wolves?
3. Does the information in Articles 1 and 2 sufficiently address the concerns raised in Article 3 about the reintroduction of the Mexican gray wolf into the wild? Support your answer with details from all sources.

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 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

Write an essay in which you support or oppose future reintroduction of Mexican gray wolves to the wild. Support your claim with details 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 your claim on the topic, maintain your focus, and address the alternate and opposing claims
- 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:

1. Claim 4, Target 4

Use Evidence Rubric (Claim 4, Target 4)	
2	The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.
1	The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.
0	A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.

2. Claim 4, Target 2

Analyze/Integrate Information Rubric (Claim 4, Target 2)	
2	The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.
1	The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.
0	A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.

3. Claim 4, Target 3

Evaluate Information/Sources Rubric (Claim 4, Target 3)	
2	The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
1	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 addressed¹ 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 sources, attending to purpose and audience.</p>				

¹ Begins in 7th grade

ELA.10.PT.2.07.164 C2 T7, T8, T9 and C4 T2, T3, T4
C2T7 Performance Task, draft

Sample Item Id:	ELA.10.PT.2.07.164
Title:	Participatory Budgeting
Grade/Model:	10/1
Claim(s):	<p>Primary Claims</p> <p>2: Students can produce effective and well-grounded writing for a range of purpose 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 sources, 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 a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience.</p> <p>8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic 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 persuasive/argument texts.</p> <p>Claim 4</p> <p>2. ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic</p> <p>3. EVALUATE INFORMATION/SOURCES: Evaluate relevancy, accuracy, and completeness of information from multiple sources</p> <p>4. USE EVIDENCE: Evaluate relevancy, accuracy, and completeness of information from multiple sources</p>
Secondary Target(s):	n/a
Standard(s):	W-1, W-2d, W-3d, W-4, W-5, W-8, W-9, L-1, L-2, L-3a, L-6, SL-2, RI-1
DOK:	4
Difficulty:	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. Gather, select, and analyze information in a series of sources 2. Write an argumentative essay effectively demonstrating <ul style="list-style-type: none"> • a clearly-established claim about the topic • presentation of relevant supporting evidence, details, and elaboration consistent with the position, sources, purpose, and audience • effective organization of ideas • control of conventions, including usage, punctuation, capitalization, and spelling • control of language for purpose and audience
Item Type	PT
Target-Specific Attributes (e.g., Accessibility Issues):	Students will be required to enter text using a keyboard.
Stimuli:	<p>Sources (1 article, 3 documents; presented in the order in which they are used)</p> <p>Article: What Is Participatory Budgeting? http://www.participatorybudgeting.org/</p> <p>Document 1: Criteria for the Evaluation of Proposals for the City of Auburn Includes an overview/introduction by the fictitious city of Auburn and a list of evaluation criteria. Examples of criteria could include: meeting a clearly identified community need; having a “useful life” of five years; of service to a broad segment of the community; not duplicative of existing structure or services; having a clearly outlined project plan and budget.</p> <p>Document 2: Approved Proposals for the City of Auburn Includes brief descriptions of six citizen proposals that the fictitious city of Auburn has approved.</p> <p>Document 3: Citizen Proposal The citizen proposal will include ways in which it both meets and does not meet the criteria outlined in article 2. The deficiencies should go beyond the obvious (e.g., costs more than allowed) to more substantial concerns (e.g., not truly of benefit to a broad enough population).</p>
Stimuli/Text Complexity:	
Acknowledgments:	<p>Stimuli have been taken from the following sources:</p> <p>What Is Participatory Budgeting? http://www.participatorybudgeting.org/</p> <p>Additional sources to be added: Criteria for the Evaluation of Proposals for the City of Auburn Approved Proposals for the City of Auburn</p>

	Citizen Proposal
Task Notes:	

Task Overview (120 total minutes):

Title: Participatory Budgeting

Part 1 (35 minutes): Ultimately tasked with writing an argumentative essay on participatory budgeting, students will read an article and two documents, taking notes on these sources. They will then respond to three constructed-response questions addressing the research skills of analyzing and evaluating information.

Part 2 (85 minutes): Students will compose full-length argumentative essays on a participatory budget proposal, referring to their notes as needed. Students will be allowed access to the texts they viewed in part 1. Pre-writing, drafting, and revising will be involved.

Scorable Products: Student responses to the constructed-response questions at the end of part 1 and the essay completed in part 2 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 to grammar-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 (85 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.
- 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:

Session 1 (35 minutes)

Your assignment:

You will read three sources, including one article and two documents, and then write an argumentative essay about participatory budgeting.

Steps you will be following:

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

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

Directions for beginning:

You will now read three sources. 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 while you are taking notes during this session and the next session. Your notes will be your basis for writing your final draft.

- (article)
- (document 1)
- (document 2)

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 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 philosophy behind the concept of “participatory budgeting.” Support your answer with details from the sources.
2. Analyze how “What Is Participatory Budgeting?” is useful for understanding the documents from the city of Auburn. Use details from the sources to support your answer.
3. Explain how both documents from the city of Auburn would help a citizen who wanted to write a proposal. Use details from the documents 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 use your notes and refer back to the sources. You may also refer to the answers you wrote to the 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

The city of Auburn has asked members of the community to submit proposals as part of its participatory budgeting program. Proposals that meet the city’s criteria will be placed on a ballot for citizens to vote upon.

You are a member of the city’s evaluation committee. Read the following citizen proposal and write an argumentative essay in which you evaluate whether it has met the criteria and recommend whether it should or should not be placed upon the ballot. Support your claim with details from what you have read.

(document 3)

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

- ***Statement of purpose/focus***—how well you clearly state your claim on the topic, maintain your focus, and address the alternate and opposing claims
- ***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
- ***Elaboration of evidence***—how well you provide evidence from sources about your opinions and elaborate with specific information
- ***Language and Vocabulary***—how well you effectively express ideas using precise language that is appropriate for your audience and purpose
- ***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 4

2-point Research (Grades 6–11): Use Evidence Rubric (Claim 4, Target 4)	
2	The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.
1	The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.
0	A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.

2. Claim 4, Target 3

2-point Research (Grades 6–11): Evaluate Information/Sources Rubric (Claim 4, Target 3)	
2	The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
1	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.

3. Claim 4, Target 3

2-point Research (Grades 6-11): Evaluate Information/Sources Rubric (Claim 4, Target 3)	
2	The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
1	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 addressed¹ 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 sources, attending to purpose and audience.</p>				

¹ Begins in 7th grade

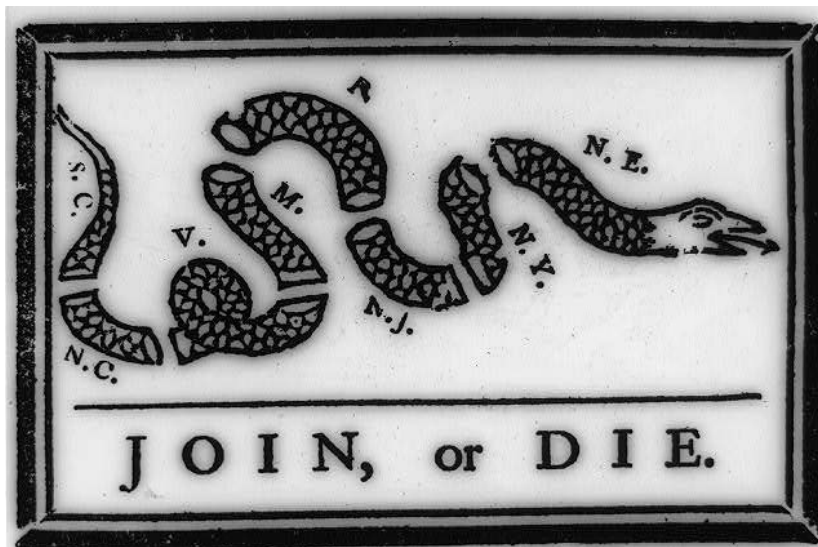
Grade 10 ELA.10.PT.3.03.149 C3 T1, T3, T4 and C4 T2, T3, T4
C3T3 Performance Task, draft

Sample Item Id:	ELA.10.PT.3.03.149
Title:	Political Cartoons
Grade/Model:	10/1
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>
Primary Target(s):	<p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p>Claim 3</p> <p>1. LANGUAGE & VOCABULARY USE: Strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, grammar, and discourse appropriate to the intent, purpose, and audience when speaking.</p> <p>3. PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., summaries) and longer (presentations) for different purposes and audiences, drawing from a range of digital media to enhance the message or intent</p> <p>4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally or visually</p> <p>Claim 4</p> <p>2. ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic</p> <p>3. EVALUATE INFORMATION/SOURCES: Evaluate relevancy, accuracy, and completeness of information from multiple sources</p> <p>4. USE EVIDENCE: Generate a claim or a main idea and cite evidence to support arguments or conjectures</p>
Secondary Target(s):	n/a
Standard(s):	L-1, L-3a, L-6, SL-1, SL-2, SL-3, SL-4, SL-5, SL-6, W-1a, W-1b, W-8, W-9, RI-1
DOK:	4
Difficulty:	Medium
Score Points:	TBD
Task Source:	Testing Contractor

<p>How this task contributes to the sufficient evidence for the claims:</p>	<p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> 1. Gather information from a series of sources and analyze the relationship between these sources and a series of graphics 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
<p>Item Type</p>	<p>PT</p>
<p>Target-Specific Attributes (e.g., Accessibility Issues):</p>	<p>Students with visual impairments will need to be provided with descriptions of visual material.</p>
<p>Stimuli:</p>	<p>Sources (3 articles, a set of cartoons; presented in the order in which they are used)</p> <p>Article 1: American Political Cartoons: an Introduction by Dr. Paul Parker http://www2.truman.edu/parker/research/cartoons.html Include the following sections: Introduction (cut the last paragraph), The Rise to Fame, The Ethics of Cartooning (cut the last paragraph), Elements of Effectiveness and the following cartoons</p>



Article 2: "Join, or Die" – America's First Political Cartoon
 "Join, or Die," by Benjamin Franklin in 1754 is widely acknowledged as the first political cartoon created in America. This article gives a brief history of the politics and symbolism surrounding this image. 50-100 words.

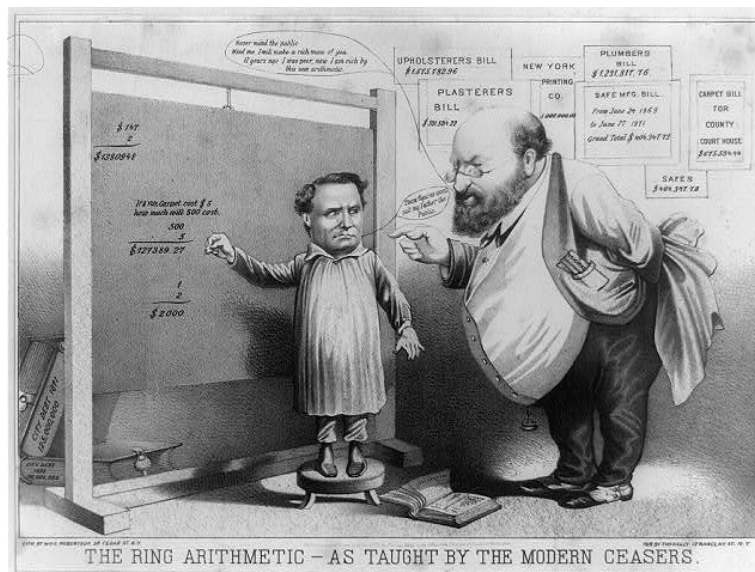


<http://www.loc.gov/pictures/resource/cph.3a12149/>

Article 3: Why We Love Political Cartoons
 This article gives a history of political cartoons from colonial America, through their rise in the late 1800s, with an increase in newspapers and magazines, to continued popularity today. The article explains the necessity of cartoons during a time when few people could read, and discusses why they are still widely used and immensely popular over 200 years later.

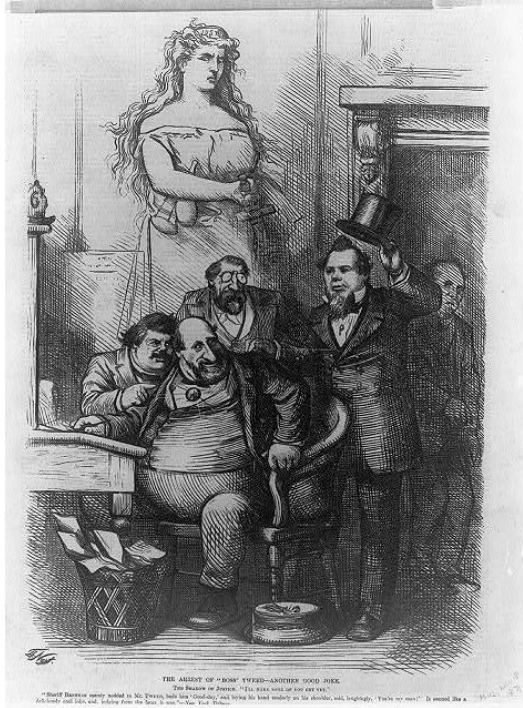
Research Packet (Cartoons with descriptions and historical context)

Tammany political boss William Marcy Tweed is portrayed as a bullying schoolteacher giving New York City comptroller Richard B. Connolly a lesson in arithmetic. A teary-eyed Connolly stands on a stool writing wildly inaccurate equations on a blackboard. For instance, "\$147 x 2 equals \$1380948"). Connolly protests to his teacher, "These figures wont suit my Father the public," but Tweed responds, "Never mind the public. Mind me. I will make a rich man of you. 12 years ago I was poor, now I am rich by this new arithmetic." Behind the board are two padlocked ledgers—"City Debt 1871 \$125,000,000" and "City Debt 1869 \$30,000,000." Exaggerated bills for the building of the county courthouse are posted on the wall. The building's final cost was \$12 million, of which two-thirds was fraudulent. In less than three years, Tweed's "ring" of corrupt officials managed to rob the city's treasury of \$30 million. 1871



<http://www.loc.gov/pictures/resource/cph.3a11413/>

The arrest of "Boss" Tweed—another good joke. 1871



<http://www.loc.gov/pictures/resource/cph.3a34646/>

This print shows a representative of the British crown in America for peace negotiations (identified in the text as Edmund Burke, though possibly Lord North); he is wearing a crown with an olive branch on his head and carries a "Conciatory Bill" in a pocket. He is riding a donkey and is being driven from the American shores by several men, one wearing a feathered headdress. 1778



<http://www.loc.gov/pictures/resource/cph.3a45589/>

This cartoon shows Lord North standing on a platform holding a

letter announcing the successful campaign by British troops in America. A distraught woman, "America," holding a liberty cap, sits at the base of the platform; others present react to the news. 1776



<http://www.loc.gov/pictures/resource/cph.3a01878/>

Print shows a horse, "America," throwing its rider, George III. 1779



<http://www.loc.gov/pictures/resource/cph.3g05286/>

A rare anti-North satire, probably dealing with either the Crittenden

Compromise or the Douglas Compromise. Proposed in December 1860 in the form of several constitutional amendments, the former called for restoration of the Missouri Compromise line and prohibition of slavery north of it. Stephen Douglas's compromise, an alternative proposed immediately thereafter, offered two similar amendments but also advocated settlement of the slavery issue by popular sovereignty. "Congressional Surgery" reflects the viewpoint of the lower South, which rejected both compromises. "Doctor North" (Pennsylvania congressman Thaddeus Stevens) sits with hands folded in a chair at left, a young black crouching beside him. On the doctor's desk rests a wooden leg labeled "Constitutional Amendment." The Doctor says, "Help you! Of Course! We will first, with your assistance, take you off your legs, & then fix you up nicely on these Constitutional Amendments." His patient "South," a tall bearded man with his left arm in a sling, replies, "Can't see it."



<http://www.loc.gov/pictures/resource/cph.3b35942/>

A tribute to commander of Union forces, Gen. Winfield Scott, shown as the mythical Hercules slaying the many-headed dragon or hydra, here symbolizing the secession of the Confederate states. At left stands Scott, wielding a great club "Liberty and Union," about to strike the beast. The hydra has seven heads, each representing a prominent Southern leader. The neck of each Southerner depicted is labeled with a vice or crime associated with him. They are (from top to bottom): Hatred and Blasphemy (Confederate secretary of state Robert Toombs), Lying (vice president Alexander Stephens), Piracy (president Jefferson Davis), Perjury (army commander P. G. T. Beauregard), Treason (United States general David E. Twiggs who in February 1861 turned over nineteen federal army posts under his command in Texas to the South), Extortion (South Carolina governor Francis W. Pickens), and Robbery (James Buchanan's

secretary of war John B. Floyd, accused of supplying federal arms and supplies to the South).



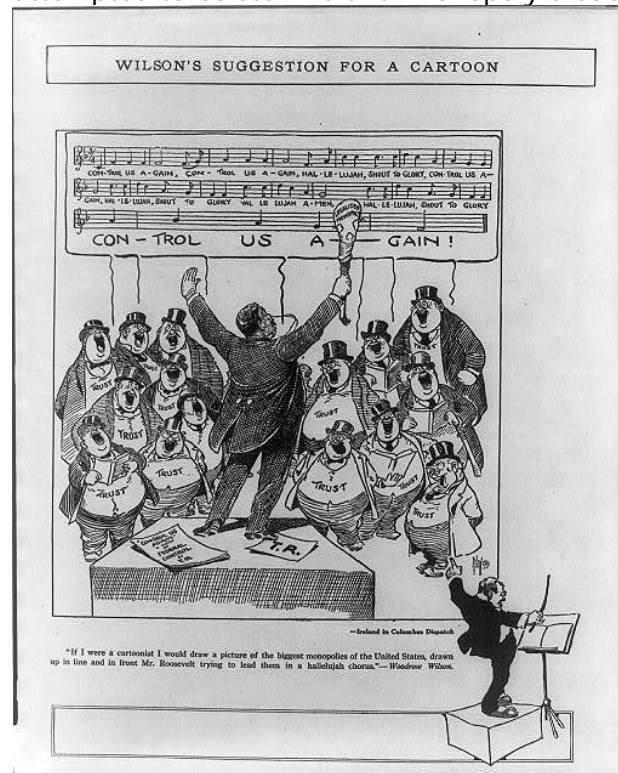
<http://www.loc.gov/pictures/resource/cph.3b50445/>

Photograph reproduces a political cartoon depicting Uncle Sam arguing with a woman while a slave on the right tiptoes by the couple. Uncle Sam holds a newspaper marked "united"; the woman has a newspaper behind her back marked "states." 1861



<http://www.loc.gov/pictures/resource/ppmsca.10974/>

The 1912 presidential candidates Woodrow Wilson and Theodore Roosevelt battled over the question of which candidate was the true “trustbuster.” The first cartoon depicts Roosevelt as a hunter; the various trusts are depicted as game. The second cartoon depicts Roosevelt wielding a baton labeled “legalized monopoly” while conducting a chorus representing the different trusts. The cartoon also notes that Wilson states that Roosevelt is pro-monopoly. Since trusts (large corporations with tremendous power over their industries) were a source of potent political anger, each candidate attempted to bolster his anti-monopoly credentials.



<http://www.loc.gov/pictures/resource/cph.3a34852/>



<http://www.loc.gov/pictures/resource/cph.3a11248/>

Stimuli/Text Complexity:

Acknowledgments:

Stimuli have been taken from the following sources:

American Political Cartoons: an Introduction by Dr. Paul Parker
<http://www2.truman.edu/parker/research/cartoons.html>

- Political Cartoons from the Library of Congress
<http://www.loc.gov/pictures/resource/cph.3a11248/>
- <http://www.loc.gov/pictures/resource/cph.3a34852/>
- <http://www.loc.gov/pictures/resource/ppmsca.10974/>
- <http://www.loc.gov/pictures/resource/cph.3b50445/>
- <http://www.loc.gov/pictures/resource/cph.3b35942/>
- <http://www.loc.gov/pictures/resource/cph.3g05286/>
- <http://www.loc.gov/pictures/resource/cph.3a01878/>
- <http://www.loc.gov/pictures/resource/cph.3a45589/>
- <http://www.loc.gov/pictures/resource/cph.3a34646/>
- <http://www.loc.gov/pictures/resource/cph.3a11413/>

Additional sources still to come from freelancer:

Article 2: "Join, or Die" – America's First Political Cartoon

	Article 3: Why We Love Political Cartoons
Task Notes:	

Task Overview (120 total minutes):

Title: Political Cartoons

Part 1 (35 minutes): Ultimately tasked with delivering an oral presentation on political cartoons, students will read three articles, taking notes on these sources. They will then respond to three constructed-response questions addressing the research skills of analyzing and evaluating information.

Part 2 (85 minutes): Finally, students will work individually to compose and deliver an oral presentation on political cartoons, referring to their notes and the sources as needed.

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

Teacher Directions:

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

Session 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

Session 2 (85 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.
- Present the research packet of cartoons.
- Alert the students when 30 minutes have elapsed.
- After students have been working for 65 minutes, alert them that there are 10 minutes left.

Close the testing session.

Direct students to deliver their presentations.

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.

Time Requirements:

The Performance Task will take 120 minutes in one session

Pre-Task Activity:

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

Student Directions:

Part 1 (35 minutes)

Your assignment:

You will read several articles about political cartoons, review a packet of some cartoons, and prepare and deliver an oral presentation about political cartoons.

Steps you will be following:

In order to plan your presentation, you will do the following:

1. Read and take notes on three articles.
2. Answer three questions about the articles.
3. Plan and deliver your presentation.

Directions for beginning:

You will now read the sources. Take notes because you may want to refer back to your notes while writing your speech. You can refer back to any of the sources as often as you like.

(article 1)

(article 2)

(article 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 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. Explain why the cartoons presented were an effective political statement. Use details from the sources to support your answer.
2. Analyze the techniques political cartoonists use to express their message. Use details from the texts to support your

answer.

3. Explain how the information presented in political cartoons differs from the information presented in written text. Use details from the texts to support your answer.

Part 2 (85 minutes)

You now have 85 minutes to prepare an oral presentation. You may refer back to the sources you read in part 1. You will also receive a packet of additional cartoons, which you may choose to use in your presentation. Now read your assignment and the information about how your presentation will be scored; then begin your work.

Your Assignment

Plan and deliver a presentation on the power of political cartoons as a tool for defining issues and influencing public opinion. Support your analysis with details from what 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 presentation. Manage your time carefully so that you can:

- plan your presentation
- prepare your presentation

Word-processing and presentation tools are available to you.

Key and scoring information for questions:

CR#1: C4 T4

Use Evidence Rubric (Claim 4, Target 4)	
2	The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.
1	The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.
0	A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.

CR#2: C4 T2

Analyze/Integrate Information Rubric (Claim 4, Target 2)	
2	The response gives sufficient evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.
1	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#3: C4 T3

Evaluate Information/Sources Rubric (Claim 4, Target 3)	
2	The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
1	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.

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>				

ELA.10.SR.1.01.066 C1 T1

Sample Item Id:	ELA.10.SR.1.01.066
Grade/Model:	10/1
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	1: KEY DETAILS: Cite explicit textual evidence to support inferences made or conclusions drawn about texts
Secondary Target(s):	n/a
Standard(s):	RL-1, RL-3
DOK:	2
Difficulty:	Medium
Item Type:	Selected Response
Score Points:	1
Key:	2 nd highlighted portion of text
Stimuli/Passage(s):	The Open Window
Stimuli/Text Complexity:	Word Count: 1214 Flesch-Kincaid: 7.3 Lexile: 850L, grade 4-5 This literary passage is recommended for use at grade 10. The quantitative measures suggest a lower grade level, but the language, complexity of sentence structure, and setting in a former time make this passage more appropriate for an older grade level.
Acknowledgement(s):	http://www.gutenberg.org/files/269/269-h/269-h.htm
Item/Task Notes:	Technology-enabled item
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must determine which portion of text supports a given conclusion.
Target-Specific Attributes (e.g., accessibility issues):	

Stimulus Text:

Read the following passage and then answer the question.

THE OPEN WINDOW
by Saki

"My aunt will be down presently, Mr. Nuttel," said a very self-possessed young lady of fifteen; "in the meantime you must try and put up with me."

Framton Nuttel endeavoured to say the correct something which should duly flatter the niece of the moment without

unduly discounting the aunt that was to come. Privately he doubted more than ever whether these formal visits on a succession of total strangers would do much towards helping the nerve cure which he was supposed to be undergoing.

"I know how it will be," his sister had said when he was preparing to migrate to this rural retreat; "you will bury yourself down there and not speak to a living soul, and your nerves will be worse than ever from moping. I shall just give you letters of introduction to all the people I know there. Some of them, as far as I can remember, were quite nice."

Framton wondered whether Mrs. Sappleton, the lady to whom he was presenting one of the letters of introduction, came into the nice division.

"Do you know many of the people round here?" asked the niece, when she judged that they had had sufficient silent communion.

"Hardly a soul," said Framton. "My sister was staying here, at the rectory, you know, some four years ago, and she gave me letters of introduction to some of the people here."

He made the last statement in a tone of distinct regret.

"Then you know practically nothing about my aunt?" pursued the self-possessed young lady.

"Only her name and address," admitted the caller. He was wondering whether Mrs. Sappleton was in the married or widowed state. An undefinable something about the room seemed to suggest masculine habitation.

"Her great tragedy happened just three years ago," said the child; "that would be since your sister's time."

"Her tragedy?" asked Framton; somehow in this restful country spot tragedies seemed out of place.

"You may wonder why we keep that window wide open on an October afternoon," said the niece, indicating a large French window that opened on to a lawn.

"It is quite warm for the time of the year," said Framton; "but has that window got anything to do with the tragedy?"

"Out through that window, three years ago to a day, her husband and her two young brothers went off for their day's

shooting. They never came back. In crossing the moor to their favourite snipe-shooting ground they were all three engulfed in a treacherous piece of bog. It had been that dreadful wet summer, you know, and places that were safe in other years gave way suddenly without warning. Their bodies were never recovered. That was the dreadful part of it." Here the child's voice lost its self-possessed note and became falteringly human. "Poor aunt always thinks that they will come back some day, they and the little brown spaniel that was lost with them, and walk in at that window just as they used to do. That is why the window is kept open every evening till it is quite dusk. Poor dear aunt, she has often told me how they went out, her husband with his white waterproof coat over his arm, and Ronnie, her youngest brother, singing 'Bertie, why do you bound?' as he always did to tease her, because she said it got on her nerves. Do you know, sometimes on still, quiet evenings like this, I almost get a creepy feeling that they will all walk in through that window—"

She broke off with a little shudder. It was a relief to Framton when the aunt bustled into the room with a whirl of apologies for being late in making her appearance.

"I hope Vera has been amusing you?" she said.

"She has been very interesting," said Framton.

"I hope you don't mind the open window," said Mrs. Sappleton briskly; "my husband and brothers will be home directly from shooting, and they always come in this way. They've been out for snipe in the marshes to-day, so they'll make a fine mess over my poor carpets. So like you men-folk, isn't it?"

She rattled on cheerfully about the shooting and the scarcity of birds, and the prospects for duck in the winter. To Framton it was all purely horrible. He made a desperate but only partially successful effort to turn the talk on to a less ghastly topic; he was conscious that his hostess was giving him only a fragment of her attention, and her eyes were constantly straying past him to the open window and the lawn beyond. It was certainly an unfortunate coincidence that he should have

paid his visit on this tragic anniversary.

"The doctors agree in ordering me complete rest, an absence of mental excitement, and avoidance of anything in the nature of violent physical exercise," announced Framton, who laboured under the tolerably widespread delusion that total strangers and chance acquaintances are hungry for the least detail of one's ailments and infirmities, their cause and cure. "On the matter of diet they are not so much in agreement," he continued.

"No?" said Mrs. Sappleton, in a voice which only replaced a yawn at the last moment. Then she suddenly brightened into alert attention—but not to what Framton was saying.

"Here they are at last!" she cried. "Just in time for tea, and don't they look as if they were muddy up to the eyes!"

Framton shivered slightly and turned towards the niece with a look intended to convey sympathetic comprehension. The child was staring out through the open window with dazed horror in her eyes. In a chill shock of nameless fear Framton swung round in his seat and looked in the same direction.

In the deepening twilight three figures were walking across the lawn towards the window; they all carried guns under their arms, and one of them was additionally burdened with a white coat hung over his shoulders. A tired brown spaniel kept close at their heels. Noiselessly they neared the house, and then a hoarse young voice chanted out of the dusk: "I said, Bertie, why do you bound?"

Framton grabbed wildly at his stick and hat; the hall-door, the gravel-drive, and the front gate were dimly-noted stages in his headlong retreat. A cyclist coming along the road had to run into the hedge to avoid an imminent collision.

"Here we are, my dear," said the bearer of the white mackintosh, coming in through the window; "fairly muddy, but most of it's dry. Who was that who bolted out as we came up?"

"A most extraordinary man, a Mr. Nuttel," said Mrs. Sappleton; "could only talk about his illnesses, and dashed off without a word of good-bye or apology when you arrived. One would think he had seen a ghost."

"I expect it was the spaniel," said the niece calmly; "he told me he had a horror of dogs. He was once hunted into a cemetery somewhere on the banks of the Ganges by a pack of pariah dogs, and had to spend the night in a newly dug grave with the creatures snarling and grinning and foaming just above him. Enough to make anyone lose their nerve."

Romance at short notice was her specialty.

Item Stem:

The passage suggests that Vera deliberately tried to upset Framton Nuttel. Click on the highlighted portion of the passage that directly supports this conclusion.

Distractor Analysis:

First highlighted portion: In the first highlighted portion, Vera is making simple conversation with Framton, not deliberately trying to upset him.

Second highlighted portion KEY: The second highlighted portion of text shows Vera checking to make certain Framton knows nothing about her aunt before beginning a story about a tragedy (certain to upset him) that happened to take place after Framton's sister knew Vera's aunt.

Third highlighted portion: This portion shows Framton running away in fright, but it does not show Vera deliberately trying to upset him.

Fourth highlighted portion: This portion shows Vera lying to her aunt and uncle about why Framton was upset, but it does not show Vera deliberately trying to upset him.

ELA.10.SR.1.08.067 C1 T8

Sample Item Id:	ELA.10.SR.1.08.067
Grade/Model:	10/1
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target(s):	8. KEY DETAILS: Cite explicit text evidence to support inferences made or conclusions drawn about texts
Secondary Target:	n/a
Standard(s):	RI-1, RI-3
DOK:	2
Difficulty:	Hard
Item Type:	Selected Response
Score Points:	1
Key:	2 nd , 4 th , 5 th , and 6 th highlighted sections of speech
Stimuli/Passage(s):	President Kennedy Inaugural Address, January 20, 1961
Stimuli/Text Complexity:	The text is multi-layered and can be approached from either a fairly literal point of view (what is he saying) or from a more sophisticated point of view (how does he say it). The Lexile is out of range. When all factors are considered, this passage is recommended for use at grade 10 or 11, in order to use it to its full potential. Based on these sets of measures, this passage is recommended for assessment at grade 10 or 11. Please see text complexity worksheet attached.
Acknowledgement(s):	http://www.jfklibrary.org/Asset-Viewer/BqXIEM9F4024ntFI7SVAjA.aspx
Item/Task Notes:	Technology-enabled item
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must determine which portion of text supports a given conclusion.
Target-Specific Attributes (e.g., Accessibility Issues):	

Stimulus Text:

The following excerpts are from the speech delivered by President John F. Kennedy for his inauguration on January 20, 1961. This speech was delivered during the heart of the Cold War while there was significant tension over the nuclear arms race between the United States and the former Soviet Union. Read the excerpts and then answer the question that follows.

1961 Inaugural Address
by President John F. Kennedy

Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice President Nixon, President Truman, reverend clergy, fellow citizens: We observe today not a victory of party, but a celebration of freedom—symbolizing an end, as well as a beginning—signifying renewal, as well as change. ...

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty.

This much we pledge—and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United there is little we cannot do in a host of cooperative ventures. Divided there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside. . . .

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear, but let us never fear to

negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms, and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it. And the glow from that fire can truly light the world.

And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country.

My fellow citizens of the world, ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you.

Item Stem:

One of the most significant themes in President Kennedy's

speech is the importance of international collaboration. Click on the highlighted portions of the speech that directly support this conclusion.

Distractor Analysis:

1st highlighted section: While there are many people acknowledged in President Kennedy's address, this section does not refer to collaboration or working together.

2nd highlighted section—KEY: This sentence affirms Kennedy's belief in the power of nations and allies working together to accomplish goals.

3rd highlighted section: Although Kennedy issues a statement about several nations who have recently won their freedom, his statement does not center on teamwork with them.

4th highlighted section—KEY: Kennedy's call for negotiation provides evidence that he is stressing teamwork and collaboration in this speech.

5th highlighted section—KEY: Kennedy's statement about nations working together to accomplish several types of goals supports the theme of collaboration.

6th highlighted section—KEY: Kennedy ends his speech with a call to all humanity to work together to achieve and maintain freedom.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Inaugural Speech of John F Kennedy	John F. Kennedy	Portion of JFK's inaugural speech



Recommended Placement for Assessment: Grade 10 or 11

The text is multi-layered and can be approached from either a fairly literal point of view (what is he saying) or from a more sophisticated point of view (how does he say it). The Lexile is out of range. When all factors are considered, this passage is recommended for use at grade 10 or 11, in order to use it to its full potential. **Based on these sets of measures, this passage is recommended for assessment at grade 10 or 11.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Very complex:</u> Highly theoretical.</p> <p>Text Structure: <u>Very complex:</u> Though centered around a common theme, the ideas are wide-ranging and the connections require the reader to make inferences.</p> <p>Language Features: <u>Exceedingly complex:</u> The richness of the use of language is the centerpiece of the passage; while it may be accessible on a simple level, analyzing the use is a very complex process. There are mainly complex sentences, sometimes containing multiple concepts. The ideas are abstract, and there is frequent use of figurative language.</p> <p>Knowledge Demands: <u>Very complex:</u> Understanding of the historical context would enhance understanding. The ideas are challenging and intended to be thought-provoking.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 1380L; above grade Flesch-Kincaid: 10.9 Word Count: 621</p> <p style="background-color: #0070C0; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.10.SR.2.03.068 C2 T3

Sample Item Id:	ELA.10.SR.2.03.068
Grade/Model:	10/1a
Claim:	2. Students can produce effective and well-grounded writing for a range of purposes and audiences.
Assessment Target:	3: WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/tone, providing appropriate transitional strategies for coherence, developing a complex topic/subtopics including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience.
Secondary Target(s):	n/a
Standard(s):	W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f
DOK:	2
Difficulty:	Easy
Item Type:	Selected Response
Score Points:	1
Key:	Sentence 7
Stimuli/Passage(s):	Introverts
Stimuli/Text Complexity:	n/a (student writing)
Acknowledgement(s):	Testing contractor
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must identify extraneous information in a piece of informational writing.
Target-Specific Attributes (e.g., Accessibility Issues):	

Stimulus Text:

Read the following passage and then answer the question.

(1) I am what some psychologists would call an introvert. (2) About one-third to one-half of the population falls into this category, so there are quite a few introverts around. (3) In general, we tend to feel most comfortable and energized when we are on our own or with just a few people at a time. (4) When it comes to studying, I mostly like to work and study by myself because I really need quiet, space, and time to think about problems or issues and try to figure them out. (5) When it comes to socializing, I prefer spending time with one or two friends so

that we can talk, laugh, and share things on a deeper level. (6) When I go to a big party, I sometimes feel so overwhelmed by the pressure to talk to lots of different people that I don't really enjoy myself. (7) Some people think that introverts are just shy and need to improve their social skills.

Item Stem:

Click on the sentence in the text that does not fit with the overall organization of the passage.

Options:

Sentences (1)–(7)

Distractor Analysis:

- (1) This sentence introduces the topic of introverts.
- (2) This sentence provides background information about the introvert population and fits with the flow of the paragraph.
- (3) This sentence is the topic sentence for the paragraph and sets up the forthcoming discussion on work and socializing settings.
- (4) This sentence provides an example about work and study and supports the statement in (3).
- (5) This sentence provides an example about social settings and supports the statement in (3).
- (6) This sentence adds a follow-up example about social settings and flows from sentence (5).
- (7) KEY: This sentence does not fit into this paragraph, which describes introverts and their comfort level in different settings. This statement about how others may perceive introverts disrupts the flow and organization of the passage.

ELA.10.SR.2.08.069 C2 T8

Sample Item Id:	ELA.10.SR.2.08.069
Grade/Model:	10/1
Claim:	2. Students can produce effective and well-grounded writing for a range of purposes and audiences.
Assessment Target:	8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.
Secondary Target(s):	n/a
Standard(s):	W-2d, W-3d, L-3a, L-6
DOK:	1
Difficulty:	Medium
Item Type:	Selected Response
Score Points:	1
Key:	A
Stimuli/Passage(s):	Solar Power
Stimuli/Text Complexity:	n/a (writing stimulus)
Acknowledgement(s):	http://www.nrel.gov/docs/fy11osti/51297.pdf
Item/Task Notes:	
How This Item/Task Contributes To The Sufficient Evidence For This Claim:	To complete this task, students must determine how to revise a sentence so that the language and style fit with the rest of a paragraph.
Target-Specific Attributes (e.g., Accessibility Issues):	

Stimulus Text:

Read this paragraph from a government website about solar panels and then answer the question.

Solar Panels

Despite a global recession, the number of solar panel installations in the United States grew 30% from 2008 to 2009. A number of trends point toward continued growth of new PV installations. **Solar panels are getting better and cheaper.** At the same time, federal, state, and local regulations are requiring that greater amounts of energy must come from renewable sources. Incentives for solar power technology implementation

are being created and regulatory barriers removed. Corporations and governments are focusing on solar power to demonstrate leadership in environmental sustainability and resource conservation.

Item Stem:

What is the **best** way to revise the highlighted sentence to match the language and style of the paragraph?

Options:

- A. The efficiency of solar panels is increasing, while installation costs are decreasing.
- B. Solar panels are better at doing what they're supposed to and they're pretty affordable.
- C. Research shows us that solar panels are becoming more efficient and less expensive for us to install.
- D. Today's solar panels are remarkably efficient and surprisingly inexpensive.

Distractor Analysis:

- A. There is an appropriate level of formality and objectivity in this option to fit with the rest of the paragraph.
- B. This language is too casual and colloquial to fit with the more formal tone of the text.
- C. This option is written in first-person voice, while the source text is written from a third-person perspective.
- D. This option includes several subjective adjectives that do not fit with the objective tone of the paragraph.

ELA.10.SR.2.09.070 C1 T9

Sample Item Id:	ELA.10.SR.2.09.070
Grade/Model:	10/1
Claim:	2: Students can produce effective and well-grounded writing for a range of purposes and audiences.
Assessment Target:	9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.
Secondary Target(S):	n/a
Standard(S):	L-1, L-2
DOK:	1
Difficulty:	Medium
Item Type:	Selected Response
Score Points:	1
Key:	D
Stimuli/Passage(S):	Solar Panels
Stimuli/Text Complexity:	n/a (writing stimulus)
Acknowledgement(S):	http://www.nrel.gov/docs/fy11osti/51297.pdf
Item/Task Notes:	
How this task contributes to the the sufficient evidence for this claim:	To complete this task, students must select the correct way to revise a sentence that contains grammatical and mechanical errors.
Target-Specific Attributes (E.G., Accessibility Issues):	

Stimulus Text:

Read this paragraph and then answer the question.

The project is ready to be implemented once the project location PV technology and size have been identified stakeholders have been engaged and all requirements were considered and met. Implementation may involve a number of stakeholders previously mentioned and requires open communication between the solar installation industry and the historic preservation community. Consideration should be given to the impact of project implementation and construction on the function of the building or district and its occupants. Also, projects must be implemented to maintain structural and historical integrity while ensuring solar projects are installed to maximize generation of energy.

Item Stem:

What is the correct way to revise the highlighted sentence?

Options:

- A. The project is ready to be implemented once the project location PV technology, and size were identified, stakeholders have been engaged, and all requirements were considered and met.
- B. The project was ready to be implemented once the project location, PV technology, and size were identified stakeholders were engaged, and all requirements have been considered and met.
- C. The project will be ready to implement once the project location PV technology, and size were identified, stakeholders were engaged, and all requirements were considered and met.
- D. The project is ready to be implemented once the project location, PV technology, and size have been identified, stakeholders have been engaged, and all requirements have been considered and met.

Distractor Analysis:

- A. This option has incorrect grammar and comma usage.
- B. This option has incorrect grammar and comma usage.
- C. This option has incorrect grammar and comma usage.
- D. KEY