

Smarter Balanced Assessment Essentials: ELA Grades K-12

January 15, 2015

University of
Portland

Education
Leadership
Network
Symposium

Agenda

- Overview of the Smarter Balanced Assessment
- Review Four Item Types
- Examine a Performance Task
- Discuss Implications for Instruction



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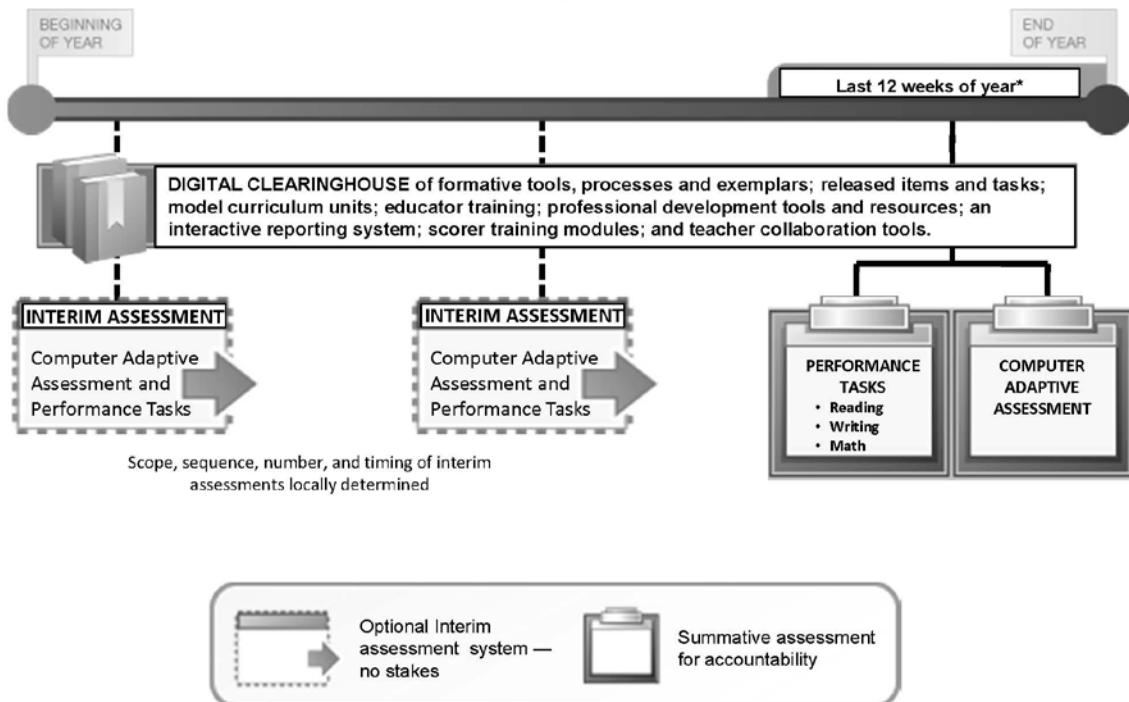
ELA Overview

SBAC Claims (What skills will be tested?)

Claim 1 Reading	<ul style="list-style-type: none"> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Claim 2 Writing	<ul style="list-style-type: none"> Students can produce effective and well-grounded writing for a range of purposes and audiences.
Claim 3 Speaking & Listening	<ul style="list-style-type: none"> Students can employ effective speaking and listening skills for a range of purposes and audiences.
Claim 4 Research	<ul style="list-style-type: none"> Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

The SBAC Assessment System

English Language Arts and Mathematics, Grades 3 – 8 and High School
2014-15



* Time windows may be adjusted based on results from the research agenda and final implementation decisions.

Item Types

Selected Response

- Multiple Choice
- Assess a broad range of content.
- Scoring is objective, fast, and generates immediate results.
- Difficult to understand a student's reasoning process and to assess higher-order thinking skills.

Constructed Response

- Require the student to generate a response as opposed to selecting a response.
- Include both short and extended responses.
- Allow students to demonstrate their use of complex thinking skills consistent with the expectations for college and career readiness.

Technology Enhanced

- Students manipulate information (example: drag and drop)
- May have digital media for stimulus: video, animation, sound.

Performance Tasks

- Measure multiple claims.
- Require students to demonstrate ability to think and reason, and produce fully developed products.
- Provide evidence of college and career readiness.

Estimated testing times for Smarter Balanced Summative Assessments

Test Type	Grades	Computer Adaptive	Performance Task Only	Total	In-Class Activity	Total
English Language Arts/Literacy	3-5	1:30	2:00	3:30	:30	4:00
	6-8	1:30	2:00	3:30	:30	4:00
	11	2:00	2:00	4:00	:30	4:30

Times are estimates of test length for most students.



SBAC Practice Test

Grade 3

The Dragon Hunter

by Keith Wilson

I am a dragon hunter. Dragonflies, that is! My name is Keith Wilson. I'm an odonatologist. That's a scientist who studies dragonflies. I hunt to discover. So far, I have helped to find many new species, or kinds, of dragonflies.

Flying Colors

About 5,500 dragonfly species buzz around the world. Hunting them is not easy. Many of them live deep in rain forests. To find them, I have to walk through thick bushes. I have to put up with leeches. I even have to watch out for hungry crocodiles.

So why do I look for dragonflies? The answer is simple. I love them! They can speed by. They can make sharp turns and sudden stops. They can hover. They can even fly backward.

Best of all, dragonflies are beautiful. They come in many colors and patterns. Who doesn't like looking at these amazing insects? Take the tropical rockmaster, for example. It is one of my favorites. It has a blue coloring on its body. Other kinds are even more colorful. Some have green, red, or yellow bodies. One even has orange wings.

Super Sizes

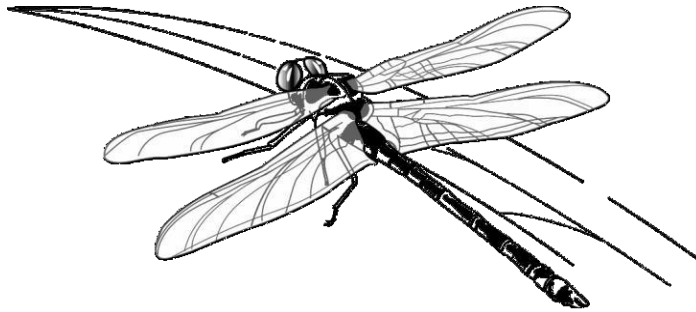
Dragonflies come in many sizes. The smallest one is the size of your thumbnail. The largest one would cover your face.

I recently looked for one of the heaviest dragonflies in the world—the giant petaltail. It lives in Australia.

You might think such a large bug would be hard to miss. The petaltail, however, is very rare. Few people have ever seen it. After looking for a week, I spotted several of them zooming around.

Built to Hunt

The hungry petaltails were hunting. Dragonflies are built to hunt. They have two compound eyes. Each eye is made of up to 30,000 smaller eyes.



All those eyes help a dragonfly see everything. Some dragonflies can spot a tasty meal from up to 18 feet away.

Dragonflies have six legs. The insect cannot walk on its legs, however. It uses its four wings to get around. It can soar through the sky at 30 miles an hour, looking for prey.

From Water to Air

A dragonfly begins its life underwater. It hatches from an egg and becomes a larva. A larva is a young dragonfly. It can swim, but it cannot fly.

A larva lives in a lake or stream. It can grow for several years. Then it crawls out of the water. It sheds its hard skin and becomes an adult.

An adult dragonfly doesn't have much flying time. Some adults live for only a few weeks. Others are around for several months. During that time, a dragonfly is very busy. It flies. It hunts. It eats. If the dragonfly is female, it also lays eggs. Soon there will be more young dragonflies.

Dragonflies in Danger

I worry about dragonflies. People are cutting down forests where the bugs live. That could cause some species to die out. I want to protect these tiny dragons for others to see and enjoy.

"Dragonfly Hunter" from National Geographic Explorer, copyright © 2005 Keith Wilson/National Geographic Image Collection.

268



The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which word **best** describes Keith Wilson?

- A) bossy
- B) greedy
- C) skillful
- D) thankful

Part B

Which sentence from the passage supports your answer in part A?

- A) I am a dragon hunter.
- B) So far, I have helped to find many new species, or kinds, of dragonflies.
- C) I worry about dragonflies.
- D) I want to protect these tiny dragons for others to see and enjoy.

269



Read the sentences from the passage.

The petaltail, however, is very rare. Few people have ever seen it.

What does the word rare mean as used in the sentence?

- A) different kinds of
- B) not many of
- C) interesting
- D) beautiful

270



Explain how Wilson supports his statement that dragonflies can come in different sizes. Use details from the passage to support your explanation.

Type your answer in the space provided.

271



Read the statement from the passage and the directions that follow.

Dragonflies are built to hunt.

Select **two** sentences from the passage that **best** support this statement.

- A) They can hover.
- B) They can even fly backward.
- C) Dragonflies come in many sizes.
- D) All those eyes help a dragonfly see everything.
- E) It can soar through the sky at 30 miles an hour, looking for prey.

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Read the sentence from the passage and the question that follows.

You might think such a large bug would be hard to miss.

What does the phrase hard to miss mean as it is used in the sentence?

- (A) fun to watch
- (B) difficult to catch
- (C) noticed once in a while
- (D) clearly able to be seen

273



Explain why the author is interested in dragonflies. Use details from the passage to support your explanation.

Type your answer in the space provided.

SBAC Practice Test Answers Grade 3

268 This item includes two parts, part A and part B. To receive the full-credit score of 1 point, the student must correctly answer both parts. The correct responses are option C in part A and option B in part B.

269 The correct response, option B, receives a score of 1 point.

270 A two-point response includes a correct explanation of how Wilson supports his statement and a correct supporting detail. Responses are not scored for grammar usage, conventions, or punctuation.

Sample two-point response:

Wilson supports the idea that dragonflies come in many sizes by describing some types of dragonflies. He says the smallest one is about the size of a thumbnail. He says the largest one is the size of a face. He also says that there is a very heavy one that lives in Australia.

A one-point response includes a correct explanation of how Wilson supports his statement or a correct supporting detail.

Sample one-point response:

Wilson says that dragonflies are the same size as a person's thumbnail.

A response that provides neither a correct explanation of how Wilson supports his statement nor a correct supporting detail receives no credit.

Sample zero-point response:

Wilson says that dragonflies can come in different sizes.

271 To receive the full-credit score of 1 point, the student must correctly select both options. The correct responses are options D and E.

SBAC Practice Test Answers
Grade 3

272

The correct response, option D, receives a score of 1 point.

273

A two-point response includes a correct explanation of why Wilson is interested in dragonflies and a correct supporting detail. Responses are not scored for grammar usage, conventions, spelling, or punctuation.

Sample two-point response:

The author is interested in dragonflies because he thinks they are amazing. Dragonflies can hover in the air. They can also fly backward. They come in many colors. Some are red, green, blue, or yellow.

A one-point response includes a correct explanation of why Wilson is interested in dragonflies or a correct supporting detail.

Sample one-point response:

People are cutting down trees where dragonflies live. Some species may disappear.

A response that provides neither a correct explanation of why Wilson is interested in dragonflies nor a correct supporting detail receives no credit.

Sample zero-point response:

The author is interested in dragonflies.

SBAC Practice Test

Grade 6

Libby's Graduation

by M. G. Merfeld

It was final exam day—for my dog. And I was nervous.

It all started a few months ago when my mom and dad made a deal with me. After years of hearing me pester them about our need for a dog, they agreed to get one if I promised to care for it, train it, and love it.

"The dog will be your responsibility," Dad warned, "—and not just when it's convenient."

Libby, a four-month-old yellow Labrador retriever, arrived shortly thereafter. She was a 30-pound ball of fur, claws, and teeth with an uncanny ability to jump, dig, and chew.

"I think she is part-kangaroo," I said as she bounced up and down on her hind legs to greet me.

She could also run like a racehorse. Each day after school I exercised Libby by taking her for long walks or by repeatedly throwing a tennis ball for her to chase down. When it was too wet to play outside, I lobbed an assortment of furry, squeaky toys up and down the stairs for her to retrieve. She never seemed to tire.

When Libby was six months old, Dad enrolled her in a puppy training class. I was to accompany them each Saturday for five weeks to learn how to train Libby to behave properly.

On the first day of dog school, Libby was as excited as I had ever seen her. She howled and whined and stood on her hind legs when she saw the other dogs in the class. Her tail wagged at about 100 miles an hour as she ran and greeted each of her canine classmates.

"If we could harness her tail's energy," my dad said, "I think she could generate enough power to light up a small city."

Despite the distraction of having four potential playmates in the room, Libby breezed through her first class because we had already taught her to sit, lie down, and recognize her name. My homework was to reinforce these ideas throughout the week.

SBAC Practice Test Grade 6

Weeks 2 and 3 were more difficult. We were tasked with training Libby to avoid jumping on people when she met them and to walk on a leash without tugging ahead. When she was introduced to these concepts in class, she responded the way she usually did: she leapt on every dog owner in the class and pulled me around the room like she was leading a team of Alaskan sled dogs.

“Dad, she’s not getting it,” I told him a few days later. “She’d rather greet people and lick them to death than stay down and get a treat.”

“You have to work with her more,” he told me. “She’ll come around.”

When I objected, saying I didn’t have enough time because of baseball practice and homework, my dad gave me his serious look. All he said was, “Remember our deal.”

That was enough for me. Our trainer said we were supposed to keep a “smile” in the leash when we walked, meaning there should be some slack between the owner and the dog. My leash was more of a tight-lipped grin. On our training treks down the street to the park, I frequently commanded Libby to “stop and sit” when she forged ahead. Libby would obediently sit and wait; then she would charge ahead. With so many starts and stops, our 15-minute walks stretched to half an hour.

I grudgingly missed a trip to the water park with my best friend for week 4, so I was not the happiest owner at the class. But the teacher said it was the most important class of the series because she was going to talk about the commands to “stay” and “come.”

“Teaching your dog to come when she is called can save her life,” she said. “If she takes off chasing something into a dangerous area, she has to respond to your call.”

She was right. I had seen Libby bolt across the street once while chasing a squirrel, and I was glad we lived on a quiet street with little traffic. So I worked extra hard on our homework that week.

Now, it was time for her fifth class—her final exam and, hopefully, her graduation. It seemed strange that I was so nervous for Libby’s final test. I wondered what would happen if she failed. Do dogs flunk?

SBAC Practice Test

Grade 6

When Libby's turn came, she nailed the sit, lie down, and stay commands. When I told her to stay and I crossed the room, she waited patiently, ignoring the other dogs, tilting her head to one side, and fixing her eyes on mine until I told her to "come." It was impressive. We made our way through the cones pretty well, too, with only a couple of brief "stops" needed when Libby pulled the leash ahead of me.

At the end, the teacher applauded. "I definitely think Libby gets the most improved award," she announced.

I hugged Libby and gave her a jackpot: five sausage treats. "Way to go, Libs," I said as she licked my cheek. I could smell the sausage all over my face, but I didn't care. "I'm so proud of you."

My dad put his hand on my shoulder and patted Libby on the head. "I'm proud of both of you."

"Libby's Graduation" by M. G. Merfeld. Copyright © 2012 by CTB/McGraw-Hill.

SBAC Practice Test

Grade 6

937



Which detail from the text **best** supports the idea that the narrator is feeling discouraged?

- (A) The narrator says that Libby is not understanding the training.
- (B) The narrator says that Libby leaps on other dog owners during class.
- (C) The narrator is disappointed about missing a trip to the water park with a friend.
- (D) The narrator hears Libby howl and whine when she sees the other dogs in class.

938



Read this sentence from the text and the question that follows.

When she was introduced to these concepts in class, she responded the way she usually did: she leapt on every dog owner in the class and pulled me around the room like she was leading a team of Alaskan sled dogs.

What does the underlined phrase **most likely** mean?

- (A) Libby is jumping on the dog owners.
- (B) Libby is pulling with energy and force.
- (C) Libby is ignoring the trainer's commands.
- (D) Libby is walking confidently on her leash.

939



Click on the section of text that **best** represents the central idea of "Libby's Graduation."

- A) It all started a few months ago when my mom and dad made a deal with me.
- B) "The dog will be your responsibility," Dad warned, "—and not just when it's convenient."
- C) Libby, a four-month-old yellow Labrador retriever, arrived shortly thereafter. She was a 30-pound ball of fur, claws, and teeth with an uncanny ability to jump, dig, and chew.
- D) I grudgingly missed a trip to the water park with my best friend for week 4, so I was not the happiest owner at the class. But the teacher said it was the most important class of the series because she was going to talk about the commands to "stay" and "come."
- E) "Teaching your dog to come when she is called can save her life," she said. "If she takes off chasing something into a dangerous area, she has to respond to your call."
- F) Now, it was time for her fifth class—her final exam and, hopefully, her graduation. It seemed strange that I was so nervous for Libby's final test. I wondered what would happen if she failed. Do dogs flunk?

SBAC Practice Test

Grade 6

992



A flashback is a scene that takes place before the present time in a narrative story. In “Libby’s Graduation,” the author begins in the present and then continues with a flashback.

Briefly explain how the flashback affects the story. Use evidence from the text to support your answer.

Type your answer in the space provided.

932



Describe how the narrator shows responsibility when caring for Libby. Use details from the text to support your answer.

Type your answer in the space provided.

*SBAC Practice Test Answers
Grade 6*

937

The correct response, option A, receives a score of 1 point.

938

The correct response, option B, receives a score of 1 point.

939

The correct response, option B, receives a score of 1 point.

992

A two-point response includes a full explanation of how the flashback affects the story with corresponding evidence from the text. Responses are not scored for grammar usage, conventions, spelling, or punctuation.

Sample two-point response:

The flashback shows how the narrator promised to take responsibility for Libby. It helps the reader understand how energetic the dog was when she first came to the family, which proves how much she improved by the end.

A one-point response gives a correct explanation of how the flashback affects the story with limited or missing evidence from the text.

Sample one-point response:

The flashback shows how hard the narrator worked to help Libby pass her test.

A response that does not explain how the flashback affects the story receives no credit.

Sample zero-point response:

A dog named Libby earned an award.

SBAC Practice Test Answers

Grade 6

932

A sample two-point response includes a correct description of how the narrator shows responsibility for Libby with supporting details from the text. Responses are not scored for grammar usage, conventions, spelling, or punctuation.

Sample two-point response:

The narrator shows responsibility by taking Libby to Puppy Training Class each week and doing the homework for it. The narrator has to give up some fun things, like a trip to the water park, to keep training Libby. But the hard work pays off when Libby graduates from the training class.

A sample one-point response gives a correct description of how the narrator shows responsibility with limited or missing evidence from the text.

Sample one-point response:

The narrator shows responsibility by giving up activities with friends to train Libby.

A response that does not describe how the narrator shows responsibility and includes no relevant information from the text receives no credit.

Sample zero-point response:

Playing with your pet can be fun.

Animals and Their Surroundings

4th Grade Informational Performance Task

Task:

Your school's science fair is taking place soon. Your class has decided to focus on doing science projects about animals. You become interested in learning more about where animals live. You have found three sources about this topic in the school library.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research. You may click on the Global Notes button to take notes on the information you find in the sources as you read. You may also use scratch paper to take notes.

In Part 2, you will write an informational article using information you have read.

Directions for Beginning:

You will now review several sources. You can review any of the sources as often as you like.

Research Questions:

After reviewing the research sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read, which should help you write your informational article.



Practice Test, May 2014

Part 1

Source #1

You have found an article that describes how animals survive in different environments, the places where plants and animals live.

It's a Cold (Hot, Dry, Dark) Cruel World!

by Dawn Baertlein

Living creatures survive in all types of environments. Each environment creates different challenges for animals that live there. Some living creatures survive at the bottom of the sea where it is dark as night and very cold. Other plants and animals live in dry, hot environments. People can use tools like flashlights or fans to help them survive. Animals and plants, however, must rely on nature to help them survive.

Near the South Pole, in Antarctica, it is very cold. It is usually about minus 57 degrees Fahrenheit. Water freezes at 32 degrees Fahrenheit, so Antarctica is much colder than ice. Scientists live at the South Pole, but they live in buildings with thick walls and heating. What do animals do?

Some animals have bodies that help them live in the cold. The icefish lives in water so cold that even in summer, chunks of ice continue to float in the water. How do icefish keep from freezing? The only way icefish can survive in this extreme environment is because they have a special substance in their blood that keeps ice crystals from forming inside their bodies.

Penguins have thick layers of fat or blubber to help them stay warm, but sometimes even that is not enough! Often penguins must rely on each other for survival. They cuddle up together as close as they can to share their body heat.

Another area that can be hard to live in is the dry, hot desert. People who live in the desert often wear special clothes to protect them from the heat. When they build homes they have air conditioners to keep them cool and to find water they dig wells that provide water from deep in the ground. How do animals survive in the hot, dry conditions?

Many desert animals come out only at night, when it's cool. Snakes, lizards, mice, and squirrels live in burrows. During the day, they stay under the ground and out of the sun.

In the hot Sonoran Desert of Arizona, an owl lives in a nest that sits on a tall cactus. The cactus stems store water. Rain doesn't fall often in the Sonoran Desert, but when it does, it falls quickly and heavily. Then the water quickly flows away.



An owl nests on a cactus in the desert

The cactus has roots that spread out only inches below the surface of the soil. The roots are like a big sponge, soaking up rainwater fast. Now the cactus can store water for months and the owl has a nice home high up in the cactus.

The ocean has very different challenges from those of the desert. The deepest parts of the ocean are very dark and cold because the sun's rays are unable to shine through all of the layers of water. Some of the very deepest parts of the ocean have thermal vents on the ocean floor that are like little volcanoes under the sea. The water coming out of the vents is very hot. Crabs survive at the bottom of the sea by scurrying around the vents looking for food.

Arctic chill, desert sun, and cold, pitch-dark ocean—these are difficult conditions that would be hard for people to survive. But nature gives plants and animals the ability to live almost anywhere.

Source #2

You have found an article from *Appleseeds* magazine that describes how some animals build their homes.

Animal Architects by Donna Henes

Everybody Needs a Home

Homes protect us from weather and keep us safe and comfortable. Animals are no exception.

Humans live in a wide variety of structures. Around the world, people have designed and built their homes to suit their particular needs and ways of life. Animals do the same.

In addition to making living places, people and animals both build other structures: bridges, dams, traps, and storage areas. These structures help people and animals survive.

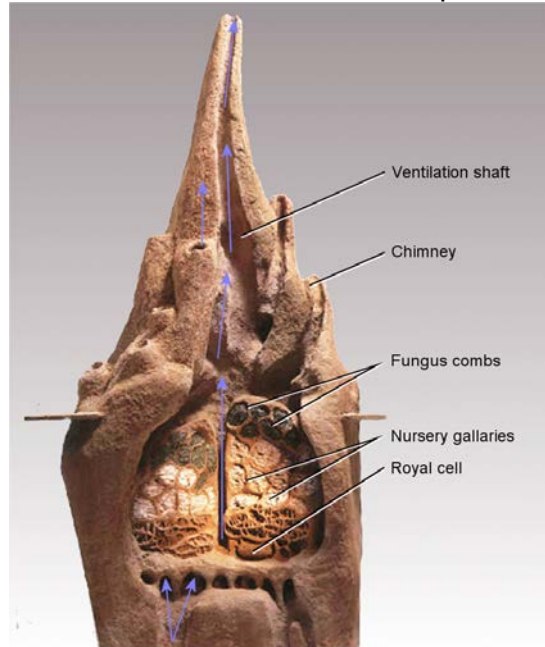
People and animals both use different materials and methods for their constructions. They build with wood, weave with fibers and vines, dig into the earth, and mold out of mud.

From sky-high nests to elaborate [or fancy] tunnels, the amazing works of animal architects [or building designers] rival those of the greatest human engineers. Let's take a look at some.

Beavers build lodges along the banks of lakes and ponds. Using branches they chewed apart themselves, beavers begin by building a cone-shaped frame. Then they fill in the gaps with mud and leaves. The entrance to the lodge is always at the bottom, underwater, so beavers can come and go without being seen by predators.

In addition to their lodges, beavers build dams. Water builds up behind the dams, creating flooded areas that are ideal places for beavers to find food. The flooded areas also provide pools for other wildlife.

Termites build 20-foot-high mounds out of dirt and their own saliva. These giant structures are like small apartment buildings. Besides living areas, these towers have food storage areas, nurseries for "baby" termites, a special chamber for the king and queen, and even gardens. (A chamber is like a room.)



An inside view of a termite mound



A wombat coming out of its burrow

Wombats dig huge underground burrows that can be 100 feet long. Wombat tunnels are elaborate, with many entrances, side tunnels, and resting chambers. Inside the burrow, sleeping nests are built on raised "platforms" to keep them dry in case of flooding. Often, several burrows are connected, creating structures so huge they can actually be seen from space!

Bald eagles build massive nests, 4 to 5 feet across and 3 to 6 feet deep, high in tall trees. They use their beaks and amazingly strong talons [or claws] to break branches and twigs for nest material. Like beavers, eagles begin by building a stick frame. Then they weave in smaller branches and twigs for added strength and protection. Finally, eagles line their nests with grasses and other soft material to make them comfy.

Take a look around you. You may find other examples of amazing animal architecture.

Source #3

You have found an article that discusses plants and animals that live in the same place. The article describes how these plants and animals depend on each other to stay alive.

Don't Step in that Ecosystem!¹

by Courtney Duke

The next time you go out, take a careful look around. Maybe you see a small pond. Plants might be growing in the pond, birds might take baths in it and, if you're lucky, the pond might even be a home to tadpoles.

Any place where plants and animals live and interact [work together] with nonliving things (like air, water, and soil) is called an ecosystem. The plants and animals in an ecosystem need each other to survive. It is important that there is a balance among all things in an ecosystem. A small change in any part of an ecosystem can have a big effect. For example, if the food that an animal eats can no longer be found, then that animal will either die or have to leave that ecosystem. When that animal is no longer a part of the ecosystem, then the rest of the living and nonliving parts of the ecosystem are affected because all parts of the ecosystem depend on each other.

All parts of an ecosystem are connected to each other. Think about an oak tree in the forest. It is a home to the bugs and birds that live in its bark and branches, and to the squirrels who make their nests in its trunk. The oak tree also provides food to other animals in the ecosystem. When its acorns are ripe, they fall to the forest floor. These rich nuts are good food for the mice and deer that eat them to fatten up for the winter. Mice save the acorns so that they have food in the winter months, and in the spring, hawks swoop down looking for a mouse meal. In a way, the oak tree helps the hawk find its food. This is an example of how the plants and animals in an ecosystem work together in order to survive.

Now think of the ocean. Imagine diving into the deep blue water. Near the surface, you see a rocky ridge of coral called a coral reef. The reef is home to many plants and animals. For example, sea plants move back and forth in the current, and fish come to feed or to hide from other living things that can harm them. Coral reefs, in fact, are home to about one-quarter of all the fish in the sea. Reefs also attract birds, whales, turtles, and seals. The number and many different types of animals that depend upon coral reefs make them one of the most important ecosystems in the world.

There are many different kinds of ecosystems, and they can be very small like a pond or very big like a coral reef ecosystem. Ecosystems are everywhere.

¹ecosystem: an area where plants, animals, and other nonliving things live and depend on each other for survival

1. Source #1 discusses what some animals do to survive in their environment. Explain how the information in Source #2 adds to the reader's understanding of what some animals do to survive in their environment. Give **two** details from Source #2 to support your explanation.

2. Which source would **most likely** be the most helpful in understanding how plants and animals work and live together to allow the place where they live to continue to grow? Explain why this source is **most likely** the most helpful. Use **two** details from the source to support your explanation.

3. Click on the boxes to match each source with the idea or ideas that it supports. Some ideas may have more than one source selected.

	Source #1: It's a Cold (Hot, Dry, Dark) Cruel World!	Source #2: Animal Architects	Source #3: Don't Step in that Ecosystem!
Some animals have developed special body features that help them survive in the place where they live.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Animals and plants living together is important for their survival.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Animals create environments where they are protected from the weather and kept safe and comfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Directions

You will now review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and go back to the sources. Now read your assignment and the information about how your writing will be scored, then begin your work.

Your Assignment:

Your teacher wants each student to write an informational article that will be displayed with your science fair project. You decide to write about animals and where they live. Your article will be read by other students, teachers, and parents.

Using more than one source, develop a main idea about animals and their surroundings. Choose the most important information from more than one source to support your main idea. Then, write an informational article about your main idea that is several paragraphs long. Clearly organize your article and support your main idea with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or number when using details from the sources.

REMEMBER: A well-written informational article

- has a clear main idea.
- is well-organized and stays on the topic.
- has an introduction and conclusion.
- uses transitions.
- uses details from the sources to support your main idea.
- puts the information from the sources in your own words, except when using direct quotations from the sources.
- gives the title or number of the source for the details or facts you included.
- develops ideas clearly.
- uses clear language.
- follows rules of writing (spelling, punctuation, and grammar).

Now begin work on your informational article. Manage your time carefully so that you can

1. plan your informational article.
2. write your informational article.
3. revise and edit the final draft of your informational article.

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

For Part 2, you are being asked to write an informational article that is several paragraphs long. Type your response in the box below. The box will get bigger as you type.

Remember to check your notes and your pre-writing/planning as you write and then revise and edit your informational article.

Opinion Performance Task Writing Rubric (Grades 3-5)

Score	Purpose/Organization	Evidence/Elaboration	Conventions	
4	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>The response provides thorough and convincing support/evidence for the opinion and supporting idea(s) that includes the effective use of sources, facts, and details. The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence from sources is integrated; references are relevant and specific effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	2	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
3	<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. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> opinion is clear, and the focus is mostly maintained for the purpose, audience, and task adequate use of transitional strategies with some variety to clarify relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response provides adequate support/evidence for the opinion and supporting idea(s) that includes the use of sources, facts, and details. The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> adequate evidence from sources is integrated; some references may be general adequate use of some elaborative techniques vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	1	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
2	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response provides uneven, cursory support/evidence for the opinion and supporting idea(s) that includes partial or uneven use of sources, facts, and details. The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague weak or uneven use of elaborative techniques; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	0	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling
1	<p>The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:</p> <ul style="list-style-type: none"> opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<p>The response provides minimal support/evidence for the opinion and supporting idea(s) that includes little or no use of sources, facts, and details. The response's expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used minimal, if any, use of elaborative techniques vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	NS	<ul style="list-style-type: none"> Unintelligible In a language other than English Off-topic Copied text (Off-purpose responses will still receive a score in Conventions.)
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Napping

7th Grade Argumentative Performance Task

Issue:

There has been much debate about the role of sleep and the role of napping. How many hours of sleep is enough? What is too much sleep? What is too little sleep? How do naps fit into sleep cycles?

The issue of “napping” will be one of the topics for an upcoming school debate club. To prepare for this debate, and to decide which side of “napping” you are on, you have been conducting research on the topic. As part of your research, you have found two articles and a newspaper column about sleep.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully to gain the information you will need to answer the questions and finalize your debate stance.

In Part 2, you will write an argumentative essay on a topic related to the sources.

Student Directions

You will now examine several sources. You can re-examine any of the sources as often as you like.

After examining the research questions, use the remaining time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the research sources you have read and viewed, which should help you write your argumentative essay.

You may 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.



Practice Test, May 2013

Source #1

How Much Sleep is Enough?

The amount of sleep you need each day will change over the course of your life. Although sleep needs vary from person to person, the chart below shows general recommendations for different age groups.

Age	Recommended Amount of Sleep
Newborns	16-18 hours a day
Preschool-aged children	11-12 hours a day
School-aged children	At least 10 hours a day
Teens	9-10 hours a day
Adults (including the elderly)	7-8 hours a day

If you routinely lose sleep or choose to sleep less than needed, the sleep loss adds up. The total sleep lost is called your “sleep debt.” For example, if you lose 2 hours of sleep each night, you’ll have a sleep debt of 14 hours after a week.

Some people nap as a way to deal with sleepiness. Naps may provide a short-term boost in alertness and performance. However, napping doesn’t provide all of the other benefits of night-time sleep. Thus, you can’t really make up for lost sleep; you just keep your sleep deficiency. “People accumulate sleep debt surreptitiously,¹” says psychiatrist William C. Dement, founder of the Stanford University Sleep Clinic. Studies show that such short-term sleep deprivation leads to a foggy brain, worsened vision, impaired driving, and trouble remembering. Long-term effects include obesity, insulin resistance, and heart disease.

Some people sleep more on their days off than on work days. They also may go to bed later and get up later on days off. Sleeping more on days off might be a sign that you aren’t getting enough sleep. Although extra sleep on days off might help you feel better, it can upset your body’s sleep-wake rhythm.

If you’re worried about whether you’re getting enough sleep, try using a sleep diary for a couple of weeks. Write down how much you sleep each night, how alert and rested you feel in the morning, and how sleepy you feel during the day.

Sleeping when your body is ready to sleep also is very important. Sleep deficiency can affect people even when they sleep the total number of hours recommended for their age group.

For example, people whose sleep is out of sync with their body clocks (such as shift workers) or routinely interrupted (such as caregivers or emergency responders) might need to pay special attention to their sleep needs.

¹*surreptitiously: in an unnoticed manner*

Source #2

The Secret Truth about Napping

Napping: Only for Kids?

In general, Americans regard napping as an unproductive habit. They think that only little children should take naps. However, there is evidence that napping can benefit people of all ages.

Famous Nappers

Many famous historical figures have been nappers. American presidents John F. Kennedy, Ronald Reagan and Bill Clinton all took frequent naps to help them deal with the pressures of leading a powerful nation. Napoleon Bonaparte, a French emperor, often gave rousing speeches at a moment's notice. Perhaps this was due to his habit of taking frequent naps. Winston Churchill, who helped lead the Allied Powers to victory during World War II, slept for at least one hour every afternoon. He stated that a nap could renew a person's energy.

Other famous historical nappers include the brilliant scientist Albert Einstein and the world-changing inventor Thomas Edison. The amazing artist Leonardo Da Vinci also took naps. They all had unusual sleep patterns that allowed them to work in a focused and creative way. Maybe if Edison had skipped his naps, he would have never have invented the light bulb. Maybe Leonardo would have been too sleepy to paint the Mona Lisa.

Naps for Certain Careers

Scientific studies show the benefits that naps can provide for individuals with unusual work schedules. Examples include astronauts and certain medical personnel. The human body operates according to an internal clock. This clock operates in relation to the Earth's pattern of darkness at night and bright light during the day. When a person's internal clock is in sync with her or his habits, the person can most likely sleep well at night and remain awake and alert all day. But if the person's job makes for interrupted sleep—or sleep at odd hours—the internal clock can become confused. Then the person has trouble getting enough sleep.

Astronauts traveling in space are not exposed to regular patterns of light and darkness. As a result, astronauts average two hours less sleep than usual during every night they spend in space. They often have trouble concentrating. They also become grumpy. NASA decided to study whether astronauts should take naps. They did research with volunteers. The researchers found that napping improved memory, but not alertness. NASA researchers also concluded that longer naps worked better than shorter ones.

Doctors in training, known as residents, work very long hours. As a result, they are often sleep-deprived. Emergency-room doctors working at night also have problems sleeping. Sleep experts recommend that these health workers take short naps on the job. A team of researchers led by David F. Dinges, a professor at the University of Pennsylvania, found that letting subjects nap for as little as 24 minutes improved their cognitive performance. So even short naps can reduce the number of mistakes a tired person makes.

The main take away seems to be that a deep sleep, whether it is nighttime sleep or a day-time nap, primes the brain to function at a higher level, allowing us to come up with better ideas, find solutions to puzzles more quickly, identify patterns faster and recall information more accurately.

Siesta Tradition

There is a word in the Spanish language to describe the habit of taking a nap in the mid-afternoon: siesta. However, taking a midday nap is not only common in Spain. In Greece, for example, people have traditionally taken a break in the middle of the day. They have eaten a large meal and then taken a nap.

It is not the big noontime meal that makes Greeks sleep. Evidence suggests that most people become drowsy between 2:00 p.m. and 4:00 p.m. In fast-paced America, workers and students usually fight to stay awake during this so-called “nap zone.”

After a nap, people tend to be happier and more alert. They do better work and avoid mistakes. Nappers may even have better long-term health than non-nappers.

Finding Time to Sleep

But finding time to sleep—or to nap—can be challenging. Students involved in sports or other extracurricular activities after school aren't often able to find time to nap before evening sleep time. And finding places to nap during the day at school is challenging. However, Anton Anderson, an English teacher at Greenwich (Connecticut) High School, decided to do something to help the waves of weary teens he was seeing every day. In 1998, he founded the Power Napping Club, which allows students to nap for about 20 minutes at the end of the day before going on to extracurricular activities. Its motto: *Veni, Vedi, Dormici* (Latin for *I came, I saw, I slept*).

The Power Napping Club co-president emphasizes the boost that naps provide. “Obviously, it's no substitute for sleep, but I definitely feel more relaxed afterward,” she says.

Source #3

Ask the Sleep Doctor

Dear Dr. Vessler,

I'm a 12-year-old middle school student who usually gets about eight hours of sleep a night. I often feel tired when I get home from school at 3:30, and I want to be alert and energetic in the evening so I can focus on all of my homework. However, when I tried taking a nap, I slept for two or three hours. Then I woke up groggy. What can I do so I will have more energy in the evening?

Sincerely,

Too Sleepy

Dear Too Sleepy,

Good for you for thinking of ways to increase your productivity for schoolwork. The first thing I would like to point out is that you are not getting enough sleep at night for someone your age. I recommend that you go to bed earlier. The most important thing you can do is to sleep more at night.

On nights when you don't get enough sleep, napping can help to recharge your body and increase your mental alertness. Did you know that 85% of animals sleep in short periods throughout the day? Humans are one of the few species that do most of their sleeping at night. Introducing a catnap into your day may be very helpful. In fact, studies show that taking a short nap after learning new information may help you remember that information better!

I do not recommend a two-or-three hour nap, however. Napping for several hours during the day can make it hard for you to fall asleep at night. It can also be difficult to wake up after a long nap. Naps with lengths between 10 and 20 minutes have been shown to increase productivity, decrease fatigue, and improve mood. They also don't cause the post-nap weariness that accompanies longer naps.

Another important issue to consider is when to take your nap. You don't want to nap too late in the day. Why? Doing so can make it harder for you to fall asleep at night.

I recommend that if you decide to take a nap, you should do so right after you get home from school. Set a timer for 10 to 20 minutes so that you don't oversleep. You will most likely wake up refreshed and have more energy to focus on your homework in the evening.

Sleep Well!

Dr. Daniel Vessler, M.D.

Student Directions for Part 2

You will now look at your sources, take notes and plan, draft, revise and edit your essay. You may use your notes and go back to the sources. Now read your assignment and the information about how your essay will be scored; then begin your work.

Your assignment:

Imagine you are part of a debate club at school, in which teams argue for and against different positions on interesting topics. To practice for an upcoming debate about napping, you will write a formal essay arguing whether or not naps are generally good for people. Use evidence from the sources to support your argument and address the opposite point of view.

Argumentative Scoring

Your essay will be scored using the following:

1. **Statement of claim and organization:** How well did you state your claim, address opposing claims, and maintain your claim with a logical progression of ideas from beginning to end? How well did your ideas thoughtfully flow from beginning to end using effective transitions? How effective was your introduction and conclusion?
2. **Elaboration and Evidence:** How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How well did you clearly state ideas using language that is appropriate for your audience and purpose?
3. **Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization and spelling?

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

1. plan your essay.
2. write your essay.
3. revise and edit the final draft of your essay.

For Part 2, you are being asked to write a multi-paragraph essay, so please be as thorough as possible.

Argumentative Performance Task Writing Rubric (Grades 6-11)

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* Begins in 7th grade

**Elaborative techniques may include the use of personal experiences that support the argument(s).

Common Core Solutions

www.mesd.k12.or.us/Page/325

Background on the Standards and Communication Tools

- FAQ's
- ODE Fact Sheet
- Parent & Teacher Guides

The English Language Arts Standards

- **Grade Level Standards**
- "Priority" Standards
- Instructional Shifts
- Appendix A, B and C

Smarter Balanced Assessment

- Practice Tests
- Resources
- Writing Rubrics
- FAQ's

Professional Development

- Warm Up Activities
- Penny's Power Points

CCSS Video Clips

- Key Concepts
- Q & A with CCSS Authors
- Classroom Strategies

CCSS Webinars

- Key Webinar Providers

Units of Study & Curriculum Maps

- Lesson Plans
- K-12 Curriculum Maps

ODE Implementation Toolkit

- Administrator Resources
- Teacher Resources
- Parent Resources

CCSS Initiative Official Website

- FAQ's
- Key Points in Standards
- Resources