

Grade 5 ELA C2 T7

Sample Item ID:	ELA.05.PT.2.07.140
Title:	Child Philanthropists
Grade/Model:	5/1
Claim(s):	<p>Primary Claims</p> <p>2. Students can produce effective 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> <p>1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</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 TEXT: Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus, include structures and appropriate transitions for coherence, develop supporting evidence /reasons (from sources when appropriate to prompt) and elaboration, and develop an appropriate conclusion</p> <p>8. LANGUAGE & VOCABULARY USE: Strategically use language and vocabulary (including academic or domain-specific vocabulary) 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 opinion texts</p> <p>Claim 4</p> <p>2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics; Select and integrate information from data or print and non-print text sources</p> <p>3. ANALYZE INFORMATION/SOURCES: Distinguish relevant-irrelevant information (e.g., fact/opinion)</p> <p>4. USE EVIDENCE: Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed</p> <p>Claim 1</p> <p>12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare how information is presented within or across texts showing relationships among targeted aspects (point of view, genre features, topic)</p>
Secondary Target(s):	n/a
Standard(s):	<p>Primary Standards</p> <p>Writing</p> <p>W-1a through W-1d; W-4, W-5, W-9</p> <p>Research</p>

	SL-2, SL-3, SL-4; W-6, W-7; RI-9, W-8, W-9
DOK:	4
Difficulty:	Medium/Hard
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 opinion essay effectively demonstrating the following <ul style="list-style-type: none"> • organizes ideas by stating an opinion and developing reasons to support the stated opinion, and develops a conclusion • demonstrates clear and coherent organization of writing • demonstrates command of the conventions of standard English grammar and usage, capitalization, punctuation and spelling
Item type	PT
Target-specific attributes (e.g., accessibility issues):	Students with hearing impairments will need to be provided with transcripts of video. Students with visual impairment will need to be provided with audio/Braille/enlarged text versions of independent reading material.
Stimuli:	<p>Sources (1 video, 3 articles; presented in the order in which they are used)</p> <p>Video: 4-5 minute video will provide a grade-appropriate discussion of philanthropy with several examples of people who are supporting causes that are important to them. Video may include celebrity philanthropists to engage students, but ordinary adults and children must be included. The video will show that philanthropists are not only adults and emphasize that kids are also finding ways to support causes they find important.</p> <p>Article 1: Informational text to be created; a passage of no more than 500 words about a child philanthropist who is a boy. The article will tell the story about how the boy came to support his specific cause and who benefits from the support.</p> <p>Article 2: Informational text to be created; a passage of no more than 500 words about a child philanthropist who is a girl. The article will tell the story about how the girl came to support her specific cause and who benefits from the support.</p> <p>Article 3: Informational text to be created; a passage of no more than 500 words about a group of child philanthropists working together to support a specific cause. The article will tell the story about how the children came to support their cause and who benefits from the support.</p>

	Each article should discuss a child or group of children who support a specific cause. For variety, the three causes discussed should be very different from one another to provide students with options when choosing the cause they will write about for the performance task. Articles should also represent children from various ethnic groups.
Stimuli/Text Complexity:	
Acknowledgments:	NA Written sources would come from freelancer.
Task Notes:	

Task Overview (105 total minutes):

Title: Child Philanthropists

Part 1 (35 minutes): Ultimately tasked with writing an opinion essay about which philanthropy they would choose to support, students will be introduced to the topic of philanthropy by first viewing a video that explains what a philanthropist is and the kinds of organizations and causes a philanthropist may support, and reading three informational texts on child philanthropists, taking notes on these sources. Students will then respond individually to one multiple-choice question addressing a reading comprehension skill, and three constructed-response questions, each addressing the research skills of analyzing and evaluating information.

Part 2 (70 minutes): Students will compose a full-length opinion essay on which cause they would most like to support, referring to the details from the text discussing that cause. Pre-writing, drafting,

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

Teacher preparation / Resource requirements

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

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

Stretch Break

Part 2 (70 minutes)

- Initiate the testing part 2.
- Allow students to access the sources and their answers to the 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 students when there are 15 minutes remaining and suggest they begin revising their essays.
- Alert the students when there are 5 minutes remaining in the session.
- Close the testing session.

Pre-Task Activity:

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

Time Requirements:

The Performance Task will take 105 minutes in one session.

Student Directions:

Part 1 (35 minutes)

Your assignment:

You will watch a video about philanthropy and what philanthropists do, and read three articles about child philanthropists, taking notes on these sources. You will write an opinion essay about which cause you would most like to support and why.

Steps you will be following:

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

1. Watch the video and read the three articles.
2. Answer four questions about the sources.
3. Plan and write your essay.

Directions for beginning:

You will now watch a video and read three articles. Take notes because you may want to refer to your notes while writing your essay. You can refer to any of the sources as often as you like. Your notes and sources will be your basis for writing your final draft.

(Video)

(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 video and the articles tell about people who are philanthropists. Using details from the video and the articles, explain what a philanthropist does.

2. Select the correct answer to the following question.

What do all the kids in the articles have in common?

- A. They all had adults help them come up with ideas for their causes.
- B. They all believe strongly in their cause.
- C. They all support causes in which they have personal experience.
- D. They all show support for their causes by donating money.

3. Explain the importance of working together to support a cause. Support your answer using details from the video and the articles.

4. What facts from the video and articles would be most helpful for people who want to start their own philanthropy? Use details from the video and the articles to support your answer.

Part 2 (70 minutes)

You will now have 70 minutes to review your notes and sources, plan, draft, and revise your essay. While you may use your notes and refer to the sources, you must work on your own. You may also refer to the answers you wrote to earlier questions, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, and then begin your work.

Your Assignment:

You have read three articles about child philanthropists. Think about their causes and choose which one you would most like to support. Write an opinion essay explaining why you chose that cause and what you could do to help support it.

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

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

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

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

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

Key and scoring information for questions:

1. C4T2

Sample Generic 2-point Research (Grades 3-5): Interpret & Integrate Information Rubric (Claim 4, Target 2)	
	• The response gives sufficient evidence of the ability to locate, select,

2	interpret and integrate information within and among sources of information.
1	<ul style="list-style-type: none"> The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
0	A response gets no credit if it provides no evidence of the ability to locate, select, interpret and integrate information within and among sources of information.

2. C1T12

Key: B

3. C4T2

Sample Generic 2-point Research (Grades 3-5): Interpret & Integrate Information Rubric (Claim 4, Target 2)	
2	<ul style="list-style-type: none"> The response gives sufficient evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
1	<ul style="list-style-type: none"> The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
0	A response gets no credit if it provides no evidence of the ability to locate, select, interpret and integrate information within and among sources of information.

4. C4T3

Sample Generic 2-point Research (Grades 4-5): Evaluate Information/Sources Rubric (Claim 4, Target 3)	
2	<ul style="list-style-type: none"> The response gives sufficient evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion.
1	<ul style="list-style-type: none"> The response gives limited evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion.
0	A response gets no credit if it provides no evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion.

Sample Generic 4-point Opinion Writing Rubric (Grades 3-5)					
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"> opinion is clearly stated, focused, and strongly maintained opinion is 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 	<p>The response provides thorough and convincing support/evidence for the writer’s opinion 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, comprehensive, and relevant 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"> opinion 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 recognizable organizational structure , 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 	<p>The response provides adequate support/evidence for the writer’s opinion 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 with some extraneous material or a minor drift in focus:</p> <ul style="list-style-type: none"> • may be clearly focused on the opinion but is insufficiently sustained • Opinion 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 transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak 	<p>The response provides uneven, cursory support/ evidence for the writer’s opinion 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 	
<p>1</p>	<p>The response may be related to the purpose but may offer little or no focus:</p> <ul style="list-style-type: none"> • may be very brief • may have a major drift • opinion 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 opinion 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 	

0	A response gets no credit if it provides no evidence of the ability to write full opinion pieces about topics or sources, attending to purpose and audience.
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