

ELA.6.PT.2.02.166 C2 T2, T8, T9 And C4 T2, T3, T4 And C1 T5

Sample Item ID:	ELA.6.PT.2.02.166
Title:	Developing Characters
Grade/Model:	6/1
Claim(s):	<p>Primary Claims</p> <p>2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</p> <p>4: Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.</p> <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>2. COMPOSE FULL TEXTS: Write longer narrative texts demonstrating narrative strategies, structures, transitions, and authors' craft appropriate to purpose (writing a speech, developing point of view, style in short story)</p> <p>8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary, figurative language) and style appropriate to the purpose and audience when revising or composing texts</p> <p>9. EDIT AND CLARIFY: Apply or edit grade-appropriate grammar, usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts</p> <p>Claim 4</p> <p>2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.)</p> <p>3. EVALUATE INFORMATION/SOURCES: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses</p> <p>4. USE EVIDENCE: Cite evidence to support analyses, arguments, or critiques</p> <p>Claim 1</p> <p>5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze how information is presented within or across texts showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of source material)</p>
Secondary Target(s):	n/a
Standard(s):	W-2d, W-3a, W-3b, W-3c, W-3d, W-3e, W-4, W-5, W-8, W-9, L-1, L-2, L-3, L-6 RI-9; W-1a, W-1b, W-8 W-9
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. Interpret information from multiple sources and gather information to support analysis. 2. Contrast authors' presentations among sources. 3. Plan, write, and revise a clear, coherent narrative text appropriate for purpose and audience with effective plot development, organization, and adherence to conventions and rules of grammar, usage, and mechanics. <ul style="list-style-type: none"> • Use narrative strategies including at least two characterization techniques.
<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, 1 video, 1 picture book, 1 novel excerpt; presented in the order in which they are used)</p> <p>Source 1: Chart Defining Characterization Explains direct and indirect characterization. Use the first page of the presentation. http://www.readwritethink.org/classroom-resources/lesson-plans/superego-seuss-800.html?tab=3#tabs</p> <p>Source 2: Article Writing Realistic Characters This article discusses the characterization techniques of physical description, thoughts, dialogue, and actions.</p> <p>Source 3: Literary Excerpts Four brief (less than 100 words) excerpts from published literature showing different examples of characterization techniques Excerpt 1—An example of characterization through dialogue Excerpt 2—An example of characterization through actions Excerpt 3—An example of characterization through physical description Excerpt 4—An example of characterization through thoughts</p>
<p>Stimuli/Text Complexity:</p>	
<p>Acknowledgments:</p>	<p>Stimuli have been taken from the following sources:</p> <p>Defining Characterization http://www.readwritethink.org/classroom-resources/lesson-plans/superego-seuss-800.html?tab=3#tabs</p> <p>Literary Excerpts Examples should come from a variety of published literary works.</p> <p>Additional source acknowledgments to be added Writing Realistic Characters</p>

Task Notes:	
Task Overview (105 total minutes): Title: Developing Characters Part 1 (35 minutes): Ultimately tasked with writing their own narrative, students will read a chart, an article and four literary excerpts, taking notes on these sources. They will then respond to three questions about the sources. Part 2 (70 minutes): Students will work individually to compose full-length narratives, 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 narrative 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, but not to grammar check.	
Teacher Directions: Students are given the texts, research, and any additional information about the narrative. Part 1 (35 minutes) <ul style="list-style-type: none">• Initiate the online testing session.• Alert the students when 15 minutes have elapsed.• Alert the students when there are 5 minutes remaining in part 1. Stretch Break Part 2 (70 minutes) <ul style="list-style-type: none">• Initiate the testing part 2.• Allow students to access the sources and their answers to the constructed response questions presented in part 1. They will not be allowed to change their answers.• Alert students that there are 15 minutes remaining and suggest they begin revising their narratives.• Alert the students when there are 5 minutes remaining.• 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 read a chart and article about techniques authors use to help readers get to know characters and some examples of these techniques. You will answer some questions about the sources. Then you will plan, write, and revise your own narrative using at	

least two of the characterization techniques discussed.

Steps you will be following:

In order to plan and compose your narrative, you will:

- 1) Read a chart and an article about different characterization techniques.
- 2) Read literary excerpts that provide examples of these techniques.
- 3) Answer questions about the sources.
- 4) Plan, write, and revise your narrative.

Directions for beginning:

You will now read the sources. Take notes because you may want to refer back to your notes while writing your narrative. 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 narrative. 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. Match each literary excerpt with the characterization technique it demonstrates.

1. excerpt 1

2. excerpt 2

3. excerpt 3

4. excerpt 4

- A. physical description
- B. actions
- C. dialogue
- D. thoughts

2. Explain why it is best for authors to use multiple techniques to develop characters. Use details from the sources to support your answer.
3. In a short story, readers must get to know characters very quickly. Analyze which characterization technique, or combination of techniques, is best to use for introducing a character quickly. Use details from the sources to support your answer.
4. Explain why all of these sources are useful for understanding different characterization techniques. Use details from the sources to support your answer.

Part 2 (70 minutes)

You now have 70 minutes to plan, draft, and revise your narrative. You may refer to the sources and the answers you wrote to the questions in part 1, but you cannot change those answers.

Your Assignment

Write a short story using at least two characterization techniques to introduce your main character quickly.

Use this planning guide to make sure you get started quickly and keep your story short enough to finish in one hour.

Character

1. Who will be the main character of your story? This can be a real or imaginary character.
2. Which characterization techniques will you use?

Setting

1. Where will your story take place?
2. Will your story take place in the past, the present, or the future?

Plot

1. Problem
 - a. What is the problem your character will solve?
 - b. How will the problem be solved?
2. Sequence of Events
 - a. How will your story begin?
 - b. What will happen to move your story from the beginning to the end?
 - c. How will your story end?

Theme

1. What is the lesson or message that can be learned from the story?

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

- 1. Narrative focus** – how well you maintain your focus and establish a setting, narrator and/or characters, and point of view
- 2. Organization** – how well the events logically flow from beginning to end using effective transitions and how well you stay on topic throughout the essay
- 3. Elaboration of narrative** – how well you elaborate with details, dialogue, and description to advance the story or illustrate the experience
- 4. Language and vocabulary** – how well you effectively express experiences or events using sensory, concrete, and figurative language that is appropriate for your purpose
- 5. Conventions** – how well you follow the rules of usage, punctuation, capitalization, and spelling

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

- write your narrative
- revise and edit the final draft of your narrative

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

Key and scoring information for questions:

1. Claim 1, Target 5

KEY

1. excerpt 1, C. dialogue
2. excerpt 2, B. actions
3. excerpt 3, A. physical descriptions
4. excerpt 4, D. thoughts

2. Claim 4, Target 2

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

3. Claim 4, Target 4

Sample Generic 2-point Research (Grades 6-11): Use Evidence Rubric (Claim 4, Target 4)	
2	<ul style="list-style-type: none"> • The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.
1	<ul style="list-style-type: none"> • 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.

4. Claim 4, Target 3

Sample Generic 2-point Research (Grades 6-11): Evaluate Information/Sources Rubric (Claim 4, Target 3)	
2	<ul style="list-style-type: none"> • The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information

	and sources.
1	<ul style="list-style-type: none">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 Narrative (Grades 3-8) Writing Rubric					
Score	Establishment of Narrative Focus and Organization		Development: Elaboration and Language		Conventions
	Narrative Focus	Organization	Elaboration of Narrative	Language and Vocabulary	Conventions
4	<p>The narrative, real or imagined, is clearly focused and maintained throughout:</p> <ul style="list-style-type: none"> effectively establishes a setting, narrator and/or characters, and point of view* 	<p>The narrative, real or imagined, has an effective plot helping create unity and completeness:</p> <ul style="list-style-type: none"> effective, consistent use of a variety of transitional strategies logical sequence of events from beginning to end effective opening and closure for audience and purpose 	<p>The narrative, real or imagined, provides thorough and effective elaboration using details, dialogue, and description:</p> <ul style="list-style-type: none"> effective use of a variety of narrative techniques that advance the story or illustrate the experience 	<p>The narrative, real or imagined, clearly, and effectively expresses experiences or events:</p> <ul style="list-style-type: none"> effective use of sensory, concrete, and figurative language clearly advance the purpose 	<p>The narrative, real or imagined, 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 narrative, real or imagined, is adequately focused and generally maintained throughout:</p> <ul style="list-style-type: none"> adequately establishes a setting, narrator and/or characters, and point of view* 	<p>The narrative, real or imagined, has an evident plot helping create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of a variety of transitional strategies adequate sequence of events from beginning to end adequate opening and closure for audience and purpose 	<p>The narrative, real or imagined, provides adequate elaboration using details, dialogue and description:</p> <ul style="list-style-type: none"> adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience 	<p>The narrative, real or imagined, adequately expresses experiences or events:</p> <ul style="list-style-type: none"> adequate use of sensory, concrete, and figurative language generally advance the purpose 	<p>The narrative, real or imagined, demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> some errors in usage and sentence formation but no systematic pattern of errors is displayed adequate use of punctuation capitalization, and spelling
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<p>2</p>	<p>The narrative, real or imagined, is somewhat maintained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> inconsistently establishes a setting, narrator and/or characters, and point of view* 	<p>The narrative, real or imagined, has an inconsistent plot, and flaws are evident:</p> <ul style="list-style-type: none"> inconsistent use of basic transitional strategies with little variety uneven sequence of events from beginning to end opening and closure, if present, are weak weak connection among ideas 	<p>The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue and description:</p> <ul style="list-style-type: none"> narrative techniques, if present, are uneven and inconsistent 	<p>The narrative, real or imagined, unevenly expresses experiences or events:</p> <ul style="list-style-type: none"> partial or weak use of sensory, concrete, and figurative language that may not advance the purpose 	<p>The narrative, real or imagined, 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 narrative, real or imagined, may be maintained 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 narrative, real or imagined, has little or no discernible plot:</p> <ul style="list-style-type: none"> • few or no transitional strategies are evident • frequent extraneous ideas may intrude 	<p>The narrative, real or imagined, provides minimal elaboration using little or no details, dialogue and description:</p> <ul style="list-style-type: none"> • use of narrative techniques is minimal, absent, in error, or irrelevant 	<p>The narrative, real or imagined, expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • uses limited language • may have little sense of purpose 	<p>The narrative, real or imagined, 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 compose a coherent narrative.</p>				

*Point of view begins in Grade 7.