

## Grade 6 ELA C2 T4

Sample Item ID:	<b>ELA.6.PT.2.Writing.04.143</b>
Title:	Invasive Plants
Grade/Model:	6/1
Claim(s):	<p><b>Primary Claims</b></p> <p><b>2:</b> Students can produce effective writing for a range of purpose and audiences.</p> <p><b>4:</b> Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.</p>
Primary Target(s):	<p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p><b>Claim 2</b></p> <p><b>4: COMPOSE FULL TEXTS:</b> Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, develop a topic including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop an appropriate conclusion</p> <p><b>8. LANGUAGE &amp; VOCABULARY USE:</b> Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts</p> <p><b>9. EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts</p> <p><b>Claim 4</b></p> <p><b>2. ANALYZE/INTEGRATE INFORMATION:</b> Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.)</p> <p><b>3. EVALUATE INFORMATION/SOURCES:</b> Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses</p> <p><b>4. USE EVIDENCE:</b> Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques</p>
Secondary Target(s):	n/a
Standard(s):	W-1a, W-1b, W-2a, W-2b, W-2c, W-2d, W-2e, W-2f, W-3d, W-4, W-5, W-8, W-9, L-1, L-2, L-3, RI-1, RI-9
DOK:	4
Difficulty:	Hard
Score Points:	TBD
Task Source:	Internal. Factual information gathered from: <a href="http://www.invasivespeciesinfo.gov/">http://www.invasivespeciesinfo.gov/</a>
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"> <li>1. Gather, select, and analyze information in a series of sources</li> <li>2. Answer various questions about research and the evidence the authors present as support</li> <li>3. Write an informational composition, attending to purpose and</li> </ol>

	<p>audience:</p> <ul style="list-style-type: none"> <li>organize ideas by stating and maintaining a focus</li> <li>develop a topic, including citing relevant supporting evidence (from text when appropriate), details, and elaboration consistent with the sources, purpose, and audience</li> <li>effective organization of ideas with appropriate transitions and a conclusion for coherence</li> <li>adherence to conventions and rules of grammar, usage, and mechanics</li> <li>control of language for purpose and audience</li> </ul>
Item Type	Performance Task
Target-Specific Attributes (e.g., accessibility issues):	Item should be accessible. Braille, audio, and screen reader formats have means for representing the types of text features used in the texts students will be reading for this task. The SR portion requires dragging and dropping from the text, or otherwise indicating which sentences should be selected.
Stimuli:	<p><b>Sources (1 article, 1 fact sheet, 1 blog entry; presented in the order in which they appear.)</b></p> <p><b>Source 1: Article</b>  <b>An Introductions to Invasive Plants</b>          This article introduces the concept of invasive plants, why they are a problem, how they spread, and discusses ways to prevent and eradicate them.</p> <p><b>Source 2: Fact Sheet</b>  <b>Invasive Plant Fact Sheet</b>  <i>The following information is taken from the website of the United States Department of Agriculture.</i></p> <p><u>Numbers of invasive plant species:</u></p> <ul style="list-style-type: none"> <li>1,500 species of plants known as “weeds” of foreign origin currently found in U.S.</li> <li>From 1,000 to over 22,000 species of potentially invasive plants that have yet to be introduced into the U.S.</li> </ul> <p><u>Characteristics of invasive plants:</u></p> <ul style="list-style-type: none"> <li>Rapid growth and short life cycle—may go from being a seed to producing seeds within three-week span</li> <li>Most are flowering plants</li> <li>Able to grow in many habitats</li> <li>Resistant to animal grazing</li> <li>Seeds are spread easily</li> <li>New plants are created by many different methods, including seeds, runners, and cuttings</li> <li>If reproducing by seed, insects, birds, bats, or other pollinators quickly spread the seeds over a wide area</li> <li>Few natural diseases to stop growth</li> </ul> <p><u>Common consequences of invasive plant invasion:</u></p> <ul style="list-style-type: none"> <li>Risk of fire increased</li> <li>Major, costly cleanup efforts by government agencies</li> </ul>

- Kills or damages many native plants
- Damage to pavement and buildings
- Uprooting of trees
- Damage to or destruction of nesting sites for various animal species
- Damage to crops; reduced crop production

How to control invasive plant species:

- Best control is preventing them from spreading
- Biological control with the plant's natural enemies
- Mechanical control (removal from ground)

Chemical control (herbicides)

**Source 3: Blog Entry**  
**Our Great Garden Invasion**

*The following passage is a blog entry written by a dedicated gardener.*

Talk about poor timing. My wife and I took a one-month trip out of the U.S. just at the end of winter. We have a spacious backyard with several large flowerbeds, so we figured we would come back home to a beautiful selection of flowers and plants in full bloom, plus a few weeds, of course. Instead, we returned to find our garden overgrown with exotic species we'd never seen before and most of our best plants dead or dying. Must be weeds, we thought, though not the usual ugly and scary looking types of weeds. We even considered leaving some of our new plants in the ground, and my wife wanted to collect samples of the seeds so we could plant them in the future. Many gardeners don't seem to mind the new arrivals. But, as we soon discovered, these were not weeds at all but members of several nasty invasive plant species! After reading information about these pests, we knew that saving any seeds was out of the question.

Of course I'd heard about invasive plants before, but I always thought that just meant something like "ugly weeds." I had never taken time to study the matter. There are many types of invasive species. They have pleasant names like Chinese Wisteria, Bush Honeysuckle, Bamboo, English Ivy, Autumn Olive, and Brazilian Pepper Tree. But what they did to our garden wasn't pleasant at all. They took over many of the spaces where our favorite plants used to be, blocked sunlight (because they covered so much of the ground), and even climbed up the sides of our back deck and major portions of our fence.

How did these non-native species invade the garden? They certainly weren't there the year before. Maybe those nice bird feeders we started leaving out this year were not such a great idea. Birds and other animals often carry the seeds of invasive species from a long way away. They drop a few seeds in the garden in late winter or early spring and the invasion begins. Also, it certainly didn't help that our neighbor buys plants at a garden center that we now know

	<p>sells some invasive plants because of popular demand. These things grow fast, and with no one around to spot them or halt their growth, they can ruin a garden in no time (we're talking weeks).</p> <p>Now I'm going to talk about the worst thing about invasive plants: removing them! The day after returning from our relaxing vacation, my wife and I spent the entire morning researching how to combat these plants, the entire afternoon at the hardware store and garden center buying the proper weapons, and all of the next day in a major battle. We tried burying the short ones. We coated others with oil, thought about setting some on fire (seemed a bit unsafe) and ended up just pulling most of them out by the roots or digging deep below ground with a shovel. By the end of the day, we had several large trash cans full of once beautiful plants.</p> <p>As I've mentioned, some people actually like these invasive pests because they're unusual and beautiful. But unless your idea of beauty also involves getting bruises on your knees from digging in the ground all day and splinters from putting up a new fence, I would suggest that you learn to appreciate the many native plants that we have in this country, like buffalo grass, fir trees, and sunflowers.</p>
Stimuli/Text Complexity:	
Acknowledgments:	<a href="http://www.invasivespeciesinfo.gov/">http://www.invasivespeciesinfo.gov/</a>
Task Notes:	Holistic scoring rubric. Both parts of task are to be completed in a single day.
<p><b>Task Overview (105 total minutes):</b>          Title: Invasive Plants  <b>Part 1</b> (35 minutes): Students read three sources; an article, a fact sheet, and a blog entry about invasive plant species, and take notes on these sources. They then respond to several questions about the sources.  <b>Part 2</b> (70 minutes): Students compose full-length informational essays on invasive plant species. Pre-writing, drafting, and revising will be involved.  <b>Scorable Products:</b>          Student responses to the constructed-response questions and the essay will be scored.</p>	
<p><b>Teacher preparation / Resource requirements</b>          The teacher should 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.</p>	
<p><b>Pre-Task Activity:</b>          There are no specific pre-task activities to be conducted.</p>	

**Time Requirements:** The Performance Task will take 105 minutes in one session.

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 (70 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.
- Alert the students when 15 minutes remain in the testing session and suggest they begin revising their essays.
- Alert the students when there are 5 minutes remaining in the session.
- Close the testing session.

**Student Directions:**

**Part 1** (35 minutes)

You will read three sources, taking notes on what you read, and answer three questions about the sources in preparation for writing an informational essay about invasive plants.

**Steps you will be following:**

1. Read an article, a fact sheet, and a blog entry.
2. Answer three questions about the sources.
3. Plan and write your essay

**Directions for beginning:**

You will now read three sources about invasive plants: an article, a fact sheet, and a blog. 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 what invasive plants are and why people should be concerned about them. Use details from the sources to support your answer.
2. Evaluate which source, the article or the fact sheet, would be most helpful to the blog writer. Use details from the sources to support your answer.
3. Analyze why some people might not want to get rid of invasive plants. Use details from the sources 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. 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**

A local newspaper is publishing student essays about important environmental topics. You are invited to submit an essay about invasive plants, which have become a serious problem in your state. Your essay should be informative and interesting to read, and it should give readers a basic introduction to the issue of invasive plants.

The following information will be updated once approved rubrics are available.

**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.

1. C4T2

<b>Analyze/Integrate Information Rubric (Claim 4, Target 2)</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>• The response gives sufficient evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The response gives limited evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.</li> </ul>
<b>0</b>	A response gets no credit if it provides no evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.

## 2. C4T3

<b>Evaluate Information/Sources Rubric (Claim 4, Target 3)</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.</li> </ul>
<b>0</b>	A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.

## 3. C2T4

<b>Sample Generic 2-point Research (Grades 6-11): Use Evidence Rubric (Claim 4, Target 4)</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.</li> </ul>
<b>0</b>	A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.

<b>Sample Generic 4-point Informative-Explanatory (Grades 6-11) Writing Rubric</b>					
<b>Score</b>	<b>Statement of Purpose/Focus and Organization</b>		<b>Development: Language and Elaboration of Evidence</b>		<b>Conventions</b>
	<b>Statement of Purpose/Focus</b>	<b>Organization</b>	<b>Elaboration of Evidence</b>	<b>Language and Vocabulary</b>	<b>Conventions</b>
<b>4</b>	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained</li> <li>controlling idea or main idea of a topic is introduced and communicated clearly within the context</li> </ul>	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> <li>effective, consistent use of a variety of transitional strategies</li> <li>logical progression of ideas from beginning to end</li> <li>effective introduction and conclusion for audience and purpose</li> </ul> <p>strong connections among ideas, with some syntactic variety</p>	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> <li>use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete</li> </ul> <p>effective use of a variety of elaborative techniques</p>	<p>The response clearly and effectively expresses ideas, using precise, language:</p> <ul style="list-style-type: none"> <li>use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</li> </ul>	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> <li>few, if any, errors in usage and sentence formation</li> <li>effective and consistent use of punctuation, capitalization, and spelling</li> </ul>

<p><b>3</b></p>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>• focus is clear and for the most part maintained, though some loosely related material may be present</li> <li>• some context for the controlling idea or main idea of the topic is adequate</li> </ul>	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> <li>• adequate use of transitional strategies with some variety</li> <li>• adequate progression of ideas from beginning to end</li> <li>• adequate introduction and conclusion</li> <li>• adequate, if slightly inconsistent, connection among ideas</li> </ul>	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>• some evidence from sources is integrated, though citations may be general or imprecise</li> <li>• adequate use of some elaborative techniques</li> </ul>	<p>The response adequately expresses ideas, employing a mix of precise with more general language :</p> <ul style="list-style-type: none"> <li>• use of domain-specific vocabulary is generally appropriate for the audience and purpose</li> </ul>	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>• some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed</li> <li>• adequate use of punctuation, capitalization, and spelling</li> </ul>
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<p><b>2</b></p>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>• may be clearly focused on the controlling or main idea, but is insufficiently sustained</li> <li>• controlling idea or main idea may be unclear and somewhat unfocused</li> </ul>	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> <li>• inconsistent use of transitional strategies with little variety</li> <li>• uneven progression of ideas from beginning to end</li> <li>• conclusion and introduction, if present, are weak</li> <li>• weak connection among ideas</li> </ul>	<p>The response provides uneven, cursory support/ evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>• evidence from sources is weakly integrated, and citations, if present, are uneven</li> <li>• weak or uneven use of elaborative techniques</li> </ul>	<p>The response expresses Ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>• use of domain-specific vocabulary may at times be inappropriate for the audience and purpose</li> </ul>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>• frequent errors in usage may obscure meaning</li> <li>• inconsistent use of punctuation, capitalization, and spelling</li> </ul>
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<p><b>1</b></p>	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>• may be very brief</li> <li>• may have a major drift</li> <li>• focus may be confusing or ambiguous</li> </ul>	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> <li>• few or no transitional strategies are evident</li> <li>• frequent extraneous ideas may intrude</li> </ul>	<p>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>• use of evidence from sources is minimal, absent, in error, or irrelevant</li> </ul>	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>• uses limited language or domain-specific vocabulary</li> <li>• may have little sense of audience and purpose</li> </ul>	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> <li>• errors are frequent and severe and meaning is often obscure</li> </ul>
<p><b>0</b></p>	<p>A response gets no credit if it provides no evidence of the ability to write full informational/explanatory texts, attending to purpose and audience.</p>				