

ELA.8.PT.2.02.147 C2 T2

Sample Item ID:	ELA.8.PT.2.02.147
Title:	Fan Fiction
Grade/Model:	8/1
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>
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, transitional strategies for coherence, a closure, and authors' craft—all appropriate to purpose (writing a speech, style or point of view in a short story).</p> <p>8. LANGUAGE & VOCABULARY USE: 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>9. EDIT/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. 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>
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 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. Read and analyze a literary text 2. Compare and contrast two pieces of "fan fiction" to the original literary text by which they were inspired 3. Write a work of narrative fan fiction demonstrating <ul style="list-style-type: none"> • a clear connection with the original work in terms of plot, style, theme, and/or characters

	<ul style="list-style-type: none"> • effective incorporation of new ideas in terms of plot, characters, etc. • effective organization within and between paragraphs • adherence to conventions and rules of grammar, usage, and mechanics • control of language for purpose and audience
Item type	PT
Target-specific attributes (e.g., accessibility issues):	Students will need to enter lengthy text with a keyboard.
Stimuli:	<p>Sources (1 article, 1 literary excerpt, 2 fan fiction excerpts; presented in the order in which they are used)</p> <p>Source 1: Article Fan Fiction This article explains the concept of fan fiction, gives a brief history, and discusses several examples. Word count: 200-300</p> <p>Source 2: Literary excerpt Bridge to Terabithia Select an excerpt from the original story</p> <p>Source 3: Fan Fiction excerpt Bridge to Terabithia 2: Saving the Queen Select on excerpt from this story inspired by the original book</p> <p>Source 4: Fan Fiction excerpt My Mind is Wide Open Select on excerpt from this story inspired by the original book</p>
Stimuli/Text Complexity:	
Acknowledgments:	<p>Stimuli have been taken from the following sources:</p> <p>Bridge to Terabithia 2: Saving the Queen http://www.fanfiction.net/s/7432016/1/Bridge_to_Terabithia_2_Saving_the_Queen</p> <p>My Mind is Wide Open http://www.fanfiction.net/s/6994319/1/My_mind_is_wide_Open</p> <p>Additional source acknowledgements to be added Fan Fiction article</p>
Task Notes:	
<p>Task Overview (105 total minutes): Title: Fan Fiction Part 1 (35 minutes): Ultimately tasked with writing a fan fiction narrative, students will read an article and three story excerpts, taking notes on these sources. They will then respond to three constructed-response questions addressing the research skills of analyzing and evaluating information. Part 2 (70 minutes): Students will work individually to compose full-length fan fiction</p>	

narratives inspired by an original literary text. Pre-writing, drafting, and revising will be involved.

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

Teacher Directions:

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

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.
- After students have been writing for 50 minutes, alert them that there are 20 minutes remaining and suggest they begin revising their narratives.
- Alert the students when there are 5 minutes remaining.

Close the testing session.

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.

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 an article about fan fiction, an excerpt from a literary work, and two pieces of fan fiction inspired by that work. You will answer some questions about the sources. Then you will plan, write, and revise your own fan fiction narrative.

Steps you will be following:

In order to plan and compose your narrative you will:

- 1) Read an article about what fan fiction is.

- 2) Read an excerpt from a literary text that has inspired fan fiction.
- 3) Read two pieces of fan fiction inspired by the text you read.
- 4) Answer questions about the excerpts.
- 5) 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)
- (source 4)

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. Explain why "Bridge to Terabithia 2" and "My Mind is Wide Open" are examples of fan fiction. Use details from the sources to support your answer.
2. Evaluate which fan fiction excerpt, "Bridge to Terabithia 2" and "My Mind is Wide Open," has a style and tone that is most like the original novel. Use details from the excerpts to support your answer.
3. Analyze how fan fiction both encourages and hinders good writing. Use details from the sources to support your answer.

Part 2 (70 minutes)

You 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

Choose a well-known literary work and write a fan fiction narrative based on that work. Your narrative should maintain some aspects of the original but add your own changes regarding plot, setting, theme, and/or characters.

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 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.

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.

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 provided 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 write longer narrative texts demonstrating narrative strategies.</p>				

*Point of view begins in Grade 7.