

ELA.09.PT.2.07.082 C2 T7, T9, T9 And C4 T2, T3, T4

Sample Item ID:	ELA.09.PT.2.07.082
Title:	Virtual Schools
Grade/Model:	9/1
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>7. COMPOSE FULL TEXTS: Write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop an appropriate conclusion</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. 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: 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-1c, W-1d, W-1e, W-2d, W-3d, W-4, W-5, W-8, W-9, L-1, L-2, L-3, L-6, RI-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. gather, select, and analyze information in a series of sources 2. write an argumentative essay effectively demonstrating <ul style="list-style-type: none"> • a clearly established claim about the topic • presentation of relevant supporting evidence, details, and elaboration consistent with the position, sources,

	<p>purpose, and audience</p> <ul style="list-style-type: none"> • effective organization of ideas • 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 with visual and hearing impairments will need to be provided with transcripts of video material. Students with visual impairments will need to be provided with a description of the chart.
Stimuli:	<p>Sources (1 short story, 1 article, 1 video, statistics, presented in the order in which they are used)</p> <p>Story The Fun They Had (word count: 1004) By Isaac Asimov This is a short science-fiction story about two children in the future, where all learning is done at home with a computer. The children find a book, which tells about schools from the past where students were all together and taught by a person. The children wish they could attend such a fun school.</p> <p>Video 1: "Virtual High School Interview" September 2009. http://www.youtube.com/watch?v=kChHLNgV3ec. An NBC news interview with a family using virtual schooling for their three children. (cut after interview ends) (2:23)</p> <p>Article 2 Virtual Schools Not for Everyone Article discusses criticisms of virtual schools and concludes that while they are a good idea for some students in specific situations, they should not be considered as a viable option for the general population. (To be written, 300–400 words)</p> <p>Research Statistics Keeping Pace with K–12 Online Learning: An Annual Review of Policy and Practice Include tables (and necessary brief descriptions) from the following pages: 22, 30, 31 (http://kpk12.com/reports/graphics/)</p>
Stimuli/Text Complexity:	
Acknowledgments:	<p>Stimuli have been taken from the following sources:</p> <p>"Virtual High School Interview" September 2009. http://www.youtube.com/watch?v=kChHLNgV3ec.</p> <p>"The Fun They Had"</p>

	<p>By Isaac Asimov</p> <p>Keeping Pace with K–12 Online Learning: An Annual Review of Policy and Practice (http://kpk12.com/reports/graphics/)</p> <p>Additional source acknowledgements to be added</p> <p>Virtual Schools Not for Everyone</p>
Task Notes:	

Task Overview (120 total minutes):
 Title: Virtual Schools
Part 1 (35 minutes): Ultimately tasked with writing an argumentative essay on virtual schools, students will read a story and article, view a video, and review research statistics, 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 (85 minutes): Finally, students will work individually to compose full-length argumentative essays on virtual schools, 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 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.

Stretch Break

Part 2 (85 minutes)

- Initiate 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.
- Once 20 minutes have elapsed, suggest students begin writing their essays.
- Alert the students when 45 minutes have elapsed.
- After students have been writing for 45 minutes, alert them that there are 20 minutes remaining and suggest they begin revising their essays.
- Alert the students when there are 10 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 120 minutes in one session.

Student Directions:

Part 1 (35 minutes)

Your assignment:

You will read a short story and article, watch a video, review research statistics, and then write an argumentative essay about your opinion on virtual schools.

Steps you will be following:

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

1. Read a short story and article, watch a video, and review research statistics.
2. Answer three questions about the sources.
3. Plan and write your essay.

Directions for beginning:

You will now read the sources and watch a video. 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.

(short story)

(article 1)

(video)

(research statistics)

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. Analyze the different opinions expressed in “The Fun They Had” and the “Virtual High School Interview” video. Use details from the story and the video to support your answer.
2. What do the statistics from “Keeping Pace with K–12 Online Learning” suggest about the current trends of virtual schools in the U.S.? Use details from the charts to support your answer.
3. Explain how the information presented in the “Virtual High School Interview” video and the article “Virtual Schools Not for Everyone” differs from the information in the research statistics? Support your answers with details from the video and the articles.

Part 2 (85 minutes)

You will now have 85 minutes to review your notes and sources, and to plan, draft, and revise your essay. You may also refer to the answers you wrote to the questions in 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

Your parents are considering having you attend a virtual high school. Write an argumentative essay explaining why you agree or disagree with this idea. Support your claim with evidence from what you have read and viewed.

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 claim on the topic, maintain your focus, and address the alternate and opposing claims
- 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. 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.
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Scoring Notes:

Responses may include but are not limited to:
 In the short story—The character does not like her virtual school; She thinks it is boring; She doesn't like her computer "teacher"; She wishes she could go to a school from the past and be with other students and learn from a live person.
 In the video—The family chose to attend a virtual school after attending traditional schools; It was a difficult choice and not for everyone; They are happy with their decision; The curriculum is very challenging; The older daughter misses her friends but likes her new school; It makes her a better student; She has fewer distractions.

Sample 2-point Response:

The main character in the short story does not enjoy attending a virtual school. She thinks it is boring and impersonal and especially dislikes having to insert her homework papers into a special slot for grading. When her friend finds a book about traditional schools she thinks it would be a lot more fun and interesting to attend school with other children and have a real person as a teacher. The family in the video chose to have their children attend a virtual school instead of a traditional school, and they like it much better. The older girl thinks the curriculum is harder and will help her get into college. She misses her friends but thinks not having them around makes her more focused and a better student.

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.

Scoring Notes:

Responses may include, but are not limited to:
 Not all states have online school options.
 States that do have seen a dramatic increase in the number of online schools and students attending those schools.
 Students attending online schools are still a small percentage of the total population of students.
 Popularity is increasing, but use is not widespread.

Sample 2-point Response:

The statistics from the report suggest that while the number of students attending online schools has increased dramatically, they still represent a small percentage of the total population of students. For example, Arizona has the highest percentage, with 3.89% of all students in the state enrolled in online schools. These numbers indicate that online schools are becoming more popular but that most people do not use them.

3. Claim 4, Target 3

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.

Scoring Notes:

Responses may include, but are not limited to:
The article and the video provide subjective opinions about the topic. They include personal feelings and beliefs.
The report provides research statistics that can be used to draw conclusions.

Sample 2-point Response:

The video and the article present the opinions of the family being interviewed and the author. The family likes attending a virtual school, and the article writer believes they are generally not a good idea. These sources are about what a few people think and how they feel about virtual schools. The report presents statistics from research. The statistics are facts about the number of students attending virtual schools, but they don't tell readers anything about what virtual schools are like or whether or not they are a good idea.

4-point Argumentative Writing Rubric (Grades 6–11)					
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"> claim is clearly stated, focused, and strongly maintained *alternate or opposing claims are clearly addressed claim is introduced and 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 strong connections among ideas, with some syntactic variety 	<p>The response provides thorough and convincing support/evidence for the writer’s claim 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"> use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete 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"> claim 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 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"> adequate use of transitional strategies with some variety adequate progression of ideas, from beginning to end adequate introduction and conclusion adequate, if slightly inconsistent, connection among ideas 	<p>The response provides adequate support/evidence for the writer’s claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:</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 may be 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 and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • may be clearly focused on the claim but is insufficiently sustained • claim 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 basic transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak • weak connection among ideas 	<p>The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:</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
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Grade 9 ELA Sample PT Item Form
C2 T7, T9, T9 And C4 T2, T3, T4



<p>1</p>	<p>The response may be related to the purpose but may offer little relevant detail:</p> <ul style="list-style-type: none"> • may be very brief • may have a major drift • claim 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 claim 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’s 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
<p>0</p>	<p>A response gets no credit if it provides no evidence of the ability to write full arguments about topics or texts, attending to purpose and audience</p>				

*Begins in 7th grade