Smarter Balanced Assessment Consortium:

ELA Practice Test Scoring Guide
Grade 11

08/14/2019

About the Practice Test Scoring Guides

The Smarter Balanced ELA Practice Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for the Smarter Balanced Practice Test items. The items selected for the Practice Test are designed to reflect

- a broad coverage of claims and targets.
- a range of student response types.
- a breadth of difficulty levels across the items.

It is important to note that all student response types are not fully represented on every practice test, but a distribution can be observed across all the practice tests. The items presented are reflective of refinements and adjustments to language based on pilot test results and expert recommendations from both content and accessibility perspectives.

Within this guide, each item is presented with the following information[1]:

- Claim: statement derived from evidence about college and career readiness
- Target: statement that bridges the content standards and the assessment evidence that support the claim
- Depth of Knowledge (DOK): measure of complexity considering the student's cognitive process in response to an item. There are four DOK levels, a 4 being the highest level.
- Common Core State Standards for English Language Arts/Literacy: the primary standard(s) assessed by an item
- Evidence Statement: a statement that explains what a student will be able to do in response to an item in order to provide evidence he or she has met the standard(s). These statements serve as a guide for item writers to ensure alignment to the CCSS standard(s) and targets.
- Static presentation of the item: static presentation of item from test administration system
- Static presentation of student response field(s): static presentation of response field from test administration system
- Answer key: expected student response or example response from score point value
- Rubric and a sample student response for each score point for short answer items: score point representations for student responses

The following items are representative of the kinds of items that students can expect to experience when taking the Computer Adaptive Test (CAT) portion of the summative assessment for Grade 11. A separate document is available that provides a sample performance task and scoring guide for this grade level.

[1] Most of these terms (Claim, Target, DOK, Evidence Statement, etc.) are further explained in various other Smarter Balanced documents as well as the *Common Core State Standards for English Language Arts and Literacy.* Refer to the *Smarter Balanced Content Standards* and *Item Specifications for English Language Arts and Literacy* for more information.

Read the text. Then answer questions 1–7.

Moving to the Back of Beyond

When my parents said the three of us were moving out to California, to a place just north of Los Angeles, my mind immediately went to thoughts of Disneyland and Hollywood, glitz and glamour. I imagined a Rodeo Drive shopping spree to pick out a bikini for the endless days I would be spending on the beach. However, I'd forgotten about my parents' penchant for the unconventional; they're definitely "the road less traveled" kind of people. Mom had a gopher snake for a pet when she was younger, and Dad was never happier than when he was climbing near-vertical cliffs that only mountain goats could love. These are not city folk.

They had chosen to buy a 900-square-foot cabin under a 250-year-old oak tree in the high chaparral[1] forest out in the back of beyond -- so far away from Los Angeles that you couldn't even see the glow of the lights at night. When I first saw where we were going to live, I vacillated between feeling terrified and excited. This would be an adventure, for sure. But this was no camping trip where you could go home to civilization after a few days of roughing it; this *was* home, and roughing it was the new normal.

On move-in day, we drove fifteen miles out from Antelope Valley -- where the nearest grocery store was located -- on a two-lane road past llamas, cattle, and horses. Up and up we went, until finally we turned down a dirt road and headed into a canyon full of towering Coulter pines, blue-green sagebrush, and ancient canyon live oaks. I didn't know the names of these plants then, of course; I learned them later. That first day all I saw then was a million shades of green.

We parked under an oak tree that shaded our cabin and a front yard of rock, sand, and sagebrush twice as large as the cabin itself. On the stone staircase that led to the front door, black lizards interrupted their push-ups to twist their heads and eye us as we passed. Scrub jays squawked and hummingbirds zoomed past the eaves, scolding us with their territorial calls.

No cars roared past. No radios blared from a neighbor's house. There were no neighbors—no human neighbors, anyway.

Our new home consisted of one bedroom, one bathroom, and one big room for everything else. A fireplace in the corner of the big room would be our sole source of heat in the winter. A swamp box (cooler) would blow a breeze over a big damp pad to keep us cool all summer, or so my father said. But it was early autumn that day, and the temperature was perfect in the shade of the oak tree. *Our* oak tree, I thought; I was settling in.

Mom wiped a layer of grime off the kitchen counter and muttered about getting a bottle of bleach on our next trip into town. That was the beginning of an important lesson about living in the back of beyond: you don't just zip over to the local convenience store anytime you need something out here. You have to make a careful list and check it twice so that you don't forget anything, because anywhere is a long way from here.

On my first walk around the property, I saw two horned toads, a red-tailed hawk, and some deer tracks. I wondered what else I might find deeper and higher in the canyon. Dad told me the real estate agent had mentioned that coyotes, bobcats, mountain lions, rattlesnakes, and even bears roamed these hills. To my surprise, I found I couldn't wait to see them. All of them. I felt my feet taking root in the earth, claiming this place as home.

With no street lamps timed to turn on at sunset, when night came it was darker than anything I had ever experienced. Mom and I went out to look at the stars while Dad tried to unplug the ancient toilet. In the city, or even in the suburbs where I had lived before, you could see only the brightest stars in the sky. But out here, it was like being in a planetarium, except there were no labels typed onto our sky. The sheer number and spread of stars was awe-inspiring.

That first night, we slept on air mattresses on the living room floor because the movers had not yet arrived. There were no curtains on the windows, so when the moon rose, it shone in as if moonbeams were an integral part of the cabin.

Eventually, I moved into the bedroom and Mom and Dad got a foldout bed for the living room. Over the next few months, I began to count the passage of time in full moons rather than by the pages of a calendar, and for the first time I really noticed the days growing shorter in winter and longer in summer.

It's hard to believe, but we've been here for six years now. I've been going to school in the valley, but I feel most at home up here with my wild fellow canyon dwellers. Soon, I will have to leave home for college, and I'm a little afraid of the culture shock I'm sure I will feel when I move back to civilization. Soon I'll be walking on pavement and well-mowed grass again, rooming with strangers, and eating meals in a cafeteria crowded with more people than live within twenty miles of this house. But I know I will come back. The back of beyond is home now.

1. chaparral: a dense thicket of shrubs and small trees

Item	Grade	Claim	Target	DOK	Standard(s)
#1	11	1	1	2	RL.1

Evidence Statement
The student will identify text evidence to support a given conclusion based on the text.

The reader can conclude that the narrator is open to living at "the back of beyond" and accepts her new life there. Click **three** sentences that **best** support this conclusion.

Our new home consisted of one bedroom, one bathroom, and one big room for everything else. A fireplace in the corner of the big room would be our sole source of heat in the winter. A swamp box (cooler) would blow a breeze over a big damp pad to keep us cool all summer, or so my father said. But it was early autumn that day, and the temperature was perfect in the shade of the oak tree. Our oak tree, I thought; I was settling in.

Mom wiped a layer of grime off the kitchen counter and muttered about getting a bottle of bleach on our next trip into town. That was the beginning of an important lesson about living in the back of beyond: you don't just zip over to the local convenience store anytime you need something out here. You have to make a careful list and check it twice so that you don't forget anything, because anywhere is a long way from here.

On my first walk around the property, I saw two horned toads, a red-tailed hawk, and some deer tracks. I wondered what else I might find deeper and higher in the canyon. Dad told me the real estate agent had mentioned that coyotes, bobcats, mountain lions, rattlesnakes, and even bears roamed these hills. To my surprise, I found I couldn't wait to see them. All of them. I felt my feet taking root in the earth, claiming this place as home.

Key: Our oak tree, I thought; I was settling in.; To my surprise, I found I couldn't wait to see them.; I felt my feet taking root in the earth, claiming this place as home.

Rubric: (1 point) The student selects the correct three options.

Item	Grade	Claim	Target	DOK	Standard(s)
#2	11	1	1	2	RL.1

Evidence Statement
The student will identify text evidence to support a GIVEN inference or conclusion based on the text.

Click the **two** sentences that **best** support the inference that the narrator's expectations before the move were based on a kind of fantasy.

When my parents said the three of us were moving out to California, to a place just north of Los Angeles, my mind immediately went to thoughts of Disneyland and Hollywood, glitz and glamour. I imagined a Rodeo Drive shopping spree to pick out a bikini for the endless days I would be spending on the beach. However, I'd forgotten about my parents' penchant for the unconventional; they're definitely "the road less traveled" kind of people. Mom had a gopher snake for a pet when she was younger, and Dad was never happier than when he was climbing near-vertical cliffs that only mountain goats could love. These are not city folk.

Key: When my parents said the three of us were moving out to California, to a place just north of Los Angeles, my mind immediately went to thoughts of Disneyland and Hollywood, glitz and glamour.; I imagined a Rodeo Drive shopping spree to pick out a bikini for the endless days I would be spending on the beach.

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#3	11	1	1	2	RL.1

Evidence Statement
The student will identify text evidence to support a given inference based on the text.

The narrator implies that living at the "back of beyond" helps her to connect to the natural world. Which detail from the text **best** supports this idea?

Ⓐ "But this was no camping trip where you could go home to civilization after a few days of roughing it; this was home. . . ."

Ⓑ "Dad told me the real estate agent had mentioned that coyotes, bobcats, mountain lions, rattlesnakes, and even bears roamed these hills."

Ⓒ "Over the next few months, I began to count the passage of time in full moons rather than by the pages of a calendar . . . ."

Ⓓ "Soon, I will have to leave home for college, and I'm a little afraid of the culture shock I'm sure I will feel when I move back to civilization."

Key: C

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#4	11	1	2	3	RL.2

Evidence Statement
The student will determine a theme or central idea of a text using supporting evidence.

What is the author's message about living with nature? Use details from the text to support your answer.

Score	Rationale	Exemplar
2	A response: • Gives sufficient evidence of the ability to determine/summarize the theme/central idea/message, or to analyze the development of the central idea • Includes specific examples/details that make clear reference to the text • Adequately explains the theme/central idea/message or analysis with clearly relevant information based on the text	The author's message about living in nature is that, althought you think you might not like it, you'll never know. She expected to be living this in this city life fantasy, yet she moved to the woods, in a cabin. When you think about it you obviously won't like it, you'll think you're cut off from civilization and things like that, yet after awhile she loved it. She was so used to the animals and the sky painted with stars that she's scared to move again. She's scared she won't be able to adapt to the city life and the barely able to see stars. The message about living with nature in her perspective, it that you'll never knwo if you like it until you try it.
1	A response: • Gives limited evidence of the ability to determine/summarize the theme/central idea/message, or to analyze the development of the central idea • Includes vague/limited examples/details that make reference to the text • Explains the theme/central idea/message or analysis with vague/limited information based on the text	The authors meassage about nature, is that nature is beautiful, and it has a lot to offer. There are animals in the wilderness, such as raddlesnakes, bobcats, mountain lions, coyotes and even bears. There is vegitation and animals.
0	A response: • Gives no evidence of the ability to determine/summarize the theme/central idea/message, or to analyze the development of the central idea OR • Gives the theme/central idea/message or analysis, but includes no examples or no examples/details that make reference to the text OR • Gives the theme/central idea/message or analysis, but includes no explanation or relevant information from the text	home can be anywhere, as long as u bieleve it is home. the line stating how she had comflicting feelings explains this point.

Item	Grade	Claim	Target	DOK	Standard(s)
#5	11	1	2	2	RL.2

Evidence Statement
The student will determine a theme of a text using supporting evidence.

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Which statement **best** expresses the theme of the text?

Ⓐ Home may be found in an unexpected place.

Ⓑ Nature is the best educator of young children.

Ⓒ Turning your back on civilization is the only way to live.

Ⓓ You must leave your past behind in order to find yourself.

Part B

Which sentence from the text **best** supports your answer in part A?

Ⓐ "When I first saw where we were going to live, I vacillated between feeling terrified and excited."

Ⓑ "On my first walk around the property, I saw two horned toads, a red-tailed hawk, and some deer tracks."

Ⓒ "With no street lights timed to turn on at sunset, when night came it was darker than anything I had ever experienced."

Ⓓ "I've been going to school in the valley, but I feel most at home up here with my wild fellow canyon dwellers."

Key: Part A: A

Part B: D

Rubric: (1 point) The student selects the correct option for Part A and the correct option for Part B.

Item	Grade	Claim	Target	DOK	Standard(s)
#6	11	1	3	1	L.4a

Evidence Statement
The student will determine the intended meaning of an academic/tier 2 word in a literary text.

Read the sentence from the text.

When I first saw where we were going to live, I vacillated between feeling terrified and excited.

What does the author communicate to the reader with the use of "vacillated?" Select **three** options.

- ☐ The narrator's emotions were in conflict.
- ☐ The narrator had trouble deciding how to feel.
- ☐ The narrator was scared and thrilled at the same time.
- ☐ The narrator kept changing her mind about the situation.
- ☐ The narrator stopped being scared and began to feel happy.

Key: A, B, D

Rubric: (1 point) The student selects the correct three options.

Item	Grade	Claim	Target	DOK	Standard(s)
#7	11	1	4	3	RL.3

Evidence Statement
The student will form a conclusion about a literary text and identify details within the text that support that conclusion.

The following question has two parts. First, answer part A. Then, answer part B.

Part A

What is **most likely** the author's intent by mentioning the "Rodeo Drive shopping spree" in the following paragraph?

When my parents said the three of us were moving out to California, to a place just north of Los Angeles, my mind immediately went to thoughts of Disneyland and Hollywood, glitz and glamour. I imagined a Rodeo Drive shopping spree to pick out a bikini for the endless days I would be spending on the beach. However, I'd forgotten about my parents' penchant for the unconventional; they're definitely "the road less traveled" kind of people. Mom had a gopher snake for a pet when she was younger, and Dad was never happier than when he was climbing near-vertical cliffs that only mountain goats could love. These are not city folk.

Ⓐ to show that the narrator comes from a family that is used to spending money

Ⓑ to reveal the narrator as someone who is shallow and cares only for nice things

Ⓒ to contrast the narrator's grand dreams with the sparse life her parents have in mind

Ⓓ to emphasize the narrator's nervousness about moving to a place so far removed from civilization

Part B

Which sentence from the text **best** supports your answer in part A?

Ⓐ "On the stone staircase that led to the front door, black lizards interrupted their push-ups to twist their heads and eye us as we passed."

Ⓑ "Our new home consisted of one bedroom, one bathroom, and one big room for everything else."

Ⓒ "Dad told me the real estate agent had mentioned that coyotes, bobcats, mountain lions, rattlesnakes, and even bears roamed these hills."

Ⓓ "In the city, or even in the suburbs where I had lived before, you could see only the brightest stars in the sky."

Key: Part A: C

Part B: B

Rubric: (1 point) The student selects the correct option for Part A and the correct option for Part B.

Read the text and answer questions 8–15.

Blue Crabs Provide Evidence of Oil Tainting Gulf Food Web

Weeks ago, before engineers pumped in mud and cement to plug the gusher, scientists began finding specks of oil in crab larvae plucked from waters across the Gulf coast.

The government said last week that three-quarters of the spilled oil has been removed or naturally dissipated from the water. But the crab larvae discovery was an ominous sign that crude had already infiltrated the Gulf's vast food web—and could affect it for years to come.

"It would suggest the oil has reached a position where it can start moving up the food chain instead of just hanging in the water," said Bob Thomas, a biologist at Loyola University in New Orleans. "Something likely will eat those oiled larvae . . . and then that animal will be eaten by something bigger and so on."

Tiny creatures might take in such low amounts of oil that they could survive, Thomas said. But those at the top of the chain, such as dolphins and tuna, could get fatal "megadoses."

Marine biologists routinely gather shellfish for study. Since the spill began, many of the crab larvae collected have had the distinctive orange oil droplets, said Harriet Perry, a biologist with the University of Southern Mississippi's Gulf Coast Research Laboratory.

"In my 42 years of studying crabs I've never seen this," Perry said.

She wouldn't estimate how much of the crab larvae are contaminated overall, but said about 40 percent of the area they are known to inhabit has been affected by oil from the spill.

While fish can metabolize dispersant and oil, crabs may accumulate the hydrocarbons, which could harm their ability to reproduce, Perry said in an earlier interview with *Science* magazine.

She told the magazine there are two encouraging signs for the wild larvae—they are alive when collected and may lose oil droplets when they molt.

Tulane University researchers are investigating whether the splotches also contain toxic chemical dispersants that were spread to break up the oil but have reached no conclusions, biologist Caz Taylor said.

If large numbers of blue crab larvae are tainted, their population is virtually certain to take a hit over the next year and perhaps longer, scientists say. The spawning season occurs between April and October, but the peak months are in July and August.

How large the die-off would be is unclear, Perry said. An estimated 207 million gallons of oil have spewed into the Gulf since an April 20 drilling rig explosion triggered the spill, and thousands of gallons of dispersant chemicals have been dumped.

Scientists will be focusing on crabs because they're a "keystone species" that play a crucial role in the food web as both predator and prey, Perry said.

Richard Condrey, a Louisiana State University oceanographer, said the crabs are "a living repository of information on the health of the environment."

Named for the light-blue tint of their claws, the crabs have thick shells and 10 legs, allowing them to swim and scuttle across bottomlands. As adults, they live in the Gulf's bays and estuaries amid marshes that offer protection and abundant food, including snails, tiny shellfish, plants and even smaller crabs. In turn, they provide sustenance for a variety of wildlife, from redfish to raccoons and whooping cranes.

Adults could be harmed by direct contact with oil and from eating polluted food. But scientists are particularly worried about the vulnerable larvae.

That's because females don't lay their eggs in sheltered places, but in areas where estuaries meet the open sea. Condrey discovered several years ago that some even deposit offspring on shoals miles offshore in

the Gulf.
The larvae grow as they drift with the currents back toward the estuaries for a month or longer. Many are eaten by predators, and only a handful of the 3 million or so eggs from a single female live to adulthood.

But their survival could drop even lower if the larvae run into oil and dispersants.

"Crabs are very abundant. I don't think we're looking at extinction or anything close to it," said Taylor, one of the researchers who discovered the orange spots.

Still, crabs and other estuary-dependent species such as shrimp and red snapper could feel the effects of remnants of the spill for years, Perry said.

"There could be some mortality, but how much is impossible to say at this point," said Vince Guillory, biologist manager with the Louisiana Department of Wildlife and Fisheries.

Perry, Taylor and Condrey will be among scientists monitoring crabs for negative effects such as population drop-offs and damage to reproductive capabilities and growth rates.

Crabs are big business in the region. In Louisiana alone, some 33 million pounds are harvested annually, generating nearly $300 million in economic activity, Guillory said.

Blue crabs are harvested year-round, but summer and early fall are peak months for harvesting, Guillory said.

Prices for live blue crab generally have gone up, partly because of the Louisiana catch scaling back due to fishing closures, said Steve Hedlund, editor of SeafoodSource.com, a website that covers the global seafood industry.

Fishers who can make a six-figure income off crabs in a good year now are now idled—and worried about the future.

"If they'd let us go out and fish today, we'd probably catch crabs," said

Glen Despaux, 37, who sets his traps in Louisiana's Barataria Bay. "But what's going to happen next year, if this water is polluted and it's killing the eggs and the larvae? I think it's going to be a long-term problem."

Item	Grade	Claim	Target	DOK	Standard(s)
#8	11	1	8	2	RI.1

Evidence Statement
The student will identify explicit information to support a given inference based on the text.

Select the **two** sentences from the text that **best** support the inference that blue crabs may be less impacted by the oil spill than some scientists predict.

- ☐ Tiny creatures might take in such low amounts of oil that they could survive, Thomas said.
- ☐ "In my 42 years of studying crabs I've never seen this," Perry said.
- ☐ She told the magazine there are two encouraging signs for the wild larvae—they are alive when collected and may lose oil droplets when they molt.
- ☐ "Crabs are very abundant. I don't think we're looking at extinction or anything close to it," said Taylor, one of the researchers who discovered the orange spots.
- ☐ Still, crabs and other estuary-dependent species such as shrimp and red snapper could feel the effects of remnants of the spill for years, Perry said.

Key: C, D

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#9	11	1	9	3	RI.2

Evidence Statement
The student will summarize a central idea in a text using supporting evidence.

Summarize the author's point about why scientists are monitoring the blue crab population so closely. Support your summary using key evidence from the text.

Score	Rationale	Exemplar
2	A response: • Gives sufficient evidence of the ability to determine/summarize the author's message/claim/point/central idea, or to explain the support for a central idea • Includes specific examples/details that make clear reference to the text • Adequately explains the author's message/ claim/point/central idea or explanation with clearly relevant information based on the text	Oil tainted water has contaminated populations of blue crabs, a species relatively low on the food chain. The primary concern here is that while these crabs may survive the poisoning, their position on the food chain could be disastrous for the environment overall. For example, the oil may negate their ability to reproduce and the animals who hunt blue crab may die off- and in turn their predators will starve as well. Poisoned blue crabs could also survive small doses of oil but those at the top of the food chain could consume fatal megadoses. "Something likely will eat those oiled larvae... and then that animal will be eaten by something bigger and so on." says the scientist in the text. Scientists must monitor the blue crab population because the effects that the oil may have had on them could disrupt the entire food chain.
1	A response: • Gives limited evidence of the ability to determine/summarize the author's message/ claim/point/central idea, or to explain the support for a central idea • Includes vague/limited examples/details that make reference to the text • Explains the author's message/ claim/point/central idea or explanation with vague/limited information based on the text	They are monitring the blue crab population so closely because they are a key part to the food chain. If the species cannot reproduce then they will die off causing a chain reaction that will effect the consumers of the food chain.
0	A response: • Gives no evidence of the ability to determine/summarize the author's message/claim/point/central idea, or to explain the support for a central idea OR • Gives the author's message/claim/point/central idea or explanation, but includes no examples or no examples/details that make reference to the text OR • Gives the author's message/claim/point/central idea or explanation, but includes no explanation or no relevant information from the text	Scientists began finding specks of oil in crab latvae plucked from waters across the Gulf coast. The government said last week that three- quarters of the spilled oil has been removed or naturally dissipated from the water.

Item	Grade	Claim	Target	DOK	Standard(s)
#10	11	1	9	2	RI.2

Evidence Statement
The student will summarize a central idea in a text using supporting evidence.

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Read this section from the text and the directions that follow.

Weeks ago, before engineers pumped in mud and cement to plug the gusher, scientists began finding specks of oil in crab larvae plucked from waters across the Gulf coast.

The government said last week that three-quarters of the spilled oil has been removed or naturally dissipated from the water. But the crab larvae discovery was an ominous sign that crude had already infiltrated the Gulf's vast food web -- and could affect it for years to come.

"It would suggest the oil has reached a position where it can start moving up the food chain instead of just hanging in the water," said Bob Thomas, a biologist at Loyola University in New Orleans. "Something likely will eat those oiled larvae ... and then that animal will be eaten by something bigger and so on."

What is the central idea of the section?

Ⓐ Other organisms in the Gulf waters feed on the larvae of blue crabs.

Ⓑ Most of the spilled oil that contaminated the Gulf waters recently has been cleaned up.

Ⓒ Scientists recently discovered oil droplets on blue crab larvae in waters along the Gulf coast.

Ⓓ Scientists fear long-term negative effects on Gulf coast organisms from contaminated blue crab larvae.

Part B

Which sentence from the text **best** expresses the same central idea you chose in part A?

Ⓐ The government said last week that three-quarters of the spilled oil has been removed or naturally dissipated from the water.

Ⓑ "Something likely will eat those oiled larvae...and then that animal will be eaten by something bigger and so on."

Ⓒ She told the magazine there are two encouraging signs for the wild larvae—they are alive when collected and may lose oil droplets when they molt.

Ⓓ Adults could be harmed by direct contact with oil and from eating polluted food. But scientists are particularly worried about the vulnerable larvae.

Ⓔ "But what's going to happen next year, if this water is polluted and it's killing the eggs and larvae? I think it's going to be a long-term problem."

Key: Part A: D

Part B: E

Rubric: (1 point) The student selects the correct option for Part A and the correct option for Part B.

Item	Grade	Claim	Target	DOK	Standard(s)
#11	11	1	10	1	RI.4

Evidence Statement
The student will determine the intended meaning of an academic (tier 2) word in an informational text.

Read the sentence from the text.

The government said last week that three-quarters of the spilled oil has been removed or naturally dissipated from the water.

What does the use of the word dissipated **suggest**? Select **two** options.

- ☐ Some of the spilled oil has left the Gulf waters.
- ☐ Some of the spilled oil has been made non-toxic.
- ☐ Some of the spilled oil has intensified in strength.
- ☐ Some of the spilled oil has separated into smaller parts.
- ☐ Some of the spilled oil has been consumed by ocean organisms.

Key: A, D

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#12	11	1	11	3	RI.6

Evidence Statement
The student will make an inference about an informational text and identify evidence within the text that supports that inference.

What inference can be made about the evidence the author uses to support claims in the text? Support your answer with evidence from the text.

Score	Rationale	Exemplar
2	A response: • Gives sufficient evidence of the ability to make a clear inference/conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text	All of the evidence that the author uses are from "authority" figures, or people who can give a credible say in the matter. For example, the author included Vince guillory, who is the biologist manager with the Louisiana Department of Wildlife and Fisheries, Taylor, who was one of the researched who discovered the orange spots, Perry, another researcher, Richard Condrey, a Louisiana State University oceanographer, Caz Taylor, a biologist, amd even Steve Hedlund, who is the editor of SeafoodSource.com so that the could provide an opinion of how the incident has affected humans.
1	A response: • Gives limited evidence of the ability to make an inference/conclusion • Includes vague/limited examples/details that make reference to the text • Explains inference/conclusion with vague/limited information based on the text	The author, John Flesher, uses many influential and credible people's statements as evidence to support his claim. For example, Bob Thomas is a biologist, and Flesher uses Thomas' words to illustrate that "oil has reached a posistion where it can start moving up the food chain".
0	A response: • Gives no evidence of the ability to make an inference/conclusion OR • Gives an inference /conclusion but includes no examples or no examples/ details that make reference to the text OR • Gives an inference/conclusion but includes no explanation or relevant information from the text	The author tried to use realiable sources by getting quotes from scientists and our government.

Item	Grade	Claim	Target	DOK	Standard(s)
#13	11	1	12	4	RI.6

Evidence Statement
The student will analyze how conflicting information reveals the author's point of view within a text.

What does the conflicting information about the effects of oil on blue crab larvae reveal about the author's point of view?

A. It reinforces the author's belief that scientists do not yet know how the oil will affect the blue crab population.

B. It suggests that the author disagrees with scientists who predict long-term damage to the blue crab population.

C. It reinforces the author's feeling that scientists may never know the true effects of oil on the blue crab population.

D. It suggests that the author feels scientists have not devoted enough attention to the effects of oil on blue crab larvae.

Key: A

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#14	11	1	13	4	RI.5

Evidence Statement
The student will analyze why the author structured elements within the text in a certain way and the impact of that structure on meaning.

How does the last paragraph affect the presentation of information? Select **three** options.

- ☐ It illustrates the possible economic effects of the Gulf oil spill.
- ☐ It makes the report more personal by showing its effects on one individual.
- ☐ It provides a contrasting point of view to those expressed earlier in the text.
- ☐ It reinforces the idea that the oil contamination in the Gulf will have long-lasting effects.
- ☐ It summarizes the main types of damage scientists have identified in the Gulf ecosystem.
- ☐ It provides predictions about the length of time scientists expect the effects of the oil spill to last.

Key: A, B, D

Rubric: (1 point) The student selects the correct three options.

Item	Grade	Claim	Target	DOK	Standard(s)
#15	11	1	14	3	L.5a

Evidence Statement
The student will interpret the meaning of a figurative phrase used in context and analyze its effect on meaning.

Read the sentence from the text.

Scientists will be focusing on crabs because they're a "keystone species" that play a crucial role in the food web as both predator and prey, Perry said.

Which statement **best** describes what the phrase keystone species adds to the meaning of the text?

Ⓐ It emphasizes the strength and durability of the blue crabs' outer shells.

Ⓑ It emphasizes the mystery and uncertainty of blue crabs' future in the Gulf.

Ⓒ It emphasizes the importance of the blue crabs' role in the Gulf's ecosystem.

Ⓓ It emphasizes the blue crabs' ability to survive the threats to their environment.

Key: C

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#16	11	2	6b0	2	W.1c

Evidence Statement
The student will revise arguments by identifying improved organizational elements such as providing appropriate transitional strategies for coherence, clarifying relationships between and among claims, counterclaims, reasons, and evidence.

A student is writing an editorial for the school newspaper about volunteering in the community. Read the excerpt from a draft of the editorial and complete the task that follows.

The Value of Volunteering

There are many positive aspects to volunteering. You gain valuable hands-on experience wherever you are working. If you volunteer in a homework help program at the library, you learn how to teach others. Some students use volunteering as a way to try out a career direction. A student who wants to be a children's doctor can volunteer in the children's wing of a hospital. You can learn leadership skills as a volunteer. If you work in an afterschool program at the local recreation center, you might find yourself leading a group of children in a game of basketball.

Many teens simply do not have the time to fit another activity into a busy schedule that includes schoolwork, sports, clubs, jobs, and a social life. Some students view their extracurricular activities as a way to accomplish the same goals that volunteering does. You can gain leadership skills as the captain of the volleyball team or organizational skills by working on the high school yearbook.

But one thing you gain from volunteering that you cannot get from other activities is the sense that you are making a difference in the world. This is an intangible benefit that is perhaps the most important aspect of volunteer work. One of the main goals in educating our youth is to teach them to become productive members of society. As a way to reach that goal, there is very little to compare with volunteering.

Choose the transition sentence that would improve the links between the first and the second paragraph.

Ⓐ The negative aspects of volunteering should not be overstated.

Ⓑ Many teens need to be convinced that volunteering should be mandatory.

Ⓒ However challenging volunteering may be, it will, in the end, provide many benefits.

Ⓓ It is understandable why students feel they can not commit to volunteering in the community.

Key: D

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#17	11	2	3bE	2	W.2b

Evidence Statement
The student will develop the topic by selecting the most significant and relevant supporting evidence (e.g., facts, extended definitions, concrete details, quotations, examples) appropriate to the audience's knowledge of the topic.

A student is writing an article about safety in high school athletics. Read the draft of the article and complete the task that follows.

Just how safe are high school athletics? Critics would argue that most sports are highly dangerous to those teens who participate in them. Recently football has been the most closely scrutinized. The dangers of the high school gridiron are many: head injuries, knee injuries, and heat exhaustion. It seems as if every year more studies are released implicating the immediate and long-term effects of this highly physical sport. Football, however, is not the only sport that has drawn attention. Any sport that involves contact (basketball, hockey, lacrosse) can leave its players vulnerable to injury. The question then becomes: what is being done to prevent these injuries?

Steps are being taken to reduce the most serious complications of all sports. One way that these issues are being addressed is through the development of new equipment. Another way is through more stringent rules that govern practices as well as game time situations. Most importantly, educating players, coaches, and parents to the real dangers of athletics has taken a new priority. Through education, regulations, and equipment, high school sports can continue to be a source of entertainment, not danger.

Select the **two** sentences that provide the **best** evidence to support the main idea of the paper.

- [ ] It has been estimated that nearly half of all high school students participate in athletics on some level.
- [ ] This school district reports that each high school has a minimum of five varsity sports; this number does not include junior varsity or community leagues.
- [ ] Bob Jones, Southern High's athletic director, added this comment: "We had a very successful season; injuries did not play a measurable role in our record."
- [ ] District wide data indicates that students are injured on school property at a relatively low rate; last year only thirty-three accidents were reported that resulted in student injury.
- [ ] One of the most visible educational campaigns has been launched by the National Football League (NFL); it is entitled "Heads Up" and trains coaches and student athletes on techniques to avoid head injuries.
- [ ] In a 2010 study, American University found that close to 80 percent of high school athletes had reported injuries during their athletic careers; approximately 25 percent of these injuries were considered serious.

Key: E, F

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#18	11	2-W	3a0	3	W.2f

Evidence Statement
The student will use information provided in a stimulus to write organized informational/explanatory text by providing a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic).

A student is writing a report for history class about the importance of the Magna Carta. Read the draft of the report and complete the task that follows.

When we think of the most important government documents in history, we often think first of the U.S. Constitution or the Declaration of Independence. While the importance of these documents can hardly be overestimated, it is all too easy to forget that without the Magna Carta neither of them would have been possible. The Magna Carta was a landmark government document that played a key role in the development of modern democracy. The effects of this critical piece of legislation are still felt today.

The roots of the Magna Carta were tied to the reign of King John, who took control of the English throne in 1199. Almost from the moment he became king, John ruled forcefully over his people, imposing harsh laws and severely punishing anyone who dared not to follow them. He was also focused on becoming even more powerful than he already was and repeatedly declared war on France to widen his kingdom. In need of money to fund his wars, King John required his nobles to pay large fees if they chose not to fight on his behalf.

Eventually, King John's constant abuses of power became too much for the nobles to bear. In 1213, they began a rebellion against the king, and, by 1215, England was on the brink of civil war. Realizing he had no other choice, King John met with his nobles on June 15, 1215, and agreed to sign a document that placed limitations on his power and gave the nobles certain guaranteed rights. First called the Articles of the Barons, the document soon became known as the Magna Carta. Though the Magna Carta did not end the conflict between King John and the nobles, it ultimately remained in place after being revised several times.

The rights guaranteed by the Magna Carta came in time to have a significant effect on England's system of government. Most importantly, it helped to establish a fair legal system that granted everyone the right to due process of the law. It also led to the formation of a legislative body that became known as Parliament. Centuries after it was first written, the Magna Carta's influence was again felt when the United States of America was founded. The abuses of power listed in the Declaration of Independence echo the claims made against King John by his nobles. When the framers wrote the U.S. Constitution, they looked to the Magna Carta to outline the rights of citizens and design the new country's legal system.

Write a conclusion that follows logically from the information in the essay.

Score	Rationale	Exemplar
2	A response: • Provides an adequate conclusion that follows from and supports the preceding information in the body of writing as a whole or provides a “so what” statement (or provides an answer as to why this information is important or what should happen) • Does more than restate or summarize the points/reasons—not formulaic • Provides adequate connections and/or progression of ideas to contribute to coherence	The MAgna Carta has played a vital role throught histroy in the founding of countries and the rights given to those countries citizens. The Magna Carta was the first document to explain in writing the rights of citizens and what power their ruler or rulers could have. The Magna Carta is the founding document that set ikn motion our rights as citizens of the Uninted States of America and helped create our freedoms and rights clearly written on the Declaration of Independence and the Bill of Rights.
1	A response: • Provides a limited conclusion that is partially related to the information in the body of writing as a whole • Lists, restates, or summarizes the points/reasons—formulaic • Provides an awkward or partial connection and/or limited progression of ideas	The Magna Carta formed the U.S Constitution and the Declaration of Independence. With laws from the Magna Carta like seperation of powers is in our goverment now with the checks and balences system. Also the Magna Carta had a law called trial by jury so that everyone had a fair chance to defened them selfs which is now in our Constitution. Plus the Magna Carta gave the people the power which then led to Americans having a voice in goverment matters by voting. The Magna Carta is how America became the land of the free.
0	A response: • Provides no conclusion or a conclusion that is minimally related to the information in the body of writing • May restate random and/or incorrect details from the preceding information • Provides no connections or progression of ideas	King John constant abuses of power became too mcuh for the nobles to bear. King John met his nobles on June 15, 1215, and agreed to sign a doucment that placed limitations on his power and gave the nobles certain guranteed rights.

Item	Grade	Claim	Target	DOK	Standard(s)
#19	11	2	8	2	W.2d

Evidence Statement
The student will identify and use the best academic or domain-specific word or words to convey the precise or intended meaning of a text.

A student is writing a persuasive speech for his speech class about the value of fine arts programs in public education. Read the paragraphs from the student's draft and complete the task that follows.

Value of the Arts

Fine arts programs in public education furnish critical thinking. Artists must evaluate their work for form and substance to ensure it accurately represents their vision and make any adjustments that are needed. Musicians must practice their skills continually and evaluate accuracy of their performance.

Arts programs also encourage goal setting. Both artists and musicians must make a vision of what they want their skills to be, and work to achieve that vision. They must constantly evaluate their abilities and decide what they must do to reach their goals. Goal setting is a skill that will be valuable to them not only in the arts, but also in other areas of life.

What are more concrete or specific words to replace the **two** underlined words?

- [ ] promote
- [ ] provide
- [ ] supply
- [ ] establish
- [ ] implement
- [ ] start

Key: A, D

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#20	11	2	9	1	L.2

Evidence Statement
The student will identify and/or edit for correct use of a semicolon to link two or more closely related independent clauses.

A student is writing a report for class about her favorite sport. Select **two** sentences that are correctly punctuated.

- ☐ Basketball is a fun and exciting sport to play; but it takes hard work and dedication to develop the necessary skills to become a star player.
- ☐ To be a good basketball player, a person must be in good condition; basketball requires a great deal of running up and down the length of the court.
- ☐ Having one really good player on a basketball team is great; however, basketball is a team sport that requires each person to perform his or her role.
- ☐ Only five players from each team can be on the court at the same time during a basketball game, other sports; such as football and soccer, allow more players to be on the field.
- ☐ A high school basketball game consists of four quarters and two halves separated by halftime; with players usually going to their locker rooms so the coaches can go over plays for the second half.
- ☐ Learning to dribble the ball; using the correct form to shoot the ball; and making sure one makes good passes are all important skills; players must practice these skills a great deal if the team is going to win.

Key: B, C

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#21	11	2	9	1	L.2b

Evidence Statement
The student will identify and/or edit for correct use of parallel structure.

Which sentence uses **incorrect** parallel structure?

Ⓐ Students who participate in sports also learn teamwork, confidence, and they learn to manage their time better.

Ⓑ My autumn Saturday work projects usually include raking the leaves, cleaning out the rain gutters, and putting away the garden hoses.

Ⓒ In order to achieve academic success, a student needs to study for tests, not have many absences, and complete all assigned readings.

Ⓓ Hoping to get in better physical shape, Janet started her workout program by jogging a mile a day, carrying light weights around the house, and eating healthier foods.

Key: A

Rubric: (1 point) The student selects the correct option.

The Birth of Democracy

Listen to the presentation. Then answer questions 22–24.

Item	Grade	Claim	Target	DOK	Standard(s)
#22	11	3	4	3	SL.3

Evidence Statement
The student will draw and/or support a conclusion based on content in a presentation.

This question has two parts. First, answer part A. Then, answer part B.

Part A

Which conclusion can be made based on the presentation?

Ⓐ Athenian rulers were ruthless.

Ⓑ Many Athenian citizens were active in government.

Ⓒ Public buildings were important to Athenian government.

Ⓓ Athenian government bodies discussed matters of everyday life in Athens.

Part B

Which detail provides support for your answer in part A?

Ⓐ The Assembly required a minimum of 6000 participants.

Ⓑ Athenian citizens were at the mercy of powerful rulers.

Ⓒ Governing bodies voted on foreign policies.

Ⓓ The Assembly managed public buildings.

Key: Part A: B

Part B: A

Rubric: (1 point) The student selects the correct option for Part A and selects the correct option for Part B.

Item	Grade	Claim	Target	DOK	Standard(s)
#23	11	3	4	1	SL.3

Evidence Statement
The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation.

According to the presentation, why can the system of government in ancient Athens be called a direct democracy?

Ⓐ because voting was done by a show of hands

Ⓑ because Council members were chosen by lot

Ⓒ because political office was open to almost everyone

Ⓓ because Assembly members discussed matters selected by the Council

Key: C

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#24	11	3	4	1	SL.3

Evidence Statement
The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation.

Complete the table to show the characteristics of each body of Athenian government. Click in the boxes next to the detail that applies to the type of governing body.

	Council	Assembly
comprised of 500 citizens	☐	☐
met 30 to 40 times per year	☐	☐
superintended religious festivals	☐	☐
every member had the right to speak	☐	☐

Key: comprised of 500 citizens: Council

met 30 to 40 times per year: Assembly

superintended religious festivals: Council

every member had the right to speak: Assembly

Rubric: (1 point) The student selects the correct four options.

Drafting and Designing

Listen to the presentation. Then answer questions 25–27.

Excerpt from "Drafting and Designing" by Ann Feetham, from *Cobblestone*, Sept.2012. Copyright © 2012 by Carus Publishing Company. Reused by permission of Carus Publishing Company.

Item	Grade	Claim	Target	DOK	Standard(s)
#25	11	3	4	3	SL.3

Evidence Statement
The student will draw and/or support a conclusion based on content in a presentation.

Which conclusion is **best** supported by evidence from the presentation?

(A) Jefferson preferred life in Europe to life in the United States of America.

(B) Jefferson enjoyed a friendship with the Italian architect Andrea Palladio.

(C) Jefferson chose to live on a mountain because he wanted people to see his home.

(D) Jefferson chose an Italian name for his home to show the Italian influence on its design.

Key: D

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#26	11	3	4	1	SL.3

Evidence Statement
The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation.

Complete the table to show the differences in the characteristics of a traditional American home and Jefferson's home.

	faced south	built in valley	faced southwest	made from wood	made from red brick	built on mountaintop
traditional American home	☐	☐	☐	☐	☐	☐
Jefferson's home	☐	☐	☐	☐	☐	☐

Key: traditional American home: faced south, built in valley, made from wood

Jefferson's home: faced southwest, made from red brick, built on mountaintop

Rubric: (1 point) The student selects the correct six options.

Item	Grade	Claim	Target	DOK	Standard(s)
#27	11	3	4	1	SL.3

Evidence Statement
The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation.

Which details from the presentation **best** support the idea that Jefferson wanted to control the building of his house? Select **three** options.

- [ ] Jefferson was his own contractor.
- [ ] Jefferson lived in France for a time.
- [ ] Jefferson designed the domed roof.
- [ ] Jefferson drew the plans for his house.
- [ ] Jefferson had an ice house in his home.
- [ ] Jefferson used Italian design in his home.

Key: A, C, D

Rubric: (1 point) The student selects the correct three options.

Item	Grade	Claim	Target	DOK	Standard(s)
#28	11	4	3	2	W.8

Evidence Statement
The student will use reasoning, evaluation, and evidence to assess the credibility of multiple sources in order to select relevant information to support research.

A student is writing a research report about the Iditarod Trail and annual dogsled race in northern Alaska. Read the paragraphs from her report and the directions that follow.

Alaska's Iditarod National Historic Trail has a long and rich history of travel and trade routes, including during the Gold Rush of the nineteenth century. Located close to the Arctic Circle, the one-thousand-mile trail system is known for its rugged terrain and harsh winters. But it is primarily known for the internationally famous Iditarod Trail Sled Dog Race, commonly referred to as simply the Iditarod. The Iditarod was founded in the 1970s by a few Alaskans determined to commemorate the state's rich history of dogsledding and to honor a famous event: the halt of a serious diphtheria epidemic in 1925, when a crucial medical serum was delivered by dogsled to the Alaskan citizens in need.

The Iditarod is an epic challenge for man and man's best friend: it's a grueling 1150-mile trek from Anchorage to Nome, Alaska. Although held in early spring, the conditions are extremely harsh. Each team consists of a human captain (also called a musher) leading a team of more than a dozen sled dogs—mostly Siberian Huskies, Alaskan Malamutes, or Eskimo Dogs. Together, they brave frigid conditions, including frozen tundra and icy forests. "The Last Great Race on Earth," as it is also called, starts during the first week in March with teams generally reaching Nome in 10-15 days.

Select **two** credible sources that would **most likely** give the student more information for her paragraphs.

- ☐ "Snow Huskies"

  Commercial Film

  This 1998 PG-13 film is a heartwarming tale about a team of ragtag Alaskan Malamutes who save their owner's ranch by winning the nation's premier dogsled race.

- ☐ www.northernparks.com

  This website has information about all of Alaska's state parks for tourists planning a visit to the country's largest state.

- ☐ www.racetheiditarod.com

  Our business will provide you with all the information you will need to race in the Iditarod. Let our team of experts help you register your dogs, find local veterinarians, and secure housing and supplies.

- ☐ *Balto: Our Hero* by C.R. Benson

  This book, first published in 1957 by children's literature author C.R. Benson, tells the true dramatic tale of Balto, the lead sled dog in a race against time to deliver serum during the 1925 diphtheria epidemic in Nome, Alaska.

- ☐ "The Iditarod Trail Dog Sled Race"

  United States Geographical Society

  www.usgeog.com/iditarod

  In celebration of its 100-year history of documenting our planet's uniqueness, our staff ventured to the 49th state to cover the Iditarod. This article chronicles the history of one of the most grueling competitions in the world, nicknamed "The Last Great Race."

- ☐ "MUSH! Alaska's Most Challenging Race"

  Documentary Film

  This 2007 six-hour miniseries documentary by award-winning filmmaker, Bernard Kerns, details the history and route of the famous Iditarod.

Key: E, F

Rubric: (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#29	11	4	2	2	RI.1

Evidence Statement
The student will analyze multiple sources of information/evidence to support a presentation on a topic.

A student is writing a research report for science class about sunscreens. Read the credible source the student found and the directions that follow.

Source 1: "Understanding how Sunscreen Works" by Tim Sheib

People are exposed to ultraviolet radiation, or UV, from the sun whenever they are outdoors. Ultraviolet rays produce radiation at wave lengths that are shorter than light rays but longer than X-rays. Sunscreen is made to protect skin from the damage UV can cause and is made from a combination of chemicals designed to either reflect light away from the skin or to absorb the sun's rays so that they do not affect the skin. Sunscreens are designed to block two types of ultraviolet radiation. The first type of UV is the one that causes wrinkling and age spots because it affects the deeper skin layers. The second type of UV causes sunburns. Sunscreens are rated by their Sun Protection Factor, or SPF, which indicates how well the sunscreen will protect the skin and approximately how long it will take before the skin begins to burn. For example, SPF 20 sunscreen will prevent burning for 20 times longer than it usually takes a person's skin to burn with no protection at all. However, studies have shown that sunscreens with an SPF higher than 50 are not likely to offer more protection than a sunscreen of 50.

The student found another source. Read Source 2 and click on **one** sentence that has information with gaps, or information that is inconsistent with the information in Source 1.

Source 2: "Ultraviolet Rays and Sunscreen" by Louie Benjamin

The sun produces ultraviolet radiation, which can have damaging effects on the skin. The redness and pain of sunburns is caused by the sun's invisible rays. In addition to sunburn, ultraviolet rays can cause age spots and wrinkling. The combination of ingredients in sunscreen can either reflect or absorb UV radiation and provide protection that is measured in SPF (Sun Protection Factor). The higher the SPF, the more protection the sunscreen provides. The type of sunscreen is also important since some kinds of UV can cause cell damage to the skin.

Key: The higher the SPF, the more protection the sunscreen provides.

Rubric: (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#30	11	4	4	2	W.8

Evidence Statement
The student will cite evidence to support arguments or conjectures.

A student is writing an argumentative report about the causes of sleepwalking. She found possible sources for her report. Read the sources and the directions that follow.

Source 1: "What is Sleepwalking?" by Mat Valerio

Sleepwalking is a sleep disorder that causes a person to get up and walk while still asleep, usually during the deepest stages of sleep. While sleepwalking, a person does not often respond when someone asks a question or touches him or her. Though sometimes a sleepwalker will verbally respond, the response will make no sense. A sleepwalking episode can include the person just walking quietly around a room or demonstrating very agitated behavior and trying to "escape" the room.

Source 2: "Is Sleepwalking Genetic?" by Chris Shue

Sleepwalking occurs most often during middle childhood through adolescence. Some adults also sleepwalk, but it is much more common among children. Genetics may play a big role in determining who will be a sleepwalker as the tendency runs in families. Environmental and medical conditions also may contribute to sleepwalking episodes. Sleepwalking was described in some of the earliest recorded medical literature, even before Hippocrates, the "father of medicine," lived.

Source 3: "Am I a Sleepwalker?" by Angelique Kandar

Research has shown that a variety of factors contribute to sleepwalking episodes. Sleepwalkers are usually operating under a severe lack of sleep or have an irregular or hectic sleep schedule. Often, they are under great amounts of stress or anxiety. Some medical conditions, such as abnormal heart rhythms, nighttime seizures, and **sleep apnea**, have been known to cause sleepwalking. Sometimes a person who has taken a certain medication experiences a sleepwalking episode.

The student wrote down some claims to use in her report. Look at the claims on the table. Determine if the information in the sources supports each claim. Click on the boxes to show the claims that each source supports. A source may have more than one box selected.

	Source 1	**Source 2**	**Source 3**
Claim 1: Some outside influences make a person more likely to sleepwalk.	☐	☐	☐
Claim 2: If your mother was a sleepwalker, it is more likely that you will be, too.	☐	☐	☐
Claim 3: When people are sleepwalking they are not aware of their surroundings.	☐	☐	☐
Claim 4: Going to bed at the same time every night can help some children not to sleepwalk.	☐	☐	☐

Key: Claim 1: Some outside influences make a person more likely to sleepwalk: Sources 2 and 3

Claim 2: If your mother was a sleepwalker, it is more likely that you will be, too: Source 2

Claim 3: When people are sleepwalking they are not aware of their surroundings: Source 1

Claim 4: Going to bed at the same time every night can help some children not to sleepwalk: Source 3

Rubric: (1 point) The student selects the correct five options.

Smarter Balanced Assessment Consortium:

English/Language Arts Practice Test Scoring Guide
Grade 11 Performance Task

08/14/2019

Student Directions

Mandatory Financial Literacy Classes
Argumentative Performance Task

Task:
In your economics class, you are discussing the importance of making smart financial decisions. Your teacher tells you that, in some school districts, students are required to take a financial literacy class before graduating. Your school board is hosting a meeting to decide whether to offer such a course for graduation, and wants students to contribute their perspectives. As part of your initial research, you have found four sources about financial literacy classes.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research. You may click on the Global Notes button to take notes on the information you find in the sources as you read. You may also use scratch paper to take notes.

In Part 2, you will write an argumentative essay on a topic related to the sources.

Directions for Beginning:
You will now examine several sources. You can re-examine any of the sources as often as you like.

Research Questions:
After looking at the sources, use the rest of the time in Part 1 to answer three questions about them. Your

answers to these questions will be scored. Also, your answers will help you think about the information you have read and looked at, which should help you write your argumentative essay.

You may click on the Global Notes button or refer back to your scratch paper to look at your notes when you think it would be helpful. Answer the questions in the spaces below the items.

Both the Global Notes on the computer and your written notes on scratch paper will be available to you in Part 1 and Part 2 of the performance task.

Part 1

Sources for Performance Task:

Source #1
This article, from April 9, 2010, is from the *New York Times*, and is about the potential benefits of financial literacy courses.

Working Financial Literacy in With the Three R's
by Tara Siegel Bernard

Most Americans aren't fluent in the language of money. Yet we're expected to make big financial decisions as early as our teens—Should I take on thousands of dollars of student debt? Should I buy a car?—even though most of us received no formal instruction on financial matters until it was too late.

While no course in personal finance could have prevented many Americans from getting caught up in the housing bubble[1], it's clear that most of us need some help, preferably starting when we're still in school. And I'm not just talking about learning to balance your checkbook. It's understanding concepts like the time value of money, risk and reward, and, yes, the importance of savings.

All of this raises the question: What's happening inside our classrooms? And how many schools even broach the topic? As it turns out, for a country that prizes personal responsibility, we're doing very little.

"We need to teach the basics of economics and finances so people can make financial decisions in a changing world," said Annamaria Lusardi, economics professor at Dartmouth College and a research associate at the National Bureau of Economic Research. "It's the compounding of interest[2], the problem of inflation[3]. These are the principles. And these are really scientific topics."

While more states are beginning to require some sort of personal finance instruction, there aren't enough that do, financial literacy experts say, and there is little consistency in the quality of the education. Just 13 states require students to take a personal finance course or include the subject in an economics course before they graduate from high school, up from seven states in 2007, according to the Council for Economic Education. Meanwhile, 34 states (including those 13) have personal finance within their curriculum guidelines, up from 28 states in 2007. . . .

But that hasn't stopped enterprising teachers like Mathew Frost, who teaches 11th and 12th graders American history and economics at Sunset High School in Dallas, from working the topic into his student's school day. The Texas economics curriculum carves out time for personal finance, but it doesn't test students on the material. Mr. Frost says it's just too important to ignore. So he tries to bring the lesson to life for his students by pairing them up as married couples and giving them a couple of children. The students must then create a budget based on the average income range for their neighborhood, or about $21,000 to $40,000 a year. As in the board game "Life," the students are dealt real-world circumstances. Mr. Frost has them randomly pick "chance cards" from a bag, which might tell them they need new brakes for their car, broke an arm, suffered a death in the family, or found $20.

"I try to make it as realistic as possible," he said. "We talk about building budgets, expenses, investing money," he added, as well as "how to use credit wisely, insurance and careers."

One of his students later wrote about the experience. The 11th grader, who simulated life with a wife and two children on $21,000 a year, told of balancing needs versus wants, trying to find an apartment in a safe neighborhood that fit the family budget, and the effect of an unexpected rent increase on their savings.

"I first learned that real life isn't going to be as nice as this game," he said. "I also learned that good budgeting has to be maintained throughout a person's life no matter the income, no matter the living conditions."

Research shows that this type of financial education tends to resonate with the students later.

Michael S. Gutter, an assistant professor of family financial management at the University of Florida, studied the issue in 2009, after he surveyed 15,700 students at 15 universities who came from states with different (or nonexistent) personal finance schooling requirements. The study was financed by the National Endowment for Financial Education, a nonprofit organization in Denver that provides financial education curriculums.

"College students who came from states where there was a course required were more likely to budget, were more likely to be saving, and were less likely to have maxed out their credit cards in the last year and were more likely to be paying off their credit cards fully," Professor Gutter said. But his research also suggested that "social learning is also very powerful as well," he said. "What your parents tell you matters." . . .

"It's hard because there is no silver bullet to get this into every school," said Matthew Yale, deputy chief of staff to Education Secretary Arne Duncan. "It's not as simple as saying, 'We're going to institute this in the 100,000 public schools in America.' But our plan for reauthorization does make room for financial literacy in schools, which is a really big, big deal." Mr. Yale was referring to the Obama administration's plan to revise the Elementary and Secondary Education Act, commonly known as No Child Left Behind.

He said the Department of Education's next step is to work with districts and teachers and help them find the money they need, whether it's through the many literacy-minded nonprofits or the private sector. Mr. Yale also said that department officials were working on competitive grant programs, which would allow schools to compete for money to pay for the financial literacy programs. As a joint effort with the Treasury Department, the Education Department is currently running the National Financial Capability Challenge, an online exam for high school students that measures financial know-how and recognizes outstanding performers, to help raise awareness.

President Bush created the first Advisory Council on Financial Literacy in 2008, and President Obama plans to assemble his own team. In its annual report, the first council recommended that Congress or state legislatures mandate financial education in all schools for students in kindergarten through 12th grade. But will the new administration follow through with that recommendation? Mr. Yale said education officials were "not interested in introducing unfunded mandates."

So what can we do? According to Scott Truelove, who teaches personal finance as part of a work-study program for seniors at Chesterton High School in Indiana, "It will take a parent movement."

Mr. Truelove has already seen the power of financial education in his school's hallways, where a student told him and another personal finance teacher that she set up a Roth I.R.A.[4] given what she learned in class.

"That, to me, is huge," Mr. Truelove said.

[1]housing bubble: when housing prices rapidly increase to unsustainable levels and then collapse

[2]compound interest: interest paid on both the original

amount of money invested and on the interest it has already earned

[3]inflation: a general increase in prices that decrease the purchasing power of money

[4]Roth I.R.A.: a type of individual retirement account

Bernard Siegal, Tara. (2010, April 9). Working Financial Literacy in With the Three R's. *The New York Times*. Retrieved from http://www.nytimes.com /2010/04/10/your-money/10money.html.

Source #2

In this article from February 6, 2009, the *Chicago Tribune* discusses problems with financial literacy education.

Financial Education Leaving Americans Behind
by Greg Burns

With so many personal finance decisions turning into disasters, a chorus of voices is singing the praises of financial-literacy education.

Make every American a financial whiz, the thinking goes, and credit bubbles never will bedevil us again.

Trouble is, growing evidence suggests that financial-literacy courses don't work. Worse, they may actually hurt, in part by making their graduates overconfident about limited skills.

Few want to hear that message, according to Lauren Willis, a professor at Loyola Law School in Los Angeles, whose recent paper, "Against Financial Literacy

Education," shook up all sorts of vested interests. . . .

Plenty of people make a living off these courses, and lawmakers love them, since they give the impression that something is being done about the intractable problem of financial ignorance.

Utah, Missouri, and Tennessee require students to take a semester-long personal-finance class before graduating from high school. Illinois and 16 other states incorporate financial education into other subjects—by decree, of course.

The Indiana Senate this month approved a bill that would require "personal financial responsibility" to be taught from kindergarten through high school. Its sponsor described it as an appropriate response to "difficult times." Other states are mulling expanded mandates.

These measures don't affect only youth. Adults face similar obligatory instruction when they seek bankruptcy protection or, in some cases, apply for loans.

Academics have known for years about the scant evidence in support of the programs, but few are willing to go as far as Willis in bluntly denouncing them as a counterproductive racket.[1]

She cites examples, such as the high school students who took a semester-long personal-finance course and tested worse than those who didn't. Or the graduates of retirement-planning classes who thought their literacy had increased, when their financial test scores had not.

Now comes a study from Harvard Business School raising more doubts. Using rigorous methodology, it concluded that programs in widespread use during the past two decades were no use at all.

"They weren't effective in changing people's financial decisions," said Shawn Cole, one of two professors behind the report, titled "If You Are So Smart, Why Aren't You Rich?"

"We find no effect," he said. "My gut feeling is that teaching math or statistics would be more useful."

Still, Cole believes it may be possible to design an effective program. That's a common theme among those who favor financial education: Just because no one has proven these courses work is no reason to give up searching for the right formula.

Willis has other ideas. She wants to forget about making Americans capable of handling their credit and investment needs—most will never get there, especially given the fast-moving, complicated nature of financial services.

She favors pro-consumer regulation and one-on-one counseling with unbiased advisers. Sure, those could be tough to come by. But no one said saving Americans from themselves would be easy.

[1]racket: a dishonest scheme or business activity

Burns, Greg. (2009, February 6). Financial Education Leaving Americans Behind. *Chicago Tribune.* Retrieved from http://articles.chicagotribune.com/2009-02-16 /news/0902150143_1_financial-literacy-financial-literacy-education-financial-ignorance.

Source #3
This October 6, 2013 article from the *New York Times* is about the drawbacks of financial literacy courses, and what the research shows about teaching financial literacy skills.

Financial Literacy, Beyond the Classroom
by Richard H. Thaler

Even if we grade on a very generous curve, many Americans flunk when it comes to financial literacy. Consider this three-item quiz:

• Suppose you had $100 in a savings account and the interest rate was 2 percent a year. After five years, how much do you think you would have if you left the money to grow? More than $102, exactly $102 or less than $102?
• Imagine that the interest rate on your savings account was 1 percent a year and that inflation was 2 percent. After one year, would you be able to buy more than, the same as, or less than you could today with the money?
• Do you think this statement is true or false: "Buying a single company stock usually provides a safer return than a stock mutual fund"?

Anyone with even a basic understanding of compound interest, inflation and diversification[1] should know that the answers to these questions are "more than," "less than" and "false." Yet in a survey of Americans over age 50 conducted by the economists Annamaria Lusardi of George Washington University and Olivia S. Mitchell of the Wharton School of the University of Pennsylvania, only a third could answer all three questions correctly.

This is particularly troubling given the inherent complexity of our modern economy. Whether in taking out a student loan, buying a house, or saving for retirement, people are being asked to make decisions that are difficult even if they have graduate training in finance and economics. Throwing the financially illiterate into that maelstrom is like taking students currently enrolled in driver's education and asking them to compete in the Indianapolis 500.

A popular approach to this problem is to work harder to improve financial literacy—for example, by including household finance in the basic high school curriculum. One reason to think this solution will have big payoffs is that people who are more knowledgeable about financial matters, as measured by a test, perform better at tasks like saving for retirement and staying out of debt. This may seem a straightforward argument in support of financial literacy courses. Unfortunately, it isn't.

The problem is that measured financial literacy is highly correlated with other factors, most notably higher education in general, so it's hard to sort out causes. (The ability to solve the Sunday crossword puzzle is probably also positively correlated with good financial outcomes.) So to see whether a financial education curriculum is likely to pay dividends, we should review specific efforts to shore up financial skills in those who are deficient, and not just measure what people already know.

A new paper by three business school professors —Daniel Fernandes of Erasmus University in the Netherlands and the Catholic University of Portugal, John G. Lynch Jr. of the University of Colorado, and Richard Netemeyer of the University of Virginia —presents a discouraging assessment of attempts to teach people how to deal with money. Their article uses a technique called meta-analysis,[2] looking at results from 168 scientific studies of efforts to teach people to be financially astute, or at least less clueless.

The authors' conclusions are clear: over all, financial education is laudable,[3] but not particularly helpful. Those who receive it do not perform noticeably better when it comes to saving more, for example, or avoiding ruinous debt. . . .

Don't get me wrong. I am all for trying to teach household finance in schools, starting as early as possible. And when it comes to high school, I think learning about compound interest is at least as important as trigonometry or memorizing the names of all 50 state capitals. If we try enough approaches, and evaluate what works, we may improve such programs' effectiveness. But we shouldn't fool ourselves into thinking that adding a household finance class to a high school curriculum will in itself create knowledgeable consumers who can understand today's wide array of financial products.

. . . In the meta-analysis, even the most time-intensive programs—those with more than 24 hours of education and training, almost the length of a college course—had no discernible effects just two years later.

It would be premature to conclude that all efforts at improving financial literacy are futile. But it is a fair conclusion that simply doing more of the training commonly used now will not produce significant results. So what else might we try? Although no approach offers a panacea,[4] three types of efforts seem worthy of more attention.

The first is what Professor Lynch, one of the authors of the meta-analysis, calls just-in-time education. Because learning decays quickly, it's best to provide assistance just before a decision is made. High school seniors should receive help in how to think about a student loan and how to make sure that the education bought with the loan offers good prospects for repayment. Just-in-time education can be offered at other crucial moments—when taking out a mortgage or figuring out when to retire. But unless such education is compulsory, many of the consumers most in need of help don't take advantage of it. And we need to be sure not to confuse self-serving marketing[5] with objective advice.

Another approach is to offer simple rules of thumb to help people cope. Because few people can calculate how much they need to save for a comfortable retirement, it might help to offer simple guidelines like "invest as much as possible in your 401(k) plan,"[6] "save 15 percent of your income," or "get a 15-year mortgage if you are over 50."

One example comes from a field experiment involving microentrepreneurs[7] in the Dominican Republic. Of those who expressed an interest in receiving help, some were offered training in basic accounting principles while others were given simple rules of thumb. The accounting education did not have apparent effects, but simple rules—like keeping personal money and business money in separate drawers—led to better outcomes. This seemingly trivial concept helped small-business owners keep better track of how their businesses were faring.

The third approach, and the one I believe offers the best prospects of immediate help, is to make our financial system more user-friendly. You don't need to be a computer scientist to use a smartphone. If we made choosing a suitable mortgage as easy as checking the weather in Timbuktu, fewer households would find themselves underwater[8] when real estate markets tumble. . . .

The same principle can be used in other areas, from credit cards to checking accounts. The financial services industry—either on its own or as required by government regulators—needs to find ways to make it easier for people to make sound decisions. And those financial firms that engage in fraudulent practices should be prosecuted and stopped.

[1]diversification: investing in different assets in order to

minimize risk

[2]meta-analysis: an analysis of several separate but similar studies to determine if an observed effect is not due to chance alone

[3]laudable: praiseworthy

[4]panacea: a solution or remedy for all difficulties or diseases

[5]self-serving marketing: surveys, top 10 lists, and technical papers that contain seemingly useful consumer information but are being used as a marketing strategy

[6]401(k) plan: a retirement savings plan in which deductions are automatically made from an employee's paycheck before taxes are deducted and that are sometimes matched by the employer

[7]microentrepreneur: operator of a microenterprise, or very small business; microenterprises typically employ fewer than ten people and have relatively low start-up costs

[8] underwater: when an individual owes more on a loan than the market value of the loan; this term is typically applied to home mortgages

Thaler, Richard H. (2013, October 6). Financial Literacy, Beyond the Classroom. *New York Times.* Retrieved from http://www.nytimes.com/2013/10/06/business/financial-literacy-beyond-the-classroom.html.

Source #4

This article, from October 15, 2006, is from the *Baltimore Sun* and is about concerns surrounding mandated financial literacy classes.

Finance Course Prompts Debate
by Gina Davis

While Carroll County students will be required to take a financial literacy course to graduate starting next year, concerns linger over whether mandating the course is the most effective way to teach money matters to teens.

"The course is likely a good thing, but I am convinced it is not the best thing," school board President Thomas G. Hiltz said last week. "One course is not a panacea and, alone, will not make our students financially literate."

After a lengthy debate about requiring the class, board members voted 4–1 to require students beginning next school year to take the half-credit course. It will cover concepts such as money management, consumer rights and responsibilities, credit, savings, and investing.

Carroll joins a handful of Maryland school systems —including Harford, St. Mary's, Talbot and Baltimore counties—with a similar requirement.

The financial course was one of several changes to the high school program of studies that the board approved.

During last week's meeting, Hiltz joined Cynthia L. Foley in supporting a motion to amend the proposal that would have eliminated financial literacy as a required course. The motion to amend failed in a 3–2 vote.

Foley was the lone dissenter[1] when the original proposal came to a vote. Hiltz said he voted to approve the high school program of studies that included the financial literacy requirement because he supported the overall plan.

"While it did not turn out the way I may have wanted . . . unless I believe there has been an egregious mistake in judgment, a vote against the entire high school program of studies is, in my view, sour grapes," Hiltz said in an email.

During the meeting, Hiltz suggested the board needed more time to consider alternatives, such as incorporating elements of the course into already required classes or developing a comprehensive "financial literacy program," not a single course.

Hiltz also said a required course would necessitate about 10 teachers each year and cost the system about $600,000 annually.

"My overwhelming concern is not cost—it is effectiveness," Hiltz said. "The $600,000 is a low cost if the course is effective. An effective course will return that investment. It is a high cost if it is ineffective."

School officials said statistics suggest teens and young adults are assuming too much credit card debt and are not knowledgeable about finances.

About one in five students gets a personal finance course during high school, according to the JumpStart Coalition for Personal Financial Literacy, which surveys high school seniors every other year to gauge financial aptitude.

Of the 5,775 high school seniors in 37 states who participated in that survey this year, students on average scored 52.4 percent on 30 questions, according to the group.

A 2004 poll of college administrators found that excessive credit card debt was the primary reason students dropped out and the secondary reason was low grades, according to the Maryland Coalition for Financial Literacy.

Carroll school officials said last week that in a "pre-test" given to about 30 students taking the financial literacy elective this semester, the highest score was about 60 percent—with some students scoring much lower.

"Personal finances are not being taught in the home," said Patricia Hummel, a parent who also teaches financial literacy at Winters Mill High as a permanent substitute. "Studies have shown that only 26 percent of 13- to 21-year-olds reported that their parents actively taught them how to manage money."

Hummel supported a required financial literacy course because, "unless this class is mandated, students will not take advantage of the class."

Hiltz said that while the district has piloted [tested] a financial literacy course, no local data has been collected on its effectiveness.

"We all agree that financial literacy is essential," he said. "The lack of a real consideration of other options . . . troubled me greatly. I am concerned that we picked low-hanging fruit, which may be the most expensive and least effective option."

[1]dissenter: someone who disagrees with a particular view

Davis, Gina. (2006, October 15). Finance Course Prompts Debate. *Baltimore Sun.* Retrieved from http://articles.baltimoresun.com/2006-10-15/news/0610140104_1_hiltz-high-school-program-financial-literacy.

Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
1	11	4	2	4	W-8	The student will integrate information by paraphrasing while avoiding plagiarism.

2701

Paraphrase information from Source #1 that refutes information from Source #2 without plagiarizing.

Key Elements:
Source #1 (Working Financial Literacy in With the Three R's)

- Students in Matthew Frost's American history and economics class reported that they had positive outcomes from participating in the personal finance portion of this course. One student said he learned about the importance of budgeting money. Another student reported that the class prompted her to open a Roth I.R.A.
- A study conducted by a professor at the University of Florida found that students who were required to take financial literacy classes in high school were more likely to budget and save their money, and less likely to accrue credit card debt.

Source #2 (Financial Education Leaving Americans Behind)

- There is evidence that financial literacy courses don't work and can potentially even harm the students who take them by making them overconfident in their ability to make good financial decisions.
- Willis says that financial literacy classes can actually keep people from attaining their financial literacy goals. She cites examples of students whose financial literacy skills stayed the same or decreased after taking financial literacy classes.
- A Harvard Business School study concluded that common financial literacy programs used in the past two decades did not alter the choices participants made about their finances.

Rubric:
(2 points) Response provides an adequate explanation of how information in Source #1 refutes information in Source #2 and appropriately paraphrases both sources involved while avoiding plagiarism.
(1 point) The response provides a limited/partial explanation of how information in Source #1 refutes information in Source #2 and appropriately paraphrases both sources involved while avoiding plagiarism.
OR

The response provides an adequate explanation of how information in Source #1 refutes information in Source #2, but does not appropriately paraphrase all sources involved.

Continued on next page

(0 points) Response is an explanation that is incorrect, irrelevant, insufficient, or blank.

Exemplar:

(2 points) According to Source #2, financial literacy classes are ineffective and can even harm the people who participate in them by making them overconfident in their ability to make good financial decisions. Source #1 refutes this information. It includes a study conducted by a professor at the University of Florida that found students who were required to take financial literacy classes in high school were more likely to budget and save their money and less likely to accrue credit card debt. This refutes the information in Source #2 because it is concrete evidence that financial literacy classes can be effective.

(1 point) According to Source #2, financial literacy classes are ineffective and can even harm the people who participate in them by making them overconfident in their ability to make good financial decisions. Source #1 refutes this information. It includes a study conducted by a professor at the University of Florida that found students who were required to take financial literacy classes in high school were more likely to budget and save their money, and less likely to accrue credit card debt.

(0 points) According to Source #2, financial literacy classes are ineffective.

Grade 11

Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
2	11	4	4	3	W-9	The student will cite evidence to support arguments, analyses, or conjectures.

2702

Click on the boxes to show the claim(s) that each source supports. Some sources will have more than one box selected.

	Source #1: Working Financial Literacy in With the Three R's	**Source #2: Financial Education Leaving Americans Behind**	**Source #3: Financial Literacy, Beyond the Classroom**	**Source #4: Finance Course Prompts Debate**
People should take financial literacy classes when they are young so they are prepared to make good financial decisions as young adults.	☐	☐	☐	☐
Some people support financial literacy despite evidence that it does not work.	☐	☐	☐	☐
Financial literacy education could be effective if we rethink the way it is taught.	☐	☐	☐	☐
Resources for improving financial literacy should be spent on financial regulation instead.	☐	☐	☐	☐

Key Elements:

People should take financial literacy classes when they are young so they are prepared to make good financial decisions as young adults: Source #1, Source #4

Some people support financial literacy despite evidence that it does not work: Source #2

Financial literacy education could be effective if we rethink the way it is taught: Source #3

Resources for improving financial literacy should be spent on financial regulation instead: Source #2

Rubric:

(1 point) 5 cells completed correctly

(0 points) Fewer than 5 cells completed correctly or blank

Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
3	11	2	7	4	W-1b	The student will write full arguments about topics or sources, attending to purpose and audience: establish and support a claim, organize and cite supporting evidence from credible sources, provide appropriate transitional strategies for coherence, and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.

2703

Student Directions

Mandatory Financial Literacy Classes Argumentative Performance Task

Part 2
You will now review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and refer to the sources. Now read your assignment and the information about how your writing will be scored; then begin your work.

Your Assignment:
After completing your research, you share your findings with your teacher, who suggests that you write an argumentative essay about financial literacy courses for the upcoming school board meeting.

Today, in preparation for the school board meeting, you will write a multi-paragraph argumentative essay in which you take a stance on the topic of financial literacy courses. Make sure you establish an argumentative claim, address potential counterarguments, and support your claim from the sources you have read. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the sources by title or number when using details or facts directly from the sources.

Argumentative Essay Scoring:
Your argumentative essay will be scored using the following:

1. **Organization/purpose:** How well did you state your claim, address opposing claims, and maintain your claim with a logical progression of ideas from beginning to end? How well did your ideas thoughtfully flow from beginning to end using effective transitions? How effective was your introduction and your conclusion?
2. **Evidence/elaboration:** How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How well did you clearly state ideas in your own words using precise language that is appropriate for your audience and purpose? How well did you reference the sources you used by title or number?
3. **Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

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

-plan your multi-paragraph argumentative essay
-write your multi-paragraph argumentative essay
-revise and edit the final draft of your multi-paragraph argumentative essay

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

For Part 2, you are being asked to write a multi-paragraph argumentative essay so be as thorough as possible. Type your response in the space provided. The box will expand as you type.

Remember to check your notes and your prewriting/planning as you write and then revise and edit your argumentative essay.

4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)					
Score	**4**	**3**	**2**	**1**	**NS**
Organization/Purpose	**The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:** • claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • effective introduction and conclusion • logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety • alternate and opposing argument(s) are clearly acknowledged or addressed*	**The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:** • claim is clear, and the focus is mostly maintained for the purpose and audience • adequate use of transitional strategies with some variety to clarify relationships between and among ideas • adequate introduction and conclusion • adequate progression of ideas from beginning to end; adequate connections between and among ideas • alternate and opposing argument(s) are adequately acknowledged or addressed*	**The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:** • claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience • inconsistent use of transitional strategies and/or little variety • introduction or conclusion, if present, may be weak • uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas • alternate and opposing argument(s) may be confusing or not acknowledged *	**The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:** • claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience • few or no transitional strategies are evident • introduction and/or conclusion may be missing • frequent extraneous ideas may be evident; ideas may be randomly ordered or have unclear progression • alternate and opposing argument(s) may not be acknowledged *	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

*Acknowledging and/or addressing the opposing point of view begins at grade 7.

4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)					
Score	**4**	**3**	**2**	**1**	**NS**
Evidence/Elaboration	**The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s) including reasoned, in-depth analysis and the effective use of source material. The response clearly and effectively develops ideas, using precise language:** • comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific • clear citations or attribution to source material • effective use of a variety of elaborative techniques* • vocabulary is clearly appropriate for the audience and purpose • effective, appropriate style enhances content	**The response provides adequate elaboration of the support/evidence for the claim and argument(s) that includes reasoned analysis and the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:** • adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general • adequate use of citations or attribution to source material • adequate use of some elaborative techniques* • vocabulary is generally appropriate for the audience and purpose • generally appropriate style is evident	**The response provides uneven, cursory elaboration of the support/evidence for the claim and argument(s) that includes some reasoned analysis and partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:** • some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied • weak use of citations or attribution to source material • weak or uneven use of elaborative techniques*; development may consist primarily of source summary or may rely on emotional appeal • vocabulary use is uneven or somewhat ineffective for the audience and purpose • inconsistent or weak attempt to create appropriate style	**The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:** • evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied • insufficient use of citations or attribution to source material • minimal, if any, use of elaborative techniques*; emotional appeal may dominate • vocabulary is limited or ineffective for the audience and purpose • little or no evidence of appropriate style	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

*Elaborative techniques may include the use of personal experiences that support the argument(s).

2-Point Argumentative Performance Task Writing Rubric (Grades 6-11)				
Score	**2**	**1**	**0**	**NS**
Conventions	**The response demonstrates an adequate command of conventions:** • adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates a partial command of conventions:** • limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates little or no command of conventions:** • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

Holistic Scoring:

- **Variety**: A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.