

Smarter Balanced Assessment Consortium:

ELA Practice Test Scoring Guide
Grade 5

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 information¹:

- 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 5. 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 passage and answer questions 1–7.

James Watt and the Teakettle

by James Baldwin

A little boy from Scotland was sitting in his grandmother's kitchen. He was watching the red flames in the wide open fireplace and quietly wondering about the causes of things. Indeed, he was always wondering and always wanting to know.

"Grandma," he presently asked, "what makes the fire burn?"

This was not the first time he had puzzled his grandmother with questions that she could not answer. So she went on with her preparations for supper and paid no heed to his query.

Above the fire an old-fashioned teakettle was hanging. The water within it was beginning to bubble. A thin cloud of steam was rising from the spout. Soon the lid began to rattle and shake. The hot vapor puffed out at a furious rate. Yet when the lad peeped under the lid he could see nothing.

"Grandma, what is in the teakettle?" he asked.

"Water, my child—nothing but water."

"But I know there is something else. There is something in there that lifts the lid and makes it rattle."

The grandmother laughed. "Oh, that is only steam," she said. "You can see it coming out of the spout and puffing up under the lid."

"But you said there was nothing but water in the kettle. How did the steam get under the lid?"

"Why, my dear, it comes out of the hot water. The hot water makes it." The grandmother was beginning to feel puzzled.

The lad lifted the lid and peeped inside again. He could see nothing but

the bubbling water. The steam was not visible until after it was fairly out of the kettle.

"How odd!" he said. "The steam must be very strong to lift the heavy iron lid. Grandma, how much water did you put into the kettle?"

"About a quart, Jamie."

"Well, if the steam from so little water is so strong, why would not the steam from a great deal of water be a great deal stronger? Why couldn't it be made to lift a much greater weight? Why couldn't it be made to turn wheels?"

The grandmother made no reply. These questions of Jamie's were more puzzling than profitable, she thought. She went about her work silently, and Jamie sat still in his place and studied the teakettle.

How to understand the power that is in steam, and how to make it do other things than rattle the lids of teakettles—that was the problem which James Watt, the inquisitive Scottish boy, set himself to solve. Day after day he thought about it, and evening after evening he sat by his grandmother's fireside and watched the thin, white vapor come out of the teakettle and lose itself in the yawning black throat of the chimney. The idea grew with him as he grew into manhood, and by long study he began to reason upon it to some purpose.

"There is a wonderful power in steam," he said to himself. "There was never a giant who had so much strength. If we only knew how to harness that power, there is no end to the things it might do for us. It would not only lift weights, but it would turn all kinds of machinery. It would draw our wagons, it would push our ships, it would plow and sow, it would spin and weave. For thousands of years men have been working alongside of this power, never dreaming that it might be made their servant. But how can this be done? That is the question."

He tried one experiment after another. He failed again and again, but from each failure he learned something new. Men laughed at him. "How ridiculous," they said, "to think that steam can be made to run machinery!"

But James Watt persevered, and in the end was able to give to the

world the first successful form of the steam engine. Thus, from the study of so simple a thing as a common teakettle, the most useful of all modern inventions was finally produced.

"James Watt and the Teakettle" by James Baldwin from *Thirty More Famous Stories*. In the public domain.

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

Evidence Statement
The student will identify text evidence (explicit details and/or implicit information) to support a given inference or conclusion based on the text.

Click on the **two** sentences that **best** show that James Watt formed new ideas for what steam might do to help humans.

"There is a wonderful power in steam," he said to himself. "There was never a giant who had so much strength. If we only knew how to harness that power, there is no end to the things it might do for us. It would not only lift weights, but it would turn all kinds of machinery. It would draw our wagons, it would push our ships, it would plow and sow, it would spin and weave. For thousands of years men have been working alongside of this power, never dreaming that it might be made their servant."

Key: It would not only lift weights, but it would turn all kinds of machinery.; It would draw our wagons, it would push our ships, it would plow and sow, it would spin and weave.

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

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

Evidence Statement
The student will determine or summarize a theme or main idea of a text.

Select the **two** sentences that should be included in a summary of the last four paragraphs of the passage.

- ☐ James was from Scotland.
- ☐ James knew steam could power ships.
- ☐ James continued to live with his grandmother.
- ☐ James kept thinking about uses for steam as he grew up.
- ☐ James failed many times but kept learning from his mistakes.
- ☐ James felt badly when others laughed at his experiments.

Key: D, E

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

Item	Grade	Claim	Target	DOK	Standard(s)
#3	5	1	3	2	RL.4

Evidence Statement
The student will determine the meaning of a word or phrase based on its context in a literary text.

Read the sentence from the text.

The hot vapor puffed out at a furious rate.

What does the word furious suggest about the steam? Pick **two** choices.

- ☐ The steam was quite noisy.
- ☐ The steam came out very fast.
- ☐ The steam made James angry.
- ☐ The steam caused James to yell.
- ☐ The steam appeared to be powerful.
- ☐ The steam created a lot of excitement.

Key: B, E

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

Item	Grade	Claim	Target	DOK	Standard(s)
#4	5	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 conclusion about James is supported by the text?

- ☐ (A) James enjoyed learning new things.
- ☐ (B) James feared being defeated by his experiments.
- ☐ (C) James believed he was more intelligent than others.
- ☐ (D) James felt badly about his grandmother ignoring his questions.

Part B

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

- ☐ (A) "Indeed, he was always wondering and always wanting to know."
- ☐ (B) "The lad lifted the lid and peeped inside again."
- ☐ (C) "Jamie sat still in his place."
- ☐ (D) "He failed again and again."

Key: Part A: A

Part B: A

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

Item	Grade	Claim	Target	DOK	Standard(s)
#5	5	1	6	3	RL.5

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

How does the first paragraph affect the plot? Select **two** choices.

- ☐ It introduces the main character.
- ☐ It gives an idea of the age of the boy.
- ☐ It gives details of the setting of the passage.
- ☐ It shows that the boy is curious about things.
- ☐ It shows that the boy is very quiet and thoughtful.
- ☐ It describes the relationship between the boy and his grandmother.

Key: A, D

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

Item	Grade	Claim	Target	DOK	Standard(s)
#6	5	1	7	2	RL.4

Evidence Statement
The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone.

Read the sentence from the text.

Day after day he thought about it, and evening after evening he sat by his grandmother's fireside and watched the thin, white vapor come out of the teakettle and lose itself in the yawning black throat of the chimney.

What effect does the author create by using the phrase yawning black throat of the chimney?

- Ⓐ It gives the feeling that steam is very important.
- Ⓑ It gives the feeling that the chimney is very dark and frightening.
- Ⓒ It gives the feeling of being tired and sleepy.
- Ⓓ It gives the feeling that the chimney is very large and wide and swallows the steam.

Key: D

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

Read the text and answer questions 8–14.

Cuisine and Etiquette

by the Peace Corps

Cuisine and Etiquette in Zambia

Zambia's staple food is maize (corn), and Zambians eat maize in several ways. When the corn is ripe but still green, it can be roasted or boiled. When it is dry and hard, it can be fried or boiled. It can also be pounded slightly to remove the outside layer and boiled either by itself or mixed with beans or groundnuts (peanuts). At times the maize is ground to a size a little bigger than rice and is cooked like rice. Finally, we have the fine cornmeal, which is called mealie-meal in Zambia. This is used for making nsima, the most popular meal. Nsima is steamed cornmeal.

Meat from cows, goats, sheep, and fish is used in sauces over nsima. There are also a lot of vegetables put in sauces, such as leaves from beans, okra, cow peas, pumpkins, and cassava. Other vegetables eaten almost daily include onions and tomatoes.

All the cooking is done by the wife. Nsima is usually prepared for lunch and dinner and not for breakfast. In a traditional setting, boys from the age of seven eat with the man of the house.

The mother eats with the girls and the younger boys. This is because all of the children below the age of seven are under the guidance of their mother. Almost all learning takes place through daily activities in the home. The mother, who is in charge of the kids' learning, has to take care of their learning at meal time. This is changing, especially in towns and cities. The trend now is that members of the family all eat together.

Before eating, everybody washes hands in order of the status of the members of the family: father first, then mother, and others follow according to their ages. One of the younger children, boy or girl, passes a water dish around for others to wash their hands. If a visitor

happens to have a meal with the family, he or she is given the honor of washing first.

It is rude to talk very much or loudly while eating. After eating, the family members wash their hands again in the same order. The wife and the young ones clear the table. Belching after a meal used to be a compliment, but it is not nowadays.

Cuisine and Etiquette in Uganda

In Uganda, the staple food is matoke (cooking bananas). Other food crops include cassava (manioc), sweet potatoes, white potatoes, yams, beans, peas, groundnuts (peanuts), cabbage, onions, pumpkins, and tomatoes. Some fruits, such as oranges, pawpaws (papayas), lemons, and pineapples, are also grown.

Most people, except for a few who live in the city centers, produce their own food. The responsibility for preparing the family's meals belongs solely to women and girls in the home. Men and boys of age 12 and above are not even expected to sit in the kitchen, which is separate from the main house. Cooking is done on an open fire using wood for fuel.

Most families eat two meals a day. The two meals are lunch and supper. Breakfast is just a cup of tea or a bowl of porridge.

When a meal is ready, all members of the household wash their hands and sit down on [floor] mats. Hands have to be washed before and after the meal because most Ugandans eat with their hands. At mealtime everybody is welcome; visitors and neighbors who drop in are expected to join the family at a meal.

Food is served by women. They cut it up into small pieces for each member of the family. Sauce, which is usually a stew with vegetables, beans, butter, salt, and curry powder, is served to each person on a plate. Sometimes fish or beef stew is served.

Normally a short prayer is said before the family starts eating. During the meal, children talk only when asked a question. It is bad manners to reach for salt or a spoon. It is better to ask someone sitting close to it to pass it. It is also bad manners to leave the room while others are

still eating. Everyone respects the meal by staying seated until the meal is over. Leaning on the left hand or stretching one's legs while at a meal is a sign of disrespect and is not tolerated.

People usually drink water at the end of the meal. It is considered odd to drink water while eating.

When the meal is finished, everyone in turn gives a compliment to the mother by saying, "Thank you for preparing the meal, madam." No dessert is served after the meal. Fruits like papaw, pineapple, or sweet bananas are normally eaten as a snack between meals.

Excerpt from "Worldwise Window" by the Peace Corps. In the public domain.

Item	Grade	Claim	Target	DOK	Standard(s)
#7	5	1	8	2	RI.1

Evidence Statement
The student will identify text evidence (explicit details and/or implicit information) to support a given conclusion based on the text.

Which detail from "Cuisine and Etiquette in Zambia" **best** shows that the father is at the top of the social structure in a family?

- (A) In a traditional setting, boys from the age of seven eat with the man of the house.
- (B) This is because all of the children below the age of seven are under the guidance of their mother.
- (C) The mother eats with the girls and the younger boys.
- (D) Before eating, everybody washes hands in order of the status of the members of the family: father first, then mother, and others follow according to their ages.

Key: D

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

Item	Grade	Claim	Target	DOK	Standard(s)
#8	5	1	9	2	RI.2

Evidence Statement
The student will determine a central idea in a text.

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

Part A

What main idea can be found in **both** "Cuisine and Etiquette in Zambia" and "Cuisine and Etiquette in Uganda"?

- ☐ (A) Mealtime customs are important in both cultures.
- ☐ (B) Women are responsible for all of the meal preparation.
- ☐ (C) Hand washing is necessary to meal preparation in both cultures.
- ☐ (D) Men are not expected to participate in the mealtime preparation.

Part B

Which sentences from "Cuisine and Etiquette in Zambia" **best** support your answer in part A? Select **two** options.

- ☐ "When the corn is ripe but still green, it can be roasted or boiled. When it is dry and hard, it can be fried or boiled."
- ☐ "In a traditional setting, boys from the age of seven eat with the man of the house."
- ☐ "Almost all learning takes place through daily activities in the home."
- ☐ "The trend now is that members of the family all eat together."
- ☐ "Before eating, everybody washes hands in order of the status of the members of the family: father first, then mother, and others follow according to their ages."

Key: Part A: A

Part B: B, E

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

Item	Grade	Claim	Target	DOK	Standard(s)
#9	5	1	10	1	RI.4

Evidence Statement
The student will determine the meaning of a word based on its context in an informational passage.

First, read the sentence from "Cuisine and Etiquette in Zambia."

Zambia's staple food is maize (corn), and Zambians eat maize in several ways.

Now read the sentence from "Cuisine and Etiquette in Uganda."

In Uganda, the staple food is matoke (cooking bananas).

Which dictionary definition **best** defines staple as it is used in both texts?

- ☐ Ⓐ a metal wire fastener
- ☒ Ⓑ a quality of cloth fiber
- ☐ Ⓒ important part of the diet
- ☐ Ⓓ raw material for manufacture

Key: C

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

Item	Grade	Claim	Target	DOK	Standard(s)
#10	5	1	12	3	RI.3

Evidence Statement
The student will analyze the interaction between ideas across two different texts.

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

Part A

How does the information in "Cuisine and Etiquette in Uganda" help the reader understand the differing roles of males and females in "Cuisine and Etiquette in Zambia"?

- (A) by explaining that in Uganda men are not expected to sit in the kitchen
- (B) by explaining that in Uganda the kitchen is separate from the rest of the house
- (C) by explaining that in Uganda only children are not allowed to speak during meals
- (D) by explaining that in Uganda neither men or women are allowed to leave until everyone has finished eating

Part B

Which sentences from texts, "Cuisine and Etiquette in Zambia" and "Cuisine and Etiquette in Uganda," **best** support your answer in part A? Select **three** answers.

- ☐ "All the cooking is done by the wife."
- ☐ "In a traditional setting, boys from the age of seven eat with the man of the house."
- ☐ "The trend now is that members of the family all eat together."
- ☐ "Most people, except for a few who live in the city centers, produce their own food."
- ☐ "The responsibility for preparing the family's meals belongs solely to women and girls in the home."
- ☐ "Most families eat two meals a day."

Key: Part A: A

Part B: A, B, E

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

Item	Grade	Claim	Target	DOK	Standard(s)
#11	5	1	13	2	RI.5

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

How might have the information in "Cuisine and Etiquette in Zambia" affected the way "Cuisine and Etiquette in Uganda" is written?

- Ⓐ The author kept all of the information in one paragraph for each text to make it easier to read.
- Ⓑ The author used food preferences in the introduction of each text to explain that country's diet.
- Ⓒ The author kept each text short as a way of focusing only on the cuisine and etiquette of both countries.
- Ⓓ The author introduced specific food used by each country as a lead in to explain the cultures of the two countries.

Key: D

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

Item	Grade	Claim	Target	DOK	Standard(s)
#12	5	1	13	2	RI.5

Evidence Statement
The student will determine how the overall structure of a text impacts its meaning.

The author used the contrast in roles of males and females in "Cuisine and Etiquette in Uganda" to stress the importance of social structure. What does the author's use of contrast in describing the roles of males and females in "Cuisine and Etiquette in Zambia" tell the reader about the importance of social structure in that country?

- Ⓐ The contrast of roles shares insight into the cultural structure.
- Ⓑ The contrast of roles explains the education process of the children.
- Ⓒ The contrast of roles clarifies the order of hand washing in that country.
- Ⓓ The contrast of roles explains that women do not have the same rights in all countries.

Key: A

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

Item	Grade	Claim	Target	DOK	Standard(s)
#13	5	1	14	3	L.5

Evidence Statement
The student will interpret the connotative meaning of words in context.

Read the sentence from "Cuisine and Etiquette in Zambia."

Belching after a meal used to be a compliment, but it is not nowadays.

Based on the information in "Cuisine and Etiquette in Uganda," what does the author mean by the word compliment? Select **two** answers.

- ☐ The author is suggesting a social way of showing politeness.
- ☐ The author is telling the reader that the mother is a good cook.
- ☐ The author is demonstrating that the family show the mother love.
- ☐ The author is making light of the women's efforts in meal preparation.
- ☐ The author is suggesting that the mother needs to be thanked for her hard work.
- ☐ The author is complaining that the mother doesn't do much work except prepare meals.

Key: A, E

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

Item	Grade	Claim	Target	DOK	Standard(s)
#14	5	2	3bE	2	W.2b

Evidence Statement
The student will revise informational/explanatory text by identifying the best elaboration techniques such as deleting details that do not support the main idea.

A student is writing a report about quilting for social studies. Read the two paragraphs from the draft of the report and complete the task that follows.

Click on the **two** sentences in the paragraphs that do **not** support the main idea.

When it gets cold at night, you might reach for a quilt to keep you warm. Many quilts today are produced in factories, but some people enjoy sewing their own quilts. Some people like blankets better than quilts. Making a quilt can mean more than just making something to keep people warm; it can be a way of preserving memories. Today's quilt might be made from pieces of a worn-out football jersey or a baby's first blanket. Similarly, quilts made in the past were made from scraps of cloth or pieces of old clothing.

Long ago, people would organize parties called "quilting bees." At a quilting bee, individuals would share stories while they sewed their pieces of fabric together. By working together, these quilters could create a quilt more quickly than if each quilter were working alone. Sometimes, they had to quit early because they ran out of candles. Swapping stories helped pass the time and provided some entertainment. Today, people still enjoy quilting with friends.

Key: Some people like blankets better than quilts.; Sometimes, they had to quit early because they ran out of candles.

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

Item	Grade	Claim	Target	DOK	Standard(s)
#15	5	2	6b0	2	W.1d

Evidence Statement
The student will use information provided in a stimulus to revise an opinion text by developing an appropriate conclusion related to the opinion presented.

Leyla is writing an opinion essay for her principal about organized recess. She wants to revise the draft to create a stronger conclusion. Read the draft paragraph of Leyla's essay, and complete the task that follows.

When we were in earlier grade levels here at Grover Elementary School, we were given free time to play on the playground each day. We enjoyed chatting with our friends, playing on the equipment, and even participating in games of basketball and dodge ball every once in a while. But, when we got to fifth grade, our playground freedom was taken away. Instead of free time, we are now forced to play organized games and sports. Every fifth-grader must play whichever sport or game the teachers choose. This ruins the whole point of recess. We are supposed to have time to relax and recharge. We need time to just enjoy the outdoors with our friends. Now that we no longer have free playground time, more students are getting into trouble for talking during class. That is leading to falling grades.

Choose the sentence that is the **best** conclusion to Leyla's opinion essay.

- Ⓐ It would be easier for teachers to give us free time than to organize and help us play games.
- Ⓑ The positive side of having organized games and sports is that students do get more exercise.
- Ⓒ Until teachers give back our playground freedom, they will continue to see poor student behavior and bad grades.
- Ⓓ There have even been a couple of students who have fallen asleep in class following organized games and sports.

Key: C

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

Item	Grade	Claim	Target	DOK	Standard(s)
#16	5	2	1bE	1	W.3b

Evidence Statement
The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as including dialogue to convey events/experiences.

A student is writing a narrative for language arts class about achieving a personal goal. The student wants to revise the draft to improve the development. Read the draft of the narrative and complete the task that follows.

My personal goal for the month of September was to help out more around the house. I wanted to show my parents that I could be responsible and help without needing to be asked first. I knew there were plenty of chores to do like taking out the garbage, feeding the dog, and cleaning the kitchen. When I started working around the house without being asked, I could tell my parents were surprised.

"Jake," my dad said, "your mother and I are very proud of you for helping out around the house."

"Thanks, Dad," I responded. I was proud of myself. I felt like I was growing up!

"Jake, come downstairs!" my dad yelled one day when he got home from work. "We have a surprise for you!"

I ran downstairs and looked outside. A dirt bike!

I could hardly believe what I was seeing. I blinked my eyes and pinched myself to make sure I wasn't dreaming.

The writer wants to add dialogue to the story to make it more descriptive. Which of the following sentences would be **best** to come after the underlined text to show how Jake feels about getting a new dirt bike?

- Ⓐ "Can I ride it in the street?"
- Ⓑ "Oh no! It's the wrong color!"
- Ⓒ "Do I have to share this with my younger brother?"
- Ⓓ "This is the dirt bike I've been wanting for years!"

Key: D

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

Item	Grade	Claim	Target	DOK	Standard(s)
#17	5	2	8	1	W.3d

Evidence Statement
The student will identify and use the best concrete words and phrases.

A student is writing an essay for school about her favorite meal. Read the paragraph from the essay and complete the task that follows.

My grandmother would cook supper for us every Saturday night. Even though it was always the same meal, my whole family agreed that it was the best food we had ever tasted. We would have good fried chicken, creamy mashed potatoes, juicy green peas, soft cornbread, and nice apple pie with vanilla ice cream.

Choose the **two** pairs of more exact words the student could use in place of the underlined words.

- ☐ strong, sour
- ☐ neat, plain
- ☐ crispy, tasty
- ☐ much, better
- ☐ ordinary, fine
- ☐ delicious, sweet

Key: C, F

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

Item	Grade	Claim	Target	DOK	Standard(s)
#18	5	2	9	1	L.2c

Evidence Statement
The student will identify and/or edit for correct use of a comma to set off the words yes and no, to set off a tag question, and to indicate direct address.

Choose the sentence that is punctuated correctly.

- Ⓐ You will be happy to learn Ms. Smith, that you have won the contest.
- Ⓑ You will be happy to learn, Ms. Smith that you have won the contest.
- Ⓒ You, will be happy to learn Ms. Smith, that you have won the contest.
- Ⓓ You will be happy to learn, Ms. Smith, that you have won the contest.

Key: D

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

Item	Grade	Claim	Target	DOK	Standard(s)
#19	5	2	9	1	L.1b

Evidence Statement
The student will identify and/or edit for correct use of perfect tense.

Edit the sentences by clicking on the sentence that does **not** use verb tense correctly.

Mia asked her sister, "Have you seen my new book?I set it right here on the counter after school."

"Mia, I have not seen your book, but I believe that you probably put it somewhere and forgot about it," her sister explained.

Mia frowned and replied, "If I had put my book somewhere else, I would not have forget it!"

Key: Mia frowned and replied, "If I had put my book somewhere else, I would not have forget it!"

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

Asteroids: Mini Planets

Listen to the presentation. Then answer questions 20–22.



"Asteroids: Mini Planets" by NASA. In the public domain.

Item	Grade	Claim	Target	DOK	Standard(s)
#20	5	3	4	2	SL.2

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

Which statement **best** summarizes the presentation?

- Ⓐ The biggest asteroid is Ceres, which is about 600 miles around and is the first asteroid ever discovered.
- Ⓑ The area where most asteroids travel is called the asteroid belt, and it is located between Mars and Jupiter.
- Ⓒ Some asteroids have moons. In 1993, the asteroid Ida was discovered to have a moon, which scientists named Dactyl.
- Ⓓ Asteroids are made up of rock and iron, and some can be very large with their own moons. They orbit the Sun in the asteroid belt.

Key: D

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

Item	Grade	Claim	Target	DOK	Standard(s)
#21	5	3	4	1	SL.2

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

Complete the chart to show what you learned from the presentation about asteroids. Click in the boxes next to details that apply to an asteroid in general, the Ceres asteroid, or the Ida asteroid.

	asteroid in general	Ceres asteroid	Ida asteroid
made of rock and iron	☐	☐	☐
has a moon	☐	☐	☐
is 600 miles around	☐	☐	☐
often called a minor planet	☐	☐	☐
orbits the Sun	☐	☐	☐

Key: made of rock and iron: asteroid in general

has a moon: Ida asteroid

is 600 miles around: Ceres asteroid

often called a minor planet: asteroid in general

orbits the Sun: asteroid in general

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

Item	Grade	Claim	Target	DOK	Standard(s)
#22	5	3	4	1	SL.2

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

Based on the presentation, which **three** statements **best** explain why scientists might call asteroids minor planets?

- ☐ They are hard to spot in space.
- ☐ They are made of rock and iron.
- ☐ They are not as important as real planets.
- ☐ They sometimes have their own moons.
- ☐ They are more like planets and moons than comets.

Key: B, D, E

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

Go Fly a Fengzheng

Listen to the presentation. Then answer questions 23–25.



Excerpt from "Go Fly a Fengzheng!" by Louise L. Greene,
from *Appleseeds*. Copyright © 2000 by Carus Publishing Company.
Reused with permission of Carus Publishing Company.

Item	Grade	Claim	Target	DOK	Standard(s)
#23	5	3	4	2	SL.2

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

Which statement **best** summarizes the presentation?

- Ⓐ Kites compete with the wind.
- Ⓑ Kites were used to communicate in China.
- Ⓒ Kites come in many different shapes.
- Ⓓ Kites are important in Chinese history.

Key: D

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

Item	Grade	Claim	Target	DOK	Standard(s)
#24	5	3	4	3	SL.3

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

Which detail from the presentation **best** supports the idea that kites are an old invention?

- Ⓐ The first kites were made out of bamboo and silk.
- Ⓑ Kite noises were used to frighten enemies.
- Ⓒ Marco Polo wrote about kites in China.
- Ⓓ Chinese families enjoy flying kites.

Key: C

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

Item	Grade	Claim	Target	DOK	Standard(s)
#25	5	3	4	1	SL.2

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

Select **three** topics that **best** describe what the Chinese learned about from their kite designs.

- ☐ air currents
- ☐ birds
- ☐ gliding
- ☐ heaven
- ☐ wind changes

Key: A, C, E

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

Item	Grade	Claim	Target	DOK	Standard(s)
#26	5	4	3	2	W.9

Evidence Statement
The student will analyze digital and print sources in order to locate relevant information to support research.

A student is writing a research report about mountains. Read the sentences from his report and the directions that follow.

Mountains are areas of land that are taller than all of the land around them. Mountains can be found on every continent. Mountains come in different heights and shapes. Some are even so tall that trees cannot grow at the top of them. Some mountains are made of rocks and dirt and sand. Other mountains are made partly of lava from a volcano.

Choose **two** of the sources that would **most likely** give the student more information about the ideas he has written.

- ☐ a website that shows people how to prepare to hike in the mountains
- ☐ a poster showing a team of people climbing up the side of a steep mountain
- ☐ an article from a book that describes how scientists think mountains were made
- ☐ an online encyclopedia article describing different mountain ranges and types of mountains
- ☐ a book telling the story of a young woman's desire to climb the largest mountain in the world
- ☐ a book describing different types of volcanoes that are found around the world

Key: C, D

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

Item	Grade	Claim	Target	DOK	Standard(s)
#27	5	4	2	2	W.8

Evidence Statement
The student will locate information from a text source to support a central idea or subtopic related to research.

A student made a plan for a research report. Read the plan and the directions that follow.

Research Report Plan

Topic: seahorses
Audience: fifth-grade students
Purpose: to inform
Research Question: Why is the seahorse population decreasing?

The student found information for the research report. Which piece of information should the student use in her report?

- Ⓐ Seahorses are small and able to hide easily.
- Ⓑ Adult seahorses do not move around much.
- Ⓒ Wild seahorses are captured and sold all around the world.
- Ⓓ Seahorses like to live among the seagrass in warm ocean waters.

Key: C

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

Item	Grade	Claim	Target	DOK	Standard(s)
#28	5	4	4	2	W.9b

Evidence Statement
The student will select evidence to support conjectures or opinions based on evidence collected and analyzed.

A student is writing a report about exercise. The student wrote the following opinion.

Regular exercise is a good way to stay healthy.

She found a source. Read the source. Click on the sentence that has information to support the opinion. Click on **one** sentence.

Source 1: Healthy Habits

The best way to stay healthy is to have healthy habits. Everybody needs to eat, sleep, and exercise. Finding a way to make these part of your everyday life may take some hard work. But once they are habits, it won't seem like work.

A diet filled with fresh fruits and vegetables is better than one filled with cookies. Grab an orange from the refrigerator instead of reaching for those cookies. Another good habit to follow is sleeping enough. Most people should try to get at least 8 hours of sleep each night. Another healthy habit is exercise. Studies show that jogging three times a week leads to a stronger heart. Like the other healthy habits above, it may take time to plan an exercise program. But once exercise becomes a habit, it is easy to do.

Key: Studies show that jogging three times a week leads to a stronger heart.

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

Smarter Balanced Assessment Consortium:

English/Language Arts Practice Test Scoring Guide Grade 5 Performance Task

5/16/2014



Student Directions**Service Animals Opinion Performance Task****Task:**

A person with a disability visited your class today to discuss how his trained service animal allows him to enjoy more independence and participate more fully in everyday activities. You and your classmates became interested in learning more about service animals. Your teacher took your class to the school library to look up more information about this topic. You have found three articles about service animals.

After you have looked at 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 complete 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 opinion paper 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 opinion paper.

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

You have found a current article about capuchin monkeys on a website about service animals. The author is a veterinarian who writes articles for educational publications.

Monkey Helpers

by Tamra Orr

An Unusual Set of Helping Hands

Every day people make countless moves that they tend to take for granted. They scratch their noses and pull on their backpacks. People grab something to eat and push up their glasses. They flip the pages of their textbooks and turn off their lights. For people living with injuries to the spinal cord, however, these basic movements are very difficult. For some, they are even impossible. For the past 35 years, more than 160 people with injuries to the spinal cord have found support from a very unusual set of helping hands: those of specially trained capuchin monkeys.

Capuchin monkeys are very small. Some weigh less than eight pounds, even when fully grown. They are also extremely smart. In the wild, they have shown the ability to pick up tools and use them to solve problems. Their hands can easily carry small tools. This makes it easier for them to handle modern items such as remotes and cell phones.

Although capuchin monkeys are smart and are able to handle small tools, not all types of monkeys are ideal to use as service animals. Some monkeys, such as howler monkeys, are too large or strong. Monkeys who have not been properly trained are also unreliable. They might behave in ways that are hard to predict. For example, a monkey could suddenly hurt a person if it got angry or frightened for some reason.

While some people believe capuchin monkeys are wonderful service animals, not everyone agrees. Capuchins are small, easy to train, and able to bond, or form close relationships, with humans. However, they are still, in the end, wild animals. April Truitt, director of the Primate Rescue Center in Kentucky, says that having a wild animal in your home may put both the animal and the owner at increased risk of getting injured. She points out that it is possible for capuchins to become violent suddenly and this can be a danger to their owners and others.

Long Before School Starts

Long before capuchin monkeys begin their training, they have already spent years around humans. Born in a Massachusetts zoo, they must live with foster families as long as twelve years before beginning their training on how to assist a person with a disability. During this time, they are taught how to share a house

with humans. They get used to being around pets. They even learn basic tasks like how to take baths. This requires a great deal of time and effort.

Learning to Help

Capuchin monkeys learn how to assist people with disabilities at Helping Hands, otherwise known as the monkey college, in Boston, Massachusetts. This college is not quite like going to a traditional school. Every day, for three to five years, capuchin monkeys learn new skills. Their lessons do not focus on reading and writing though. Days are spent learning how to load a DVD into a player and push play, or how to open and close microwave doors. This education takes time, patience, and money. The cost of educating just one monkey is close to \$40,000. Finally, after up to five years of training, the animals finish school. Now the monkeys are ready to go and live with someone who needs them to help make life a little bit easier.

The Simple Things

Having a capuchin monkey in the house is not the same as having a dog or cat. Because of their training and their intelligence, these monkeys are able to do an amazing number of chores for the person who is disabled and cannot do them alone. Along with operating microwaves and DVD players, these service animals can also turn lights off and on for their new owners. They can open bottles and flip the pages of a book for their owner. They can even reach out and scratch an annoying itch.

Every year, Helping Hands places dozens of monkeys in homes of people with disabilities. The monkeys take good care of their owners. In return, the owners feel safer and more able to do tasks that so many others take for granted.

Sources Used

ABC News. (n.d.). Tearful Kentucky senator wants monkeys to be made service animals. Retrieved from: <http://abcnews.go.com/blogs/headlines/2014/01/tearful-kentucky-senator-wants-monkeys-to-be-made-service-animals/>

CBS News. (n.d.). Monkeys lend helping hand to disabled. Retrieved from: <http://www.cbsnews.com/pictures/monkeys-lend-helping-hand-to-disabled>

DiBlasio, N. (2013, July 4). Monkey see. Monkey do. USA Weekend. Retrieved from: <http://www.usaweekend.com/article/20130705/HEALTH/307050007/Graduates-of-Monkey-College-give-their-companions-a-sense-of-purpose>

Helping Hands. (n.d.). Training center. Retrieved from: <http://www.monkeyhelpers.org>

Source #2

You found an article about service animals in a 2002 issue of *Click*, a magazine for children.

Animals Helping People

A monkey who helps you drink out of a straw? A dog that opens the refrigerator door when you want a snack? A pony gentle enough to ride even if you cannot see? When people need extra care, special animals are there to help!

Seeing Eye dogs are trained to be the eyes for people who cannot see. All over the world, Seeing Eye dogs are hard at work—guiding, protecting, and loving their blind masters.

Horseback riding is good exercise. It also helps people feel happy and confident. Even riders who cannot see, or who have trouble moving their muscles, can have fun on a quiet, gentle, well-trained horse.

Hearing dogs help people who are deaf or hard-of-hearing. These smart, friendly, energetic dogs are specially trained to let their owners know when the doorbell rings, the smoke alarm goes off, or the baby wakes up from a nap.

This boy needs both his hands and all his energy just to walk. Luckily, his assistance dog is there to carry his backpack. Assistance dogs are good helpers—and good friends!



An assistance dog is trained to help

. . . Assistance animals like this capuchin monkey are smart and nimble enough to help in lots of ways—they can turn the lights on and off, play a CD, or get their owners a cool drink!



A capuchin monkey helps with many tasks

This girl is part of a special program to help children with serious physical and learning difficulties. Swimming with dolphins helps the children relax—and who wouldn't love being around such wild and beautiful creatures!



Dolphins are calming creatures

"Animals Helping People" from *Click*. Text copyright © 2002 by ePals Media. Reprinted by permission of Carus Publishing Company. Photographs copyright © 2002 by ePals Media.

Source #3

This article from a magazine about animal rights describes new service animal rules that are included as part of a federal law. The author is on staff at the magazine and has a legal background.

New Service Animal Rules by Clare Mishica

New rules regarding service animals were added to the Americans with Disabilities Act (ADA) in March 2011. The ADA is a law that protects the rights of people with disabilities.

The new rules limit the kind of service animals that people with disabilities can have in public places. Now, only dogs and miniature horses are allowed in public places. The changes were meant to clear up confusion regarding service animals in public places. Business owners were unclear about the kind of service animals that were allowed in their businesses. They were also unclear about the amount of responsibility that they had for service animals that were brought into their businesses.

A man has a large snake draped over his shoulders. He wants to enter a café for lunch and says the snake is a service animal that helps and comforts him. In the past, the law would have required the café to allow the man to bring his snake inside. This was because people were allowed to choose any service animal as helpers, including pigs, birds, and lizards! Before the new rule, any type of animal could have been considered a service animal. As long as the owner felt that the animal provided him/her assistance, then any type of animal could be used as a service animal. Once the new rules went into effect, the only service animals permitted in public places are dogs and miniature horses.

What Made the Changes Necessary?

The changes were needed to protect people from

diseases. Different animals carry certain diseases. When animals go into public places, they might pass illnesses to humans. In addition, some animals are not trained to keep an area clean. For example, birds could leave droppings on a store floor. This creates an unhealthy setting for others.

Second, the law was changed to help business owners. In the past, businesses such as hotels had to accept all types of service animals, and that could create problems. For example, some animals are large or noisy. Others might cause damage or have special needs. Dogs and miniature horses, however, are tame. They have been used as pets for hundreds of years. They listen to commands. Both dogs and miniature horses are trained to guide the blind. These animals can be trusted by pet owners and business owners.

Some people prefer to use service animals other than dogs and miniature horses and this is still possible. The new rules limit only the kind of service animals permitted in public places. In private, people are able to choose other animals. Some people with disabilities use monkeys to help them do tasks in their homes. These monkeys have similar hand and finger control to humans, so they can perform more tasks than other animals.

Would you like to learn more about the federal rules for service animals? You can visit the Americans with Disabilities Act (ADA) website. It gives details and reasons for changes in the rules.

Sources Used

Manning, S. (2011, April 11). Changing definitions new federal law limits service animals to dogs and

mini-horses. Evansville Courier & Press. Retrieved from: <http://www.courierpress.com/news/2011/apr/11/no-headline---11b05petservice>

U.S. Department of Justice. (2011, July 12). Service animals. Retrieved from: http://www.ada.gov/service_animals_2010.htm

Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
1	5	4	4	3	W-8	The student will select evidence to support opinions based on evidence collected.

2646



Click on the boxes to match each source with the idea or ideas that it supports. Some ideas may have more than one source selected.

	Source #1: Monkey Helpers	Source #2: Animals Helping People	Source #3: New Service Animal Rules
People who own businesses have to consider the well-being of all of their guests.	☐	☐	☐
Being smart and able to handle small objects makes certain animals more appropriate than other animals to assist people who have a disability.	☐	☐	☐

Key Elements:

People who own businesses have to consider the well-being of all of their guests:

1. Source #3

Being smart and able to handle small objects makes certain animals more appropriate than other animals to assist people who have a disability:

1. Source #1
2. Source #2

Rubric:

(1point) 3 cells completed correctly

(0 points) Fewer than 3 cells completed correctly or blank

Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
2	5	4	2	3	W-9	The student will locate information from multiple sources to support a central idea or subtopic related to research.

2647



The sources discuss how service animals help people. Explain what you have learned about how service animals help people. Use **one** detail from Source #1 and **one** detail from Source #2 to support your explanation. For each detail, include the source title or number.

Key Elements:

Source #1 (Monkey Helpers)

- They can carry small tools such as remotes and cell phones.
- The monkeys learn how to load a DVD into a player and push play.
- They can open and close microwave doors.
- These monkeys are able to do an amazing number of chores for a person with a disability.
- The monkeys can turn lights on and off.
- They can open bottles and flip the pages of a book.
- They can scratch an annoying itch.
- The monkeys take good care of their owners.

Source #2 (Animals Helping People)

- A dog can open the refrigerator door when you want a snack.
- Seeing Eye dogs are trained to be the eyes for people who cannot see. All over the world, Seeing Eye dogs are hard at work—guiding, protecting, and loving their blind masters.
- Hearing dogs help people who are deaf or hard-of-hearing. These smart, friendly, energetic dogs are specially trained to let their owners know when the doorbell rings, or the smoke alarm goes off, or the baby wakes up from a nap.
- An assistance dog can carry a backpack.
- Assistance dogs are good helpers—and good friends!
- Capuchin monkeys can turn lights on and off, play a CD or get their owners a drink.
- Dolphins help children with physical and learning difficulties relax.

Continued on next page

Rubric:

(2 points) Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this idea and that explain how each detail supports the idea. Student cites the source for each detail.

(1 point) Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this idea but doesn't explain how each detail supports the idea. Student cites the sources.

OR

Response is an evidence-based explanation that provides two pieces of evidence from a single source that supports this idea and that explains how that detail supports the idea. Student cites the source.

OR

Response is an evidence-based explanation that provides only one piece of evidence from a single source that supports this idea and that explains how that detail supports the idea. Student cites the source.

OR

Response is an evidence-based explanation that provides two pieces of evidence from different sources that support this idea and that explain how each detail supports the idea. Student does not cite sources.

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

Exemplar:

(2 points) Service animals are trained animals that help people with disabilities. These animals help their owners do certain tasks that their owners are not able to do for themselves. Source #1 says that capuchin monkeys learn how to load DVDs into players and push play and how to open and close microwave doors. Since these monkeys are trained to do such things, they are able to help their owners who may not be able to do these tasks on their own. Source #2 says that hearing dogs can help people at home by letting the owner know when the doorbell rings or when the smoke alarm goes off. This is important because if the owner is not able to hear, then the service animal could let the owner know when important sounds happen.

(1 point) Service animals are trained animals that help people with disabilities. These animals help their owners do certain tasks that the owner is not able to do for themselves. Source #1 says that capuchin monkeys learn how to load DVDs into players and push play and how to open and close microwave doors. Since these

Continued on next page

monkeys are trained to do such things, they are able to help their owners who may not be able to do these tasks on their own.

(0 points) Service animals help people in different ways.

Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
3	5	4	3	4	W-9	The student will analyze digital and print sources in order to locate relevant information to support research.

2648



Which source would **most likely** be the most helpful in understanding how a service animal is trained? Explain why this source is **most likely** the most helpful. Give at least **two** details from the source to support your answer.

Key Elements:

Source #1 (Monkey Helpers)

- Every day, for three to five years, capuchin monkeys learn new skills.
- Days are spent learning how to load a DVD into a player and pushing play, or opening and closing microwave doors.
- The monkeys attending Helping Hands receive years of training.
- They are trained only to help with tasks that are done at home.
- Years before capuchin monkeys report to their first day of school, they have already spent years around humans.
- They live with foster families for up to twelve years.
- During this time, they are taught how to share a house with humans. They get used to being around pets. They even learn basic tasks like how to take baths.
- Capuchin monkeys are coached and trained for up to five years at Helping Hands.
- They pick up tools and use them to solve problems.

Rubric:

(2 points) Response is an evidence-based explanation that correctly identifies the most helpful source AND includes two details from that source that support this evaluation and that explain why each detail supports the idea that it is the most helpful source.

(1 point) Response is an evidence-based explanation that correctly identifies the most helpful source AND includes one detail from that source that supports this evaluation and that explains why the detail supports the idea that it is the most helpful source.

OR

Continued on next page

Response is an evidence-based explanation that correctly identifies the most helpful source AND includes two details from that source that support this evaluation but does not explain why each detail supports the idea that it is the most helpful source.

OR

Response is an evidence-based explanation that does not identify a source or correctly identify the most helpful source but includes two details from the correct source and that explains why each detail supports the idea that it is the most helpful source.

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

Exemplar:

(2 points) Source #1 is the most helpful source for understanding how a service animal is trained because it describes the amount of time spent training and the different types of activities that capuchin monkeys do at the monkey college, Helping Hands. This source says that monkeys spend three to five years learning skills that will help them help people with disabilities. This shows that the monkeys receive a lot of training at Helping Hands so that they will be able to assist their owners. This source also says that at Helping Hands, monkeys learn how to do things such as loading DVDs into players and opening microwave doors. This shows that the monkeys are taught many different skills so that they can help their owner.

(1 point) Source #1 is the most helpful source for understanding how a service animal is trained because it describes the amount of time spent training and the different types of activities that capuchin monkeys do at the monkey college, Helping Hands. This source says that monkeys spend three to five years learning skills that will help them help people with disabilities. This shows that the monkeys receive a lot of training at Helping Hands so that they will be able to assist their owners.

(0 points) Source #2 is the most helpful source for understanding how a service animal is trained because it says they are trained to let their owners know when the doorbell rings, or the smoke alarm goes off, or the baby wakes up from a nap.

Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
4	5	2	7	4	W-1b	The student will write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitions for coherence, develop supporting evidence/reasons (from sources when appropriate to the assignment) and elaboration, and develop an appropriate conclusion related to the opinion presented.

2649



Student Directions

Service Animals Opinion 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 go back to the sources. Now read your assignment and the information about how your writing will be scored; then begin your work.

Your Assignment:

When your class returns from the library, your classmates begin to share what they learned about different types of service animals. They also begin to discuss the new rule that allows only dogs and miniature horses as service animals in public places. Some students agree with the rule, and some students disagree with the rule. Your teacher asks you to write a paper explaining your opinion about the new rule.

In your paper, you will take a side as to whether you agree with the rule allowing only service dogs and miniature horses in public places, or whether you disagree with the rule. Your paper will be read by your teacher and your classmates. Make sure you clearly state your opinion and write several paragraphs supporting your opinion with reasons and details from the sources. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to give the source title or number for the details or facts you use.

REMEMBER: A well-written opinion paper

- has a clear opinion.
- is well-organized and stays on the topic.
- has an introduction and conclusion.
- uses transitions.
- uses details or facts from the sources to support your opinion.
- puts the information from the sources in your own words, except when using direct quotations from the sources.
- gives the title or number of the source for the details or facts you included.
- develops ideas clearly.
- uses clear language.
- follows rules of writing (spelling, punctuation, and grammar).

Now begin work on your opinion paper. Manage your time carefully so that you can

1. plan your opinion paper.
2. write your opinion paper.
3. revise and edit the final draft of your opinion paper.

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

For Part 2, you are being asked to write an opinion paper that is several paragraphs long. Type your response in the box below. The box will get bigger as you type.

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

4-Point Opinion Performance Task Writing Rubric (Grades 3-5)					
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 sustained between and within paragraphs. The response is consistently and purposefully focused: - opinion 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	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: - opinion 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	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: - opinion 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 between and among ideas	The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus: - opinion 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 maybe randomly ordered or have an unclear progression	- Insufficient (includes copied text) - In a language other than English - Off-topic - Off-purpose

4-Point Opinion Performance Task Writing Rubric (Grades 3–5)					
Score	4	3	2	1	NS
Evidence/Elaboration	The response provides thorough and convincing elaboration of the support/evidence for the opinion and supporting idea(s) that includes 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 of 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 opinion and supporting idea(s) that includes 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 opinion and supporting idea(s) that includes 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 - 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 opinion and supporting idea(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* - 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 opinion.

2-Point Opinion Performance Task Writing Rubric (Grades 3–5)				
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.