GRADE 5 (two 60 to 90-minute work sessions)

Student Task: Parts 1 and 2

Part 1 (60-90 minutes)

Students are given the texts and video to learn about rain gardens.

- Initiate the online testing session.
- Provide approximately 60 minutes to complete Part 1.
- Make sure students put their names on their notes.

Part 2 (60-90 minutes)

1. Allow students to use their notes to outline their essays.
2. Review the essay rubric with the students.
3. Provide 60-90 minutes to prepare essay.

Scorable Products: Student responses to the research questions along with the essay will be scored.
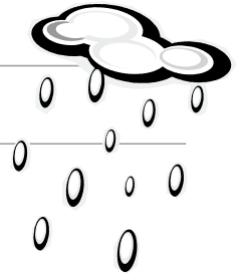
Scoring Rubrics:

Question #1	Claim 4, Target 2
Question #2	Claim 4, Target 3
Question #3	Claim 4, Target 2

Essay Rubric (Grades 3-11)

4 – Points	Focus and Organization
4 – Points	Language and Elaboration of Evidence
4 – Points	Presentation

1.   **Define what a rain garden is using information from the articles and video. Cite your sources.**
    (Claim 4, Target 2)

	Analyze/Integrate Information Rubric (Claim 4, Target 2)
2	• The response gives sufficient evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
1	• The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
0	A response gets no credit if it provides no evidence of the ability to locate, select, interpret and integrate information within and among sources of information.

Scoring Notes:

Article #1: Introduction to Rain Gardens: A Rain Garden is a shallow depression that collects stormwater runoff and allows the water to soak rapidly into the ground.

Article #2: 4 Steps to Building a Rain Garden: A Rain Garden is a depression that has native plants and rich soil to allow stormwater to soak rapidly into the ground.

Video: Make a Rain Garden! A Rain Garden is a depression that allows the stormwater to soak rapidly into the ground. It includes rich soil and native plants.

2 Point Responses:
- o Accurately defines what a rain garden is: A rain garden is a depression that allows stormwater to soak rapidly into the ground.
- o Uses information from at least one of the two articles and the video.
- o Cites the sources used.
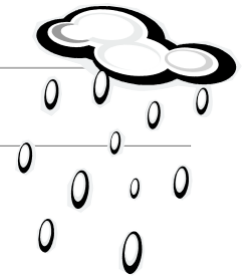
1 Point Response:
- o Accurately defines what a rain garden is: A rain garden is a depression that allows stormwater to soak rapidly into the ground.
- o Uses information from only one source.
- o May or may not cite sources.

0 Point Response:
- o Inaccurate or incomplete description of what a rain garden is.
- o Off Topic.

Sample 2 Point Responses:

Example #1:
Rain Gardens are a small depression that collect, absorb, and filter stormwater runoff from nearby impervious surfaces that don't allow water to soak in. (*Introduction to Rain Gardens*). A rain garden is nothing more than "a little depression" that the water flows into and soaks into the ground. (Make *a Rain Garden).*

Example #2:
A rain garden is a type of garden that stops stormwater from going into streams, wetlands, and estuaries. It is filled with healthy soil and native plants. The rain garden collects, absorbs, and filters water that is filled with oil, grease, fertilizers, and other pollutants. Rain gardens also help prevent flooding in the sewers and erosion in the streams. It provides habitat for beneficial insects and small animals such as birds. My sources are *Introduction to Rain Gardens* article and *Make a Rain Garden* video.

Example #3:
According to the articles and the video, a rain garden is a small depression in the ground with layers of soil and mulch covered in plants. The purpose of a rain garden is to absorb stormwater into the earth, preventing more pollution and a decrease in the water supply.

Sample 1 Point Responses:

Example #1:
A depression in the ground that collects rainwater instead of it running into the storm drains carrying pollutants, which will pollute the rivers. It filters the pollutants out and recharges local ground water when it soaks into the ground. (Fails to cite sources)

Example #2:
A rain garden is a garden you can build to help filter runoff water from driveways, roof tops, etc. The stored water helps various types of plants grow. The clean, filtered water flows into the ground and then into the ocean. (Fails to cite sources)

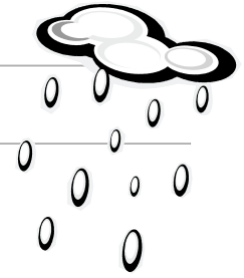**Sample 0 Point Responses:**

Example #1:
It is a water filter and helper. (incomplete description of what a rain garden is.)

Example #2:
A rain garden can "increase the amount of water that soaks into the ground to recharge local water." (Fails to describe what a rain garden is but rather tells what a rain garden does.)

2.   Which source is best for learning how to construct a rain garden, the articles, or the video? Explain your answer using evidence from the sources. Cite your sources. *(Claim 4, Target 3)*

Use Evidence Rubric (Claim 4, Target 3)	
2	The response gives sufficient evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion.
1	The response gives limited evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion.
0	A response gets no credit if it provides no evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion.

Scoring Notes:

Articles: The articles have more detail. The article, Steps to Building a Rain Garden, includes a step by step list with pictures. It is organized by how to locate the rain garden, how to design and build the rain garden, how to plant the rain garden and how to maintain the rain garden.
Video: The video shows you exactly what to do to build the rain garden. It is easy to follow. Children are modeling what to do to build the rain garden which makes it believable that anyone could build a rain garden.

2 Point Response:
- o   Names either the articles or the video as being the best in learning how to construct a rain garden.
- o   Provides at least one specific piece of evidence to support the selected source.
- o   References both sources to show which is best. (Compares and contrasts)
- o   Cites the sources.

1 Point Response:
- o   Names either the article or the video as being the best in learning how to construct a rain garden.
- o   Provides a vague reason for the choice.
- o   Only references one source. (Does not compare and contrast.)
- o   May or may not cite sources.

0 Point Response:
- o   No clear stand is taken.
- o   Takes a stand but provides no reasons.
- o   Off Topic Response.

Sample 2-point responses:

Example #1:
The video. It uses visuals in a step-by-step tutorial. It also tells you the benefits and why you are taking the effort to plant a rain garden. It is also the better source because it uses vocabulary kids can understand while the articles use vocabulary that is hard to understand.

Example #2:
I think the article "5 Steps to Building Rain Garden" is the best source. It's a step-by-step guide that breaks the steps into parts. For example, "1. Locate: Identify areas draining into the rain garden." The video is the second most helpful. It gives good information on where to plant a plant in the garden. "We put the plants that don't need as much water at the edges." However, 5 Steps to Building a Rain Garden is still the best source and most detailed.

Example #3:
I think that the best source is the video because instead of reading complicated instructions, you watch people in the video show, explain, and tell the viewers examples. It also shows you, if you want to make your garden pretty, how to plant the plants.

Example #4:
I like what I learn in the video about building a rain garden. However, I think that the article "4 Steps to Building a Rain Garden," is best. It gives you step by step instructions like,"1 Locate, 2 Design and Build, 3 Plant, 4 Maintain." It also has captions with little pictures and notes describing what those steps mean and how you do them. I also think it is extremely informational personally because it gives you measurements and your materials specifically. That that's the reason I think the article was the most helpful.

Sample 1-point responses:

Example #1:
The Article on Building a Rain Garden: There are more steps, and the steps are more detailed. (Vague response; no comparison with the video)

Example #2:
The articles are better because one of the articles tells all about how to start a rain garden at home. It shows you about 20 great tips on how to start a perfect rain garden at your own home. (Vague response; No comparison with video.)

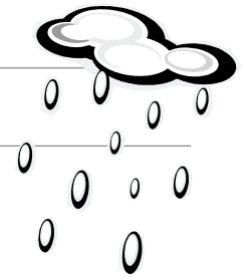**Sample 0-point responses:**

Example #1:
I say the articles would be good because they walk you through step by step, but the video gives you a visual too. (No clear stand is taken.)

Example #2:
4 Steps to building a rain garden is best because it gives you four steps. (No reason from the article is provided. The title is simply restated with no additional information.)

3.   **Explain how a rain garden improves the environment. Use information from the readings and the video in your answer. Cite your sources.** *(Claim 4, Target 4)*

Use Evidence Rubric (Claim 4, Target 4)	
2	The response gives sufficient evidence of the ability to cite evidence to support opinions and ideas.
1	The response gives limited evidence of the ability to cite evidence to support opinions and ideas.
0	A response gets no credit if it provides no evidence of the ability to support opinions and ideas.

Scoring Notes:

Article #1: Introduction to Rain Gardens: Rain gardens capture the pollutants from stormwater runoff that harm our water resources and animal life. A rain garden acts like a sponge soaking up the stormwater and filtering the pollutants.
Article #2: 4 Steps to Building a Rain Garden: Rain gardens capture storm water and can drain this water rapidly.
Video: Make a Rain Garden: Rain gardens help to solve the problem of runoff. Runoff carries pollutants. These pollutants are trapped in the rain garden as the water soaks through the soil.   Rain gardens soak up more water than grass, trapping more pollutants.

2 Point Response:
- o   Accurately explains how a rain garden improves the environment.
- o   Uses information from both the articles and the video.
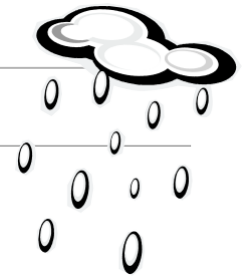- o   Cites the sources used.

1 Point Response:
- o   Accurately explains how a rain garden improves the environment.
- o   Uses information from either the articles or the video but not from both.
- o   May or may not cite sources.

0 Point Response:
- o   Fails to accurately explain how a rain garden improves the environment.
- o   Off topic response

Sample 2-point responses:

Example #1:
According to the article "Introduction to Rain Gardens," a rain garden improves the environment because it reduces the amount of stormwater and pollutants coming off roofs, sidewalks, driveways, roads, and even parking lots. You might think: "But I thought the grass soaks up water. We don't need a rain garden!" Well, you are partially correct. According to the video "Make A Rain Garden," the grass does soak up some, but there is usually a lot of water, so it cannot soak up the whole flood. Also, under the rain garden it is shallow so water can seep through and be filtered.

Example #2:
Here are two ways that rain gardens improve the environment: #1: They help to filter pollutants out of the water by filtering the water in the rain garden. It said this in the video. #2: Rain gardens provide habitat for beneficial insects and birds. It said this on page 2 of *Introduction to Rain Gardens*.

Example #3:
When you have a rain garden, you "also get the benefit of trapping pollutants." (Make a Rain Garden). Rain gardens also "increase the amount of water that soaks into the ground to recharge local groundwater" states "Introduction to Rain Gardens." Without groundwater, we would not have much fresh water to drink!

Sample 1-point responses:

Example #1:
Rain Gardens filter out pollutants from rainwater instead of the rainwater carrying pollutants into the rivers and streams. They also reduce erosion in streams, keep mosquitoes away since it doesn't give them a place to lay eggs, provides a habitat to birds and helpful insects such as bees and butterflies and helps to refill local groundwater. (Fails to cite sources.)

Example #2:
The rain garden improves the environment in many ways. One of them is that it prevents floods. Here are some other ways. It can become an ecosystem for animals and plants. It will soak up oil and pollutants. It will add to the amount of drinking water. These are the reasons why it's better than grass. (Fails to cite sources.)

Sample 0-point responses:

Example #1:
Rain gardens improve the environment by not flooding streets. (Vague response: Fails to accurately explain how a rain garden improves the environment.)

Example #2:
Rain gardens are one of the most versatile and effective tools in a new approach to managing stormwater called low impact development. (LID) (Copied from the text. Does not answer the question.)

Informative / Explanatory
Performance Task Writing Rubric (Grades 3-5)

Smarter Balanced Assessment Consortium

Score	4	3	2	1
Statement of Purpose/Focus	The response is fully sustained and consistently and purposefully focused: • controlling or main idea of a topic clearly communicated, and the focus is strongly maintained for the purpose, audience, and task	The response is adequately sustained and generally focused: • controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task	The response is somewhat sustained and have a minor drift in focus: • controlling or main idea may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task	The response has little or no discernable organizational structure: • controlling or main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, and task
Organization	The response has a clear and effective organizational structure creating unity and completeness: • consistent use of a variety of transitional strategies to clarify the relationship between and among ideas • effective introduction and conclusion • logical progression of ideas from beginning to end; strong connections among ideas with some syntactic variety	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected: • adequate use of transitional strategies with some variety to clarify the relationship between and among ideas • adequate introduction and conclusion • progression of ideas from beginning to end; strong connections among ideas	The response has an inconsistent organizational structure, and flaws are evident: • inconsistent use of transitional strategies and/or little variety • introduction and 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 may be related to the topic but may provide little or no focus: • 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 an unclear progression
Elaboration of Evidence	The response provides thorough and convincing support/evidence for the controlling idea and supporting idea(s) that includes the effective use of sources, facts, and details: • comprehensive evidence from sources is integrated; references are relevant and specific • effective use of a variety of elaborative techniques*	The response provides adequate support/evidence for the controlling idea and supporting idea(s) that includes the use of sources, facts, and details: • adequate evidence from sources is integrated, some references may be general • adequate use of some elaborative techniques*	The response provides uneven, cursory support/evidence for the controlling idea and supporting idea(s) that includes partial or uneven use of sources, facts, and details: • some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague • weak or uneven use of elaborative techniques*; development may consist primarily of source summary	The response provides minimal support/evidence for the controlling idea and supporting idea(s) that includes little or no use of sources, facts, and details: • evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used • minimal, if any, use of elaborative techniques*
Language	The response clearly and effectively expresses ideas, using precise language: • vocabulary is clearly appropriate for the audience and purpose • effective, appropriate style enhances content	The response adequately elaborates ideas, employing a mix of precise and more general language: • vocabulary is generally appropriate for the audience and purpose • generally appropriate style is evident	The response expresses ideas unevenly, using simplistic language: • vocabulary use is uneven or somewhat ineffective for the audience and purpose • inconsistent or weak attempt to create appropriate style	The response is vague, lacks clarity, or is confusing: • vocabulary is limited or ineffective for the audience and purpose • little or no evidence of appropriate style

Score	2	1	0
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

NS	Unintelligible, in a language other than English, off-topic, copied text. (Off-purpose writing will still receive a score in Conventions.)

*Elaborative techniques may include the use of personal experiences that support the controlling idea.

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