



Teacher Directions & Scoring Rubrics: Vegetable Gardens



Teacher Directions

Grade 3: Two 60 to 90 -minute classroom sessions for Research and Essay Writing. Students may take additional time if needed. Provide online assessment if possible.

Task Overview

Part 1 (60 to 90 minutes): Ultimately tasked with writing an essay on starting a school garden, students will read an article and watch a video, taking notes on these sources. They will then respond to three research questions addressing the research skills of locating information and providing evidence to support an opinion.

Part 2: (60 to 90 minutes): Students will work individually to compose an informational essay on starting a school vegetable garden, referring to their notes and the sources as needed.

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

Suggested pre-task activity:

Ask your students how many have grown a garden at home. What do they remember about this process? Tell students that they will learn how to plant a vegetable garden in this task.

Directions for Administration:

Part 1 (60-90 minutes)

Students are given the instructions, text, and video to learn about planting a vegetable garden.

1. Initiate the testing session. Use online testing if possible.
2. Provide the note taking tool if desired. (Not used on the SBAC but may be helpful to the students.)
3. Provide 60-90 minutes for Part 1 and additional time as needed. The SBAC assessments are untimed.
4. Collect notes. Make sure students put their names on their notes. End Session.

Break

Part 2 (60- 90 minutes)

1. Initiate the testing for Part 2. Review the expectations for an informational essay on the student directions. Provide the essay organizer if desired.
2. Allow students to access the sources and their note from Part 1.
3. Provide 60-90 minutes and additional time as needed. The SBAC assessments are untimed.
4. End testing session.



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Scoring Notes

1. What are two details about growing vegetables that appear in both the video and the article? (*Claim 4, Target 2*)

Analyze/Integrate Information Rubric (Claim 4, Target 2)	
2	<ul style="list-style-type: none"> • The response gives sufficient evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.
1	<ul style="list-style-type: none"> • The response gives limited evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.
0	<ul style="list-style-type: none"> • A response gets no credit if it provides no evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.

Scoring Notes:

Details that appear in both the video and the article:

- Plant vegetables that are easy to grow like radishes and beans
- Water daily/provide plenty of water
- Needs: Provide good soil

2-Points:

Reference two of the three details that appear in both the video and the article

1-Point:

Reference one of the three details that appear in both the video and the article

0-Points:

None of the three details are referenced; Response is off topic and/or illegible; student only references one source

Sample 2-Point Responses:

Example #1: Plants need lots of water. Grow easy plants like radishes, carrots, and beans.

Example #2: You need water to make the plants grow. Also, you need vegetables that grow easier.

Sample 1-Point Responses:

Example #1: They both talk about soil. They both talk about water. **What is a specific detail about each?**

Example #2: You should water every morning. (video) Give your plant about an inch of water per week. (article) **Only one detail is identified.**

Sample 0-Point Responses:

Example #1: video: Full sun, plenty of water, and you must have good soil to grow your plants in. **Only one source is referenced.**

Example #2: Many gardeners get a little too excited at the beginning of the season and plant more than they need and end up wasting food, so you may not need many plants. The lady from the video said when you plant you may not need so much plants. **Inaccurate information.**



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2. Read the following statement: “Growing Vegetables requires hard work!” Do you agree or disagree with this statement? Explain your answer using at least two pieces of evidence from the video or the text to support your opinion. **(Claim 4, Target 4)**

Use Evidence Rubric (Claim 4, Target 4)	
2	<ul style="list-style-type: none"> The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.
1	<ul style="list-style-type: none"> The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.
0	<ul style="list-style-type: none"> A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.

Scoring Notes:

- **Students need to clearly state a position: agree or disagree with the statement.**
- **Students must provide “sufficient” evidence: At least two pieces of evidence to support their position.**
- **The evidence provided must support the position stated.**
- **The evidence provided must be from the video or the article.**

A 2-point response must include all four of the above.

A 1-point response must include stating a position and having one piece of evidence from one of the sources that supports the position.

A 0-point response lacks a stated position and/or evidence to support this position. Response may be off topic.

Sample 2-point responses:

Example #1: I agree because the video says you need labels and soil and water and three types of seeds. The video also says that you need to water plants daily and you need to do this in the morning.

Example #2: In my opinion, I agree because you must water every morning and you have to have rich soil to help it grow. You also need to get your plant the right amount of sunlight. You also must be careful to the plants.

Example #3: Yes! I agree because plants need full sun light. Also, plants need to be watered in the morning and not at night. Plants need good soil for planting. A plant needs all those things a to start growing.

Example #4: Yes! I agree because you must water the plants, make sure that you don't have too much to eat, and check that they all have sun.



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Sample 1-point responses:

Example #1: In my opinion, growing plants is hard work because you have to water them every morning. **Only one piece of evidence**

Example #2: I agree because you have to water them every morning to keep them growing. **Only one piece of evidence**

Sample 0-point responses:

Example #1: I agree because page 1 and page 2 talk about how to take care of a garden. 2 full pages is a lot so that is why I agree. **No specific evidence provided**

Example #2: It's hard work growing veggies because it's ten times harder than writing a book. **No specific evidence provided**

Example #3: I agree because you have to take care of all of your plants. But I want to be a farmer. **No specific evidence provided; Off topic**

3. Which ideas from the video and/or the article are things gardeners should consider when starting a vegetable garden? Select as many as apply:
- Space available to grow vegetables**
 - Cost of the plant seeds
 - History of the vegetables that will grow
 - The amount of sunlight the plants will get**
 - Whether the seeds will be planted indoors or outdoors
 - How long it will take for each plant to grow**
 - Whether other people like to eat vegetables

Bolded statements appear in either the video or the article or in both.

(Claim 4, Target2)

2 Points: Only the three correct ideas are identified

1-Point: Two of the three ideas are correctly identified. Student may include 1 additional incorrect choice with two of the ideas correctly identified.

0-Points: Equal mix of correct and incorrect responses or all incorrect

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



Score	4	3	2	1
Statement of Purpose/Focus	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling or main idea of a topic clearly communicated, and the focus is strongly maintained for the purpose, audience, and task 	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task 	<p>The response is somewhat sustained and have a minor drift in focus:</p> <ul style="list-style-type: none"> controlling or main idea may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task 	<p>The response has little or no discernable organizational structure:</p> <ul style="list-style-type: none"> 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	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> 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 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety to clarify the relationship between and among ideas adequate introduction and conclusion progression of ideas from beginning to end; strong connections among ideas 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> 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 	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> 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	<p>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:</p> <ul style="list-style-type: none"> comprehensive evidence from sources is integrated; references are relevant and specific effective use of a variety of elaborative techniques* 	<p>The response provides adequate support/evidence for the controlling idea and supporting idea(s) that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> adequate evidence from sources is integrated, some references may be general adequate use of some elaborative techniques* 	<p>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:</p> <ul style="list-style-type: none"> 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 	<p>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:</p> <ul style="list-style-type: none"> evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used minimal, if any, use of elaborative techniques*
Language	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response adequately elaborates ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style

Score	2	1	0
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> 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.