

# Tool Kit for Writing Performance Tasks

## Elementary Resources



- **Check List for Task Development**
- **Graphic Organizer Planning Tool**
- **Annotated Template for Writing the Task**
- **Example Research Questions**
- **Sources for Reading and Viewing Materials**
- **General Directions for Task Administration**
- **Research, Writing, and Speech Rubrics**
- **Scoring Protocols: Research Questions and Essay**



## Creating Performance Tasks Check List



1. Consider your units of study, science or social studies, and reflect on the most important content and concepts in each of these units.

2. Identify a real world scenario relevant to the content you select.

Think: “I am building background knowledge and relevance for the unit I will be teaching.”

3. Select one, two, or three reading(s) depending on grade level and instructional level of your students. (articles, charts, images) Make sure that the reading level at or just below grade level.

4. Select 1 to 2 videos (preferably five minutes or less in length).

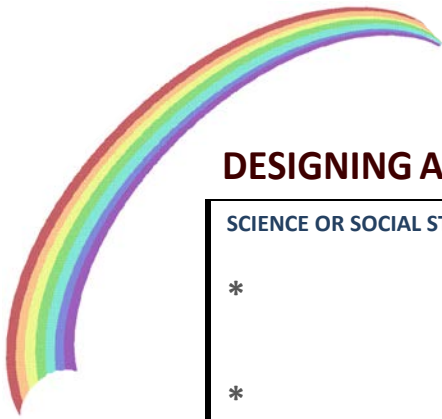
5. Write three research questions. Refer to the sample questions that are provided.

6. Write the prompt for the essay or speech.

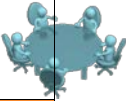
7. Create the student packet: On-line access or paper option.

## Scoring Student Work

Use the SBAC Research Question Rubrics to score student work. Create scoring notes first, listing the possible responses to the questions. Then identify examples of 0, 1, 2 students responses for each of the three questions. If possible, work in collaboration with the other teachers at your grade level. Use the scoring notes, exemplars and rubrics to provide student feedback.



## DESIGNING A PERFORMANCE TASK

<b>SCIENCE OR SOCIAL STUDIES UNITS</b>  *  *  *  *	<b>BRAINSTORMING TOPICS</b>  *  *  *  *  *	<b>SCENARIO: FIRST DRAFT</b>   <b>OPPORTUNITY FOR FEEDBACK</b>
		<b>SCENARIO: REVISED</b>
		
	<b>OPPORTUNITY FOR FEEDBACK</b>	
<b>POSSIBLE RESOURCES</b>  Print:    Video:	<b>POSSIBLE RESEARCH QUESTIONS</b>  *  *  *  *  *  *	<b>TARGET</b>
<b>OPPORTUNITY FOR FEEDBACK</b>		<b>OPPORTUNITY FOR FEEDBACK</b>
<b>RESEARCH QUESTIONS</b> 1.  2.  3.	<b>TARGET</b> 2  3  4	<b>ESSAY PROMPT:</b>
<b>SKILL INSTRUCTION</b>  *  *  *  *	<b>NEXT STEPS:</b>	
<b>OPPORTUNITY FOR FEEDBACK</b>		

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## Task:

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### PART 1 (# of Minutes)

#### Student Directions:

**Your assignment:**

(Scenario that is grounded in a real world problem or issue and/or builds background knowledge for your unit of study.)

**Steps you will be following:**

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

1. Read \_\_\_\_\_
2. Watch \_\_\_\_\_
3. Answer three questions about the sources.
4. Plan and write your essay. (Part 2)

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#### Directions for beginning:

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You will now watch the video(s) and read the articles/charts/graphs taking notes with the template provided. You may want to refer to your notes when composing your essay. You may refer back to any of the sources as often as you like.

#### Source Information:

Source #1:

Source #2:

Source #3:

Source #4:

Use the note taking template provided to help you to organize your information and answer the three research questions.

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#### Questions

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Answer the research questions using information from the sources. Be sure to cite your sources in your response. You may use your notes.

1. (Question Focus: Locating Information within or among sources)
2. (Question Focus: Selecting the best information: most relevant, most accurate)
3. (Question Focus: Providing sufficient information to support a position)

## Task:

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### PART 2: 60---120 minutes

#### Student Directions:

**You will now have \_\_\_ minutes** to review your notes and sources, plan, draft, and revise your essay. While you may use your notes and refer to the sources, you must work on your own. Now read your assignment and the information about how your essay will be scored, and then begin your work.

#### **Your assignment:**

Provide a relevant scenario with a clear topic, audience, and purpose. Remind students to use information from all sources in writing the essay or speech.

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#### **How your essay will be scored:**

The people scoring your essay will be assigning scores for:

(Insert either the opinion writing criteria or the informational writing criteria here.)

#### **Now begin work on your essay.**

Manage your time carefully so that you can:

- Plan your essay
- Write your essay
- Revise and edit for a final draft

**Sample Research Questions**  
**Science Content Performance Tasks**  
**CC ELA Claim 4**

**Target 2: Locating Information (which source, where in the source)**

Describe how a forest helps to keep our water clean. Use information from both the article and a video in your answer. Be sure to name your sources. (*Forest Benefits 4*)

Summarize the parts of a forest management plan. Use information from at least two of the sources in your response. Cite your sources. (*Forest Management 4/5*)

What is stormwater runoff? Be sure to reference your source. (*Stormwater Pollution 3,4,5*)

Define what a rain garden is using information from the articles and the video. Be sure to reference your sources. (*Rain Gardens 5*)

What is one detail about pollution in space that appears in both the video and the “Cleaning up the Space Junk” article you read? (*Pollution on Land and in Space 5*)

Explain the importance of stormwater management. Use details from at least two of the three sources to support your answer. (*Stormwater Engineers 5,6,7*)

Explain what water quality monitoring is using specific examples from the videos and the article. Reference your sources. (*Water Quality Monitoring 5,6,7*)

**Target 3: Evaluating Information**  
**(The best, most relevant, most factual, most reliable)**

Which is most helpful to you in understanding forest benefits, the article or the poster? Elaborate with reasons and examples. (*Forest Benefits 4*)

If you could only select one source to explain what forest management is, which would you choose, the article or one of the videos? Use information from these sources to explain your answer. Cite your sources. (*Forest Management 4/5*)

What do you learn in the article about types of stormwater pollution that you don’t learn in the diagram? (*Stormwater Pollution 3,4,5*)

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. (*Rain Gardens 5*)

Evaluate which source, the job description or the resource engineer video, best explains what a stormwater engineer does. Use details from the two sources to support your answer. Cite your sources. (*Stormwater Engineers 5,6,7*)

Which of the three sources, Puget Sound video, the Virginia video, or the informational article, would best help a student to understand the importance of water quality monitoring? Use information from the sources in your response. Cite your sources. (*Water Quality Monitoring 5,6,7*)

What evidence does the author of the article “Growing Our School Lunch” present that would best convince your teacher to allow students to grow plants in science class? Use details from the article to thoroughly support your answer. (*Garden of Learning 6*)

**Target 4: Providing sufficient information to support an opinion (taking a position, proving a point, supporting an argument)**

Reading the following statement: “Growing Vegetables requires hard work!” Do you agree or disagree with this statement? Explain your answer using evidence from the video or the text to support your opinion. (*Vegetable Gardens 3*)

Defend this statement using information from two of the sources. Be sure to name your sources. “A Forest is worth keeping.” (*Forest Benefits 4*)

Defend this statement using information from two of the sources. Be sure to name your sources. “We can make a difference in keeping our water clean and healthy.” (*Stormwater Pollution 3.4.5*)

Provide evidence from the articles and the video to explain how a rain garden improves the environment. Name your sources. (*Rain Gardens 5*)

Would you consider a career as a stormwater engineer? Use information from the videos and the job posting in your response. Include three reasons to support your choice. Cite your sources. (*Stormwater Engineers 5, 6,7*)

Read this statement: “Water Quality Monitoring is essential to the health of our local waters. Use information from the sources to support this statement. Name your sources. (*Water Quality Monitoring 5, 6, 7*)

Read this statement: “Humans are learning from their mistakes involving pollution.” Do you agree with this statement? Explain your answer using evidence from the video or the text to support your opinion. Cite your sources. (*Pollution on Land and in Space 5*)

Analyze why some people might not want to get rid of invasive plants. Use details from the sources to support your answer. Cite your sources. (*Invasive Plants 7*)

“All citizens should understand the role of waste water treatment.” Support this statement with information from two or more of the sources. Name your sources. (*Healthy Waters 7*)

## Resources for Elementary and Middle School Teachers Developing Performance Tasks

### Text Resources:

- **ReadWorks:** Search by topic and reading levels using Lexile scores or grade levels. Materials are free and include practice assessment questions. Reading materials include fiction and non-fiction text and span the grades from K to 8. Lesson plans aligned with common core standards are also available at the site. Check out the link below to watch a video describing the program:  
<http://www.freetech4teachers.com/2013/04/readworks-offers-1000-reading-passages.html#.VOIHHuCv1v0>

This link takes you to the website to download materials:

<http://www.readworks.org/books/passages>

- **Reading A-Z:** Excellent source for highly engaging reading materials for K-2. Teachers can sign up for a free two week membership and download leveled books for this time period. Materials span through grade 6 and include units with paired texts and lesson plans aligned with standards. The cost for one classroom (1-36 children) is \$99 for the school year. Site is called **Learning A-Z** and has **Razz Kids** as a product as well. This is an online reading comprehension program that students can access from home.

Check out this website: <http://www.readinga-z.com/>

- **Newsela:** An online resource for current events articles. Each article is available at various lexile levels. Teachers can select a topic and then choose the lexile levels that are most appropriate for each student. Students all read about the same subject, but at various levels of difficulty. The reading level span for each article is vast-- from elementary to high school. There are also quizzes that go with the articles and teachers can set up class lists with assignments and to track student progress. Some features are pay by class; however, accessing the reading materials at the various levels is free.

Here's the website: [www.newsela.com](http://www.newsela.com)



## Video Resources:



- **YouTube:** Use key words to search videos. Download videos using software appropriate for your computer. YouTube is the largest source of videos available.
- **Vimeo:** A site like YouTube where you can share videos. The site is searchable and contains many educational videos. Web address is: <https://vimeo.com/>
- **Brain POP:** Includes animated videos on many content ---based topics. Free trial memberships are available. Teacher resources are free. Cost for a year per classroom is \$220 for grades 4--- 12 and \$160 for K---3. Check out the overview video at the link below: <https://www.brainpop.com/about/tour/>



## TASK OVERVIEW

*Teachers should read through the entire task, parts 1 and 2, prior to administration. If possible, deliver the content on line with students using head-sets to listen to the videos.*

**Teacher Note:** Times provided are approximate. The assessment is untimed so teachers should plan for two or three testing sessions based on the skill level of the class. The Smarter Balanced Performance Tasks will be conducted over a two session time frame.

## Day 1

### PART 1 (60 to 90 minutes approximate)

#### **Teacher Directions:**

- Students are given the texts, research, and any additional information about the task.
- Initiate the testing session.
- Alert students when 45 minutes have elapsed.
- Most students should finish in 60 to 90 minutes. Adjust time as needed.

Students research from the sources and take notes. A note taking template is provided for each task. They then respond to three questions about the sources. Students may re-read or re-view the source material. If you must show the videos to the class at the same time, then be sure to show them at least twice and preferably three times for students to capture information. You may even provide a small group sharing opportunity after the first or second viewing for students to add more to their notes.

## Day 2

### PART 2 (60 to 90 minutes approximate)

#### **Teacher Directions:**

- Initiate the testing part 2
- Allow students to access the sources and the notes they took during part 1.
- Alert the students when 15 to 30 minutes remain in the testing session and suggest they begin revising their essays.
- Alert the students when there are 5 minutes remaining in the session.
- Adjust times as needed.

Students compose full-length essays or write a speech depending on the task. Pre-writing, drafting, and revising will be involved.

**Scorable Products:** Student responses to the constructed-response questions and the essay will be scored. The Smarter Balanced rubrics should be used for scoring. Copies of these rubrics are provided in this publication or on line at the SBAC website.

# Smarter Balanced Assessment Consortium

## *SCORING RUBRICS*

### Research Questions

### Essay Writing

- Opinion 3 – 5
- Informative Explanatory 3 – 5
- Narrative 3 – 8

### Speech Rubric 3-11

<b>Sample Generic 2-point Research (Grades 3-5)</b>	
<b>Interpret &amp; Integrate Information Rubric (Claim 4, Target 2)</b>	
<b>2</b>	The response gives sufficient evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
<b>1</b>	The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
<b>0</b>	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.
<b>Sample Generic 2-point research (Grades 6-11)</b>	
<b>Analyze/Integrate Information Rubric (Claim 4, Target 2)</b>	
<b>2</b>	The response gives sufficient evidence of the ability to gather analyze and integrate information within and among multiple sources of information.
<b>1</b>	The response gives limited evidence of the ability to gather, analyze and integrate information within and among multiple sources of information.
<b>0</b>	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.
<b>Sample Generic 2-point Research (Grades 4-5)</b>	
<b>Evaluate Information/Sources Rubric (Claim 4, Target 3)</b>	
<b>2</b>	The response gives sufficient evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion.
<b>1</b>	The response gives limited evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion.
<b>0</b>	A response gets no credit if it provides no evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion.
<b>Sample Generic 2-point Research (Grades 6-11)</b>	
<b>Evaluate Information/Sources Rubric (Claim 4, Target 3)</b>	
<b>2</b>	The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
<b>1</b>	The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources
<b>0</b>	A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
<b>Sample Generic 2-point Research (Grades 3-5)</b>	
<b>Use Evidence Rubric (Claim 4, Target 4)</b>	
<b>2</b>	The response gives sufficient evidence of the ability to cite evidence to support opinions and ideas.
<b>1</b>	The response gives limited evidence of the ability to cite evidence to support opinions and ideas.
<b>0</b>	A response gets no credit if it provides no evidence of the ability to cite evidence to support opinions and ideas.
<b>Sample Generic 2-point Research (Grades 6-11)</b>	
<b>Use Evidence Rubric (Claim 4, Target 4)</b>	
<b>2</b>	The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.
<b>1</b>	The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.
<b>0</b>	A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.

# FIVE TRAIT VERSION

Opinion Writing Rubric (Grades 3-5)					
Score	4	3	2	1	
<b>Statement of Purpose / Focus</b>	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>☐ opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task</li> </ul>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>☐ opinion is clear and the focus is mostly maintained for the purpose, audience, and task</li> </ul>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>☐ opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task</li> </ul>	<p>The response may be related to the opinion but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>☐ opinion may be confusing or ambiguous, response may be too brief or the focus may drift from the purpose, audience, or task</li> </ul>	
<b>Organization</b>	<p>The response has a clear and effective organizational structure creating a sense of unity and completeness:</p> <ul style="list-style-type: none"> <li>☐ consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>☐ effective introduction and conclusion</li> <li>☐ logical progression of ideas from beginning to end, strong connections between and among ideas with some syntactic variety</li> </ul>	<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"> <li>☐ adequate use of transitional strategies with some variety to clarify relationships between and among ideas</li> <li>☐ adequate introduction and conclusion</li> <li>☐ adequate progression of ideas from beginning to end, adequate connections between and among ideas</li> </ul>	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> <li>☐ inconsistent use of transitional strategies with little variety</li> <li>☐ introduction or conclusion, if present, may be weak</li> <li>☐ uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas</li> </ul>	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> <li>☐ few or no transitional strategies are evident</li> <li>☐ introduction and/or conclusion may be missing</li> <li>☐ frequent extraneous ideas may be evident, ideas may be randomly ordered or have an unclear progression</li> </ul>	
<b>Elaboration of Evidence</b>	<p>The response provides thorough and convincing support/evidence for the opinion and supporting idea(s) that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>☐ comprehensive evidence from sources is integrated, references are relevant and specific</li> <li>☐ effective use of a variety of elaborative techniques</li> </ul>	<p>The response provides adequate support/evidence for the opinion and supporting ideas that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>☐ adequate evidence from sources is integrated, some references may be general</li> <li>☐ adequate use of some elaborative techniques</li> </ul>	<p>The response is somewhat sustained with some extraneous material or a minor drift in focus:</p> <ul style="list-style-type: none"> <li>☐ may be clearly focused on the opinion insufficiently sustained</li> <li>☐ opinion on the issue may be unclear and unfocused</li> </ul>	<p>The response provides uneven, cursory support/evidence for the writer's opinion that includes partial or uneven uses of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>☐ evidence from sources is weakly integrated, and citations, if present, are uneven</li> <li>☐ weak or uneven use of elaborative techniques</li> </ul>	
<b>Language</b>	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <li>• vocabulary is clearly appropriate for the audience and purpose</li> <li>• effective, appropriate style enhances content</li> </ul>	<p>The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>• vocabulary is generally appropriate for the audience and purpose</li> <li>• generally appropriate style is evident</li> </ul>	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>☐ vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>☐ Inconsistent or weak attempt to create appropriate style</li> </ul>	<p>The response's expression of ideas is vague, lacks clarity or is confusing:</p> <ul style="list-style-type: none"> <li>• vocabulary is limited or ineffective for the audience and purpose</li> <li>• Little or no evidence of appropriate style</li> </ul>	
<b>Score</b>	2	1	0		
<b>Conventions</b>	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>• adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>• limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> <li>• infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>		
<b>NS</b>	<p>⚠ Unintelligible ⚠ Insufficient (includes copied text) ⚠ In a language other than English ⚠ Off-topic ⚠ Off-purpose (Off-purpose responses will still receive a score in Conventions)</p>				

# FIVE TRAIT VERSION

## Informative / Explanatory Writing Rubric (Grades 3-5)

Score	4	3	2	1
<b>Statement of Purpose / Focus</b>	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>controlling or main idea of a topic is clearly communicated and the focus is strongly maintained for the purpose, audience, and task</li> </ul>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task</li> </ul>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>controlling or main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task</li> </ul>	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>controlling or main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task</li> </ul>
<b>Organization</b>	<p>The response has a clear and effective organizational structure creating a sense of unity and completeness:</p> <ul style="list-style-type: none"> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>effective introduction and conclusion</li> <li>logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic</li> </ul>	<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"> <li>adequate use of transitional strategies with some variety to clarify relationships between and among ideas</li> <li>adequate introduction and conclusion</li> <li>adequate progression of ideas from beginning to end; adequate connections</li> </ul>	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> <li>inconsistent use of transitional strategies and/or little variety</li> <li>introduction or conclusion, if present, may be weak</li> <li>uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas</li> </ul>	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> <li>few or no transitional strategies are evident</li> <li>introduction and/or conclusion may be missing</li> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> </ul>
	<b>Elaboration of Evidence</b>	<p>The response provides thorough and convincing support/evidence for the controlling idea and supporting ideas that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>comprehensive evidence from sources is integrated; references are relevant and specific</li> <li>effective use of a variety of elaborative techniques (may include personal experiences)</li> </ul>	<p>The response provides adequate support/evidence for the controlling idea and supporting ideas that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>adequate evidence from sources is integrated; some references may be general</li> <li>adequate use of some elaborative techniques (may include personal experiences)</li> </ul>	<p>The response provides uneven, cursory support/ evidence for the controlling idea and supporting ideas that includes uneven or limited use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague</li> <li>weak or uneven use of elaborative techniques; development may consist primarily of source summary</li> </ul>
<b>Language</b>	<p>The response clearly and effectively elaborates ideas, using precise language</p> <ul style="list-style-type: none"> <li>vocabulary is generally appropriate for the audience and purpose</li> <li>effective, appropriate style enhances content</li> </ul>	<p>The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>use of domain-specific vocabulary is generally appropriate for the audience and purpose</li> <li>generally appropriate style</li> </ul>	<p>The response elaborates ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<p>The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>vocabulary is limited or ineffective for audience and purpose</li> <li>little or no evidence of appropriate of style</li> </ul>
<b>Score</b>	<b>2</b>		<b>1</b>	<b>0</b>
<b>Conventions</b>	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates little or no command of conventions:</p> <p>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</p>	
<b>NS</b>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off--topic</li> <li>Off--purpose</li> </ul>			

# THREE TRAIT VERSION

## Narrative Writing Rubric (Grades 3-8)

Score	4	3	2	1
Purpose/Organization	<p><b>The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:</b></p> <ul style="list-style-type: none"> <li>an effective plot helps to create a sense of unity and completeness</li> <li>effectively establishes and maintains setting, develops narrator/characters, and maintains point of view (POV beginning at grade 7)</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas</li> <li>natural, logical sequence of events from beginning to end</li> <li>effective opening and closure for audience and purpose</li> </ul>	<p><b>The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:</b></p> <ul style="list-style-type: none"> <li>an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected</li> <li>adequately maintains a setting, develops narrator/characters, and/or maintains point of view (POV beginning at grade 7)</li> <li>adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>adequate sequence of events from beginning to end</li> <li>adequate opening and closure for audience and purpose</li> </ul>	<p><b>The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:</b></p> <ul style="list-style-type: none"> <li>there may be an inconsistent plot, and/or flaws may be evident</li> <li>unevenly or minimally maintains a setting, develops narrator and/or characters, and/or point of view (POV beginning at grade 7)</li> <li>uneven use of appropriate transitional strategies and/or little variety</li> <li>weak or uneven sequence of events</li> <li>opening and closure, if present, are weak</li> </ul>	<p><b>The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:</b></p> <ul style="list-style-type: none"> <li>there is little or no discernable plot or there may just be a series of events</li> <li>may be brief or there is no attempt to establish a setting, narrator and/or characters, and/or point of view (POV beginning at grade 7)</li> <li>few or no transitional strategies may be evident</li> <li>little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident</li> <li>opening and/or closure may be missing</li> </ul>
	Development/Elaboration	<p><b>The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and description:</b></p> <ul style="list-style-type: none"> <li>experiences, characters, setting and events are clearly developed</li> <li>connections to source materials may enhance the narrative</li> <li>effective use of a variety of narrative techniques that advance the story or illustrate the experience</li> <li>effective use of sensory, concrete, and figurative language clearly advance the purpose</li> <li>effective, appropriate style enhances the narration</li> </ul>	<p><b>The narrative, real or imagined, provided adequate elaboration using details, dialogue, and description:</b></p> <ul style="list-style-type: none"> <li>experiences, characters, setting and events are adequately developed</li> <li>connections to source materials may contribute to the narrative</li> <li>adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience</li> <li>adequate use of sensory, concrete, and figurative language generally advance the purpose</li> <li>generally appropriate style is evident</li> </ul>	<p><b>The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue and description:</b></p> <ul style="list-style-type: none"> <li>experiences, characters, setting and events are unevenly developed</li> <li>connections to source materials may be ineffective, awkward or vague but do not interfere with the narration</li> <li>narrative techniques are uneven and inconsistent</li> <li>partial or weak use of sensory, concrete, and figurative language that may not advance the purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>
Score	2	1	0	
Conventions	<p><b>The response demonstrates an adequate command of conventions:</b></p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p><b>The response demonstrates a partial command of conventions:</b></p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p><b>The response demonstrates little or no command of conventions:</b></p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	
NS	<b>Unintelligible, in a language other than English, off-topic, copied text or off-purpose</b>			

4 – Point Speech Rubric (Grades 3-11)

Score	4	3	2	1
<b>Focus</b>	<p>The speech is consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>☐ controlling idea, opinion, or claim is clearly stated and strongly maintained</li> <li>☐ controlling idea, opinion or claim is introduced and communicated clearly within the context</li> </ul>	<p>The speech is adequately and generally focused:</p> <ul style="list-style-type: none"> <li>☐ controlling idea, opinion, or claim is clear and for the most part maintained though some loosely related material may be present</li> <li>☐ some context for the controlling idea, opinion, or claim</li> </ul>	<p>The speech is somewhat unclear and unfocused:</p> <ul style="list-style-type: none"> <li>☐ controlling idea, opinion, or claim is for the most part maintained though there may be a minor drift</li> <li>☐ controlling idea, opinion, or claim may be lacking an appropriate context</li> </ul>	<p>The speech is unclear and unfocused:</p> <ul style="list-style-type: none"> <li>☐ controlling idea, opinion, or claim may have a major drift</li> <li>☐ controlling idea, opinion, or claim may be confusing or ambiguous</li> </ul>
<b>Organization</b>	<p>The speech has a clear and effective organizational structure helping create unity and completeness:</p> <ul style="list-style-type: none"> <li>☐ employs a strong opening and logical progression of ideas</li> <li>☐ effective introduction and conclusion for audience and purpose</li> </ul>	<p>The speech has an evident organizational structure and a sense of completeness, though some ideas may be loosely connected:</p> <ul style="list-style-type: none"> <li>☐ adequate use of transitional strategies with some variety</li> <li>☐ ideas progress from beginning to end</li> <li>☐ introduction and conclusion are adequate</li> <li>☐ adequate, if slightly inconsistent, connection among ideas</li> </ul>	<p>The speech has an inconsistent organizational structure:</p> <ul style="list-style-type: none"> <li>☐ inconsistent use of transitional strategies with little variety</li> <li>☐ ideas progress unevenly from beginning to end</li> <li>☐ introduction and conclusion, if present, any be weak</li> <li>☐ weak connection among ideas</li> </ul>	<p>The speech has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> <li>☐ few or no transitional strategies are evident</li> <li>☐ frequent extraneous ideas may intrude</li> </ul>
<b>Elaboration of Evidence</b>	<p>The speech provided thorough and convincing support/evidence for the writer’s controlling idea, opinion, or claim that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>• use of evidence from sources is smoothly integrated</li> </ul>	<p>The speech provides adequate support/evidence for the writer’s controlling idea, opinion, or claim that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>☐ some evidence from sources is smoothly integrated though may be general or imprecise</li> </ul>	<p>The response provides uneven, cursory support/evidence for the writer’s controlling idea, opinion, or claim that includes partial or superficial use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>☐ evidence from sources is weakly integrated</li> </ul>	<p>The speech provides minimal support/evidence for the writer’s controlling idea, opinion, or claim that includes little or no use of sources, facts, or details,:</p> <ul style="list-style-type: none"> <li>• use of evidence from the source material is minimal, absent, in error, or irrelevant</li> </ul>
<b>Language and Vocabulary</b>	<p>The speech clearly and effectively expresses ideas:</p> <ul style="list-style-type: none"> <li>☐ use of precise language (including academic and domain-specific language)</li> <li>☐ consistent use of syntax and discourse appropriate to the audience and purpose</li> </ul>	<p>The speech adequately expresses ideas employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>☐ use of use of academic and domain-specific language is adequate</li> <li>☐ use of syntax and discourse generally appropriate to the audience and purpose</li> </ul>	<p>The speech inconsistently expresses ideas employing simplistic language:</p> <ul style="list-style-type: none"> <li>☐ use of domain-specific insufficient use of academic and domain-specific language</li> <li>☐ use of syntax and discourse may at times be inappropriate to the audience and purpose</li> </ul>	<p>The speech expresses vague ideas, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>☐ uses limited language or domain-specific vocabulary</li> <li>☐ rudimentary use of syntax and discourse inappropriate for the audience and purpose</li> </ul>
<b>Presentation</b>	<p>The speech is clearly and smoothly presented:</p> <ul style="list-style-type: none"> <li>☐ use of effective eye contact and volume with clear pronunciation</li> <li>☐ understandable pace adapted to the audience</li> <li>☐ consistently aware of audience’s engagement</li> <li>☐ use of strong visual/ graphics/ audio enhancement, when appropriate, to effectively clarify message.</li> </ul>	<p>The speech is adequately presented with minor flaws::</p> <ul style="list-style-type: none"> <li>☐ appropriate use of eye contact volume, and pronunciation</li> <li>☐ generally understandable pace adapted to the audience</li> <li>☐ sufficiently aware of audience’s engagement</li> <li>☐ sufficient use of visual/graphics/audio enhancements, when appropriate, to clarify message</li> </ul>	<p>The speech is unevenly presented with evident flaws:</p> <ul style="list-style-type: none"> <li>☐ inconsistent use of eye contact, volume, and pronunciation</li> <li>☐ pace partially adapted to the audience</li> <li>☐ partially aware of audience’s engagement</li> <li>☐ sufficient use of visual/graphics/ audio enhancement, when appropriate, to clarify message</li> </ul>	<p>The speech is presented with serious flaws that obscure meaning:</p> <ul style="list-style-type: none"> <li>☐ infrequent eye contact, and inappropriate volume and pronunciation</li> <li>☐ pace not adapted to the audience</li> <li>☐ little or no sense of audience’s engagement</li> </ul>



## SCORING CONFERENCE PROTOCOL

# Research Questions and Short Reads

### 1. Task Debrief:

- a. How did the students respond to the task?
- b. How long did the task take for the majority of the students?
- c. What technical issues emerged? (Videos, On line testing)
- d. What challenges does the task provide for special populations?
- e. Are there improvements you would make to the note taking tool?
- f. Other?

### 2. Creating Scoring Notes:

- a. Provide time for the group to watch the video and read the articles, taking notes just as the students would. The group members are seeking to understand what the question is asking and what evidence is relevant from the sources.
- b. After individual time to respond to the question, discuss as a group: What specifically is the question asking of the students? Skills? Thinking processes? Clarify any key words. Analyze the question for its parts.
- c. Next, discuss: What are all of the possible responses that students might have to the question? Write these scoring notes on a chart or project so that group members can keep these in mind while scoring.
- d. What should a 2---point response include? A 1---point response? A 0--- point response? Add these notes to the chart.

### 3. Scoring Papers and Identifying Anchors:

- a. Have each person in the group look for clean examples of each score point beginning with 2 –point responses. Share selected papers with the group to arrive at common agreement.
- b. Note why each paper is a good example of the identified score, especially for the 1---point responses.
- c. Select varied examples for each score point including the length of the response, the complexity of the writing, and the type of information included.
- d. Add to the scoring notes as you review the student work and gain new insights.
- e. Make any revisions to the wording of the task, if recommended for clarity.

### 4. Implications for Instruction:

- a. What were the student strengths? Weaknesses? Consider student skills in both the research and the writing. Remember that students need to compose their answers as paragraphs and not as bulleted lists.

### 5. Classroom Follow Up:

Review the task and success criteria with the students. Share patterns and trends including inviting the students to self---reflect on their own work compared to the success criteria and anchor papers. Encourage students to set personal goals for improvement.

### 6. Feedback on the Process: Pluses and Suggestions

#### NOTES:

- If you are scoring three research questions without scoring notes and exemplars, then plan on a full day to create these supports including some scoring of student work.
- If you are scoring with scoring notes and exemplars, plan on about 20---30 minutes to score a class set of papers per research question.
- If your plan is to have students self---reflect versus you giving feedback on each paper, then scoring is very rapid using the notes and exemplars.

## SCORING CONFERENCE PROTOCOL

# Range Finding and Scoring for Writing Assessment

### 1. Task Debrief:

- How did the students respond to the task?
- How long did the task take for the majority of the students?
- What technical issues emerged? (Videos, On line testing)
- What challenges does the task provide for special populations?
- Are there improvements you would make to the directions?
- Other?

### 2. Analyzing the Rubrics:

- Provide time for the group to review the scoring rubric. Discuss each of the traits separately and what student work might look like when exhibiting that trait.
- Review the student work samples that are provided in the Lucy Calkins curriculum. How do these samples represent score points on the rubrics? Keep in mind that the samples provided are on a continuum and primarily represent the end of a grade level writing expectations.
- Discuss how you would expect students to respond to the specific prompt for each score point on the rubric. What would you anticipate as a 4 response, given the prompt provided? Begin to create scoring notes with these thoughts.

### 3. Identifying Anchors and Scoring the Papers:

- Alternative A:** Read students papers for all of the designated traits, scoring papers and covering the scores with post-its. Then pass the paper to another person. After four or five people have scored the same paper, compare scores to look for agreement. Determine final score for each trait through consensus and add scoring notes. (Score for all traits this way except for conventions. Conventions is best scored separately to determine anchor papers.)
- Alternative B:** Focus on one trait at a time, including conventions. Have each person in the group look for clean examples of each score point beginning with 4 –point responses. Share selected papers with the group to arrive at common agreement. Use post-its or another recording system to explain why each paper is a good example of the identified score, especially clarifying 2 and 3 point responses.
- Add to the scoring notes as you continue to review the student work and gain new insights.
- Make any revisions to the wording of the task, if recommended for clarity.

### 4. Implications for Instruction:

- What were the student strengths? Weaknesses? Consider student performance in all five traits. What are the skills teachers will need to prioritize to support students in achieving the new Common Core ELA standards?

### 5. Classroom Follow Up:

Review the task and success criteria with the students. Share patterns and trends including inviting the students to self-reflect on their own work compared to the success criteria and anchor papers. Encourage students to set personal goals for improvement.

#### NOTES:

- If you are scoring with scoring notes and anchor papers, plan on about 60 to 120 minutes to score a class set of papers.
- If you are setting standards through range finding, plan on several hours to talk through all traits, identify anchors, and annotate these to use as guides for repeating this task in the future.
- When identifying anchor papers, try to show varied examples: Length of the paper, types of information included, complexity of the writing.
- Keep a group memory with parking lot issue and other general observations about the student writing.
- Provide time at the end to capture feedback: Pluses and Suggestions for next time.