



# Smarter Balanced Released Sample Performance Tasks



**Elementary School • Middle School •  
High School**

## Animal Defenses

1. Task Overview
2. Classroom Activity
3. Student Task: Parts 1 and 2
4. Task Specifications and Scoring Rubrics

**Task Overview (20 minutes for classroom activity, 105 for performance task = 125 total minutes)**

**Classroom Activity (20 minutes)**

### ***Evidence Statement***

In order to adequately prepare for the Animal Defenses constructed-response questions and performance task, students will:

1. Be introduced to the concept of animal defenses.
2. Be engaged in a compare and contrast group activity.
3. Be reminded of the qualities of an explanatory article or essay.

The classroom activity is designed to take place **BEFORE** Part 1 and Part 2 of the performance task. The interaction increases students' basic understanding of the topic addressed in the constructed-response questions and the performance task, helps them access both assessment stimuli, and prepares students for the kind of thinking and writing they will be asked to demonstrate in the performance task.

During the classroom activity, the teacher will first introduce the topic of the assessment and the video stimulus—"Animal Defenses"—used in the writing assessment. The teacher will lead a whole class discussion about animal defenses using examples from the video. Students may take notes based on their ideas and the ideas of their classmates.

Students may refer to their notes from the classroom activity when they plan, draft, and revise a multi-paragraph explanatory essay in Part 2.

### **Part 1 (35 minutes)**

Students will examine the sources and take notes. They will then respond to three (3) constructed-response questions.

## Part 2 (70 minutes)

Students will have access to the sources they examined in Part 1. They will refer to their notes and their answers to the constructed-response questions to compose a full-length explanatory article. Students cannot change their answers to the constructed-response questions. They will pre-write, draft, and revise an article.

## Scorable Products

Students will not generate scorable products during the classroom activity. Student responses to the constructed-response questions at the end of Part 1 and the article completed in Part 2 will be scored. Notes completed in Part 1 and pre-writing and drafting in Part 2 will not be scored.

## Teacher Preparation / Resource Requirements

This is a computer-based test that requires an interface for each test-taker. The testing software will include access to spell check, but not to grammar check. The teacher should ensure that sufficient blank paper and writing tools are available for student note-taking.

## Teacher Directions for the Classroom Activity

### Introductory Classroom Activity (20 minutes)

#### STEP 1: Orientation to the Topic (~4 minutes)

Provide an introduction to the classroom activity by indicating that after this activity, students will be completing an assessment focused on the topic of **animal defenses**. Write the word *defense* on the board and ask students what it means. (They may be helped by being reminded of uses of the term like "self-defense.") Be sure that students understand that a defense is a protection from a threat or harmful condition.

Remind students that humans have to defend themselves too. Ask: "What are some of the things humans have to defend themselves from? Have you or someone you know ever had to find protection from a threat of some kind? What are some of the defenses that humans have created or used for protection?"

#### STEP 2: Accessing the Stimuli (~13 minutes)

1. Explain: "Now we will look at some animal defenses." Show the video "Animal Defenses" (3 minutes 5 seconds).
2. Lead a whole class discussion about the video using the questions below (10 minutes):

Question 1: In the video "Animal Defenses," what were the animals defending themselves against?

Question 2: How do these defenses help the animals protect themselves against enemies?

### **STEP 3: Clarify Expectations for the Writing Task (~3 minutes)**

Explain: "In a few minutes you will read an article and answer some questions about animal defenses from both the article and the video we just saw. Then you will write an explanatory essay in response to a particular question."

Explain what students are expected to do in their explanatory essay:

#### **An explanatory essay:**

- ☐ Explains information clearly
- ☐ Is well organized and stays on the topic
- ☐ Provides evidence from the sources to support your main idea
- ☐ Uses clear language that suits your purpose
- ☐ Follows rules of writing (spelling, capitalization, punctuation, and grammar)

Answer questions that students might have about the task. Students will keep their notes from this classroom activity for the "Animal Defenses" assessment.

### **Teacher Directions for Parts 1 and 2**

#### **Part 1 (35 minutes)**

Students should receive the sources, directions, questions, article assignment, and any other material related to the task. They should receive the constructed-response questions in Part 1 and the article assignment in Part 2.

1. Initiate the online testing session.
2. Alert the students when there are 15 minutes remaining in Part 1.
3. Alert the students when there are 5 minutes remaining in Part 1.
4. Have students write their names on any notes. Collect all student notes.
5. Close the testing session.

#### **Stretch Break**

## Part 2 (70 minutes)

1. Initiate the testing Part 2.
2. Allow students to access the sources, their notes, and their answers to the constructed-response questions presented in Part 1. They will not be allowed to change their answers.
3. Once 15 minutes have elapsed, suggest students begin writing the article.
4. Alert the students when 30 minutes remain.
5. Alert students when 15 minutes remain and suggest they begin revising their articles.
6. Close the testing session.

## Student Directions for Parts 1 and 2

### Part 1 (35 minutes)

#### Your task

You will read an article and watch a video about what animals do to defend themselves from danger. Then you will answer three questions about what you have learned. In Part 2, you will write an article that explains how some animals defend themselves.

#### Steps to follow

In order to plan and write your article, you will do the following:

1. Examine two sources.
2. Make notes about the information from the sources.
3. Answer three questions about the sources.

#### Directions for beginning

You will now examine two sources. Take notes on both sources. You may use the graphic organizers to organize your notes if you like. You will want to refer to your notes while writing your article, but your notes will not be scored. You can re-read the article and watch the video as often as you like.

## NOTES

**SOURCE 1: "Animal Roll-Ups" (*Ranger Rick* article)**

Animal	Type of Defense

**NOTE: Your notes will not be scored.**

## NOTES

**SOURCE 2: "Animal Defenses" (*National Geographic* video)**

Animal	Type of Defense

**NOTE: Your notes will not be scored.**



## Research Questions

After examining the research sources, use the remaining 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 research sources you have read and viewed, which should help you write your explanatory article.

You may click on the source buttons to refer back to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

1. What does the article "Animal Roll-Ups" tell you about why some animals curl up? Use details from the article to support your answer.
2. Think about the **armadillo** and the **hedgehog** described in the article "Animal Roll-Ups." In what way are their defenses similar or different? Explain your answer using details from the article.
3. In the video "Animal Defenses," the **puffer fish** and the **crab** were both successful in protecting themselves from the same enemy—the sea otter. Do the puffer fish and the crab have the same type of defense? Explain your answer and include details from the video in your response.

## Part 2 (70 minutes)

You will now have 70 minutes to review your notes and sources, plan, draft, and revise your article. You may use your notes and refer to the sources. You may also refer to the answers you wrote to questions in Part 1, but you cannot change those answers. Now read your assignment and the information about how your article will be scored; then begin your work.

## Your Assignment

Your class is preparing a *museum display* that will include photos of a variety of animals and interesting facts about them. You have been asked to write an article for the museum display explaining about **animal defenses**.

## In your article

Choose one animal from the article "Animal Roll-Ups" and one animal from the video "Animal Defenses." In your article, identify your two animals, explain how each animal protects itself from its enemies, and explain how the two animals' defenses are similar to or different from one another. Include details from your sources.

Now begin work on your article. Manage your time carefully so that you can:

- plan your article
- write your article
- revise and edit for a final draft

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

Type your response in the space provided. Write as much as you need to fulfill the requirements of the task; you are not limited by the size of the response area on the screen.

## REMEMBER: A well-written explanatory article:

- has a clear main idea
- is well-organized and stays on the topic
- provides evidence from the sources to support your topic
- uses clear language that suits your purpose
- follows rules of writing (spelling, punctuation, and grammar)

## Source Information:

### Stimulus #1

Read this article about animals that roll up to defend themselves.

"Animal Roll-Ups" by Kathy Kranking, from *Ranger Rick* Magazine. Copyright © September 2011 by the National Wildlife Federation.

### Stimulus #2

Now watch this video about animals and how they defend themselves.

"Animal Defenses." Teachers' Domain. 26 Sept. 2003. Web. 18 Sept. 2012.

## Task Specifications:

<b>Title:</b>	"Animal Defenses"
<b>Grade:</b>	4
<b>Claim(s):</b>	2: Students can produce effective writing for a range of purposes and audiences. 4: Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.
<b>Primary Target(s):</b>	These claims and targets will be measured by scorable evidence collected. Claim 2 4: COMPOSE FULL TEXTS: Write full informational/explanatory texts on a topic, attending to purpose and audience: organize ideas by stating a focus, include structures and appropriate transitional strategies for coherence, include supporting evidence (from sources when appropriate to prompt) and elaboration, and develop an appropriate conclusion. 8: LANGUAGE AND VOCABULARY USE: Strategically use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. 9: EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts. Claim 4 2: INTERPRET AND INTEGRATE INFORMATION: Locate information to support central ideas and subtopics; select and integrate information from data or print and non-print text sources. 3: ANALYZE INFORMATION/SOURCES: Distinguish relevant-irrelevant information (e.g., fact/opinion).
<b>CCSS/Standard(s):</b>	W-8, W-9
<b>DOK:</b>	4
<b>Difficulty:</b>	Medium
<b>Score Points:</b>	Up to 10
<b>Task Source:</b>	SBAC / CTB / Revisions by Stanford Center for Assessment, Learning, & Equity (SCALE)
<b>Item Type:</b>	Performance Tasks
<b>Target-specific attributes (e.g., accessibility issues):</b>	Students with visual impairments may need alternative formats to access written texts, graphic stimuli, and video or audiovisual material. Students with physical or other impairments may need to be provided with appropriate alternative means to entering lengthy text using a keyboard.
<b>Grade level of stimuli:</b>	3/4
<b>Stimuli:</b>	Animal Roll-Ups: Informational article This article talks about animals that roll up to protect themselves from predators. Animal Defenses: Educational video This National Geographic video talks about animals and their different

# Grade 4 Performance Task

	defenses.
<b>How this task contributes to sufficient evidence for the claims:</b>	In order to complete the performance task, students 1. Analyze and select information from multiple sources 2. Answer various questions about research and the evidence the authors present as support 3. Write an explanatory article, attending to purpose and audience 4. Organize ideas by stating and maintaining a focus 5. Develop a topic, including citing supportive evidence, details, and elaboration consistent with the sources, purpose, and audience 6. Effectively organize ideas, appropriate transitions, and include a conclusion for coherence 7. Adhere to conventions and rules of grammar, usage, and mechanics 8. Control language for purpose and audience

## Scoring information for questions:

### 1. Claim 4, Target 3

2-point Research (Grades 4–5) Evaluate Information/Sources Rubric (Claim 4, Target 3)	
<b>2</b>	<p>The response gives sufficient evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion.</p> <p>The response includes detailed information from the text about how some animals roll up to defend themselves rather than for other purposes (such as keeping warm). The response is supported with relevant details from the text.</p>
<b>1</b>	<p>The response gives limited evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion.</p> <p>The response includes limited information from the text about how some animals roll up to defend themselves rather than for other purposes (such as keeping warm). The response is supported with limited relevant details from the text.</p>
<b>0</b>	<p>A response gets no credit if it provides no evidence of the ability to distinguish relevant from irrelevant information such as fact from opinion.</p> <p>The response does not include an explanation of how some animals roll up to defend themselves rather than for other purposes (such as keeping warm) or confuses the reasons why animals roll up. The response does not include relevant details and may be vague, incorrect, or completely absent.</p>

**Sample 2-Point Response:**

The information in the article tells about many animals that roll up in different ways. Many animals roll up to protect themselves from danger. For example, the armadillo rolls up into a ball by pulling its ears and legs into the ball and has armor covering it. Some animals, like the red fox, curl up to keep warm. The stone centipede rolls up into a ball to protect her eggs.

Scoring note: The response could also mention the pill bug, hedgehog, or wheel spider.

**Sample 1-Point Response:**

The article “Animal Roll-Ups” did a good job of explaining how animals roll up. It also explains why they roll up. The pill bug rolls up like an armadillo.

**Sample 0-Point Response:**

I liked reading about animals that roll up.

## 2. Claim 4, Target 2

2-point Research (Grades 3–5) Interpret & Integrate Information Rubric (Claim 4, Target 2)	
<b>2</b>	<p>The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information.</p> <p>The response is a thorough explanation of how the defenses of the armadillo and the hedgehog are similar or different. The response is supported with relevant details from the text.</p>
<b>1</b>	<p>The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information.</p> <p>The response is a limited explanation of how the defenses of the armadillo and the hedgehog are similar or different. The response is supported with limited details from the text.</p>
<b>0</b>	<p>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.</p> <p>The response does not relate to the similarities or differences of the defenses of the armadillo and the hedgehog. The response does not include relevant details and may be vague, incorrect, or completely absent.</p>

**Sample 2-Point Response:**

Armadillos and hedgehogs defend themselves in similar ways because they both try to fool their enemies and protect their bodies. Armadillos curl up into a ball and pull their head and tail inside their armor. Hedgehogs also curl up into a ball and hide their soft parts under their sharp spines. These defenses help the animals protect themselves.

**Sample 1-Point Response:**

Armadillos and hedgehogs curl up into balls to defend themselves.

**Sample 0-Point Response:**

I enjoyed reading the article.

3. Claim 4, Target 2

2-point Research (Grades 3–5) Interpret & Integrate Information Rubric (Claim 4, Target 2)	
2	<p>The response gives sufficient evidence of the ability to locate, select, interpret, and integrate information within and among sources of information.</p> <p>The response is a thorough explanation of whether or not the puffer fish and the crab have the same type of defense. The response is supported with relevant details from the video.</p>
1	<p>The response gives limited evidence of the ability to locate, select, interpret, and integrate information within and among sources of information.</p> <p>The response is a limited explanation of whether or not the puffer fish and the crab have the same type of defense. The response is supported with limited relevant details from the video.</p>



0	<p>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.</p> <p>The response does not include an explanation of whether or not the puffer fish and the crab have the same type of defense. The response does not include relevant details and may be vague, incorrect, or completely absent.</p>
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## Sample 2-Point Response:

The puffer fish and the crab have very different types of defenses. The puffer fish puffs up to make itself so large that an enemy can't bite it. It also makes itself hard to bite with thousands of prickles on it. The crab has sharp claws that it snaps at the otter in the video, and this keeps the otter away from it. They have very different responses, but they are both successful at defending themselves.

## Sample 1-Point Response:

The puffer fish puffs up to make itself so large that the otter can't bite it. The crab in the video uses its claws to snap at the otter. In these ways they are different.

## Sample 0-Point Response:

Otters like to try to eat puffer fish and crabs.

## Rubric and scoring information for full-write:

<b>4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 3–5)</b>					
Score	4	3	2	1	NS
Statement of Purpose/Focus and Organization	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>controlling idea or main idea of a topic is clearly stated, focused, and strongly maintained</li> <li>controlling idea or main idea of a topic is introduced and communicated clearly within 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 idea or main idea of a topic is clear and mostly maintained, though some loosely related material may be present</li> <li>some context for the controlling idea or main idea of the topic is adequate within 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>may be clearly focused on the controlling or main idea, but is insufficiently sustained, or</li> <li>controlling idea or main idea may be unclear and/or somewhat unfocused</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>may be very brief</li> <li>may have a major drift</li> <li>focus may be confusing or ambiguous</li> </ul>	<p>Insufficient, illegible, in a language other than English, incoherent, off-topic, or off-purpose writing</p>
	<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>logical progression of ideas from beginning to end</li> <li>effective introduction and conclusion for audience and purpose</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 the relationships between and among ideas</li> <li>adequate progression of ideas from beginning to end</li> <li>adequate introduction and conclusion</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>uneven progression of ideas from beginning to end</li> <li>conclusion and introduction, if present, are weak</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>frequent extraneous ideas may intrude</li> </ul>	

**4-Point  
Informative-Explanatory  
Performance Task Writing Rubric (Grades 3–5)**

Score	4	3	2	1	NS
<b>Evidence/Elaboration</b>	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>• use of evidence from sources is integrated, comprehensive, and relevant</li> <li>• effective use of a variety of elaborative techniques</li> </ul> <p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <li>• use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</li> </ul>	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>• some evidence from sources is included, though citations may be general or imprecise</li> <li>• adequate use of some elaborative techniques</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> </ul>	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use 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> <p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>• use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose</li> </ul>	<p>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>• use of evidence from the source material is minimal, absent, incorrect, or irrelevant</li> </ul> <p>The response's expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>• uses limited language or domain-specific vocabulary</li> <li>• may have little sense of audience and purpose</li> </ul>	<p>Insufficient, illegible, in a language other than English, incoherent, off-topic, or off-purpose writing</p>

# Grade 6 Performance Task

## Student Directions

### Robots Narrative Performance Task

#### **Task:**

Your school's technology club is building a new website. The club sponsor is also your English teacher, and he has encouraged everyone to research a topic related to technology for an upcoming project. Since you saw a movie about robots recently, you want to know more about what real robots can do. During your research, you have found three articles about robots.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and 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 a story 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 examining the research 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 viewed, which should help you write your story.

You may click on the Global Notes button or refer back to your scratch paper to review 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

The following is an article about several robots and the jobs they perform.

#### Meet the Robots by Lucas Langley

If you think of robots as a thing of the future, think again. Robots do many jobs today. They work in mines and on farms, they help doctors and save lives, and even explore volcanoes. Here are some robots that are hard at work.

#### Gemini-Scout

Gemini-Scout is a remote-controlled robot that does search-and-rescue work in mines under the ground. The robot is less than two feet tall and has wheels which enable it to go up and down stairs and make tight turns—it can even roll through water! Gemini may be small, but it is strong and can easily carry food, water, and other supplies. In real emergencies, Gemini can even drag an injured person to safety.

Wherever it goes, Gemini-Scout constantly collects information. For example, it tests the air for gases and then tells miners when the air is safe. The robot also has a thermal camera, a special camera that locates heat energy to produce images that help it find miners who are trapped underground.

Once the robot finds the trapped miners, the miners can use the robot's two-way radio to talk with the rescue team. This robot was built to be easy to use because its remote control operates like a remote control used for many video games. If you've ever played a video game, you would probably know how to use Gemini-Scout.



#### Dante 2

Although Dante 2 isn't saving lives directly like Gemini-Scout, its job is just as interesting and important. Dante 2's job is to climb into volcanoes to gather information for scientists. Like a spider, this robot has eight legs, which can help it climb the steep walls of the volcano while secured with a rope. Dante 2 is also built to survive extreme heat. When a volcano is too dangerous for scientists to enter, Dante 2 goes instead.

Once in the volcano, Dante 2 looks for vents, or holes, in the crater. Then the robot collects information about the gases that come out of the vents. In the past, scientists could not learn as much about volcanoes, but Dante 2 is changing that. Now scientists can study a volcano up close while remaining at a safe distance.

## **Dante 2 (NASA)**

### **Mr. Gower**

At first glance, Mr. Gower looks like a small metal cabinet on wheels, but its job is just as important as Dante 2 and Gemini-Scout. Mr. Gower is a robot that moves throughout a hospital, helping doctors and nurses bring medicine to patients. The body of the robot is a stack of locked drawers that store medicine. Nurses and doctors can unlock the drawers and get the medicine they need for their patients.

Mr. Gower can be programmed to go anywhere in the hospital. It can ride elevators, steer through hallways, and even move around things that get in the way. The robot is so strong that it can pull 500 pounds. Mr. Gower is battery powered, and after charging for only two hours, the robot can deliver medicine for twelve hours without stopping.

Not only does it work long days, but Mr. Gower can talk. It has been programmed to say hundreds of phrases like "Calling elevator" or "Your delivery is here." Mr. Gower reduces the amount of time doctors, pharmacists, and nurses spend walking around the hospital, allowing them to use their time to focus on other important tasks.

### **Agribots**

Agribots may not save lives, but many farmers find them very useful. An agribot is a robot that picks fruit. It might pick berries, oranges, grapes, or apples. Agribots are not yet widely used, but farmers are very interested in what these robots can do. Because picking a strawberry is different than picking an apple, agribots come in all shapes and sizes. Some have giant arms that are towed behind trucks, while others are able to move around on their own. In Japan, there is a strawberry-picking robot that can sense the color of the berries. This helps the robot know when each berry is ripe.

At the Massachusetts Institute of Technology (MIT), scientists are working to grow cherry tomatoes with no human help at all! They have created a greenhouse full of plants that are cared for by small agribots. The agribots are like robot farmers. Every plant has sensors that tell the robots what the plant needs. If a plant is too dry, a robot will water it. When a robot senses that a tomato is ripe, it uses a mechanical arm to pick the tomato. Agribots may seem unusual now, but one day they may be common on farms.

No matter how large or small a robot's job, one thing is for certain—robots are here to stay. Because robots are dependable and tireless, they are valuable tools, and as technology advances, they will be capable of doing increasingly complex jobs.

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Image of Dante 2 by NASA. In the public domain. Retrieved from [http://www.nasa.gov/images/content/260941main\\_photographers-03.jpg](http://www.nasa.gov/images/content/260941main_photographers-03.jpg)

## Source #2

The following is an article about robots at play.

### **Robots That Play Well with Others** by Lisa Langston

About 50 years ago, the author Isaac Asimov wrote a story called *I, Robot*. The story is set in the future, when robots take care of children. The main character loves her robot babysitter, Robbie. Unlike the child's parents, Robbie always has time to play. Robbie and the child have adventures together; Robbie is an endless source of fun!

When the story was written, it was only a fantasy. Now it is close to coming true because today robots can do all kinds of work. They assemble electronic gadgets, guide trains on tracks, and sort trash. Today's robots can play as well as work—robots sing, dance, and even play music. A Japanese robot can even play the piano with its two mechanical hands.

Many playful robots are made to copy animals too. Some robots play the way animals play while other robots play with animals. For example, moviemakers have designed huge robotic apes and dinosaurs to be in movies, but these kinds of robots aren't made only for movies. Robot animals can live with you. You can buy a robot pet, such as a dog, a seal, or even a dinosaur. These robot pets have a lot in common with real pets. They want your attention and you can teach them tricks. There is even a new version of a robot pet that

## Grade 6 Performance Task

has fake fur so you can pet your robot just like you pet your dog or cat. There is one difference, though—you don't need to take them outside or feed them!

Other robots help people play with live animals. One company, I-Pet Companion, has made a robot that lets people play with kittens, but from a distance. When you log on to the Internet, you can control the robotic pet from far away. The robot is put in a room full of kittens, and it drags a piece of string for the kittens to chase. When it's your turn, you can control the robot to pull the string this way or that way while the kittens jump after the string as you push the controls.

Some robots even play all by themselves. College students in Oregon have created robots that can play hockey or shuffleboard on their own. All year, the students work hard to design the robots. Then, the robots play the game without anyone controlling them. They grab the puck, turn, twist and compete to score, and as part of the final test, the robots must push the puck to the goal without being told what to do.

Even though there are no robots quite like Robbie, today's robots can still offer hours of fun. Who knows, maybe robots in the future will make Asimov's fantasy into a reality.

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## Source #3

Here is an article on self-driving cars from the National Public Radio website (NPR.com), published on February 17, 2012.

### **When the Car Is the Driver** by Steve Henn

This week the state of Nevada finalized new rules that will make it possible for robotic self-driving cars to receive their own special driving permits. It's not quite driver's licenses for robots—but it's close.

The other day I went for a spin in a robotic car. This car has an \$80,000 cone-shaped laser mounted on its roof. There are radars on the front, back and sides. Detailed maps help it navigate.

Do people notice it's a self-driving car and gawk?

"We get a lot of thumbs up," says Anthony Levandowski, one of the leaders of Google's self-driving car project. "People drive by and then they wave. I wish they would keep their eyes on the road."

Levandowski is in the passenger seat with a laptop showing him what the car can see. Chris Urmson is behind the wheel. But his hands are in his lap and the steering wheel is gently turning back and forth, tracing the contours of California's busy Highway 85.

"And it can adjust the speed. If there is a particularly tight corner, it will slow down for that," Urmson says. "It adjusts speed to stay out of blind spots of other vehicles. It tries to match speed with traffic."

Urmson has been working on this technology for close to a decade. His first car managed to travel just 11 miles on a dusty road. Google's vehicle is a giant leap forward.

"When we got this on the freeway and it was doing 70 miles an hour and just smoothly driving along the road, you could taste it—the technology," Urmson says. "You could really feel the impact and how it's going to change people's lives. It was just amazing."

While he was talking, a motorcycle cut us off. The car saw the move coming, and we hardly even noticed.

Google's fleet of robotic cars has driven more than 200,000 miles over highways and city streets in California and Nevada. Google did this testing in kind of a legal limbo<sup>1</sup>. These cars aren't forbidden, but, "There was no permission granted for any of that to happen by anybody," says Steve Jurvetson, a venture capitalist<sup>2</sup> and robotic car enthusiast.

## Grade 6 Performance Task

"It's essential that there be a place to do tests," he says. "There's two ways to do it—the seek-forgiveness strategy and the seek-permission strategy. Frankly, the 200,000 hours I think that have been driven here in California—that's a seek-forgiveness strategy. Right?"

If anything [had gone] wrong, Google would have had a huge amount of explaining to do. So last year, the company hired a lobbyist<sup>3</sup> in Nevada.

"The state of Nevada is close [to California], it's a lot easier to pass laws there than it is in California," Levandowski says.

He says Google convinced the state Legislature to pass a law making robotic cars explicitly legal. But the Legislature went further than just creating a place to test these cars—it ordered the Department of Motor Vehicles to create basically a driver's license for these robot cars.

"I thought it was great," says Bruce Breslow, director of the Nevada DMV. "My grandfather took me to the 1964 World's Fair in New York City many times. And they were promising me the car of the future as an 8-year-old, and I thought to myself, this finally could be it."

Starting March 1, companies will be able to apply to test self-driving cars on Nevada roads.

"The test vehicles will be Nevada's first red license plate since the 1940s," Breslow says. Think of it like a learner's permit—those bright red plates will let everyone know there's a student robot driver behind the wheel.

"And eventually when these vehicles are sold, it will be the first ever neon green license plate that the state of Nevada will ever issue—green meaning go, and the future's arrived," Breslow says

Google says it will probably be years before cars like this go on sale. But Jurvetson, the venture capitalist, says he's convinced this technology could save thousands of lives "today, already, right now."

Robots are never distracted. They don't text or drink or get tired. They see things no human can.

"That front radar catches [a signal that] bounces off the ground," Jurvetson says. . . . [Therefore] no human will ever have the amount of information that these cars have when they are driving."

While Nevada may be the first state to create a licensing system for self-driving cars, it won't be the last; Hawaii, Florida and Oklahoma are already following suit. And Jurvetson says one day we may be asking ourselves if humans should still be allowed to drive.

<sup>1</sup> legal limbo: when the law isn't clear on a specific issue

## Grade 6 Performance Task

<sup>2</sup> venture capitalist: businessperson who invests money into startup or small companies

<sup>3</sup> lobbyist: a person who tries to influence laws or government policies by government officials on behalf of a group or individual who hires them

"When the Car is the Driver" by Steve Henn, from National Public Radio. Copyright © National Public Radio.

1. Explain what Source #1 and Source #3 say about how robots are able to save lives by paraphrasing the information while avoiding plagiarism.
2. Many robots are designed to do normal tasks that improve people's lives or jobs. Provide two pieces of evidence from different sources that support this idea and explain how each example supports the idea. Cite evidence for each piece of information and identify the source title or number.
3. Click on the boxes to show the claim(s) that each source supports. Some sources will have more than one box selected.

	Source #1: Meet the Robots	Source #2: Robots That Play Well with Others	Source #3: When the Car Is the Driver
Robots are more reliable because they don't get tired.			
Robots could serve as a substitute pet when a person has an allergy to animals.			
Robots often say time and energy.			

# Grade 6 Performance Task

## Part 2

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

### Your Assignment:

Your technology club is ready to launch its website. Your English teacher is making the website into a class project. For your part in the project, you are assigned to write a story that is several paragraphs long about what happens when you get a robot of your own.

In your story, you have just received your new robot. You are excited to turn it on and see how it works. You press the button to turn on the robot. Write a story about what happens next. When writing your story, find ways to use information and details from the sources to improve your story. Make sure you develop your character(s), the setting, and the plot, using details, dialogue, and description where appropriate.

### Narrative Story Scoring:

Your story will be scored using the following:

- 1. Organization/purpose:** How effective was your plot, and did you maintain a logical sequence of events from beginning to end? How well did you establish and develop a setting, narrative, characters, and point of view? How well did you use a variety of transitions? How effective was your opening and closing for your audience and purpose?
- 2. Development/elaboration:** How well did you develop your story using description, details, dialogue? How well did you use relevant details or information from the sources in your story?
- 3. Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

**Now begin work on your story.** Manage your time carefully so that you can

- plan your multi-paragraph story.
- write your multi-paragraph story.
- revise and edit the final draft of your multi-paragraph story.

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

For Part 2, you are being asked to write a story that is several paragraphs long, so please be as thorough as possible. Type your response in the space provided. The box will expand as you type.

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

## ELA.08.PT.2.07.161 C2 T7

Sample Item Id:	<b>ELA.08.PT.2.07.161</b>
Title:	Robot Pets
Grade/Model:	8/3
Claim(S):	<p><b>Primary Claims</b></p> <p>1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> <p>2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</p> <p>4: Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.</p> <p><b>Secondary Claim</b></p> <p>3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</p>
Primary Target(S):	<p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p><b><u>Claim 1</u></b></p> <p>8. <b>KEY DETAILS:</b> Identify explicit text evidence to support inferences made or conclusions drawn about texts</p> <p>11. <b>REASONING &amp; EVALUATION:</b> Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information (author's line of reasoning; point of view/purpose; relevance of evidence and/or elaboration to support claims, concepts, ideas)</p> <p>12: <b>ANALYSIS WITHIN OR ACROSS TEXTS:</b> Analyze one or more texts to determine how connections are made among topics/information presented; or how conflicting information or presentation format reveals author interpretation of the topic</p> <p><b><u>Claim 2</u></b></p> <p>7: <b>COMPOSE FULL TEXTS:</b> Write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize and cite supporting (text) evidence from credible sources, and provide a conclusion</p> <p>8. <b>LANGUAGE &amp; VOCABULARY USE:</b> Strategically use precise language and vocabulary (including academic and domain-specific vocabulary, figurative language) and style appropriate to the purpose and audience when revising or composing texts</p> <p>9. <b>EDIT AND CLARIFY:</b> Apply or edit grade-appropriate grammar, usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts</p> <p><b><u>Claim 4</u></b></p> <p>2. <b>ANALYZE/INTEGRATE INFORMATION:</b> Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.)</p> <p>3. <b>EVALUATE INFORMATION/SOURCES:</b> Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses</p>

Secondary Target(s):	<p><i>These claims and targets will be observed but not scored.</i></p> <p><b>Claim 2</b> 10. <b>TECHNOLOGY:</b> Use tools of technology to gather information, make revisions, or produce texts</p> <p><b>Claim 3</b> 4. <b>LISTEN/INTERPRET:</b> Analyze, interpret and use information delivered orally or visually</p> <p><b>Claim 4</b> 1: <b>PLAN/RESEARCH:</b> Conduct short research projects to explore a topic, issue or problem, analyzing interrelationships among concepts or perspectives</p>
Standard(s):	<p><b>Primary Standards</b></p> <p><b>Reading</b> RI-6,8, W-2d, W-3d, L-3a, L6</p> <p><b>Writing</b> W-1a, W-1b, W-1c, W-1d, W-1e W-4, W-5, W-6, W-8, W-9 L-1, L-2, L-3</p> <p><b>Research</b> L-6 W-2d, W-3d, W-8, W-9 WL-8, WL-9</p>
DOK:	4
Difficulty:	Medium/High
Score Points:	TBD
Task Source:	Testing Contractor
How This Task Addresses The Sufficient Evidence For The Claims:	<p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> <li>1. Identify an author's attitude</li> <li>2. Identify the types of evidence the author uses to support his or her claims</li> <li>3. Further analyze information sources and evaluate evidence through discussion with other students in order to formulate a conclusion</li> <li>4. Write an argumentative essay effectively demonstrating <ul style="list-style-type: none"> <li>• a clearly-established argumentative claim</li> <li>• presentation of relevant supporting evidence, details, and elaboration consistent with the claim, sources, purpose, and audience</li> <li>• effective organization of ideas</li> <li>• adherence to conventions and rules of grammar, usage, and mechanics</li> <li>• control of language and tone for purpose and audience</li> </ul> </li> </ol>
Item Type	PT

Target-Specific Attributes (E.G., Accessibility Issues):	Students with visual and hearing impairments will need to be provided with transcripts of video material. Students with visual, hearing, and speaking impairments will need to be effectively integrated into small group work.
Stimuli:	<p><b>Sources (2 articles, 3 videos; presented in the order in which they are used)</b></p> <p><b>Article 1</b>  <b><i>Metro Daily News</i></b> <span style="float: right;"><b><i>June, 2011</i></b></span></p> <p><b>The Rise of the Robot Pet</b>  <b>by Elena Soto</b></p> <p>Nanto City, Japan, is facing a challenge that's typical of cities across the country. The city has a large (and growing) elderly population and a shortage of younger people to care for them. But Nanto City is approaching this problem in an unusual way. Over the course of 12 years, and at a cost of \$10 million, Japan's National Institute of Advanced Industrial Science and Technology has developed a robotic animal—a baby seal named Paro—to help ease the burdens of Nanto City's older residents. These are people who not only struggle with physical illness but often also with feelings of sadness, loneliness, and isolation.</p> <p>By all accounts, Paro is helping. Informally, nurses report that their elderly patients treat Paro like a family pet, covering him with blankets and trying to feed him snacks. A more formal study by Dr. Takanori Shibata, Paro's creator, discovered a 50% increase in brain activity in certain patients after spending 20 minutes with the seal.</p> <p>And seals are not the only robotic animals making an impact. Senior citizens who spent time with Aibo, a robotic dog whose name means "pal" in Japanese, played with him and told him their thoughts and feelings. They treated him much like a real, live dog. Though there have been few formal scientific studies to date, those that have been conducted point to a number of benefits of robotic pets. These include lowered stress levels and increased happiness. One study at the University of Missouri revealed that levels of cortisol, a stress hormone, fell in adults when they patted Aibo.</p> <p>Other robot animals can act as guides for people with vision problems, detect fires and rescue people, and assist military troops. These are the robot "working animals." But some robot animals exist purely for amusement. These robo-pets are, to put it simply, <i>fun</i>. There are baby chickens that chirp and kittens that purr. Many robo-pets behave like babies and "grow up" under the delighted eyes of their owners. Some, like Pleo, a cuddly dinosaur, learn new tricks and change their behaviors as appropriate for their "age." As one happy customer on Amazon.com explained, "The little critter is the cutest creature I've ever seen... He's a baby dinosaur that's warm-hearted, gentle and really strikes a chord with all who meet him."</p> <p>Remarkably, these robo-pets seem to develop their own, unique personalities. Some scientists call these animals "social robots." Their</p>

existence is possible, in part, because scientists have begun to learn more about how the *human* brain learns and responds, and to apply this knowledge to the rapidly changing field of robotics. Thus the robo-pets are becoming ever more realistic—and engaging.

Scientists have known for years that real dogs, cats, and other pets can do a lot to improve people's lives. Now they're finding out that robotic pets can trigger the same feelings of well-being and affection that real animals can. Though robo-pets aren't cheap—it cost \$10 million to develop Paro—the many benefits they offer may soon outweigh the costs. And they never shed, or need to be cleaned up after, or demand to be taken outside for a walk!

**Video 1:** *Fugitsu's cute teddy-bear robot shows what it can do*, May 2010. <http://www.youtube.com/watch?v=AwWeN1ARy74>  
--This is an introduction to the Fujitsu robot teddy bear. (1:58)

**Video 2:** *Pleo: Robot, pet or both?* December 2007  
<http://www.youtube.com/watch?v=F6LCEFr8SxQ>  
--The host of a technology show provides an introduction to a specific robot pet. (3:10)

**Article 2**  
***Technology Trends Quarterly***

***Fall, 2010***

**Love In the Time of Robots**  
**by Frank Mullin**

Just as the sun will rise tomorrow morning, so too will robots rise in our society. This is not to say that robots will soon become our evil overlords, no matter what they say in the movies. Rather, robots are rising in their use and usefulness. For decades we have built our robots to perform the three Ds: things that are too dull, dirty, or dangerous for us to do. In many ways, we are now dependent on robots. But now, there is relatively new area in which robots are making advances—into our hearts.

One of the strongest bonds many people have is with their pets. Given the complexity of emotions involved in such relationships, it seems unlikely that a robotic pet could ever truly replace a biological one. But robotic pets are becoming increasingly affordable and lifelike. They can be soft and cuddly. They can respond appropriately to a loving stroke or a sharp voice command. As the technology of robotic pets improve, so too will their abilities to interact. For many people, robotic pets may seem to offer all of the pros with none of the cons of biological pets. And that may just be the problem.

Humans have long shown the ability to bestow love upon inanimate objects. Ask yourself if you have ever loved a car, or your laptop computer, or a teddy bear. Viewed in that regard, it is not difficult to imagine feeling the same love for a robotic pet. After all, a robotic cat might actually exhibit *more* affection than a real cat. But it is that show of affection that may be most troubling. When a nuzzle is given by an aloof biological cat, the owner may feel a rush of pride at



	<p>having earned such an honor. But what of a robotic cat? Would the owner still feel pride, knowing in the back of her mind that that aloofness was coded into the cat by some computer programmer?</p> <p>There are, however, some people who may not be aware of the computer programmer's hand: children. Kids love their stuffed animals, so it makes sense that they would love robotic pets even more if those pets seemed to love them back. Again, though, the trouble here lies in the <i>simulation</i> of love. In 2001, Sherry Turkle, a professor at the Massachusetts Institute of Technology, performed an experiment where children were observed interacting with a robot. On one occasion, the robot malfunctioned and the subject, a young girl, assumed that the robot no longer liked her. The girl became sad and withdrawn. "Can a broken robot break a child?" Turkle wrote in her book <i>Alone Together</i>. "We would not consider the ethics of having children play with a damaged copy of Microsoft Word or a torn Raggedy Ann doll. But social robots provoke enough emotion to make this ethical question feel very real."</p> <p>No matter how lifelike a robotic pet may seem, it is still just a technologically advanced machine. Numerous research studies have found that advanced technologies, such as mobile phones and the Internet, often lead to social isolation. It is not hard to imagine that a very lifelike robotic pet, while providing an elderly woman with comfort and companionship, might also cause that woman to isolate herself from human interaction. As one commenter noted in an online forum on robots, "In a few years we'll never have to leave the house!"</p> <p>Finally, there is the matter of responsibility. Many children get their first experience with responsibility by caring for a pet. Biological pets have real needs, the neglect of which holds very real consequences. But what does a child learn about responsibility when the only need her robotic dog has is to be recharged occasionally? What lesson is learned if, when a child gets bored with his pet, he can stuff it in the back of his closet and forget about it?</p> <p>Tomorrow the sun will rise, and with it, more people will rise to greet their robotic pets. This may or may not be a bad thing. But before the robotic dog takes its place as man's new best friend, it might be worthwhile to ask whether giving love to something that cannot love you back is truly a friendship at all.</p> <p><b>Video 3:</b> <i>Maya's Human Interaction – Sensors (A Genibo-QD film)</i>, February 2010. <a href="http://www.youtube.com/watch?v=9b4jx5RzqAk">http://www.youtube.com/watch?v=9b4jx5RzqAk</a> --The Genibo robot dog displays some of its capabilities. (1:49)</p>
Acknowledgments:	<p>Articles have been rewritten but are based on information from the following sources:</p> <p><a href="http://www.forbes.com/2005/06/08/cx_lr_0608japan.html">http://www.forbes.com/2005/06/08/cx_lr_0608japan.html</a>  <a href="http://robotsage.blogspot.com/2006/04/star-telegram-01222006-robotic-pets.html">http://robotsage.blogspot.com/2006/04/star-telegram-01222006-robotic-pets.html</a>  <a href="http://www.livescience.com/596-move-rover-robotic-pet-friend.html">http://www.livescience.com/596-move-rover-robotic-pet-friend.html</a>  <a href="http://www.gizmag.com/emotional-robot-pets/16409/">http://www.gizmag.com/emotional-robot-pets/16409/</a></p>

	<a href="http://www.amazon.com">www.amazon.com</a> <a href="http://books.google.com/books?id=oBb-It3l4oYC&amp;lpg=PP1&amp;dq=robot%20ethics&amp;pg=PP1#v=onepage&amp;q=robot%20ethics&amp;f=false">http://books.google.com/books?id=oBb-It3l4oYC&amp;lpg=PP1&amp;dq=robot%20ethics&amp;pg=PP1#v=onepage&amp;q=robot%20ethics&amp;f=false</a> <a href="http://chronicle.com/article/Programmed-for-Love-The/125922/">http://chronicle.com/article/Programmed-for-Love-The/125922/</a>
Task Notes:	<p><b>Task Overview (195 total minutes):</b>          Title: Robot Pets  <b>Session 1</b> (60 minutes): Ultimately tasked with writing an argumentative essay on robots as pets, in this session students will read one newspaper article and watch two short videos, taking notes on these sources. They will then respond to three constructed-response questions, one addressing reading comprehension and the other two the research skills of analyzing and evaluating information.  <b>Session 2</b> (45 minutes): Students will read a special interest magazine article and watch a third short video. Then working in small discussion groups, students will discuss how their opinions about the topic did or did not change as a result of the information presented in Session 2. Students will again take notes on both the resources and the views of other students.  <b>Session 3</b> (90 minutes): Finally, students will work individually to compose full-length argumentative essays on robots as pets, referring to their notes as needed. Prior to composing their full-length essays, students will be allowed access to the articles and videos they viewed on Day 1 and Day 2. Pre-writing, drafting, and revising will be involved.  <b>Scorable Products:</b> Student responses to the three constructed-response questions at the end of Session 1 and the essays completed in Session 3 will be scored. Secondary targets will not be scored.</p> <p><b>Teacher preparation / Resource requirements</b>          The teacher should assure that sufficient blank paper and writing utensils are available for student note taking. Teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell check and a thesaurus, but not to grammar check. The teacher should also be prepared to form small, heterogeneous groups of 3 or 4 students for the second half of Session 2 on the second day.</p> <p><b>Teacher Directions:</b>          NB: Students should <b>not</b> be given the specific essay topic, audience, or any additional information about the essay, other than what is provided in sessions 1 and 2, until session 3 begins.</p> <p><b>Session 1 (60 minutes)</b></p> <ul style="list-style-type: none"> <li>• Initiate the online testing session.</li> <li>• Alert the students when 30 minutes have elapsed.</li> <li>• Alert the students when there are 10 minutes remaining in the session.</li> <li>• Make sure the students have put their names on any notes, collect all student notes, and close the testing session.</li> </ul> <p><b>Session 2 (45 minutes)</b></p> <ul style="list-style-type: none"> <li>• Initiate the testing session.</li> <li>• Halfway through the session, after students have received their small group assignment, form heterogeneous 3-to-4-</li> </ul>

person discussion groups.

- Alert the students when 5 minutes remain in the session.
- Make sure the students have put their names on any notes, collect all student notes, and close the testing session.

**Session 3 (90 minutes)**

*Broken down as follows:*

*25 minutes to review sources and notes and plan the essay*

*45 minutes to write the essay*

*20 minutes to revise the essay*

- Return notes to the students and initiate the testing session.
- Allow students access to the articles and videos from Day 1 and Day 2 for the first 25 minutes of the session.
- Once 25 minutes have elapsed, restrict access to sources (but not notes) and instruct students to begin writing their essays.
- Alert the students when 45 minutes have elapsed in the session.
- After students have been writing for 45 minutes, alert them that there are 20 minutes remaining in the session and instruct them to begin revising their essays. It is acceptable if some students continue to write their essays rather than revise them.
- Alert the students when there are 10 minutes remaining in the session.
- Close the testing session.

**Student Directions:****Session 1 (60 minutes)****Your assignment:**

Your school is planning a technology fair for which one category of entries is writing about technology. You will read several articles and view several videos about a new technology, then write an argumentative essay about it.

**Steps you will be following:**

In order to plan and compose your essay, you will do all of the following in three sessions over the next three days:

- 1) Read an article and watch two videos on the topic of robot pets, taking notes on these sources.
- 2) Answer three questions about the sources.
- 3) Read a second article and watch a video, taking notes on these sources.
- 4) Participate in a discussion of the information in the sources with a small group of classmates, taking notes on your discussion.
- 5) Plan and write your essay.

**Directions for beginning:**

You will now read an article from a newspaper and watch two videos related to the topic of robotic pets, taking notes on all of these sources. Take notes because you will use them in the other sessions. You can refer back to any of the sources as often as you like while you are taking notes during this session and during later sessions on this task. Your notes and the sources will be your basis for writing

your final draft.

(Article 1)

(Video 1)

(Video 2)

### Questions

Use the remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your essay. You may click on the appropriate buttons to refer back to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

1. Explain what the author's attitude is toward robot pets in the article "The Rise of the Robot Pet." Use details from the article you read to support your answer.
2. The author of "The Rise of the Robot Pet" uses different types of evidence to support her claim about robotic pets. Identify two different types of evidence she uses and give an example of each.
3. What can people learn about robotic pets from the videos "Fugitsu's cute teddy-bear robot shows what it can do" and "Pleo: Robot, pet, or both?" that they would not learn from "The Rise of the Robot Pet"? Support your answer with details from the videos and the article.

### Session 2 (45 minutes)

Now you will read an article from the magazine "Technology Trends Quarterly" and watch a video, "Maya's Human Interaction," taking notes on each.

(Article 2)

(Video 3)

Next move to the area your teacher has assigned for your small group. Take your notes with you.

Discuss as a group the following questions. You may refer to your notes. Write other people's ideas in your notes, as well as new ideas you have during the discussion.

1. What did you think about robotic pets at the end of Session 1?
2. How are real pets better than robotic pets? How are robotic pets better than real pets?
3. What did you like about robotic pets?
4. What didn't you like about robotic pets?
5. Did your opinion of robotic pets change after reading the article and seeing the video in Session 2? If not, why not? If so, how, and why?

**Session 3** (90 minutes)

Today you will have 90 minutes to review your notes and sources, plan, draft, and revise your essay. (You will have 25 minutes to refer back to the articles and videos and plan your essay, 45 minutes to write your essay, and 20 minutes to revise your essay.) While you may use your notes and refer back to the sources, you must work on your own. You may also refer to the answers you wrote to questions at the end of Session 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, then begin your work.

**Your Assignment**

Remember, your school is planning a technology fair for which one category of entries is writing about technology. Write an argumentative essay to make a claim for or against robotic pets. Your essay can be read by students, teachers, and community members who attend the technology fair. Support your claim with details from what you have read, viewed, and discussed with some of your classmates.

**How your essay will be scored:** The people scoring your essay will be assigning scores for

- 1. *establishing a claim***
- 2. *presentation of relevant evidence*** – how well you provide support and elaboration for your claim with specific information from the sources and how well you stay on topic throughout the essay
- 3. *organization*** – how well your ideas logically flow from your statement of focus, to supporting ideas, to concluding statement(s)
- 4. *conventions*** – how well you follow the rules of grammar and mechanics (spelling, punctuation, capitalization, etc.)
- 5. *language, tone, purpose, audience*** – the appropriateness of your language and tone for your purpose and audience
- 6. *content*** – the accuracy and relevance of the information you use from the sources.

**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

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

# Smarter Balanced Argumentative Writing Rubric (Grades 6–11)

Sample Generic 4-point Argumentative Writing Rubric (Grades 6–11)

Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>claim is clearly stated, focused and strongly maintained</li> <li>alternate or opposing claims are clearly addressed*</li> <li>claim is introduced and communicated clearly within the context</li> </ul>	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> <li>effective, consistent use of a variety of transitional strategies</li> <li>logical progression of ideas from beginning to end</li> <li>effective introduction and conclusion for audience and purpose</li> <li>strong connections among ideas, with some syntactic variety</li> </ul>	<p>The response provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> <li>use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete</li> <li>effective use of a variety of elaborative techniques</li> </ul>	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <li>use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</li> </ul>	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> <li>few, if any, errors are present in usage and sentence formation</li> <li>effective and consistent use of punctuation, capitalization, and spelling</li> </ul>

# Smarter Balanced Argumentative Writing Rubric (Grades 6–11)

Sample Generic 4-point Argumentative Writing Rubric (Grades 6–11)

Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
3	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>claim is clear and for the most part maintained, though some loosely related material may be present</li> <li>context provided for the claim is adequate</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</li> <li>adequate progression of ideas from beginning to end</li> <li>adequate introduction and conclusion</li> <li>adequate, if slightly inconsistent, connection among ideas</li> </ul>	<p>The response provides adequate support/evidence for writer's claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:</p> <ul style="list-style-type: none"> <li>some evidence from sources is integrated, though citations may be general or imprecise</li> <li>adequate use of some elaborative techniques</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> </ul>	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed</li> <li>adequate use of punctuation, capitalization, and spelling</li> </ul>

# Smarter Balanced Argumentative Writing Rubric (Grades 6–11)

Sample Generic 4-point Argumentative Writing Rubric (Grades 6–11)

Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
2	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>• may be clearly focused on the claim but is insufficiently sustained</li> <li>• claim on the issue may be somewhat unclear and unfocused</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 basic transitional strategies with little variety</li> <li>• uneven progression of ideas from beginning to end</li> <li>• conclusion and introduction, if present, are weak</li> <li>• weak connection among ideas</li> </ul>	<p>The response provides uneven, cursory support/evidence for the writer's claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:</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>	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>• use of domain-specific vocabulary may at times be inappropriate for the audience and purpose</li> </ul>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>• frequent errors in usage may obscure meaning</li> <li>• inconsistent use of punctuation, capitalization, and spelling</li> </ul>



## Nuclear Power: Friend or Foe?

1. Task Overview
2. Classroom Activity
3. Student Task: Parts 1 and 2
4. Task Specifications and Scoring Rubrics

**Task Overview (20 minutes for classroom activity, 120 minutes for performance task = 140 total minutes)**

### **Classroom Activity (20 minutes)**

Using visual stimuli (chart and photo), the teacher invites students to share prior knowledge of nuclear power. By way of class discussion, and in order to contextualize the examination of stimuli in Part 1, students are reminded of two basic understandings about nuclear power: 1) that it is one among several ways that societies produce electricity and 2) that its use is controversial.

### **Part 1 (50 minutes)**

Students examine and take notes on the stimuli, a series of Internet sources that present both sides of the nuclear debate. Constructed-response questions call upon the students to summarize and evaluate the presented sources.

### **Part 2 (70 minutes)**

Students refer to their notes as needed to compose a full-length argumentative report. Students are allowed access to the stimuli they examined in Part 1. Pre-writing, drafting, and revisions are involved.

### **Scorable Products**

Student responses to the constructed-response research questions at the end of Part 1 and the report completed in Part 2 will be scored. Notes completed in Part 1 and pre-writing and drafting in Part 2 will not be scored.

## Teacher Preparation / Resource Requirements

This is a computer-based test that requires an interface for each test-taker. The testing software will include access to spell check, but not to grammar check. The teacher should ensure that sufficient blank paper and writing tools are available for student note-taking. Ideally, the teacher has access to a projector and PowerPoint-like software for presenting images in the introductory Classroom Activity, but these images can also be distributed as handouts.

## Teacher Directions for the Classroom Activity

### Introductory Classroom Activity (20 minutes)

- Present on a projector (or distribute a handout of) the pie chart on the production of electricity in the U.S. (see attached).
- After giving students a moment to look at the chart, ask, “What do you think this chart is telling us? What would you guess that its title or caption is?”
- After taking a few responses, affirm or state that the chart provides data on where electricity comes from in the United States.
- Invite students to briefly define the various kinds of energy sources that appear on the chart: hydroelectric, renewables, nuclear, etc.
- Ask, “Which of the sources accounts for just over 19% of America’s electricity?”
- After a student has identified nuclear power, ask, “What do you know about nuclear power? How does it produce electricity?”
- While students share what they know about the technology of nuclear power, show them the photograph of the functioning nuclear power plant, the Susquehanna Steam Electric Station in Pennsylvania (see attached). (Explain that the white emissions are steam.)
- If students do not know anything about nuclear power technology, tell them that it comes from a device (a nuclear reactor) that creates a chain reaction that breaks up the nucleus of an atom so that it produces energy. Usually heat from this process is used to generate electricity.
- Say to the students, “In the performance task that you are going to participate in today, you will learn more about nuclear power and the debate over its pros and cons. Eventually, you will need to take a position on whether we should encourage or discourage the use of nuclear power, and you will defend your point of view in an argumentative report. It is important to know that, as the pie chart indicates, nuclear power is one way that our country currently gets its electricity. Some people support it and think it might even be a bigger piece of the pie. Others oppose it and would like to see it disappear from the pie chart altogether.”

## Teacher Directions for Parts 1 and 2

### Part 1 (50 minutes)

Students should receive the sources, directions, questions, report assignment, and any other material related to the task. They should receive the constructed-response questions in Part 1 and the report assignment in Part 2.

1. Initiate the online testing session.
2. Pass out the note-taking guide, reminding the students that its use is optional and unscored.
3. Alert the students when there are 25 minutes remaining in Part 1.
4. Alert the students when there are 5 minutes remaining in Part 1.
5. Have students write their names on any notes. Collect all student notes.
6. Close the testing session.

### Stretch Break

### Part 2 (70 minutes)

1. Initiate the testing Part 2.
2. Allow students to access the sources, their notes, and their answers to the constructed-response questions presented in Part 1. They will not be allowed to change their answers.
3. Once 15 minutes have elapsed, suggest students begin writing the report.
4. Alert the students when 30 minutes remain.
5. Alert students when 15 minutes remain and suggest they begin revising their reports.
6. Close the testing session.

## Student Directions for Parts 1 and 2

### Part 1 (50 minutes)

#### Your task

You will conduct some research on the pros and cons of nuclear power and then write a report arguing your opinion on the use of nuclear power for generating electricity.

#### Steps to follow

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

1. Review and evaluate the results of an Internet search on the pros and cons of your topic.
2. Make notes about the information from the sources.

- Answer two questions about the sources.

## Directions for beginning

You are chief-of-staff for your local congresswoman in the U.S. House of Representatives. She has called you into her office to outline an urgent project.

“I have received advance notice,” she says as you sit down, “that a power company is proposing to build a nuclear plant in the southeastern corner of our state. The plan will be announced to the public tomorrow morning, and citizens and journalists will want to know what my position is on this controversial issue. To be honest, I am not sure how I feel about it. We currently don’t have any nuclear power plants in this state, so I haven’t taken time to consider the issue deeply.”

“I need you,” she continues, “to conduct a brief survey of the pros and cons of nuclear power. Summarize what you have learned and report back to me this afternoon.”

Back in your office, you enter “nuclear power pros and cons” into a Google search engine, and it returns what looks like a promising mix of articles, videos, and data charts. You must review and evaluate these sources and summarize their arguments—both pro and con—before reporting back to the congresswoman.

You have been provided with and are encouraged to use a note-taking guide that will help you gather and process your findings.

## Research Questions

After you have reviewed the research sources, answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you have read and viewed, which should help you write your report. Answer the questions in the spaces provided below each question.

- From the sources you have reviewed, summarize 3 major arguments that support, and 3 major arguments that oppose, the use of nuclear power for generating electricity. For each of the arguments, cite at least one source that supports this fact or point of view.

Argument / Fact in Favor of Nuclear Power	Source Supporting This Argument
1.	
2.	
3.	
Argument / Fact in Opposition to Nuclear Power	Source Supporting This Argument
1.	
2.	
3.	

- Evaluate the credibility of the arguments and evidence presented by these sources. Which of the sources are more trustworthy and why? Which of the sources warrant some skepticism because of bias

or insufficient evidence?

## Part 2 (70 minutes)

You will now have 70 minutes to review your notes and sources, plan, draft, and revise your report. You may use your notes and refer to the sources. You may also refer to the answers you wrote to the questions in Part 1, but you cannot change those answers. Now read your assignment and the information about how your report will be scored; then begin your work.

### Your Assignment

Back in the congresswoman's office, you start to hand her your notes on the pros and cons of nuclear energy, but she waves away your papers.

"Some emergency meetings have come up and I don't have time to review your research notes," she says. "Instead, go ahead and make a recommendation for our position on this nuclear power plant. **Should we support the building of this nuclear plant in our state, or should we oppose the power company's plan?** Be sure that your recommendation acknowledges both sides of the issue so that people know that we have considered the issue carefully. I'll review your report tonight and use it for the press conference tomorrow morning."

**Write an argumentative report that recommends the position that your congresswoman should take on the plan to build a nuclear power plant in your state.** Support your claim with evidence from the Internet sources you have read and viewed. You do not need to use all the sources, only the ones that most effectively and credibly support your position and your consideration of the opposing point of view.

### Report Scoring

Your report will be scored on the following criteria:

1. **Statement of purpose / focus and organization:** How well did you clearly state your claim on the topic, maintain your focus, and address the alternate and opposing claims? How well did your ideas logically flow from the introduction to conclusion using effective transitions? How well did you stay on topic throughout the report?
2. **Elaboration of evidence:** How well did you elaborate your arguments and discussion of counterarguments, citing evidence from your sources? How well did you effectively express ideas using precise language and vocabulary that were appropriate for the audience and purpose of your report?
3. **Conventions:** How well did you follow the rules of usage, punctuation, capitalization, and spelling?

**Now begin work on your report.** Manage your time carefully so that you can:

- plan your report
- write your report
- revise and edit for a final draft

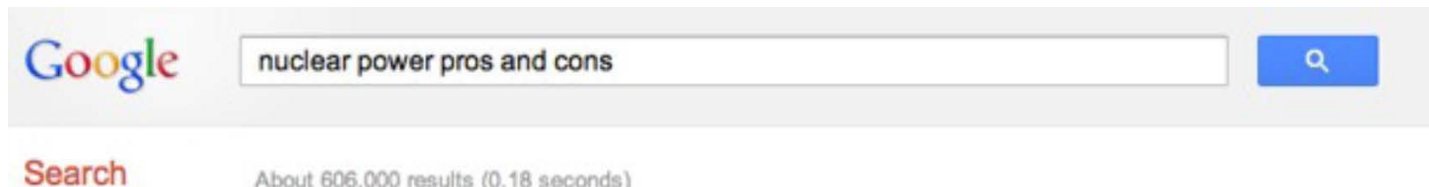
Word-processing tools and spell check are available to you.

Type your response in the space provided. Write as much as you need to fulfill the requirements of the task; you are not limited by the size of the response area on the screen.

## Note-Taking Guide

Research Source	Published by . . .	Arguments for Nuclear Power	Arguments against Nuclear Power	How reliable is the evidence from this source?

## Source information:



### [Nuclear power - Wikipedia, the free encyclopedia](http://en.wikipedia.org/wiki/Nuclear_power)

[en.wikipedia.org/wiki/Nuclear\\_power](http://en.wikipedia.org/wiki/Nuclear_power)

**Nuclear power** is the use of sustained nuclear fission to generate heat and electricity. **Nuclear power** plants provide about 6% of the world's energy and 13– 14% ...

### [James Hansen on Nuclear Energy - YouTube](http://www.youtube.com/watch?v=alrxqx_B34s)



[www.youtube.com/watch?v=alrxqx\\_B34s](http://www.youtube.com/watch?v=alrxqx_B34s)

Nov 16, 2010 - 1 min - Uploaded by Newsweek Magazine

"NASA's premier climate change expert believes that next-generation, safe **nuclear** power is an option which we need to develop. And it is being ..."

### [LETTER TO THE EDITOR: Against plans for nuclear power plant](http://ottumwacourier.com/letters/.../Against-plans-for-nuclear-power-plant)

[ottumwacourier.com/letters/.../Against-plans-for-nuclear-power-plant](http://ottumwacourier.com/letters/.../Against-plans-for-nuclear-power-plant)

Mar 17, 2012 – I would like to comment on Mid-American Energy's intent to build a **nuclear power** plant in Iowa. We already have one **nuclear** plant in Palo, ...

### [Look inside Fukushima's meltdown zone a year later - YouTube](http://www.youtube.com/watch?v=-6oQAYunXqk)

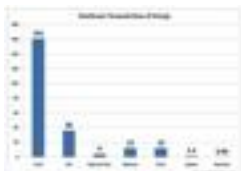


[www.youtube.com/watch?v=-6oQAYunXqk](http://www.youtube.com/watch?v=-6oQAYunXqk)

Feb 28, 2012 - 3 min - Uploaded by CNN

CNN's Kyung Lah reports from the meltdown zone. ... Look inside Fukushima's meltdown ...

### [The Truth About Nuclear Power - Reason.com](http://reason.com/archives/2011/03/25/the-truth-about-nuclear-power)



[reason.com/archives/2011/03/25/the-truth-about-nuclear-power](http://reason.com/archives/2011/03/25/the-truth-about-nuclear-power)

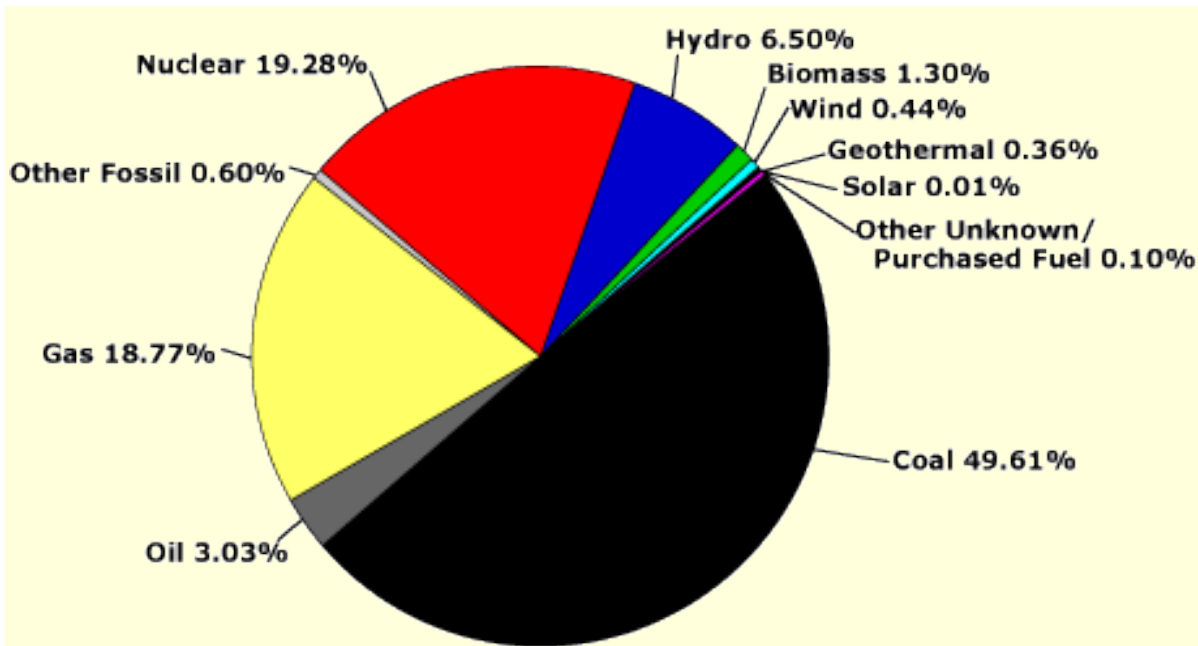
The chart here uses data compiled from various sources to compare the deaths per unit of energy produced. Deaths resulting from the production of nuclear power are over 4000 times less than the rate of death resulting from the production of energy from coal....

### [LETTER TO THE EDITOR: Nuclear a cost-effective energy source ...](http://www.washingtontimes.com/.../nuclear-a-cost-effective-energy-source...)

[www.washingtontimes.com/.../nuclear-a-cost-effective-energy-source...](http://www.washingtontimes.com/.../nuclear-a-cost-effective-energy-source...)

Jan 3, 2012 – The truly rational view of Mario Salazar on **nuclear power** should be a lesson on dispassionately ... The Washington Times ... LETTER TO THE EDITOR: Nuclear a cost-effective energy source ... to the real alternatives of burning gas, oil and coal, and much more reliably than alternatives like wind and solar.





Source: U.S. EPA, eGRID, year 2005 data.



## Task Specifications:

<b>Title:</b>	<b>Nuclear Power: Friend or Foe?</b>
<b>Grade:</b>	10/11
<b>Claim(s):</b>	2: Students can produce effective and well-grounded writing for a range of purposes and audiences. 4: Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.
<b>Primary Target(s):</b>	These claims and targets will be measured by scorable evidence collected. Claim 2 7: COMPOSE FULL TEXTS: Write full persuasive pieces/arguments about topics or texts, attending to purpose and audience: establishing and supporting a claim, organizing and citing supporting evidence (from texts when appropriate) from credible sources, and providing a conclusion appropriate to purpose and audience. 8: LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts. 9: EDIT/CLARIFY: Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts. Claim 4 2: ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic. 3: EVALUATE INFORMATION/SOURCES: Evaluate relevancy, accuracy, and completeness of information from multiple sources. 4: USE EVIDENCE: Cite evidence to support arguments or conjectures.
<b>CCSS/Standard(s):</b>	W-1a-e, W-4-9, L-1-3, L-6, RI-7, RLiteracy-7, WLiteracy-8-9
<b>DOK:</b>	4
<b>Difficulty:</b>	Medium
<b>Score Points:</b>	Up to 10
<b>Task Source:</b>	SBAC / Stanford Center for Assessment, Learning, & Equity (SCALE)
<b>Item Type:</b>	Performance Tasks
<b>Target-specific attributes (e.g., accessibility issues):</b>	Students with visual impairments may need alternative formats to access written texts, graphic stimuli, and video or audiovisual material. Students with physical or other impairments may need to be provided with appropriate alternative means to entering lengthy text using a keyboard.
<b>Grade Level of Stimuli:</b>	9-10

<b>Stimuli:</b>	Authentic Internet sources pre-selected and presented to the students as the top hits of a simulated Google search. Should present a range of media that includes text, video, and data charts. Collectively, the sources must provide an overview of the topic and present both sides of the controversy. Sources must also vary in terms of their credibility and reliance on evidence. See attached PDF for a draft of an example. Links are functioning and open actual Internet sources that could be used for this task.
<b>How this task contributes to sufficient evidence for the claims:</b>	In order to complete the performance task, students 1. Evaluate and select information from a series of sources 2. Write an argumentative report effectively demonstrating • a clearly-established claim about the topic • presentation of relevant supporting evidence, details, and elaboration consistent with the position, sources, purpose, and audience • effective organization of ideas • adherence to conventions and rules of grammar, usage, and mechanics • control of language for purpose and audience
<b>Task Notes:</b>	This task attempts to address the challenge of assessing real-life research skills within the constraints of a standardized, on-demand test. The use of a simulated Internet search result pointing to authentic Internet sources allows the task designer to recreate the challenges posed by research in the real world: namely, most of it is now done on the Internet, which requires vigilance and skill in evaluating the reliability of what you find there. In this way, students are asked not simply to synthesize the stimuli, but to evaluate the credibility and reliability of the stimuli before synthesizing a subset of the presented sources.

## Scoring information for questions:

### 1. Claim 4, Target 4

2-point Research (Grades 6–11) Use Evidence Rubric (Claim 4, Target 4)	
<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.

### 2. Claim 4, Target 3

2-point Research (Grades 6–11) Evaluate Information/Sources Rubric (Claim 4, Target 3)	
<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.

## Rubric and scoring information for full-write:

<b>4-Point Argumentative Performance Task Writing Rubric (Grades 6–11)</b>					
Score	4	3	2	1	NS
Statement of Purpose/Focus and Organization	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>claim is clearly stated, focused, and strongly maintained</li> <li>alternate or opposing claims are clearly addressed</li> <li>claim is introduced and communicated clearly within the purpose, audience, and task</li> </ul> <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>logical progression of ideas from beginning to end</li> <li>effective introduction and conclusion for audience and purpose</li> <li>strong connections among ideas, with some syntactic variety</li> </ul>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>claim is clear and mostly maintained, though some loosely related material may be present</li> <li>context provided for the claim is adequate within the purpose, audience, and task</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 the relationships between and among ideas</li> <li>adequate progression of ideas from beginning to end</li> <li>adequate introduction and conclusion</li> <li>adequate, if slightly inconsistent, connection among ideas</li> </ul>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>may be clearly focused on the claim but is insufficiently sustained, or</li> <li>claim on the issue may be somewhat unclear and/or unfocused</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>uneven progression of ideas from beginning to end</li> <li>conclusion and introduction, if present, are weak</li> <li>weak connection among ideas</li> </ul>	<p>The response may be related to the purpose but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>may be very brief</li> <li>may have a major drift</li> <li>claim may be confusing or ambiguous</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>frequent extraneous ideas may intrude</li> </ul>	<p>Insufficient, illegible, in a language other than English, incoherent, off-topic, or off-purpose writing</p>

<b>4-Point Argumentative Performance Task Writing Rubric (Grades 6–11)</b>					
<b>Score</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NS</b>
<b>Evidence/Elaboration</b>	<p>The response provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> <li>• use of evidence from sources is integrated, comprehensive, relevant, and concrete</li> <li>• effective use of a variety of elaborative techniques</li> </ul> <p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <li>• use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</li> </ul>	<p>The response provides adequate support/evidence for the writer's claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:</p> <ul style="list-style-type: none"> <li>• some evidence from sources is included, though citations may be general or imprecise</li> <li>• adequate use of some elaborative techniques</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> </ul>	<p>The response provides uneven, cursory support/evidence for the writer's claim that includes partial or uneven use of sources, facts, and details. The response achieves little depth:</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> <p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>• use of domain-specific vocabulary may at times be inappropriate for the audience and purpose</li> </ul>	<p>The response provides minimal support/evidence for the writer's claim that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>• Use of evidence from sources is minimal, absent, incorrect, or irrelevant</li> </ul> <p>The response's expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>• uses limited language or domain-specific vocabulary</li> <li>• may have little sense of audience and purpose</li> </ul>	<p>Insufficient, illegible, in a language other than English, incoherent, off-topic, or off-purpose writing</p>

<b>2-Point Argumentative Performance Task Writing Rubric (Grades 6-11)</b>			
<b>Score</b>	<b>2</b>	<b>1</b>	<b>NS</b>
<b>Conventions</b>	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed and meaning is not obscured</li> <li>adequate use of punctuation, capitalization, and spelling</li> </ul>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>errors in usage may obscure meaning</li> <li>inconsistent use of punctuation, capitalization, and spelling</li> </ul>	<p>Insufficient, illegible, in a language other than English, incoherent, off-topic, or off-purpose writing</p>