**Claim 4:** Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

**Claim 2:** Students can produce effective writing for a range of purposes and audiences.

<table>
<thead>
<tr>
<th>Claim 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target 2, INTERPRET/INTEGRATE INFORMATION</strong></td>
</tr>
<tr>
<td><strong>Target 3, ANALYZE INFORMATION/SOURCES:</strong></td>
</tr>
<tr>
<td><strong>Target 4, USE EVIDENCE:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Claim 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target 2, COMPOSE FULL TEXTS:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Performance Task (PT):</strong> In general, the PT should allow students to demonstrate deeper thinking and allow more integration of information from resources.</td>
</tr>
<tr>
<td>• The sources in a narrative writing PT are not only meant to help students “brainstorm” but to give them actual information to use in their writing and research. In general, although there might be some exceptions, stories or other works of fiction are generally not appropriate for the Grade 3-5 research tasks. Each performance task (PT) should be as unique as possible. Within a PT parent set, stimuli may, however, be used in more than one PT if necessary and important to the task. This must be done cautiously and to a limited extent only. There should be different companion stimuli and, in addition, the two PTs must not have the same focus.</td>
</tr>
<tr>
<td>• In the writing assignment of a narrative PT, give students a focal point so they create a plot for a narrative. Try focusing the topic, such as, ‘After landing on a different planet, what happens when you open the door?’ Be careful not to give students a list of questions after a broad, open topic, such as, ‘You are traveling west. What will happen over the two-week trip?’ or, ‘What should happen when you are traveling?’ When given this type of assignment with a broad topic or a list of questions after the topic is provided, students tend to write in an expository manner that resembles a list (i.e., “ . . . and then they did this . . ., and then they did that . . ., and then we did this . . .”).</td>
</tr>
<tr>
<td>• Avoid teaching a genre within the task, such as defining or giving examples of a myth/fable and then asking them to write a myth or a fable. Avoid complex genres that students may have not been taught or experienced, for example, fable, fairy tale, legend, or myth.</td>
</tr>
<tr>
<td>• <strong>Claim 4 Targets:</strong> <strong>Target 2</strong> will focus on choosing text and visual elements that support a research central idea, key detail, and/or given purpose as well as the integration of notes into a central idea or key detail category. <strong>Target 3</strong> will focus on analyzing sources in order to locate additional information, such as relevant sources of information and relevant information from visual elements that will enhance an existing piece of student writing. <strong>Target 4</strong> will focus on using/selecting evidence to support an opinion.</td>
</tr>
<tr>
<td>• <strong>Research Questions:</strong> The three research questions must represent at least two different Claim 4 targets. Within a PT parent set, an item task model for a research question (RQ) can be used across PTs.</td>
</tr>
</tbody>
</table>
## English Language Arts Performance Task Specification: Grade 3 Narrative Writing

<table>
<thead>
<tr>
<th>Standards</th>
<th>Claim 4 Target 2</th>
</tr>
</thead>
</table>
| **INTERPRET/INTEGRATE INFORMATION:** Locator information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose.  
Gr. 3 Standards: RI-1, RI-7, RI-9; W-8  
(PT: DOK 3) | 3.RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
3.RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  
3.RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic.  
3.W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |

<table>
<thead>
<tr>
<th>Claim 4 Target 3</th>
</tr>
</thead>
</table>
| **ANALYZE INFORMATION/SOURCES:** Distinguish relevant/irrelevant information.  
Gr. 3 Standards: RI-7, RI-9, W-8  
(PT: DOK 4) | 3.RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  
3.RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic.  
3.W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |

<table>
<thead>
<tr>
<th>Claim 4 Target 4</th>
</tr>
</thead>
</table>
| **USE EVIDENCE:** Cite evidence to support opinions based on prior knowledge and information collected.  
Gr. 3 Standards: RI-1, RI-6, RI-7, RI-9; W-1b; W-8  
(PT: DOK 3) | 3.RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
3.RI-6 Distinguish their own point of view from that of the author of a text. |
English Language Arts Performance Task Specification: Grade 3 Narrative Writing

| Claim 2 | COMPOSE FULL TEXTS: Write full compositions demonstrating narrative techniques (dialogue, description), structures, appropriate transitional strategies for coherence, and authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, and events).
| Gr. 3 Standards: W-3a, W-3b, W-3c, W-3d; W-4, W-5, W-8 (DOK 4) |

**3.RI-7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**3.RI-9** Compare and contrast the most important points and key details presented in two texts on the same topic.

**3.W-1b** Provide reasons that support the opinion.

**3.W-8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Claim 2 Target 2**

- **3.W-3**
  - a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - c. Use temporal words and phrases to signal event order.
  - d. Provide a sense of closure.

- **3.W-4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task, purpose, and audience.

- **3.W-5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- **3.W-8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

<table>
<thead>
<tr>
<th>DOK/Difficulty Levels</th>
<th>Claim 4 Target 2 (DOK: 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Claim 4 Target 3 (DOK: 3, 4)</td>
</tr>
<tr>
<td></td>
<td>Claim 4 Target 4 (DOK: 3)</td>
</tr>
<tr>
<td></td>
<td>Claim 2 Target 2 (DOK: 4)</td>
</tr>
<tr>
<td>When there is more than one DOK listed, DOK 3 is for non-hand scored items and DOK 4 is for short text items.</td>
<td></td>
</tr>
</tbody>
</table>
### Stimuli/Passages

**Informational and literary nonfiction texts:** Includes the subgenres of articles, essays, memoirs, speeches, interviews, primary and secondary accounts, how-to articles, and functional reading.
- Stimuli for research (two for grade 3) may include a factual article but should focus on articles with a clear voice that bring the topic alive for students through such features as quotations with attributes, commentary with support, and observation.
- Stimuli should include information about the sources (including in-text citations for opinions) that aids the student in assessing the relevance or usefulness of the information presented in the sources. Stimuli should be presented as a set of sources that students might authentically find through a search, in alignment with the context of the writing assignment.
- The set of sources should together provide a comprehensive and richer collection of information than any one source alone.
- Overall, the sources should offer more factual information and sourcing than just unsupported opinions.

**Literary fiction texts:** Includes the subgenres of narrative fiction, short stories, poetry, and song lyrics.
- In general, although there might be some exceptions, stories or other works of fiction are generally not appropriate for the Grade 3-5 research tasks. Do not use literary fiction in the Grade 3-5 tasks.

**Visual/graphic sources:** Includes the subgenres of data tables and graphs, maps, info-graphics, timelines, diagrams, photographs, drawings, political cartoons, and artwork.
- In any set of textual stimuli for research, visual/graphic sources that are included within the stimuli must serve a purpose other than to simply break up the text (e.g., making an abstract concept, idea, or process described in the source more understandable, providing additional information relevant to understanding the topic or subtopic). They should be highly relevant to the topic or subtopic of the source, and not introduce distracting or irrelevant information.
- Visuals should not be so complicated that they add to the reading load.
- Care should be taken in the selection of visual/graphic sources in consideration of accessibility issues for students with visual impairments. However, not ALL tasks must be accessible for visually impaired students.
- If a PT uses the maximum number of sources allowed for a PT (at grade 3, this is 3 sources); one source may be a visual/graphic source in itself.

### Stimuli/Text Complexity

PT stimuli should follow the guidelines in the stimulus specifications document; however, the complexity of the stimuli, taken as a whole, should be at approximately the lower end of the target grade level. The vocabulary used in the stimulus and the item should be on or below grade level. In some instances, vocabulary may be above grade level as long as the stimulus has sufficient context to support the meaning of the word. In other cases, a complex authentic source that is at a reading level above the target grade (i.e., a historical primary source document) may be included, but these should be used with caution and with appropriate supports (e.g., historical context, definitions of key terms).

### Key Vocabulary

Please be sure to footnote all key vocabulary that cannot be understood through surrounding context.
### Accessibility Concerns

Students will be required to read short and long stimuli, interpret information from text and/or graphic sources, and use a mouse. Students with physical impairments may need to use an adapted mouse or a computer with eye-scanning capabilities. Students who are visually impaired or blind may need enlarged or brailled text and picture descriptions of art. Illustrations that need to be interpreted will need to have detailed written descriptions in order for them to be accessible for students who are blind. Students with reading disabilities may need to read the text out loud, or use trackers or maskers to follow along. Students with visual-processing impairments may benefit from using a tracker or masker when reading. Other formats or supports may be necessary for students with other disabilities. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.

### Evidence Required

#### Claim 4

**Target 2**

1. The student will locate information from multiple sources to support a central idea or key detail related to research.
2. The student will interpret information from multiple sources to support a given purpose related to research tasks.

**Target 3**

1. The student will analyze digital and print sources in order to locate relevant information to support research.
2. The student will analyze illustrations in order to locate relevant information to support research.

**Target 4**

1. The student will select evidence to support opinions based on evidence collected.

#### Claim 2

**Target 2**

1. The student will write full compositions demonstrating narrative techniques (dialogue, description), structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events).

### Allowable Item Types

2 short text items, 1 non-hand scored item, and a story.

Non-hand scored item types:
- Multiple Choice, Single-correct Response
- Multiple Choice, Multiple-correct Response
- Hot Text, Select Text
- Matching Tables

### Allowable Tools

Word processing tools, including spell check
### Task Models

#### Classroom Activity

A Classroom Activity provides instructions to the teacher and serves to introduce students to the topic or key vocabulary of the performance task. The activity provides an opportunity for activating students’ prior knowledge and generating student interest in further exploration of the topic. It also provides students with an opportunity for interaction with the topic and with each other. The Classroom Activity may be up to 30 minutes in length, but should be simple and easy to implement with clear instructions. The Classroom Activity must be able to be linked to 5-6 PTs in total on the same topic.

#### Performance Task

**Presenting the Sources:** The sources should not be presented with “Read this story/article/letter to the editor.” This is too much reading to plow through. Students need to read (or initially skim) the sources with a purpose, be able to see the questions they will need to answer, and then go back to find the answers.

The set up should say something like: “As part of your research you have uncovered the following four sources (two research articles, a letter to the editor, and a speech by the president of the Foreign Language Association). 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 review the sources carefully to gain the information you will need to answer the questions and write a story.”

**Task Description:** The Student Directions should include a motivating set-up for every task that provides a paragraph/scenario explaining in an engaging way the issue the student will be researching. The set-up places the student in a role to complete a particular task related to the issue. This should be done by establishing the reason for and nature of the research to be done without giving away the final assignment (see examples below in Sample Assignments). The actual assignment for the story will appear later when it is time to start that task, but the role and issue will allow the student to read with a purpose and a frame of reference.

The performance task provides two short-text items and one machine-scored item focused on Claim 4 Targets 2, 3, and 4 and one Claim 2 Target 2 narrative story. The three items should build toward the story by increasing the students’ interaction with the sources in preparation for addressing the research demands of the story.

The narrative assignment should be written in such a way that it gives students a focal point from which to create a plot for a narrative. Try focusing the topic, such as, ‘After landing on a different planet, what happens when you open the door?’ Be careful **not** to give students a list of questions after a broad, open topic, such as, ‘You are traveling west. What will happen over the two-week trip?’ or, ‘What should happen when you are traveling?’ When given this type of assignment with a broad topic or a list of questions after the topic is provided, students tend to write in an expository manner that resembles a list (i.e., “... and then they did this... , and then they did that... and then we did this...”).

After drafting the story, the student will revise and edit, paying attention to clarity and accuracy as well as to language conventions (e.g., grade-appropriate grammar usage, spelling, capitalization, and punctuation).
<table>
<thead>
<tr>
<th>Task Model 1</th>
<th>Target Evidence Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item Type: Short Text</td>
<td>Claim 4, Target 2:</td>
</tr>
<tr>
<td>DOK Level 3</td>
<td>1. The student will locate information from multiple sources to support a central idea or key detail related to research.</td>
</tr>
<tr>
<td>Appropriate Stems:</td>
<td>• Lead-in: No lead-in</td>
</tr>
<tr>
<td></td>
<td>• Stimulus: No additional stimulus</td>
</tr>
<tr>
<td></td>
<td>• Source #1 discusses &lt;topic&gt;. Explain how the information in Source #2 adds to the reader’s understanding of &lt;topic&gt;. Give two details from Source #2 to support your explanation.</td>
</tr>
<tr>
<td></td>
<td>• The sources discuss &lt;topic&gt;. Explain what you have learned about &lt;topic&gt;. Use one detail from each source to support your explanation. For each detail, include the source title or number.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task Model 2</th>
<th>Target Evidence Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item Type: Hot Text, Select Text</td>
<td>Claim 4, Target 2:</td>
</tr>
<tr>
<td>DOK Level 3</td>
<td>1. The student will locate information from multiple sources to support a central idea or key detail related to research.</td>
</tr>
<tr>
<td>Description:</td>
<td>The student will locate sentences that present supporting information for the source quote given in the stem.</td>
</tr>
<tr>
<td></td>
<td>The delimited text should be an excerpt from one of the sources. There should be at least six sentences that are delimited.</td>
</tr>
<tr>
<td></td>
<td>The correct answer choice(s) should be sentences that clearly provide supporting information for the quote given in the stem.</td>
</tr>
<tr>
<td></td>
<td>Distractors are the delimited sentences that are not selected and should reflect common student errors. Plausible distractors for this model might include: 1) a sentence that is on topic but does not present supporting information from the source quote found in the stem and/or 2) a sentence that contains the same wording from the source quote given in the stem but does not present supporting information.</td>
</tr>
<tr>
<td>Rationales</td>
<td>should state the justification for the type of plausible distractor.</td>
</tr>
<tr>
<td>Appropriate Stems:</td>
<td>• Lead-in: No lead-in</td>
</tr>
<tr>
<td></td>
<td>• Stimulus: G3.T2. Excerpt from one of the Sources</td>
</tr>
<tr>
<td></td>
<td>Stem:</td>
</tr>
<tr>
<td></td>
<td>• Source #1 says &lt;quote&gt;. Click on all of the sentences in Source #2 below that support this &lt;central idea/detail&gt;.</td>
</tr>
<tr>
<td></td>
<td>• Clarifications: The stem should appear above the excerpt, not after it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task Model 3</th>
<th>Target Evidence Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item Type: Short Text</td>
<td>Claim 4, Target 2:</td>
</tr>
<tr>
<td>DOK Level 3</td>
<td>1. The student will interpret information from multiple sources to support a given purpose related to research tasks.</td>
</tr>
<tr>
<td>Appropriate Stems:</td>
<td>• Lead-in: No lead-in</td>
</tr>
<tr>
<td></td>
<td>• Stimulus: No additional stimulus</td>
</tr>
<tr>
<td></td>
<td>• Source #1 includes an illustration. Explain how this illustration would be helpful if it were added to Source #2. Give two details from Source #2 to support your explanation.</td>
</tr>
<tr>
<td></td>
<td>• Both sources discuss &lt;topic&gt;. What does Source #1 explain</td>
</tr>
</tbody>
</table>
about <topic> that Source #2 does not? Explain why that information is helpful for the reader. Give two details from Source #1 to support your explanation.

### Task Model 4

**Item Type:** Multiple Choice, Multiple correct response  
**DOK Level 3**

**Target Evidence Statement**  
**Claim 4, Target 2:**  
2. The student will interpret information from multiple sources to support a given purpose related to research tasks.

**Description:**  
The student will locate sentences from a source presented in the performance task that provide different information from/supporting information to the information presented in another source from the performance task.  

The **answer choices** should be at least six sentences from a source presented in the performance task. To avoid cluing, the topic that is stated in the stem should either not use the explicit wording of the answer choices, or should contain a balance of wording across the answer choices. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., three short, three long). Order the choices from shortest to longest.

The **correct answer choices** should be sentences that clearly provide differing information from/supporting information to the information given about the topic from the source mentioned in the stem.

**Distractors** are the sentences that are not selected and should reflect common student errors. Plausible distractors for this model might include: 1) sentences that are on topic but do not provide differing information from/supporting information to the information presented in the source that is mentioned in the stem and/or 2) sentences that are interesting facts but do not provide differing information from/supporting information to the information presented in the source that is mentioned in the stem.

**Rationales** should state the justification for the type of plausible distractor.

**Appropriate Stems:**

- **Lead-in:** No lead-in  
- **Stimulus:** No additional stimulus  
- **Stem:**
  
  o Source #1 gives information about <topic>. Choose **two** <facts/ideas> from Source #2 that give **different** information about <topic>.
  
  o Choose **two** details below that explain what both Source #1 and Source #2 say about <topic>.
  
  o Source #1 says <quote>. Click on **all** of the details from Source #2 that give **different** information about <topic of quote>.

### Task Model 5

**Item Type:** Short Text  
**DOK Level 4**

**Target Evidence Statement**  
**Claim 4, Target 3:**  
1. The student will analyze digital and print sources in order to locate relevant information to support research.

**Appropriate Stems:**

- **Lead-in:** No lead-in  
- **Stimulus:** No additional stimulus  
- **Stems:**
o Which source **most likely** has the most helpful information in understanding <idea/process>? Explain why this source is **most likely** the most helpful in understanding <idea/process>. Support your explanation with **two** details from the source. For each detail, include the source title or number.

o Which source **most likely** has the most useful information about <topic>? Explain why this source **most likely** has the most useful information about <topic>. Support your explanation with **two** details from the source. For each detail, include the source title or number.

---

**Task Model 6**

**Item Type:** Multiple Choice, Single correct Response  
**DOK Level 3**

**Target Evidence Statement**  
**Claim 4, Target 3:**  
1. The student will analyze digital and print sources in order to locate relevant information to support research.

**Description:**  
The student will locate the source description that provides the most useful information.  
The **answer choices** should be source titles, numbers, and descriptions of the sources that are provided in the performance task. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem, or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order the choices from shortest to longest.  
The **correct answer choice** should be one source description that is correct and provides the most useful information on the topic mentioned in the stem.  
**Distractors** are the sentences that are not selected and should reflect common student errors. Plausible distractors for this model might include: 1) source descriptions that are inaccurate and/or 2) source descriptions that contain opinion or speculation.  
**Rationales** should state the justification for the type of plausible distractor.  
**Appropriate Stems:**  
- Lead-in: No lead-in  
  - Stimulus: No additional stimulus  
  - Stem:  
    o Which source **most likely** has the most useful information about <topic>? Choose one answer that gives the source number and correctly explains why this is **most likely** the most useful source.

---

**Task Model 7**

**Item Type:** Short Text  
**DOK Level 4**

**Target Evidence Statement**  
**Claim 4, Target 3:**  
2. The student will analyze illustrations in order to locate relevant information to support research.

**Appropriate Stems:**  
- Lead-in: No lead-in  
  - Stimulus: No additional stimulus  
  - Stem:  
    o In Source #1, you see an illustration. What information from the illustration is **most likely** the most useful in understanding the <process/idea> in Source #2? Explain how this information is **most likely** the most useful in understanding <process/idea>. Support your answer with
### Task Model 8
**Item Type:** Hot Text, Select Text  
**DOK Level:** 3  

**Target Evidence Statement**  
**Claim 4, Target 3:**  
2. The student will analyze illustrations in order to locate relevant information to support research.

**Description:**  
The student will locate sentences that support an illustration presented in one of the sources provided in the performance task. The delimited text should be an excerpt from one of the sources provided in the performance task. There should be at least six sentences that are delimited. The correct answer choice(s) should be sentences that clearly support the illustration that is mentioned in the stem.  

**Distractors** are the delimited sentences that are not selected and should reflect common student errors. Plausible distractors for this model might include: 1) a sentence that is on topic but does not support the illustration and/or 2) a sentence that contains interesting information but does not support the illustration.

**Rationales** should state the justification for the type of plausible distractor.

#### Appropriate Stems:
- **Lead-in:** No lead-in  
  **Stimulus:** G3.T3. Excerpt from one of the Sources  
  **Stem:**  
  - In Source #2, you see an illustration. Click on the two details in the passage from Source #1 below that are most likely best explained by the illustration in Source #2.
- **Clarifications:** The stem should appear above the excerpt, not after it.

### Task Model 9
**Item Type:** Short Text  
**DOK Level:** 3

**Target Evidence Statement**  
**Claim 4, Target 4:**  
1. The student will select evidence to support opinions based on evidence collected.

#### Appropriate Stems:
- **Lead-in:** No lead-in  
  **Stimulus:** No additional stimulus  
  **Stems:**  
  - **Explain why <idea/opinion>.** Give two reasons, one from Source #1 and one from Source #2. For each reason, include the source title or number.
  - **Explain what would happen if <possible effect from cause discussed in sources>.** Give at least two details, one from Source #1 and one from Source #2, to support your answer. For each detail, include the source title or number.
  - **Each source explains <topic>. Why is this topic important?** Use examples from both Source #1 and Source #2 to support your answer. For each example, include the source title or number.
The student will select evidence to support opinions based on evidence collected.

**Description:**
The student will match ideas/descriptions of sources to a source number and title. To avoid clueing, do not use the same wording in the idea/description of source as is used in the sources. The student should not be able to match the idea/description of source to the source that supports it by simply matching the wording used.

The **correct answer choices** should fit clearly into one category listed on the table. **Rationales** should state the justification for the type of plausible distractor.

**Appropriate Stems:**
- **Lead-in:** No lead-in
- **Stimulus:** No additional stimulus
- **Stems:**
  - Click on the boxes to match each source with the idea or ideas that it supports. Some ideas may have more than one source selected.
  - Look at the ideas in the table. Decide if the information in Source #1, Source #2, both sources, or neither source supports each idea. Click on the box to match the source that supports each idea. There will be only one box selected for each idea.

**Example of Formatting:**

<table>
<thead>
<tr>
<th>Source #1: &lt;Title&gt;</th>
<th>Source #2: &lt;Title&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;idea/description of source&gt;</td>
<td>&lt;idea/description of source&gt;</td>
</tr>
<tr>
<td>&lt;idea/description of source&gt;</td>
<td>&lt;idea/description of source&gt;</td>
</tr>
</tbody>
</table>

**Clarifications:** Matching tables should have no more than three correct answers at this grade level.

---

**Target Evidence Statement**

**Claim 2, Target 2:**
1. The student will write full compositions demonstrating narrative techniques (dialogue, description), structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events).

**Narrative writing:**
Create a narrative writing assignment that flows naturally from the research scenario given in the Student Directions (see “Task Description” above). A narrative assignment must provide the following information:

- A purpose for writing
- A conflict or “jumping-off” point
- A description of the audience
Sample Narrative Assignment #1:
Now that you have learned about the Pilgrims, it is time to work on your project for the website your class is making about them.

Your assignment is to write a story about a Pilgrim child’s journey on the Mayflower to the New World. Write a story that is several paragraphs long about something that happens to the character during the journey. Be sure to use the information that you learned about in the sources when you write about your Pilgrim character. Make sure your story includes a setting, gives information about the characters, and tells what happens. Remember to use words that describe and don’t just tell. Your story should have a clear beginning, middle, and end.

Sample Narrative Assignment #2:
The Story Club in your school is creating a website of stories about animals. You chose to write a story that is several paragraphs long about what happens when a baby hummingbird flies into your classroom one day.

Your website will be read by parents, teachers, and the other students in your school. You may use information from the sources you have read and viewed to write your story. Make sure your story includes a setting, gives information about the characters, and describes what happens. Remember to use words that describe and don’t just tell. Your story should have a clear beginning, middle, and end.

Sample Narrative Scoring:

REMEMBER: A well-written story:
- has a clear plot and clear sequence of events
- is well-organized and has a point of view
- uses details from the sources to support your story
- uses clear language
- follows rules of writing (spelling, punctuation, and grammar usage)

Scoring Rules for the Performance Task:
2-point rubric for hand-scored research question responses
10-point analytic rubric for story (4 points for organization/purpose; 4 points for development/elaboration; 2 points for language conventions)
## 4-Point Narrative
Performance Task Writing Rubric (Grades 3–8)

<table>
<thead>
<tr>
<th>Score</th>
<th>Organization/Purpose</th>
</tr>
</thead>
</table>
| 4     | The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:  
- an effective plot helps to create a sense of unity and completeness  
- effectively establishes a setting, narrator/characters, and/or point of view*  
- consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas  
- natural, logical sequence of events from beginning to end  
- effective opening and closure for audience and purpose |
| 3     | The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:  
- an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected  
- adequately establishes a setting, narrator/characters, and/or point of view*  
- adequate use of a variety of transitional strategies to clarify the relationships between and among ideas  
- adequate sequence of events from beginning to end  
- adequate opening and closure for audience and purpose |
| 2     | The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:  
- there may be an inconsistent plot, and/or flaws may be evident  
- unevenly or minimally establishes a setting, narrator/characters, and/or point of view*  
- uneven use of appropriate transitional strategies and/or little variety  
- weak or uneven sequence of events  
- opening and closure, if present, are weak |
| 1     | The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:  
- there is little or no discernible plot or there may just be a series of events  
- may be brief or there is little to no attempt to establish a setting, narrator/characters, and/or point of view*  
- few or no appropriate transitional strategies may be evident and may cause confusion  
- little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident  
- opening and/or closure may be missing or unsatisfactory |
| NS    | Insufficient (includes copied text)  
- In a language other than English  
- Off-topic  
- Off-purpose |

*point of view begins at grade 7
<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Development/Elaboration</strong></td>
<td>The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and/or description:</td>
<td>The narrative, real or imagined, provides adequate elaboration using details, dialogue, and/or description:</td>
<td>The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and/or description:</td>
<td>The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:</td>
<td>Insufficient (includes copied text)</td>
</tr>
<tr>
<td></td>
<td>• experiences, characters, setting and/or events are clearly developed</td>
<td>• experiences, characters, setting, and/or events are adequately developed</td>
<td>• experiences, characters, setting, and/or events are unevenly developed</td>
<td>• experiences, characters, setting, and/or events may be vague, lack clarity, or confusing</td>
<td>• In a language other than English</td>
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<td></td>
<td>• connections to source materials may enhance the narrative</td>
<td>• connections to source materials may contribute to the narrative</td>
<td>• connections to source materials may be ineffective, awkward, or vague but do not interfere with the narrative</td>
<td>• connections to source materials, if evident, may detract from the narrative</td>
<td>• Off-topic</td>
</tr>
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<td>• effective use of a variety of narrative techniques that advance the story or illustrate the experience</td>
<td>• adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience</td>
<td>• narrative techniques are uneven and inconsistent</td>
<td>• use of narrative techniques may be minimal, absent, incorrect, or irrelevant</td>
<td>• Off-purpose</td>
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<td>• effective use of sensory, concrete, and figurative language that clearly advances the purpose</td>
<td>• adequate use of sensory, concrete, and figurative language that generally advances the purpose</td>
<td>• partial or weak use of sensory, concrete, and figurative language that may not advance the purpose</td>
<td>• may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose</td>
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<td>• effective, appropriate style enhances the narration</td>
<td>• generally appropriate style is evident</td>
<td>• inconsistent or weak attempt to create appropriate style</td>
<td>• little or no evidence of appropriate style</td>
<td></td>
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</table>
### 2-Point Narrative Performance Task Writing Rubric (Grades 3-8)

<table>
<thead>
<tr>
<th>Score</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>NS</th>
</tr>
</thead>
</table>
| **Conventions** | The response demonstrates an adequate command of conventions:  
- adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | The response demonstrates a partial command of conventions:  
- limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | The response demonstrates little or no command of conventions:  
- infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | Insufficient (includes copied text)  
- In a language other than English  
- Off-topic  
- Off-purpose |

**Holistic Scoring:**

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.