

## Grade 5 ELA C3 T3

Sample Item ID:	<b>ELA.05.PT.3.03.141</b>
Title:	Digital versus Paper Textbooks
Grade/Model:	5/1
Claim(s):	<p><b>Primary Claims</b></p> <p>3. Students can employ effective speaking and listening skills 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>1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p>
Primary Target(s):	<p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p><b><u>Claim 3</u></b></p> <p><b>1. LANGUAGE &amp; VOCABULARY USE:</b> Strategically use precise language (including academic and domain-specific vocabulary), syntax, grammar, and discourse appropriate to the purpose and audience when speaking</p> <p><b>3. PLAN/SPEAK/PRESENT:</b> Gather and organize information, compose, and orally deliver short (e.g., summarize, paraphrase) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message</p> <p><b>4. LISTEN/INTERPRET:</b> Interpret and use information delivered orally or audio visually</p> <p><b><u>Claim 4</u></b></p> <p><b>2. INTERPRET &amp; INTEGRATE INFORMATION:</b> Locate information to support central ideas and subtopics; Select and integrate information from data or print and non-print text sources</p> <p><b>3. ANALYZE INFORMATION/SOURCES:</b> Distinguish relevant-irrelevant information (e.g., fact/opinion)</p> <p><b>4. USE EVIDENCE:</b> Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed</p> <p><b><u>Claim 1 Informational</u></b></p> <p><b>SUPPORTING EVIDENCE:</b> Cite specific textual evidence to support conclusions drawn from the text(s)</p> <p><b>8. KEY DETAILS:</b> Use explicit details and implicit information from texts to support answers or inferences about information presented</p> <p><b>11. REASONING &amp; EVIDENCE:</b> Use supporting evidence to justify interpretations of information presented or how it is integrated (author’s reasoning; interactions between events, concepts, or ideas)</p> <p><b>12. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Analyze or compare how information is presented within or across texts showing</p>

	relationships among targeted aspects (point of view, genre features, topic)
Secondary Target(s):	n/a
Standard(s):	Claim 3 targets: L-1, L-3a, L-6, SL-2, SL-3, SL-4, SL-5, SL-6, W-8 Claim 4 targets: RI-9, W-8, W-9, W-1a, W-1b Claim 1 targets: RI-1, RI-2, RI-3, RI-6, RI-7, RI-8
DOK:	4
Difficulty:	Medium/High
Score Points:	TBD
Task Source:	Testing Contractor
How this task contributes to the sufficient evidence for the claims:	In order to complete the performance task, students <ol style="list-style-type: none"> <li>1. Gather information from a series of sources and analyze the relationships among these sources</li> <li>2. Analyze information sources and evaluate evidence in order to generate a thesis or controlling idea</li> <li>3. Plan and deliver an oral presentation effectively demonstrating <ul style="list-style-type: none"> <li>• a clearly-established position about the various sources</li> <li>• presentation of relevant supporting evidence, details, and elaboration consistent with the position, sources, purpose, and audience</li> <li>• effective organization of ideas</li> <li>• control of language 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 impairment will need audio/Braille/enlarged text versions of article.
Stimuli:	<p><b>Sources (2 videos, 1 article; presented in the order in which they are used)</b></p> <p><b>Video 1:</b> Addresses the topics of what a digital textbook is, its functions/capabilities, and its advantages and disadvantages.</p> <p><b>Article 1:</b> Formatted as an online news article, discusses the Obama Administration’s call for schools to replace textbooks with digital textbooks and the U.S. Department of Education’s view about the benefits of technology in classrooms. The article will also include a paragraph that briefly mentions decisions by South Korea and a Florida high school to replace paper textbooks with digital textbooks, as well as information about the results of Worldreader’s initiative to provide digital textbooks for students in Africa. Following the article will be 5 to 7 reader comments to the article.</p> <p><b>Video 2:</b> Fictional interview with comments from students and parents whose middle school has already replaced paper textbooks with digital textbooks . Comments will present both positive and negative views</p>

	about digital textbooks replacing paper textbooks in the school. Some comments should include views that have changed since the textbooks have been replaced.
Stimuli/Text Complexity:	
Acknowledgments:	NA
Task Notes:	Videos and articles will be produced by testing contractors or independent consultants. Videos should be no longer than 5 minutes each.

**Task Overview (105 total minutes):**

Title: Digital versus Paper Textbooks

**Part 1** (35 minutes): Ultimately tasked with giving a speech about digital books versus paper textbooks, students will watch two videos and read one article, taking notes on these sources. They will then respond to several questions addressing the research skills of analyzing and evaluating information.

**Part 2** (70 minutes): Finally, students will work individually to compose and orally deliver a short speech about the use of digital readers versus paper textbooks, referring to details from the video or the texts. Students will present the speech aloud. Students may also present supplemental materials they create to enhance their presentation.

**Scorable Products:** Student responses to the research questions and the speech will be scored.

**Teacher preparation / Resource requirements**

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.

**Teacher Directions:**

*Students are given the text, research, and any additional information about the speech.*

**Part 1 (35 minutes)**

- Initiate the online testing session.
- Alert the students when 15 minutes have elapsed.
- Alert students when there are 5 minutes remaining in the session.

**Stretch Break**
**Part 2 (70 minutes)**

- Initiate the testing part 2.
- Allow students to access the sources and their answers to the constructed response questions presented in part 1. They will not be allowed to change their answers.
- Alert the students when 20 minutes have elapsed.
- After students have been working for 60 minutes, alert them that there are 10 minutes left.
- Close the testing session.
- Direct students to deliver their presentations.

**Pre-Task Activity:**

There are no specific pre-task activities to be conducted.

**Time Requirements:**

The Performance Task will take 105 minutes in one session.

**Student Directions:**

**Part 1** (35 minutes)

**Your assignment:**

You will watch two videos and read one article, taking notes on these sources and answering three questions about the sources. You will then prepare and deliver an oral presentation about the issue of digital books replacing paper textbooks.

**Steps you will be following:**

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

- 1) Watch two videos and read one article.
- 2) Answer several questions about the sources.
- 3) Plan and deliver your presentation.

**Directions for beginning:**

You will now watch two videos and read one article. Take notes because you may want to refer back to your notes while writing your speech. You can refer back to any of the sources as often as you like.

(Video 1)

(Article)

(Video 2)

**Questions**

Use your 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 presentation. 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. In the video you just viewed, several advantages and disadvantages of digital textbook were mentioned. Identify 2 advantages and 2 disadvantages stated in the video.

2. Based on the sources you have viewed and read, which source best supports the idea using digital textbooks in the classroom?

- A. *Universities Digital Textbook Rental Systems for Students*
- B. *Digital Textbook Initiative Open a New Chapter in Education*
- C. *How to Publish your Own Book Online*
- D. *The importance of User-Friendly Technology at the Local Libraries*

3. Based on the sources presented, what is the most convincing evidence to change from paper textbooks to digital textbooks? Support your response with information from videos and article.

4. Article 1 and Video 2 discuss the use of digital textbooks by the U.S. Department of Education, South Korea's education system, Florida's high schools, Worldreader's initiative in Africa, and a middle school. Which school system do you think uses the digital textbook most effectively? Support your opinion with information from the sources.

**Part 2** (70 minutes)

You will now have 70 minutes to review your notes and sources, plan, draft, and deliver your speech. While you may use your notes and refer to the sources, you must work on your own. You may also refer to the answers you wrote to earlier questions, but you cannot change those answers. Now read your assignment and the information about how your speech will be scored, and then begin your work.

### **Your Assignment**

Your principal has done some research about the use of digital textbooks in the classroom and is considering replacing the paper textbooks with digital textbooks next school year. Your principal has not made a final decision and would like to know students' opinions. Plan, write, and deliver a speech in which you express your view for or against replacing your school's paper textbooks with digital textbooks. You will write a draft of a speech and create any supplementary materials you may need for your presentation. Support your opinion with details from the sources you have read and viewed.

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

- 1. Focus**—*how well your speech clearly introduces and communicates your ideas*
- 2. Organization** – how well your ideas flow from the opening to the conclusion and how well you stay on topic throughout the speech
- 3. Elaboration of Evidence** – how well you use sources, facts, and details as evidence
- 4. Language and Vocabulary** – how well you effectively express ideas using precise language that is appropriate for your audience and purpose
- 5. Presentation** – how well your speech is presented, including eye contact, pronunciation, and awareness of

audience and the use of visual/graphics/audio enhancements appropriate to your message

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

- plan your speech
- write your speech
- present your speech

Word-processing tools are available to you.

Key and Scoring information for questions:

1. C4T2

<b>Interpret &amp; Integrate Information Rubric (Claim 4, Target 2)</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>• The response gives sufficient evidence of the ability to support central ideas and subtopics by locating, selecting and integrating information from data or print and non-print text sources.</li> <li>• The response adequately gathers, interprets and integrates information from print and digital sources with clearly relevant evidence from the sources</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The response gives limited evidence of the ability to support central ideas and subtopics by locating, selecting and integrating information from data or print and non-print text sources.</li> <li>• The response unevenly gathers, interprets and integrates information from print and digital sources with little or no evidence from the sources</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• A response gets no credit if it provides no evidence of the ability to support central ideas and subtopics by locating, selecting and integrating information from data or print and non-print text sources, and includes no relevant information from the text.</li> </ul>

2. C4T2. Key B

3. C4T3

<b>Analyze Information/Sources Rubric (Claim 4, Target 3)</b>	
	<ul style="list-style-type: none"> <li>• The response gives sufficient evidence of the ability to distinguish relevant-irrelevant information.</li> </ul>

<b>2</b>	<ul style="list-style-type: none"> <li>The response adequately gives specific analysis, reflection, research, etc. that draws relevant evidence from literary or informational texts</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>The response gives limited evidence of the ability to distinguish relevant-irrelevant information.</li> <li>The response vaguely offers some analysis, reflection, research, etc. using little or no evidence from literary or informational texts</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>A response gets no credit if it provides no evidence of the ability to distinguish relevant-irrelevant information and includes no relevant information from the text.</li> </ul>

## 4. C4T4

<b>Use Evidence Rubric (Claim 4, Target 4)</b>	
<b>2</b>	<ul style="list-style-type: none"> <li>The response gives sufficient evidence of the ability to generate an opinion and cite evidence to support them based on evidence collected and analyzed.</li> <li>The response adequately cites evidence to support conjectures or opinions based on evidence collected and analyzed</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>The response gives limited evidence of the ability to generate an opinion and cite evidence to support them based on evidence collected and analyzed.</li> <li>The response offers little evidence to support conjectures opinions based on minimal or no evidence collected and analyzed</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>A response gets no credit if it provides no evidence of the ability to generate an opinion and cite evidence to support them based on evidence collected and analyzed, and includes no relevant information from the text.</li> </ul>

<b>Sample Generic 4-point Opinion Writing Rubric (Grades 3-5)</b>					
<b>Score</b>	<b>Statement of Purpose/Focus and Organization</b>		<b>Development: Language and Elaboration of Evidence</b>		<b>Conventions</b>
	<b>Statement of Purpose/Focus</b>	<b>Organization</b>	<b>Elaboration of Evidence</b>	<b>Language and Vocabulary</b>	<b>Conventions</b>
<b>4</b>	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>opinion is clearly stated, focused, and strongly maintained</li> <li>opinion is 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> </ul>	<p>The response provides thorough and convincing support/evidence for the writer’s opinion that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>use of evidence from sources is smoothly integrated, 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 demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> <li>few , if any, errors in usage and sentence formation</li> <li>effective and consistent use of punctuation, capitalization, and spelling</li> </ul>

<p><b>3</b></p>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>opinion 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 recognizable organizational structure , 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> </ul>	<p>The response provides adequate support/evidence for the writer’s opinion that includes the use of sources, facts, and details:</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 are present, but no systematic pattern of errors is displayed</li> <li>adequate use of punctuation, capitalization, and spelling</li> </ul>
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<b>2</b>	<p>The response is somewhat sustained with some extraneous material or a minor drift in focus:</p> <ul style="list-style-type: none"> <li>• may be clearly focused on the opinion but is insufficiently sustained</li> <li>• Opinion 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 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> </ul>	<p>The response provides uneven, cursory support/ evidence for the writer’s opinion 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 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>
<b>1</b>	<p>The response may be related to the purpose but may offer 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>• opinion 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>The response provides minimal support/evidence for the writer’s opinion that includes little or no use of sources, facts, and details:</p> <p>use of evidence from sources is minimal, absent, in error, or irrelevant</p>	<p>The response 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>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> <li>• errors are frequent and severe and meaning is often obscured</li> </ul>
<b>0</b>	<p>A response gets no credit if it provides no evidence of the ability to gather and organize information, compose, and orally deliver short speech.</p>				