

## ELA.07.PT.2.07.086

Sample Item Id:	<b>ELA.07.PT.2.07.086</b>
Title:	Graphic Novels
Grade/Model:	7/2
Claim(S):	<p><b>Primary Claims</b></p> <p><b>2:</b> Students can produce effective and well-grounded writing for a range of purposes and audiences.</p> <p><b>4:</b> Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.</p>
Primary Target(S):	<p>These claims and targets will be measured by scorable evidence collected.</p> <p><b>Claim 2</b></p> <p><b>7. 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 (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop an appropriate conclusion</p> <p><b>8. LANGUAGE &amp; VOCABULARY USE:</b> Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts</p> <p><b>9. EDIT/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>Claim 4</b></p> <p><b>2. ANALYZE/INTEGRATE INFORMATION:</b> Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.)</p> <p><b>3. EVALUATE INFORMATION/SOURCES:</b> Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses</p> <p><b>4. USE EVIDENCE:</b> Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques</p>
Secondary Target(S):	N/A
Standard(S):	<p><b>Primary Standards</b></p> <p><b>Writing</b>  <b>W-1a, W-1b, W-1c, W-1d, W-1e, W-4, W-5, W-8, W-9, W-2d, W-3d, L-3a, L-6, L-1, L-2, L-3</b></p> <p><b>Research</b>  <b>RI-9; RH-1-3, RST-1-3, RST 7-9, WL-8, WL-9; RI-1; RL-1</b></p>
DOK:	4

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Difficulty:	Hard
Score Points:	TBD
Task Source:	(no sources provided)
How This Task Contributes To The Sufficient Evidence For The Claims:	<p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> <li>1. Gather, select, and analyze information in a series of sources</li> <li>2. 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 and evidence</li> <li>• adherence to conventions and rules of grammar, usage, and mechanics</li> <li>• control of language for purpose and audience</li> </ul> </li> </ol>
Item Type	Performance Task
Target-Specific Attributes (E.G., Accessibility Issues):	Item should be accessible. Braille, audio, and screen reader formats have means for representing the types of text features used in the texts students will be reading for this task.
Stimuli:	<p><b>Sources (3 written excerpts, 1 video, 1 radio report, presented in the order in which they are used)</b></p> <p><b>Passage 1</b> Original passage of pivotal moment in canonical novel</p> <p><b>Video 1</b> Same moment from novel above in video format</p> <p><b>Passage 2</b> A few frames from graphic novel version of canonical novel above</p> <p><b>Passage 3</b> Text arguing for the use of graphic novels in middle school language arts classes, which includes video interviews of middle school teachers and students</p> <p><b>Radio report 1</b> Radio report arguing against the use of graphic novels in middle school language arts classes</p>
Stimuli/Text Complexity:	
Acknowledgments:	N/A
Task Notes:	

**Task Overview (105 total minutes):**  
 Title: Graphic Novels

**Part 1- (35 minutes)**  
 Teacher explains the performance task to the students. Students then read online the original passage of pivotal moment in canonical novel. Students take notes as they read. Then students read a few frames from the graphic novel version of the same novel. Next, students independently read or listen to two short texts about the use of graphic novels in M.S.

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classrooms, one pro and one con. Students take notes on points they will want to present in their final argumentative essay and organize the notes using appropriate strategies according to their individual preference. They will then respond to four questions addressing research in both texts.

**Part 2- (85 minutes)**

Students retain access to all versions of the novel, both reports, and their notes. Teacher reads the item prompt to students as they follow along. Students draft, revise, and edit their argumentative essays. Students submit their final drafts for scoring. All notes are collected and destroyed.

**Scorable Products:** Student responses to the constructed-response questions at the end of part 1 and the essay in part 2 will be scored.

**Teacher preparation / Resource requirements**

The teacher should ensure 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, but not to grammar check.

**Teacher Directions:**

*Students are given the texts, research, and any additional information about the essay.*

**Part 1 (35 minutes)**

- Initiate the online testing session.
- Alert the students when 15 minutes have elapsed.
- Alert the students when there are 5 minutes remaining in part 1.

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.
- Once 15 minutes have elapsed, suggest students begin writing their essays.
- Alert the students when 35 minutes have elapsed.
- After students have been writing for 50 minutes, alert them that there are 20 minutes remaining and suggest they begin revising their essays.
- Alert the students when there are 10 minutes remaining in the session.
- Close the testing session.

**Pre-Task Activity:**

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

**Time Requirements:**

This Performance Task will take 120 minutes in one session.

**Student Directions:****Part 1 (35 minutes)**

**Your assignment:**

Today you will write an argumentative essay for publication in a school newspaper on whether or not graphic novels should be used in Middle-School English and Language Arts classrooms. You will first be given a prose and graphic-novel version of the same scene from a literary work. You will then read and listen to two authors' opposing views before writing your argumentative essay.

Now you will read online a brief excerpt from a novel and take notes. Next, you will read the same scene in comic book/graphic novel form. Take notes because you will use them to write your essay. Refer back to the excerpt and graphic novel as often as you like while you are taking notes. Your notes and the two sources will be the basis for writing your final draft.

**Steps you will be following:**

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

1. Read the 3 articles, watch the video, and listen to the radio excerpt.
2. Answer four questions about the sources.
3. Plan and write your essay.

**Directions for beginning:**

Listen to the description of the performance task. Read the brief excerpt and take notes. Read the frames from the graphic novel and take notes. Throughout the task, you may click on the appropriate buttons to refer back to the sources when you think doing so would be helpful. You may also refer to your notes.

You will now review two reports, taking notes on both. One is a text in favor of the use of graphic novels in Middle-School classes, and the other is a radio report disapproving of their use. Take notes because you will use them when you write your essay. You can refer back to any of the sources as often as you like while you are taking notes. Your notes and the sources will

be your basis for writing your final essay.

(passage 1)

(video 1)

(passage 2)

(passage 3)

(radio report 1)

### 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 have read and viewed. You may click on the appropriate buttons to refer back to the sources or your notes when you think it would be helpful. Answer the questions in the spaces provided.

1. Of the four highlighted sentences in the text, which is the best excerpt to cite in order to appeal to the reader's emotions?
2. Which of the six highlighted sentences presents the most compelling evidence in favor of graphic novels' use in Middle-School classes?
3. Using your notes, identify and contrast the strategies that the author of the text and the speaker in the radio report use to make their claims.
4. Using your notes, contrast the evidence presented in the radio report as opposed to the text. Identify and evaluate areas in which the radio report surpassed or lacked the evidence presented in the text.

### Part 2 (70 minutes)

You will have 85 minutes to review your notes and sources, plan, draft, and 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 questions at the end of part 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:**

Your school district is planning to revise its Middle-School Language-Arts curriculum. Write an argumentative essay for publication as an editorial in the school newspaper. Make a claim for or against the use of graphic novels within the curriculum. Your essay will be read by students, parents, teachers, and community members who read the school newspaper. Support your claim with details from what you have read, viewed, heard, and discussed with some of your classmates.

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

- 1. Statement of purpose/focus**—*how well you clearly state your claim on the topic, maintain your focus, and address the alternate and opposing claims*
- 2. Organization** – how well your ideas logically flow from the introduction to conclusion using effective transitions and how well you stay on topic throughout the essay
- 3. Elaboration of evidence** – how well you provide evidence from sources about your opinions and elaborate with specific information
- 4. Language and Vocabulary** – how well you effectively express ideas using precise language that is appropriate for your audience and purpose
- 5. Conventions** – how well you follow the rules of usage and mechanics (spelling, punctuation, capitalization, etc.)

**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 and spell check are available to you.

**Key and scoring information for questions:**

Keys, rubrics, and sample responses to all SR/CR Items:  
TBD since stimuli are just described, not included

**1. SR C4T3**

<b>Sample Generic 2-point Research (Grades 6-11):</b>	
<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 cite evidence to support arguments and/or ideas.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.</li> </ul>
<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. SR C4T3**

<b>Sample Generic 2-point Research (Grades 6-11):</b>	
<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 cite evidence to support arguments and/or ideas.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.</li> </ul>
<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.

**3. CR C4T2**

<b>Sample Generic 2-point Research (Grades 6-11):</b>	
<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 cite evidence to support arguments and/or ideas.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.</li> </ul>
<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.

**4. CR C4T4**

<b>Sample Generic 2-point Research (Grades 6-11):</b>	
<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 cite evidence to support arguments and/or ideas.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.</li> </ul>
<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.



<b>Sample Generic 4-point Argumentative Writing Rubric (Grades 6-11)</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>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 in usage and sentence formation</li> <li>effective and consistent use of punctuation, capitalization, and spelling</li> </ul>

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<p><b>3</b></p>	<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 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 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>
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<p><b>2</b></p>	<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>
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<p><b>1</b></p>	<p>The response may be related to the purpose but may offer little relevant detail:</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>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, in error, or irrelevant</li> </ul>	<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>
<p><b>0</b></p>	<p>A response gets no credit if it provides no evidence of the ability to write full arguments about topics or texts, attending to purpose and audience.</p>				

\*Begins in 7<sup>th</sup> grade