

Grade 9 ELA C3 T3

| | |
|--|--|
| Sample Item ID: | ELA.09.PT.3.03.148 |
| Title: | Electric Cars |
| Grade/Model: | 9/1 |
| Claim(s): | <p>Primary Claims</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> |
| Primary Target(s): | <p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p>Claim 3</p> <p>1. LANGUAGE & VOCABULARY USE: Strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, grammar, and discourse appropriate to the intent, purpose, and audience when speaking</p> <p>3. PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., summarize key ideas) and longer presentations for different purposes and audiences, adding the use of visual/graphic/digital/audio enhancements when appropriate for clarifying the message or intent</p> <p>4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally or through audiovisual materials</p> <p>Claim 4</p> <p>2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.)</p> <p>3. EVALUATE INFORMATION/ SOURCES: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses</p> <p>4. USE EVIDENCE: Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques</p> |
| Secondary Target(s): | <i>n/a</i> |
| Standard(s): | L-1, L-3a, L-6, SL-1, SL-2, SL-3, SL-4, SL-5, SL-6, RI-1, RI-9, W-1a, W-1b, W-8, W-9 |
| DOK: | 4 |
| Difficulty: | Medium |
| Score Points: | TBD |
| Task Source: | Testing Contractor |
| 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"> 1. Gather information from a series of sources and analyze the relationships among these sources 2. Analyze information sources and evaluate evidence in order to generate a thesis or controlling idea 3. Plan and deliver an oral presentation effectively |

| | |
|--|---|
| | <p>demonstrating</p> <ul style="list-style-type: none"> • a clearly-established position about the various sources • presentation of relevant supporting evidence, details, and elaboration consistent with the position, sources, purpose, and audience • effective organization of ideas • control of language for purpose and audience |
| Item type | PT |
| Target-specific attributes (e.g., accessibility issues): | Students with hearing impairments will need to be provided with transcripts of audio material. Students with visual impairments will need to be provided with descriptions of visual materials. |
| Stimuli: | <p>Sources (2 videos, 1 article, 3 charts presented in the order in which they are used)</p> <p>Article 1: Electric Vehicles by the US Department of Energy http://www.fueleconomy.gov/feg/evtech.shtml</p> <p>Electric vehicles (EVs) are propelled by an electric motor (or motors) powered by rechargeable battery packs. Electric motors have several advantages over internal combustion engines (ICEs):</p> <ul style="list-style-type: none"> • Energy efficient. Electric motors convert 75% of the chemical energy from the batteries to power the wheels—internal combustion engines (ICEs) only convert 20% of the energy stored in gasoline. • Environmentally friendly. EVs emit no tailpipe pollutants, although the power plant producing the electricity may emit them. Electricity from nuclear-, hydro-, solar-, or wind-powered plants causes no air pollutants. • Performance benefits. Electric motors provide quiet, smooth operation and stronger acceleration and require less maintenance than ICEs. • Reduce energy dependence. Electricity is a domestic energy source. <p>EVs face significant battery-related challenges:</p> <ul style="list-style-type: none"> • Driving range. Most EVs can only go about 100–200 miles before recharging—gasoline vehicles can go over 300 miles before refueling. • Recharge time. Fully recharging the battery pack can take 4 to 8 hours. Even a "quick charge" to 80% capacity can take 30 min. • Battery cost: The large battery packs are expensive and may need to be replaced one or more times. • Bulk & weight: Battery packs are heavy and take up |

| | |
|--------------------------|---|
| | <p>considerable vehicle space.</p> <p>However, researchers are working on improved battery technologies to increase driving range and decrease recharging time, weight, and cost. These factors will ultimately determine the future of EVs.</p> <p>Video 1: Revenge of the Electric Car Trailer for a documentary about the global resurgence of electric cars. Includes interviews with major U.S. car manufacturers. http://www.pbs.org/independentlens/revenge-of-the-electric-car/film.html *Edit video to remove the phrases—"fall on butts," killed grandchildren," and "rot in hell."</p> <p>Video 2: Electric Cars Face Issues in the US By Voice of America Video about electric car sales in the US http://www.voanews.com/english/news/usa/Electric-Cars-Face-Issues-in-US-142037823.html</p> <p>Research Packet (statistics on hybrid vehicles) Chart 1: Hybrid Vehicle Sales 2001-2011 Chart showing sales figures of electric hybrid vehicles http://www.evscroll.com/Hybrid_Car_Statistics.html</p> <p>Chart 2: Comparison of Hybrid Cars Charts comparing hybrid vehicles http://www.evscroll.com/Comparison_of_Hybrid_Cars.html</p> <p>Chart 3: Monthly Hybrid Sales Statistics Chart showing hybrid vehicle sales and gas prices http://www.green-energy-efficient-homes.com/hybrid-car-sales-statistics.html</p> |
| Stimuli/Text Complexity: | |

| | |
|--|--|
| Stimuli: Acknowledgments: | <p>Stimuli have been taken from the following sources:</p> <p>Video 1: Revenge of the Electric Car http://www.pbs.org/independentlens/revenge-of-the-electric-car/film.html</p> <p>Article 1: Electric Vehicles http://www.fueleconomy.gov/feg/evtech.shtml</p> <p>Video 2: Electric Cars Face Issues in the US http://www.voanews.com/english/news/usa/Electric-Cars-Face-Issues-in-US-142037823.html</p> <p>Chart 1: Hybrid Vehicle Sales 2001-2011 http://www.evscroll.com/Hybrid_Car_Statistics.html</p> <p>Chart 2: Comparison of Hybrid Cars http://www.evscroll.com/Comparison_of_Hybrid_Cars.html</p> <p>Chart 3: Monthly Hybrid Sales Statistics http://www.green-energy-efficient-homes.com/hybrid-car-sales-statistics.html</p> |
| Task Notes: | |
| <p>Task Overview (120 total minutes): Title: Electric Cars Part 1 (35 minutes): Ultimately tasked with delivering an oral presentation on electric cars, students will read three an article, watch two videos, and review 3 charts, taking notes on these sources. They will then respond to three constructed-response questions addressing the research skills of analyzing and evaluating information. Part 2 (85 minutes): Finally, students will work individually to compose and deliver an oral presentation on electric cars, referring to their notes and the sources as needed. Scorable Products: Student responses to the constructed-response questions and the presentation will be scored.</p> | |
| <p>Teacher Directions: Students are given the texts, research, and any additional information about the speech.</p> <p>Session 1 (35 minutes)</p> <ul style="list-style-type: none"> • Initiate the online testing session. • Alert the students when 15 minutes have elapsed. • Alert the students when there are 5 minutes remaining in the part 1. <p>Stretch Break</p> <p>Session 2 (85 minutes)</p> <ul style="list-style-type: none"> • 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 30 minutes have elapsed. • After students have been working for 65 minutes, alert them that there are 10 minutes left. | |

- Close the testing session.
- Direct students to deliver their presentations.

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.

Time Requirements:

The Performance Task will take 120 minutes in one session.

Pre-Task Activity:

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

Student Directions:

Part 1 (35 minutes)

Your assignment:

You will read an article, watch 2 videos, review a packet of research materials, and answer some questions about these sources. Then prepare and deliver an oral presentation about electric cars.

Steps you will be following:

In order to plan your presentation you will do the following:

1. Read an article

2. Watch 2 videos
3. Review three charts
4. Answer three questions about the articles, the video, and the charts
5. Plan and deliver your presentation

Directions for beginning:

You will now read the sources. Take notes because you may want to refer back to your notes while writing your essay. You can refer back to any of the sources as often as you like.

(Article 1)

(Video 1)

(Video 2)

(Research Packet)

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. Explain what ideas about electric vehicles are common to the videos and the article. Use details from the videos and the article to support your answer.
2. Analyze how the information in the charts supports and enhances the ideas in the article and videos. Use specific details from sources to support your answer.
3. Analyze how the tone of "Revenge of the Electric Car" differs from the tone of "Electric Cars Face Issues in the US." Use details from both videos to support your

answer.

Part 2 (85 minutes)

You now have 85 minutes to prepare an oral presentation. You may refer back to the sources you read in part 1. Now read your assignment and the information about how your presentation will be scored, then begin your work.

Your Assignment:

Plan and deliver a presentation on the future of electric cars in the United States. Support your analysis with details from what 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 presentation. Manage your time carefully so that you can:

- plan your presentation

- prepare your presentation

Word-processing and presentation tools are available to you.

Key and scoring information for questions:

1. Claim 4, Target 2

| Analyze/Integrate Information Rubric (Claim 4, Target 2) | |
|---|--|
| 2 | <ul style="list-style-type: none"> • The response gives sufficient evidence of the ability to gather, analyze and integrate information within and among multiple sources of information. |
| 1 | <ul style="list-style-type: none"> • The response gives limited evidence of the ability to gather, analyze and integrate information within and among multiple sources of information. |
| 0 | A response gets no credit if it provides no evidence of the ability to gather, analyze and integrate information within and among multiple sources of information. |

2. Claim 4, Target 2

| Analyze/Integrate Information Rubric (Claim 4, Target 2) | |
|---|--|
| 2 | <ul style="list-style-type: none"> • The response gives sufficient evidence of the ability to gather, analyze and integrate information within and among multiple sources of information. |
| 1 | <ul style="list-style-type: none"> • The response gives limited evidence of the ability to gather, analyze and integrate information within and among multiple sources of information. |
| 0 | A response gets no credit if it provides no evidence of the ability to gather, analyze and integrate information within and among multiple sources of information. |

3. Claim 4, Target 3

| Evaluate Information/Sources Rubric (Claim 4, Target 3) | |
|--|---|
| 2 | <ul style="list-style-type: none"> • The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources. |
| 1 | <ul style="list-style-type: none"> • The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources. |
| 0 | 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. |
|--|--------------|

| 4-point Speech Rubric (Grades 3-11) | | | | | |
|--|---|---|---|--|---|
| Score | Establishment of Focus and Organization | | Development: Language and Elaboration of Evidence | | Presentation |
| | Focus | Organization | Elaboration of Evidence | Language and Vocabulary | Presentation |
| 4 | <p>The speech is consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling idea, opinion, or claim is clearly stated and strongly maintained controlling idea, opinion or claim is introduced and communicated clearly within the context | <p>The speech has a clear and effective organizational structure helping create unity and completeness:</p> <ul style="list-style-type: none"> employs a strong opening and logical progression of ideas effective introduction and conclusion for audience and purpose | <p>The speech provides thorough and convincing support/evidence for the writer's controlling idea, opinion, or claim that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated and relevant | <p>The speech clearly and effectively expresses ideas:</p> <ul style="list-style-type: none"> use of precise language (including academic and domain-specific language) consistent use of syntax and discourse appropriate to the audience and purpose | <p>The speech is clearly and smoothly presented:</p> <ul style="list-style-type: none"> use of effective eye contact and volume with clear pronunciation understandable pace adapted to the audience consistently aware of audience's engagement use of strong visual/graphics/ audio enhancements, when appropriate, to effectively clarify message. |

| | | | | | |
|-----------------|--|--|--|---|---|
| <p>3</p> | <p>The speech is adequately and generally focused:</p> <ul style="list-style-type: none"> controlling idea, opinion, or claim is clear and for the most part maintained though some loosely related material may be present some context for the controlling idea, opinion, or claim | <p>The speech has an evident organizational structure and a sense of completeness, though some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety ideas progress from beginning to end introduction and conclusion are adequate adequate, if slightly inconsistent, connection among ideas | <p>The speech provides adequate support/evidence for the writer’s controlling idea, opinion, or claim that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> some evidence from sources is smoothly integrated though may be general or imprecise | <p>The speech adequately expresses ideas employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> use of academic and domain-specific language is adequate use of syntax and discourse generally appropriate to the audience and purpose | <p>The speech is adequately presented with minor flaws:</p> <ul style="list-style-type: none"> appropriate use of eye contact, volume, and pronunciation generally understandable pace adapted to the audience sufficiently aware of audience’s engagement sufficient use of visual/graphics/audio enhancements, when appropriate, to clarify message |
|-----------------|--|--|--|---|---|

| | | | | | |
|-----------------|---|---|--|--|--|
| <p>2</p> | <p>The speech is somewhat unclear and unfocused:</p> <ul style="list-style-type: none"> controlling idea, opinion, or claim is for the most part maintained though there may be a minor drift controlling idea, opinion, or claim may be lacking an appropriate context | <p>The speech has an inconsistent organizational structure:</p> <ul style="list-style-type: none"> inconsistent use of transitional strategies with little variety ideas progress unevenly from beginning to end introduction and conclusion, if present, may be weak weak connection among ideas | <p>The speech provides uneven, cursory support/evidence for the writer’s controlling idea, opinion, or claim that includes partial or superficial use of sources, facts, and details:</p> <ul style="list-style-type: none"> evidence from sources is weakly integrated | <p>The speech inconsistently expresses ideas employing simplistic language:</p> <ul style="list-style-type: none"> insufficient use of academic and domain-specific language use of syntax and discourse may at times be inappropriate to the audience and purpose | <ul style="list-style-type: none"> The speech is unevenly presented with evident flaws : inconsistent use of eye contact, volume, and pronunciation pace partially adapted to the audience partially aware of audience’s engagement sufficient use of visual/graphics/ audio enhancements, when appropriate, to clarify message |
|-----------------|---|---|--|--|--|

| | | | | | |
|---|---|---|--|--|--|
| <p>1</p> | <p>The speech is unclear and unfocused:</p> <ul style="list-style-type: none"> controlling idea, opinion, or claim may have a major drift controlling idea, opinion, or claim may be confusing or ambiguous | <p>The speech has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> few or no transitional strategies are evident frequent extraneous ideas may intrude | <p>The speech provides minimal support/evidence for the writer’s controlling idea, opinion, or claim that includes little or no use of sources, facts, or details:</p> <ul style="list-style-type: none"> evidence from sources is minimal, absent, in error, or irrelevant | <p>The speech expresses vague ideas, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> uses limited language or domain-specific vocabulary rudimentary use of syntax and discourse inappropriate for the audience and purpose | <p>The speech is presented with serious flaws that obscure meaning:</p> <ul style="list-style-type: none"> infrequent eye contact, and inappropriate volume and pronunciation pace not adapted to the audience little or no sense of audience’s engagement little or no visual/graphics/ audio enhancements to clarify message |
| <p>0 A speech gets no credit if it provides no evidence of the ability to gather and organize information, compose, and orally</p> | | | | | |

deliver short speech.

