

# **Smarter Balance Assessment Consortium**

## **Annotated Examples to Illustrate Assessment Types**

[w.k12.wa.us/SMARTER/Resources.aspx](http://w.k12.wa.us/SMARTER/Resources.aspx)

**RESEARCH Claim #4** - Students engage strategically in collaborative and independent inquiry to investigate/research topics, pose questions, and gather and present information.

**LANGUAGE Claim #5** - Students skillfully use oral and written language across a range of literacy tasks.

**Title of Performance Task:** Common Theme (War)

**Grade Level:** 11

**Task Source:** Adapted from the Council for Aid to Education

**How this task addresses the “sufficient evidence” for this claim:**

In order to complete the assessment, students must:

1. Review two sources of information to critically analyze each piece for relevant information
2. Synthesize information from multiple sources and across content areas to determine perspective for argument
3. Cite relevant information from sources to support argument
4. Organize ideas to communicate effectively
5. Use domain-specific vocabulary (Language Use)
6. Observe conventions of grammar, usage, and mechanics appropriate for grade level

**Intended Depth of Knowledge Level: DOK 4**

**Scoring Focus/Reporting Categories (see page 16)**

- **Claim 4**
  - Conduct research (related to a topic, issue, or problem presented)
- **Claim 5**
  - Understand & Apply Oral and Written Language

**Standards Assessed with this Task**

**Writing Standards:**

11-12.W.2. Write informative/explanatory texts (a-e)

11-12.W.4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience

11-12.W.5. Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

11-12.W.7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.

11-12.W.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11-12.W.9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.

**Language Standards:**

11-12.L.1. Observe conventions of grammar and usage

11-12.L.2. Observe conventions of capitalization, punctuation, and spelling

11-12.L.3. Make effective language choices. a. Write and edit work so that it conforms to the guidelines in a style manual.

11-12.L.6. Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts

**Description of task setting:** Phase 1, individual work of gathering information from multiple sources and drafting informational/explanatory essay. Phase 2, individual work of revising informational/explanatory essay.

**Duration of the activity:** Phase 1: 1-2 hours; Phase 2: 1-2 hour; Total time: 2-4 hours

**Operational logistics and Materials Required:** Paper for notes/prewriting; computer for independent research, Internet access

**Writing Text Type:** Informational/Explanatory Writing: Essay

**Reading Texts:** two poems, one illustration/cartoon, one speech; additional resource materials located through student research

**Title:** Common Theme (War)

**Task Summary:** This task is to be completed over two phases. Phase 1, students must gather information from multiple sources, conduct independent research\*, and take notes for an informational/explanatory essay. In phase 2, students draft and revise the informational/explanatory essay to present findings.

\*Novice task might not ask for additional sources to be located and used

**Actual prompt for student**

This task is designed to measure your ability to read, analyze, and synthesize information from different sources and perspectives. You will be provided with a “Document Library” consisting of several types of documents. In addition, you will be asked to locate at least one additional resource to support your informational/explanatory essay.

Read all of the documents on the following pages, conduct additional research, and write an essay response based on the scenario described below. You may use the margins to take notes as you read and scrap paper to plan your response.

Please write the essay solely on the basis of the scenario below. Although you may not be familiar with some of the topics covered, you should be able to write the essay by carefully using and thoughtfully reflecting on the information you have analyzed.

#### **ELA Performance Task Example (Common Theme: War)**

##### *Performance Task Scenario*

Your English and Social Studies teachers have teamed up to teach a joint unit on war. As a project for this joint unit, you have been asked to read a variety of documents concerning war in order to determine different perspectives - whether they glorify, justify or condemn war. Your final task will be to write an essay that states how you now see war, citing evidence from the documents used to explain your position.

#### **Texts**

##### **Document 1: Jessie Pope, “Who’s For the Game” (c. 1916)**

Who’s for the game, the biggest that’s played,	1
The red crashing game of a fight?	2
Who’ll grip and tackle the job unafraid?	3
And who thinks he’d rather sit tight?	4
Who’ll toe the line for the signal to ‘Go!’?	5
Who’ll give his country a hand?	6
Who wants a turn to himself in the show?	7
And who wants a seat in the stand?	8
Who knows it won’t be a picnic—not much—	9
Yet eagerly shoulders a gun?	10
Who would much rather come back with a crutch	11

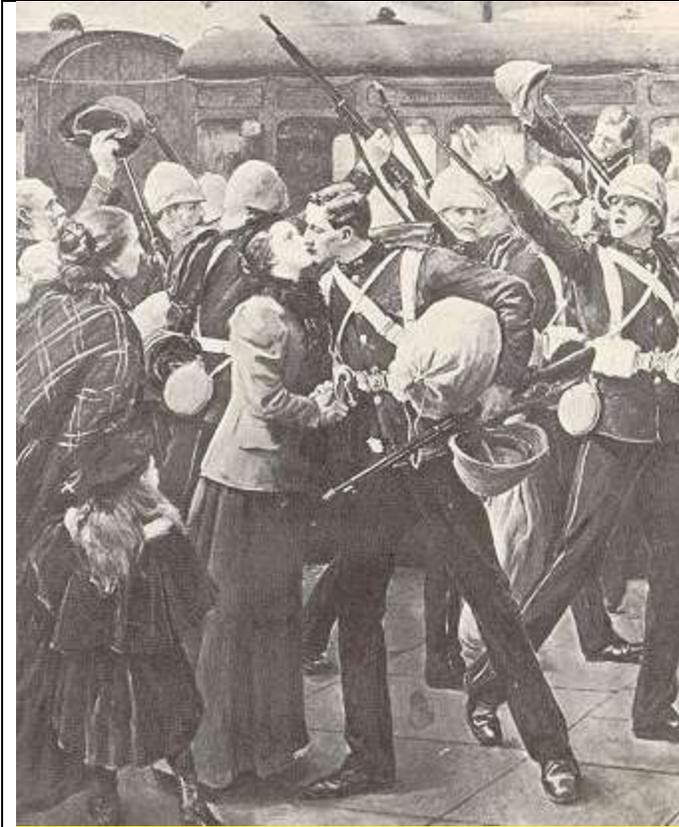
Than lie low and be out of the fun? 12  
Come along, lads— but you'll come on all right— 13  
For there's only one course to pursue, 14  
Your country is up to her neck in a fight, 15  
And she's looking and calling for you. 16

**Document 2: George Cruickshanks, "The Recruit's Journey" (date unknown)**



Source: CartoonStock, [www.cartoonstock.com](http://www.cartoonstock.com)

**Document 3: George Harcourt, *The Boer War* (1900)**



**Document 4: Woodrow Wilson, address to Congress, April 2, 1917**

It is a distressing and oppressive duty, gentlemen of the Congress, which  
I have performed in thus addressing you. There are, it may be, many  
months of fiery trial and sacrifice ahead of us. It is a fearful thing to  
lead this great peaceful people into war, into the most terrible and  
disastrous of all wars, civilization itself seeming to be in the balance.  
But the right is more precious than peace, and we shall fight for the  
things which we have always carried nearest our hearts—for  
democracy, for the right of those who submit to authority to have a  
voice in their own governments, for the rights and liberties of small  
nations, for a universal dominion of right by such a concert of free  
peoples as shall bring peace and safety to all nations and make the  
world itself at last free. To such a task we can dedicate our lives and our  
fortunes, everything that we are and everything that we have, with the  
pride of those who know that the Phase has come when America is  
privileged to spend her blood and her might for the principles that gave  
her birth and happiness and the peace which she has treasured. God  
helping her, she can do no other.

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17

**Document 5: Wilfred Owen, “Dulce Et Decorum Est” (c. 1918)**

Bent double, like old beggars under sacks, 1  
Knock-kneed, coughing like hags, we cursed through sludge, 2  
Till on the haunting flares we turned our backs 3  
And towards our distant rest began to trudge. 4  
Men marched asleep. Many had lost their boots 5  
But limped on, blood-shod. All went lame; all blind; 6  
Drunk with fatigue; deaf even to the hoots 7  
Of tired, outstripped Five-Nines<sup>1</sup> that dropped behind. 8  
  
Gas! GAS! Quick, boys!—An ecstasy of fumbling, 9  
Fitting the clumsy helmets just in time; 10  
But someone still was yelling out and stumbling 11  
And flound’ring like a man in fire or lime... 12  
Dim, through the misty panes and thick green light, 13  
As under a green sea, I saw him drowning. 14  
  
In all my dreams, before my helpless sight, 15  
He plunges at me, guttering, choking, drowning. 16  
  
If in some smothering dreams you too could pace 17  
Behind the wagon that we flung him in, 18

---

<sup>1</sup> 5.9 inch artillery shells.

And watch the white eyes writhing in his face,	19
His hanging face, like a devil's sick of sin;	20
If you could hear, at every jolt, the blood	21
Come gargling from the froth-corrupted lungs,	22
Obscene as cancer, bitter as the cud	23
Of vile, incurable sores on innocent tongues—	24
My friend, you would not tell with such high zest	25
To children ardent for some desperate glory,	26
The old Lie: Dulce et decorum est	27
Pro patria mori. <sup>2</sup>	28

---

<sup>2</sup> Latin, meaning "It is sweet and fitting to die for one's country."

**WRITING Claim # 2** - Students can produce effective writing for a range of purposes and audiences.  
**SPEAKING-LISTENING Claim #3** - Students can employ effective speaking and listening skills for a range of purposes and audiences.  
**LANGUAGE Claim #5** - Students can use oral and written language skillfully across a range of literacy tasks.

**Title of Performance Task:** Tooth Traditions From Around the World

**Grade Level:** 3

**Task Source:** Adapted from ...

**How this task addresses the “sufficient evidence” for this claim:**

In order to complete the assessment, students must:

1. Compose, revise, and edit text
2. Write a narrative and an informational text
3. Address Purpose and Audience (setting a context and establishing a focus)
4. Organize and Develop Ideas using a structure consistent with purpose (providing overall coherence)
5. Use language effectively to provide supporting evidence/details/elaboration consistent with focus
6. Apply Conventions of Standard English.
7. Demonstrate oral communication skills
8. Listen carefully to the ideas of others and integrate information from oral and written sources

**Intended Depth of Knowledge Level: DOK 2, DOK 3**

**Scoring Focus/Reporting Categories (see page 16)**

- **Claim 2**
  - Organize & Develop Ideas
  - Provide Evidence & Elaboration
  - Apply Conventions
- **Claims 3 & 5**
  - Understand & Apply Oral & Written Language

**Standards Assessed with this Task**

**Writing Standards:**

W.3.2. Write informative/explanatory pieces (a-d)

W.3.3. Write narratives (a-d)

W.3.5. With guidance and support from peers and adults, strengthen writing as needed by revising and editing. (formative evidence) W.3.6. With guidance and support from adults, use technology to produce and publish writing.

**Speaking and Listening Standards:**

SL.3.2. Identify the main ideas and supporting details of information presented graphically, visually, orally, or multimodally.

SL.3.4. Report on a topic or recount stories or experiences with appropriate facts and descriptive details.

**Language Standards:**

L.3.1. Observe conventions of grammar and usage.

L.3.2. Observe conventions of capitalization, punctuation, and spelling.

L.3.3. Make effective language choices. a. Use words for effect.

**Description of task setting:** Phase 1, individual and group work writing and revising a narrative; Phase 2, individual work with informational text

**Duration of the activity:** Phase 1: 1 hour; Phase 2: 30 minutes; Total time: 1.5 hours (90 minutes)

**Operational logistics and Materials Required:** Tasks can be implemented in a regular classroom with computer access.

**Writing Text Type:** (1) Narrative, (2) Informative/explanatory

**Listening Text Type:** Informational

**“Throw Your Tooth on the Roof: Tooth Traditions from Around the World”**

**Task Summary:** This task is to be completed over two parts. The prewriting/planning in phase 1 involve speaking, listening, and writing notes. Prewriting/planning provide an opportunity for students to explore, draft, edit, and revise an imaginary or real story about losing a tooth. In phase 1, students’ feedback and rationale forms are collected, as well as students’ final draft of a narrative text. In Phase 2 (could be administered on day 2), students complete an informative/explanatory text.

**Phase 1 (1 hour)**

Teacher introduces the task by talking about teeth, their purpose, and how they play an important role throughout humans’ lives. (LISTENING, 10 minutes)

Teacher asks students to plan an imaginary or real story about someone losing a tooth (a *narrative text* with a beginning, middle, and end). (WRITING, 20 minutes).

- Students work alone to draft their paragraphs and may use computers available with word processing software, and e-tools (e.g., dictionary) to draft paragraphs.
- Students produce a draft copy to exchange with a writing partner (determined by teacher) and provide feedback on how to improve the writing. (WRITING, 10 minutes)
- Students use an e-form to provide peer feedback. E-forms are printed for review.

Students use feedback provided to improve/revise their narratives. (WRITING, 10 minutes)

- Students may use computers, available word processing software, and e-tools (e.g., dictionary) to revise *narrative* paragraphs.

**Final Draft of *narrative* response collected for scoring (NOTE: This summative task could also be used as a speaking task, audio recorded for scoring.)**

Teacher adds closure to the task by asking students to paraphrase some of the details from their stories. (LISTENING/SPREAKING, 10 minutes)

**Phase 2 (30 minutes)**

Students do the following to complete an *informative/explanatory* writing task (WRITING) Students will not get back their work from phase 1, but will be reminded of what they did in phase 1 (narrative writing) and are told they will now write an informational text after listening to some information and taking notes. (30 minutes)

- Students may use a computer and associated technology (i.e., video, word processing software, e-tools) to complete the task. (WRITING)
- Students view a video file of a teacher reading aloud the text, *Throw Your Tooth on the Roof: Tooth Traditions From Around the World*. (LISTENING)
- Students use a guided notes form to write down information about each world cultural tradition. (Students can replay the video as many times as they like during phase 2 In order to complete their notes.) (Not scored)
- Each student will create a Venn diagram comparing his or her tradition to one world cultural tradition he or she has chosen. (Not scored)
- Students use notes to write an *informative/explanatory* two-to-four-paragraph paper to describe and compare how traditions are the same and how they are different.

- Students draft, review, make edits, and generate a final version. (WRITING)

### Final multi-paragraph response collected for scoring

#### Actual prompt for student

*Phase 1 Directions: Write an imaginary or real story telling about someone losing a tooth. Be sure to have a beginning, middle, and ending.*

*Phase 2 Directions: Using your notes, write two to four paragraphs describing and comparing different tooth traditions. Be sure to (1) tell some things that are the same about the traditions, (2) tell some things that are different about the traditions, and (3) explain something interesting that you learned OR tell about your tooth tradition.*

#### Texts

Tooth Traditions: Read-Aloud Text

Beeler, Selby. **Throw Your Tooth on the Roof: Tooth Traditions Around the World.**

Illustrated by G. Brian Karas. New York: Houghton Mifflin, 2001. (1998)

Has this ever happened to you?

You find a loose tooth in your mouth.

Yikes! You can wiggle it with your finger.

You can push it back and forth with your tongue.

Then one phase it falls out.

There you are with your old baby tooth in your hand and a big hole in your mouth.

It happens to everyone, everywhere, all over the world.

“Look! Look! My tooth fell out! My tooth fell out!”

But what happens next?

What in the world do you do with your tooth?

#### North America United States

I put my tooth under my pillow. While I’m sound asleep, the Tooth Fairy will come into my room, take my tooth, and leave some money in its place.

#### Mexico

When I go to sleep, I leave my tooth in a box on the bedside table. I hope El Raton, the magic mouse, will take my tooth and bring me some money. He leaves more money for a front tooth.

#### Yupik

My mother wraps my tooth in a food, like meat or bread. Then I feed it to a female dog and say, “Replace this tooth with a better one.”

#### Yellowknife Dene

My mother or grandmother takes my tooth and puts it in a tree and then my family dances around it. This makes certain that my new tooth will grow in as straight as a tree.

#### Navajo

My mother saves my tooth until my mouth stops hurting. Then we take my tooth to the southeast, away from our house. We bury the tooth on the east side of a healthy young sagebrush, rabbit bush, or pinyon tree because we believe that east is the direction associated with childhood.

*Excerpt from THROW YOUR TOOTH ON THE ROOF: Tooth Traditions From Around the World. Text Copyright ©*

*1998 by Selby B. Beeler. Used by Permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.*

