

Grade 3 / Case Study 2

→ ELA * SMARTER BALANCED PERFORMANCE TASK

ENGLISH LEARNER

Research
Question 1
ITEM #2643

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.

Student
Response
ITEM #2643

KEY
X = student response
✓ = correct response

	SOURCE #1 What is an Astronaut?	SOURCE #2 Life in Space
Astronauts feel weak when they come back from space.		X ✓
Since objects are also able to float in space, astronauts can easily lift things in space that are heavy on Earth.	X ✓	
Astronauts have a special view of Earth from space.	X ✓	

Analysis
ITEM #2643

The response receives a score of 1. The table is filled out correctly. All cells that should be marked have been identified. No additional cells have been marked, indicating that this student has a good understanding of the key information and where it is located in the source materials.

Research
Question 2
ITEM #2644

Which source **most likely** has the most useful information about the kinds of work that astronauts do while they are in space? Explain why this source **most likely** has the most useful information about the kinds of work that astronauts do while they are in space. Support your explanation with **two** details from the source.

Student
Response
ITEM #2644

The most useful source that tells about Astronauts is source 1 because it says that Astronauts have To learn first aid because if a person gets hurt they can help them. Astronauts learn to ride a special car that's as big as a truck.

Analysis
ITEM #2644

This response receives a score of 1. It correctly identifies Source #1 as being the most useful and it provides two details from that source: learning first aid, and riding a special car. Elaboration is provided for the first detail, "if a person gets hurt they can help them." However, the second detail is much weaker. The source mentions driving, not riding, in a special car as a job that astronauts do. In addition, no explanation is given as to why astronauts need to ride in a special car. In order to receive a score of two, elaboration that explains how both details are useful must be provided, and it would help the reader if the paraphrasing were more precise. Because the student already demonstrates the ability to elaborate on a detail and connect it to the question being asked, this student may simply need support in reading the item prompt carefully and checking his or her response to ensure it meets all of the criteria.

<p>Research Question 3 ITEM #2645</p>	<p>Explain why it is hard to be an astronaut. Give two reasons, one from Source #1 and one from Source #2. For each reason, include the source title or number.</p>
<p>Student Response ITEM #2645</p>	<ol style="list-style-type: none">1. You feel as if you weigh nothing. Source 1/page62. Astronauts sometimes feel sick in space. Source 2 /page7
<p>Analysis ITEM #2645</p>	<p>This response receives a score of 1. The student has included a clearly referenced, relevant detail from each source. However, the response contains no explanation of either detail. It is important to note that although the format of this response is unconventional, that is not taken into account in the scoring rubric for this question. The constructed response items measure research and inquiry skills only. While it is true that a paragraph format may be more conducive to providing the elaboration needed to score a 2, it is not necessary. The missing elaboration, not the formatting, is what makes this response a 1 instead of a 2. The student has provided the details and now needs to learn to elaborate on those details by providing explanations, examples, definitions, or quotations.</p>

Full Write * ITEM #2646

Full Write –
Student
Response
ITEM #2646

Astronauts are people who go out in space. Being an astronaut might be fun but do you know what Its really like. Astronauts who see earth from space say its round like a ball. They some times feel Sick in space it takes them a few days to get used to being weight less. Being in space also changes how blood flows. Even with regular exercise in space astronauts come back felling weak.

Astronaut facts

1. They see more stars that you have ever seen.
2. They need to learn medical skills in case of emergency.
3. They learn to do science experiments and do exercise.
4. They have special vehicles.

Analysis of
Full Write
ITEM #2646**Organization and Purpose: Score 1**

This response receives a 1 for Organization and Purpose because the student does make some decisions on how to order the information (i.e., the student does not simply copy an entire paragraph of text, but rather takes sentences from different sources and organizes them). There is an adequate introduction and the question “but do you know what Its really like” generates reader interest for the rest of the piece. However, the rest of the response consists of listed facts about astronauts. Some of the facts are presented in paragraph form, and others are presented in a list. While each fact describes what an astronaut does, there are no transitions between ideas and the connection between the ideas is somewhat unclear. The student understands that text features are often a part of informational text, but there is little to no discernible structure evident.

Evidence and Elaboration: Not Scoreable

This response is not scoreable for Evidence and Elaboration. The facts listed in the response are predominately copied from the source material and no citations are given. The copied material is not elaborated upon and there is insufficient student written text to determine how well the details are integrated. If this piece contained a higher percentage of original student writing, it could have received a score of 1 for evidence, and the other dimensions could have been scored. The lack of original writing makes it impossible to evaluate this piece for vocabulary, style, and elaborative techniques. The inclusion of the text feature of a headed list is unusual for student work, but not inconsistent with what you might see in an informational article.

Conventions: Not Scoreable

This response is not scoreable for Conventions. It contains predominately work that is copied directly from the source material. There are several errors with capitalization, (Its, Sick, it) and minimal errors in punctuation, spelling, and grammar. The lack of original student writing means that the student did not have to make any decisions regarding conventions on their own. The errors in the copied material may be simple typographical errors. The large proportion of copied text makes this response not scoreable.

Overview of Student's Performance

This student did demonstrate the ability to identify correct information to answer the constructed responses. In one of the constructed responses, the student clearly cited sources and identified the paragraph within the source where the information was found. Throughout the task, the student demonstrates a need to learn to paraphrase and elaborate rather than lift text directly from sources.

Next Steps

This student needs explicit instruction around: paraphrasing and citing sources, elaborating on evidence, and structuring texts to create cohesion. Instruction in paraphrasing should begin with short pieces and then expand to longer passages, with a specific focus on both the language and the content being paraphrased. This student is able to identify important information from sources, so modeling for the student how to put information in one's own words would be a great place to start. Then, give the student guided opportunities to practice paraphrasing different text types with support and feedback.

As the student increases his or her ability to paraphrase or provide citations, adding elaborative techniques one at a time would be beneficial. Modeling for the student how to use elaborative techniques using anchor texts would make the language features explicit and further develop the student's ability to paraphrase and cite independently. Additionally, jointly reconstructing different text types would help develop a deep understanding of how different genres are organized and how information is "tied together" in texts. Anchor charts of the elaborative techniques should be on display in the classroom to develop familiarity and provide a visual reminder as the student begins to increase their use.

The student's unusually formatted response demonstrates an understanding of the features and style of informational articles, which can be built on by further examining models of informational articles and discussing how to utilize the structure, text features and language of such articles to convey more of the student's own original writing. Beginning the writing process with graphic organizers such as those from Florida Center for Reading Research would assist in organizing the student's thoughts and distinguishing between the student's own work and source material. Additionally, graphic organizers can be used to help students see the how different text types are structured, as well as the language features that are typical of different genres. Using rubrics for formative feedback and noting for the student where they are scoring and why would assist in developing the student's awareness of the requirements necessary to improve the writing. Ultimately, drawing the student's attention to the specific language features of different text types, such as transitions in informational texts, and giving students ample opportunities for guided practice, would help the student develop a deeper understanding of how to read and write different texts.