

# Grade 7 / Case Study 1

→ ELA \* SMARTER BALANCED PERFORMANCE TASK

## Research Question 1 ITEM #2635

Explain how the table in Source #1 supports information provided in the two other sources. Cite evidence and identify the source of each piece of information by title or number.

## Student Response ITEM #2635

The table in source one shows that a child needs at least 10 hours of sleep, and the doctor from source 3 claims that a 12 year old with 8 hours of sleep per night is “not getting enough sleep at night for someone your age” (Source 3). Also, people think that “only little children should take naps” (source 2) and that can be seen on the graph on source 1 that younger ones sleep a lot less.

## Analysis ITEM #2635

The student received a score of 1 on this response. The response starts off promisingly enough, by synthesizing the information from the chart about the amount of sleep necessary by age with the commentary of the doctor in Source #3. The material is properly cited, and the connection is explained. The reason this is not scored as a 2 is because of the treatment of Source #2. The evidence about people believing naps are only for small children, and the commentary that source 1 suggests that, “...younger ones sleep a lot less” is a misreading of the chart, and a poor choice of evidence from Source #2.

The student clearly has a grasp of the question, and demonstrates a clear reading of most of the source material. Obviously, this response would be improved by a more apt selection of evidence from Source #2, such as the commentary about our “internal clocks” and the importance of proper rest to maintain those clocks.

<p>Research Question 2 ITEM #2636</p>	<p>People whose sleep is routinely interrupted might need to pay special attention to their sleep needs. Provide two pieces of evidence from different sources that support this claim and explain how each example supports the claim. Cite evidence for each piece of information and identify the source by title and number.</p>
<p>Student Response ITEM #2636</p>	<p>People with interrupted sleep routines need special care because their biological clocks will be confused. When someone's "sleep is out of sync with their body clocks,"(source 1) they should "pay special attention to their sleep needs" (source 1). Also, if the routine is bad, "the internal clock can become confused. Then the person has trouble getting enough sleep"(Source 2).</p>
<p>Analysis ITEM #2636</p>	<p>This response is scored as a 1. The student does a nice job of finding, and blending evidence within the response; however, style and conventions are not a part of the rubric for constructed response questions. The source material is all appropriate for answering the question, but the student does not "explain how each example supports the claim." The answer would be substantially improved by 1–2 sentences of explanation as to why the source material is an effective support for the provided claim.</p>

**Research Question 3**  
ITEM #2637

Click on the boxes to show the claim(s) that each source supports. Some sources will have more than one box selected.

**Student Response**  
ITEM #2637

**KEY**  
X = student response  
✓ = correct response

	<b>SOURCE #1</b> How Much Sleep Is Enough?	<b>SOURCE #2</b> The Secret Truth about Napping	<b>SOURCE #3</b> Ask the Sleep Doctor
<b>Post-nap sleepiness can happen if you have too long of a nap.</b>			X ✓
<b>If your sleep patterns interrupt your body's internal clock, you might have trouble getting enough sleep.</b>	X ✓	X ✓	
<b>A deep sleep helps the brain to operate at a higher level.</b>		X ✓	

**Analysis**  
ITEM #2637

The student received full credit (1 point) for this response. Looking across the student's correct answer to this selected response question and the ability to pull evidence from sources in the previous two constructed response questions, it is clear that this student has a strong grasp on the content of the three sources, and has properly compartmentalized, and synthesized, the information therein.

## Full Write \* ITEM #2638

Full Write –  
Student  
Response  
ITEM #2638**How Much Should We Sleep and When?**

There is a feeling that hits people sometimes: being exceptionally sleepy, having minimal energy, and the day feels like trash. Luckily, there are studies made on how much people should sleep, and when they should take naps. Sleeping enough is vital for daily performance in activities and health, and so is sleeping at the right time.

Taking short naps would also increase focus and health. To tremendously boost daily performance and health, people should get enough sleep based on their age, find time to take naps, and ensure the biological clock is consistent by sleeping at the right time.

Sleeping during the night is important for mental energy and health, and one should sleep enough based on his or her recommended age. Newborns should sleep around sixteen to eighteen hours every day, preschoolers should get eleven to twelve hours of sleep every week, elementary school children should get at least ten hours a day of sleep, teens should get at nine to ten hours of sleep, and adults should get seven to eight hours of sleep (How Much Sleep is Enough?). Every night, one should get the amount of sleep they are recommended to be more energetic and alert. Missing too much sleep every night will add up to a sleep debt and soon “sleep loss will affect your health,”(How Much Sleep is Enough? 2). But if there is enough sleep, the sleep “primes the brain to function at a higher level”(Allegra 2). Reducing the sleep debt and getting enough sleep is important for a higher everyday performance.

Besides having a good night’s sleep, another way to boost performance is to take naps. Although naps may be regarded as for little children, naps are actually helpful for mood, health, alertness, creativity, focus, and many more important aspects of everyday life. Even great minds like Einstein, Leonardo Da Vinci, and Edison still took naps (Allegra). Despite the common negative thoughts about naps, scientists think that naps could still help with performance. If a person has a troubled career with shifts at night, naps could help them renew energy. If an astronaut doesn’t get as much sleep, taking a twenty six minute nap could help as much as boosting the mental performance by thirty-four percent! (Allegra) Naps also could improve health tremendously, and “people who took 30 minute naps at least three times a week were 37% less likely to die of heart disease,”(Allegra 3) which is the biggest cause of death in the United States! If taking naps could fight the top killer in our country that well, then taking naps has great potential.

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## Full Write – Student Response

ITEM #2638  
(CONTINUED)

It isn't just important to get enough sleep, you also have to sleep at the right time to ensure the sleep has decent quality. A good sleep cycle is important for getting good sleep. Everyone has a biological clock, which helps them determine when they should go to sleep. (Allegra) Sleeping is difficult if the biological clock is mixed up, and is not as effective. Keeping the biological clock in sync is important to health and sleep. Getting good sleep schedules is not only important for falling asleep, but it also matters for the quality of sleep. A mixed up biological clock could even cause sleep deficiency that "affect people even when they sleep the total number of hours recommended for their age group"(How Much Sleep Is Enough? 2). Sleep deficiency could affect people with the right amount of sleep if they don't sleep when their body needs to sleep. Therefore, sleeping at the right time is just as important as sleeping for the right amount of time.

Ultimately, sleeping the right amount, sleeping at the right time, and taking quick naps is necessary for exceptional health and excellent mental performance. To prevent the groggy, drowsy, and moody feeling, getting good sleep will refresh one's body and improve daily life. To improve everyday performance, sleeping well will be one of the best options.

## Analysis of Full Write

ITEM #2638

### Organization and Purpose: Score 4

After a somewhat awkward opening, the thesis is presented clearly and effectively: "To tremendously boost daily performance and health, people should get enough sleep based on their age, find time to take naps, and ensure the biological clock is consistent by sleeping at the right time." An effective organizational structure is clearly evident; each body paragraph addresses one of the three prongs of the thesis, and the paragraphs build logically upon one another.

### Evidence and Elaboration: Score 4

This student does a nice job of connecting ideas both across and within paragraphs. The third paragraph, in particular, demonstrates the student's facility with complex and compound-complex sentence structures and a wide-ranging transitional vocabulary ("Besides having . . . another way"; "despite"; "although"; "If . . . then"; "which is the...").

The student also integrates textual evidence effectively, weaving quotations into sentences in a way that is quite sophisticated for a seventh grader.

### Conventions: Score 2

In terms of conventions, the student has earned a score of 2, despite the occasional awkward sentence construction and wording. In general, the student demonstrates proficient understanding of punctuation, capitalization, and spelling. There are certainly slip-ups, particularly

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## Analysis of Full Write

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with clarity in sentence construction, but the ratio of those errors to the overall writing is quite low.

While the paper demonstrates many strengths, there is a pattern of awkward word choice and syntax that sometimes affects the clarity of the writing. Some of this is likely due to the first-draft nature of on-demand writing, but it may also be related to the student's desire to use complicated sentence structures and high-level vocabulary that he or she may not have fully mastered yet. In the context of this paper's many demonstrated strengths, this can be seen not as a weakness but as evidence of ongoing development that should be supported so this student can continue to increase the clarity and sophistication of her writing.

## Overview of Student's Performance

As mentioned in the analysis of Research Question 3, the dominating pattern of this student's work is an ability to engage in research, and use that research as a tool while writing. While the student was not always thorough enough in the constructed response questions, the full write exhibits this student's ability to respond fully and richly to a prompt. It's possible that this student was not aware of how thorough the research question responses needed to be. Students tend to get much more practice with full writes than they do with constructed responses, so that could explain the difference in quality of responses.

## Next Steps

This sample suggests that the student could use some support in properly citing evidence, strategies for introductions and conclusions, and clarity/precision in word choice and syntax.

The student cites sources even when paraphrased rather than directly quoted but uses an inconsistent format, sometimes listing the author name, sometimes the source title, and sometimes including what appears to be a page number. While this inconsistency in format does not affect the score, it does suggest that this student is ready to learn and use a consistent, standardized format. The student could also benefit from practice with various ways of introducing quotations other than integrating them into her own syntax. While this is the reverse of what we typically see in middle-school writing (most students use a formulaic structures to introduce source material, such as "Article 2 states. . ." and struggle to weave quotations into their own language), it still indicates a need to focus on strategic use of a variety of methods for incorporating quotations.

This student's introduction is also impacted by imprecise word choice. Phrases like, "There are studies made on how much people should sleep" are accurate, but awkward. This student does a nice job of avoiding a formulaic "hook," but the sentences in the introduction all seem strung together without a controlling idea until the thesis. This is a student who does a nice job of bridging ideas from one paragraph to the next. Perhaps that could be a starting point for this student to recognize the importance of cohesion within paragraphs as well. Activities such as cutting up sentences within a paragraph, and having the student put the paragraph together in a logical manner could be beneficial for this student to think about his or her own logic. The student could also study mentor texts to explore ways to extend ideas in a concluding paragraph rather than just restating and circling back to the

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introduction. Again, the strength with which this student connects ideas throughout the paper indicates that this student is ready to take on the challenge of developing ideas all the way through the conclusion.

In many places, this student already uses precise descriptive language (e.g., “groggy, drowsy, and moody”) and thus does not seem to need any intensive support in developing a rich vocabulary. Similarly, the student successfully employs complex and compound-complex sentence structures several times. Therefore, direct instruction beyond continuous work examining mentor texts is probably not called for here. Instead, it may benefit this student to develop a habit of reading her writing out loud to hear where her word choice or syntax is awkward and revise accordingly. While the student may not be able to read out loud during an on-demand test, if it becomes a routine of reading along can help the student “hear” his or her own writing by simply reading it over.