

# Grade 6 / Case Study 2

→ ELA \* SMARTER BALANCED PERFORMANCE TASK

## Research Question 1

ITEM #2631

Explain what Source #1 and Source #3 say about how robots are able to save lives by paraphrasing the information while avoiding plagiarism.

## Student Response

ITEM #2631

Source one says Gemini Scout a robot can save lives by detecting dangerous gasses and drag a person out of the mine if they ingered. Dante 2 climbs volcanoes when it is to hot for scientists. Mr. growers dilvers medicine. so doctors can spend for time on more import tasks. Agribots help farmers pick fruit. Source three says cars that are powered are more eficent because they don't get tired or break the law.

## Analysis

ITEM #2631

This student received a score of 1 out of 2 possible points. While the response references both sources and provides an adequate explanation of what Source #1 says about how robots are able to save lives, the explanation regarding Source #3 is limited. Additionally the short explanation related to Source #3 contains some level of inaccuracy. Source #3 does not say or imply that self-driving cars do not break the law; rather, it talks about whether they are legal. Also, the idea that self-driving cars not getting tired makes them more efficient is probably true, but that idea is not specified in the source. The student may have misinterpreted the information in Source #3 or may have brought in background information not in the sources. Since this question asks that students explain what is in the sources, in this case it's not appropriate for the student to bring in background information or draw conclusions outside of what the source specifies. The student may benefit from instruction regarding responding to the demands of specific prompts.

Research  
Question 2

ITEM #2632

Many robots are designed to do normal tasks that improve people's lives or jobs. Provide **two** pieces of evidence from different sources that support this idea and explain how each example supports the idea. Cite evidence for each piece of information and identify the source title or number.

Student  
Response

ITEM #2632

Mr. Gower can dilver medicine to pacients which saves time and helps. Agribots help because they can pick different fruit and at mit the bots grew cherry tomatos with no human help at all.

## Analysis

ITEM #2632

The student earned 0 out of 2 possible points. While the student does include two pieces of evidence in response to the prompt and a limited explanation for each piece of evidence, both pieces of evidence are from the same source, and the source is not cited. The student seems to be responding by selecting facts from the source without including much original explanation. In fact, the phrase "cherry tomatoes with no human help at all" is copied directly from the source. Additionally, the explanation for the second piece of evidence does not relate well to the prompt. While the student's response indicates some level of understanding of the question, it does not carry through with the task by using two sources and explaining how each example supports the idea of how the robots improve people's lives or jobs. As in the first research question, the student does not adequately address the prompt, either due to trouble understanding the prompt and/or sources or because of a failure to pay close attention to the demands of the prompt. The student may benefit from instruction and practice deconstructing prompts and responding to them fully. The student may need supportive scaffolds, such as a strategy to deconstruct prompts, the opportunity to construct responses jointly with peers and/or adults, organizers to plan responses, and the opportunity to receive feedback from peers and adults on the completeness and accuracy of responses.

Research  
Question 3

ITEM #2633

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 #2633

## KEY

X = student response

✓ = correct response

	SOURCE #1 Meet the Robots	SOURCE #2 Robots That Play Well with Others	SOURCE #3 When the Car Is the Driver
Robots are more reliable because they don't get tired.	X ✓		X ✓
Robots could serve as a substitute pet when a person has an allergy to animals.		X ✓	
Robots often save time and energy.	X ✓		

## Analysis

ITEM #2633

This student correctly identifies the specific sources that each claim supports, and earns a score of 1 out of 1. That the student responds correctly to this question indicates that the student has a good understanding of the passages and reads with an attention to detail. The correct response to this question may give further evidence that the student is not so much having trouble reading and comprehending the texts as deconstructing open-ended prompts and executing appropriate and complete responses to those prompts.

## Full Write \* ITEM #2634

Full Write —  
Student  
Response  
ITEM #2634

Yes I can't wait to get my Robot I'm getting it at 9:00 only in one hour. I walked in to class one hundred times happier than every other day and I found my Robot it had ist's name printed on his body It was Robo Sixten. It was about as big as my dad who is 5'9 it looked like a clear competer screen. After that Mr. Hammer (our teacher) said we could take him home I was so excited!

When I got home I turned him on he looked like Tom Brady exactly and he asked want to go get ice cream.

Robo six ten drove me to Ice cream and tricked the clerk to give to us it free! Then when we finished up he took off without me. I got so scared I didn't know what Mr. Hammer was going to do.

When I got to school the next day Mr. Hammer and my mom talked to me to gethen after class Mr. Hammer said I was going to have to pay \$ one hundred thousand for the robot. Then my mom yelled you were gone all night with my car and never said anything to me when I got home you owe me a car Mr.

When I got home I didn't know what to do but I better find that robot!

I had an Idea. I called the police and they said the robot was spotted at the same exsact ice cream place I had to hurry. When I got there the lady said he went right down the street to toco bell. I felt like I was running like a cheeta to toco bell and the guy said there was the robot drove all the custumers out because he told then that our food is really un healthy. It was a boult ten at that time so I just about gave up. I decided to call my mom and when I found a phone the most amazing thing ever happened the robot was helping people at the pharmacy at safe way, giving everboody there medicine.

I took him home and I turned him off and found my mom's car so my mom was happy. The next day Mr. Hammer said I lost my robot privlages I said thank you he was a nightmare.

## Analysis of Full Write

ITEM #2634

### Organization and Purpose: Score 3

While the response has indicators at both the 2 and 3 level, overall the organization of the narrative is adequately sustained, earning the response of 3, albeit a low 3. The plot has a sense of completeness, although there are minor flaws and some of the ideas are loosely connected. For example, the narrative jumps around a bit, the setting moving from sentence to sentence: home, the ice cream parlor, Taco Bell, Safeway, and home again—never staying in one place long enough to adequately establish it. This quality also results in the sequence of events being uneven rather than adequate. The response adequately establishes the character of the narrator, for whom we get details that reveal personality and motivation (“I was so excited!”, “I didn’t know what to do but I better find that robot!” “I had to hurry.”, “The next day Mr. Hammer said I lost my robot privileges I said thank you he was a nightmare.”). The response also develops the character of the robot, although somewhat unevenly, who we learn doesn’t exactly follow rules and gets the narrator in big trouble (“...tricked the clerk to give to us it free!” and “...he took off without me.”) but who also warns people about unhealthy food and dispenses medicine. The response includes some details about the narrator’s mother and teacher, mostly related to their reaction to the robot’s antics. The student uses various transitional strategies (“After that...”, “When I got home...”). The opening “Yes I can’t wait to get my Robot,” and end “He was a nightmare,” are adequate.

### Development and Elaboration: Score 2

This response hovers between a score of 2 and 3, but the preponderance of the evidence points to a score of 2. The narrative provides uneven, cursory elaboration, using partial and uneven details, dialogue, and/or description. The emphasis is on “uneven.” The writer attempts to develop the character of the robot by telling the reader that he looks like Tom Brady, tricks the ice cream clerk, and steals a car. At this point the direction of the story points to an evil robot so it is surprising when we learn next that he is warning people about the unhealthy quality of “toco bell” food and dispensing medication. Though the dispensing of medication is a vague and short reference to Source #1, it does not move the story forward. The use of figurative language “I felt like I was running like a cheeta to toco bell” feels forced, and does little to advance the purpose of the story. There is an inconsistent attempt to create appropriate style or voice.

### Conventions: Score 1

The response demonstrates a partial command of conventions, with some sentence formation, punctuation, capitalization, usage, and spelling completed correctly, but with several errors in each. For example, the student uses no quotation marks for dialogue: “Then my mom yelled you were gone all night with my car and never said anything to me when I got home you owe me a car Mr.” The student also does not use end punctuation or capitalization consistently: “Yes I can’t wait to get my Robot I’m getting it at 9:00 only in one hour.” Several spelling errors are present (e.g., Sixten, about, conpeter). Overall, the proportion of the density and variety of errors to the amount of text written correctly is high, earning the paper a score of 1 for Conventions.

## Overview of Student's Performance

Throughout the performance task, the student demonstrates creativity and understanding of the different item prompts, while at the same time struggling to elaborate on ideas and use conventions correctly. The essay in particular has several strengths that should be noted: the organization of the narrative is adequately sustained, the plot has a sense of completeness, the use of dialogue is well developed and entertaining, and the characters are adequately established. There are also areas that could use improvement, particularly around development and elaboration and conventions.

## Next Steps

This is a student who could easily improve writing quality by focusing on organizing ideas and developing them more fully, as evidenced by both the research questions and the full write. The student has a strong foundation to work from: the student seems to have comprehended the texts well and certainly demonstrates creativity in the full write. Three areas to develop would be accuracy, consistency, and completeness. Some possible next steps for the student might be:

- The use of a graphic organizer for pre-writing to help the student organize and flesh out ideas. Organizers could be useful both for shorter and longer responses. For example, using a map with the main idea/character at the center would remind the student of the focus of the narrative, and encourage development of that idea/character rather than quickly moving from one idea to the next.
- Peer review, including the opportunity to examine individual and mentor texts against a rubric and examine what makes narratives meaningful and enjoyable, followed by opportunities for revision. This practice could also be employed with the shorter responses to questions similar to the research questions.
- Reading and analyzing quality text with a significant amount of dialogue. Although some of the errors may be the result of hurrying through the writing of the response, there seems to be a need for clarification of when to use quotation marks.
- Mini lessons on various rules of conventions followed by application through the student writing or editing and revising original text.