

Grade 3 / Case Study 1

→ 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 ✓	X
Astronauts have a special view of Earth from space.	✓	X

Analysis

ITEM #2643

This response receives a score of 0 since only two cells are marked correctly. The student marked two of the three possible correct answers; however, the student has also marked two incorrect answers. This student may need additional practice evaluating source materials and locating key information.

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

I think source number two has more informashan. I think that because I did the questions and source number two had more informashion than source number two. Because source 1 only had x on it. And source number 2 had an x on every square. For example in the atrial one question said that do astronots come back weak and it did say that. I even checked it twis. And that's my ipionyin, about the quetins.

Analysis

ITEM #2644

This response receives a score of 0 since it incorrectly identifies Source #2 as having the most useful information. Although the student was not able to identify the correct source, the student did several things well. For example, the student successfully referred to the text ("source number 2"). The student's response provides insight into the strategies the student used to answer the question. In addition, the student used appropriate language resources (used "because" to support opinion) and approximated spelling of key vocabulary ("informashan"). The student recognizes the value of the matching table in the previous item in answering this question, making a connection between the answers provided to that item and the answer to this item.

This student is most likely at the emerging or expanding level of English language proficiency, since the student is able to support opinions by providing good reasons and some textual evidence, but is not yet identifying key information in text or providing detailed textual evidence.

<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>	<p>I think being an astronaut is hard because when they're in space you sometimes get sick. And there can be medical problems too. And there can even be changes to your blood flow, and it makes you dizzy. It even makes you weak.</p>
<p>Analysis ITEM #2645</p>	<p>This response receives a score of 0. The student is able to provide details from the texts that are relevant to the question. There is evidence that the student understood the prompt and is able to support his or her opinion with good reasons. The response starts with a restatement of the question, which provides a clear focus followed by a supporting detail. However, it is unclear whether the medical problems referred to are intended as elaboration of the first detail, or if they represent a second reason why it is hard to be an astronaut. Because the chosen details all come from the same source and no citations are made, this response receives a score of 0. Next steps would include supporting the student in identifying all the parts of the prompt, learning how to cite evidence from different sources, and explaining how the evidence cited relates to the main question of the prompt.</p>

Full Write * ITEM #2646

Full Write –
Student
Response
ITEM #2646

I think being an astronot is going to be fun and be hard. Becase it isgoing to take a lot of traning. And it's going to be fun because we get to flote in the air. The bad thing is we get dizzy and sometimes we can get sick. And you can see a lot of things from space. I wonder if I can see more stars than here on earth and if I can see the Milkyway.

Analysis of
Full Write
ITEM #2646**Organization and Purpose: Score 2**

This response receives a score of 2 because the response demonstrates a developing understanding of organization and purpose. The student is able to clearly state the main idea and use transitions to organize information. The student demonstrates an understanding of how ideas are linked through a variety of connecting words such as “because” and “the bad thing is.” Additionally, the student provides specific ideas to support the claim that it is fun: “because we get to flote in the air,” and that it is hard: “it is going to take a lot of training.” These ideas are loosely linked back to the controlling idea. Extraneous ideas such as “I wonder if I can see more stars than here on earth and if I can see the Milkyway” are also included. The student would benefit from instruction on how to use language resources to make connections between the main ideas and information from the sources, as well as when to introduce outside (extraneous) information. The student would also benefit from revisiting how different text types are organized to express ideas, since the focus shifts from an informational perspective to wondering what it would be like if they were an astronaut, which is more typical of a narrative text.

Evidence and Elaboration: Score 1

This response receives a score of 1 on the rubric for evidence and elaboration. The response includes a main idea and supporting details. However, the elaboration consists of a list of details, some of which are not found in the source texts. There is little explanation of how the details provided support the main idea. This student would benefit from additional practice identifying key ideas and using annotation and text features to locate important and relevant information within a source. The student would also benefit from using pre-writing tools such as graphic organizers to make connections between ideas and to outline the main idea and supporting details prior to writing.

Conventions: Score 1

This response receives a score of 1 for conventions. The student is able to effectively use punctuation, capitalize correctly, and write grammatically correct sentences. The student demonstrates approximated spelling such as “flote” and “traning” and would benefit from additional support in understanding long vowel sounds in English as well as frequently used sight words (its/it's, than/then). In addition, the student is approaching an understanding of when to use transitional words such as “because” and “and.” Additional practice with long vowel patterns, including the use of word pattern sorts, and specific instruction on the correct usage of transitional phrases and the formation of compound sentences would be beneficial for this student.

Overview of Student's Performance

The constructed response items for this task are designed not only to help students identify key facts from the sources that could be used to answer the full-write prompt, but also to help students identify the correct source for each citation. The first constructed response item draws students' attention to key details from Source #2, while the second item asks students to focus exclusively on Source #1. The third item provides an opportunity to connect relevant details from each source with a written citation. Items 2644 and 2645 provide an opportunity to practice elaborative techniques in a shorter piece. Students will need to do all of these things to complete the full write.

It is clear that this student gained some information about astronauts while working through this performance task, and in the responses to Research Question 3 and the full write, there is clear use of source material (albeit without citation). This student would benefit from additional practice identifying and referencing key points from a source article. Additionally, the student would benefit from explicit instruction of sophisticated academic vocabulary in order to be able to provide more accurate interpretations of the text. Finally, the student demonstrates an emerging understanding of sentence structure and of when and how to accurately use transitional strategies.

Next Steps

The student's responses to the research questions suggest that the student would benefit from guided opportunities to use graphic organizers to record main ideas and key details from each text and support to accurately cite sources in the completed essay. Additionally, the student would benefit from guided analysis of mentor texts and practice in identifying and using effective transitional words and phrases.

The student's writing demonstrates an emerging understanding of how different text types are organized and how transitional phrases are used to link ideas throughout a text. This student would benefit from careful, guided analysis of how different text types are structured and how authors use connecting words and phrases within a text for a variety of purposes, including linking ideas, showing causal relationships, introducing evidence, etc. The student should be provided with ample opportunities to engage in tasks with other students to collaboratively deconstruct and reconstruct the language of argument/opinion writing. Instruction should explicitly draw students' attention to the specific language choices authors make when constructing arguments, engage students in rich discussions about how certain language choices convey meaning, and provide students with opportunities to produce their own texts.