Grade 5 / Case Study 1

➡ **ELA** ✳ **SMARTER BALANCED PERFORMANCE TASK**   **ENGLISH LEARNER**

Research Question 1
ITEM #2646

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 #2646

KEY
✗ = student response
✓ = correct response

	SOURCE #1 Monkey Helpers	SOURCE #2 Animals Helping People	SOURCE #3 New Service Animal Rules
People who own businesses have to consider the well-being of all of their guests.			✗✓
Being smart and able to handle small objects makes certain animals more appropriate than other animals to assist people who have a disability.	✗✓	✗✓	

Analysis
ITEM #2646

This student response would receive a score level of 1 out of 1 possible point because all three cells are completed correctly. The student correctly identifies that Source #1 and Source #2 discuss how certain animals are more appropriate than other animals to assist people who have a disability because they are smart and able to handle small objects. In addition, the student correctly identifies that Source #3 discusses how people who own businesses have to consider the well-being of all of their guests.

The student correctly identifies which ideas are contained within which source. The student can therefore recall information from the sources and make inferences about details from these sources, as the statements are not direct quotations from the source material but rather paraphrased from them.

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Research Question 2
ITEM #2647

The sources discuss how service animals help people. Explain what you have learned about how service animals help people. Use **one** detail from Source #1 and **one** detail from Source #2 to support your explanation. For each detail, include the source title or number.

Student Response
ITEM #2647

Service animals can help people and comfort people.

In Selection 1 it said, "Capuchin Monkeys are wonderful service animals. Capuchins are small, easy to train, and able to form close relationships."

In Selection 2 it said, "Seeing Eye dogs are trained to be the eyes for people that cannot see."

These are two deatails to show how Service Animals are helpful.

Analysis
ITEM #2647

This student response would receive a score level of 1 out of a possible 2 points. It provides two pieces of evidence from different sources that support the idea that service animals help people. The first cited evidence comes from Source #1 and is not an exact quote from the source material, but rather it is paraphrased to summarize the article and misrepresented with quotation marks. The second piece of cited evidence comes from Source #2, and the student selects a quote from the source material that denotes how assistance dogs can help people who are blind. While the student is able to support an opinion with detailed text evidence, the student does not include an explanation of how the details support the claim.

This student demonstrates the ability to read closely to comprehend complex informational texts and to include two relevant details from two different sources in their writing. However, this student would benefit from direct instruction about how to accurately cite from the source. In addition, the student would benefit from instruction on providing explanation of the connections between details and the claim. Modeling for the student how to do this with an explicit focus on the language of opinion writing would be beneficial.

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Research Question 3 ITEM #2648	Which source would **most likely** be the most helpful in understanding how a service animal is trained? Explain why this source is **most likely** the most helpful. Give at least **two** details from the source to support your answer.
Student Response ITEM #2648	Source 1. Because in Source 1 it said that, "Days are learning how to load a DVD into a player and push play, or how to open and close microwave doors." "The cost of educating Just one monkey is close to $40,000." The cost of Just training one monkey is expensive but I think helping disabled people is worth it because it helps the people as well as the animal.
Analysis ITEM #2648	This student response would receive a score level of 1 out of a possible 2 points. Although the response correctly identifies Source #1 as being the most helpful source in understanding how a service animal is trained, and it includes two details from the source, it does not explain why these details support the idea that this source is the most helpful. The student correctly identifies which source would be the most helpful, indicating that they have closely read all three sources and understand the main concepts noted in each. The student is able to support his or her opinion with relevant evidence from the text, and the student notes that these details were taken from Source #1. As with Research Question #2, the student is able to locate relevant details from the sources to support their response; however, the student would benefit from instruction on how to elaborate on evidence, with a focus on the language devices that would best convey these ideas. Additionally, the student would benefit from support in understanding all the elements of the prompt.

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Full Write ✱ ITEM #2649

Full Write – Student Response
ITEM #2649

Opinion about Service animals

I have learned that disabled people need help from service animals and that I disagree with the new rule.

People that have been disabled and has a service animal should walk in a shop/restraunt and not be told, "Sorry only dogs and miniture horeses allowded", because if you have a service animal (besides a dog or miniture horse) to comfort you or help you you might have to ask somone to do it for you.

Animals like "Capuchin Monkeys are wonderful service animals, not everyone agrees. Capuchins are small, easy to train, and able to bond, However they are still wild. Other animals like dolphins and snakes can be a good way to calm people down while swimming/being in a big crowd.

I think that if there is a service animal that can make you calm or help you, you should not be told not to have it in public.

Analysis of Full Write
ITEM #2649

Evidence and Elaboration: Score 1

This student is able to write a relatively long informational text using somewhat appropriate text organization. The student would benefit from support in learning how to not only use source material but also to integrate source material and references that are relevant and specific to the prompt. The student is able to select evidence from the sources but could use additional support learning how to identify evidence that is precise and provides specific support for their opinion. In addition, the student would benefit from instruction on how to accurately cite source material and elaborate on cited evidence or other ideas in this response.

Organization and Purpose: Score 2

The full-write response indicates that the student is developing an understanding of how to organize and establish purpose for an opinion paper. The introduction and conclusion provide the student's opinion, but the student would benefit from instruction on how to structure a cohesive text that shows connections between ideas throughout. Additionally, the student demonstrates an emergent understanding of how transitional words and phrases connect ideas throughout the text; instruction on how to use a variety of language resources to create cohesion within the text and connections between ideas would be beneficial.

Conventions: Score 1

This response demonstrates a partial command of conventions. The student demonstrates an expanding understanding of foundational skills in English and would benefit from instruction on how to spell commonly occurring words at this grade level, such as "restaurant" and "miniature". Additionally, instruction on how ideas are structured within a sentence would support this student in writing complete, complex sentences.

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Overview of Student's Performance

As noted above, this student is showing a developing understanding of how to organize and establish purpose for an opinion paper. This is consistent with the identification of this student as an English learner at the Expanding level of English language proficiency. As such, there are several areas where this student would benefit from additional instructional support. When looking deeper at the full-write response in each dimension, it is clear that this student would benefit from instruction with moderate to substantial support in learning how to organize and establish purpose for an opinion response based upon a prompt while accurately integrating appropriate evidence from the sources in support. Additionally, the student would benefit from instruction with moderate to substantial support on how to elaborate on evidence. As noted above, instruction on crafting complete, complex sentences would support this student in understanding how English works at the sentence level.

For example, Research Question 2 shows that this student can read, comprehend, and is beginning to accurately cite and appropriately select evidence connected to their opinion; however, this does not carry over into the full write. This student is developing the skill of locating appropriate evidence, but needs support in integrating evidence into their full write.

Furthermore, the response to Research Question 3 reveals that the student could use additional support in learning how to use elaborative techniques; this is also seen in the full write, where the student includes cited quotations but little expansion. The student would benefit from collaborating with peers and the teacher to analyze the structure of model argument texts, specifically focusing on how writers use cohesive devices such as transitional words and phrases to connect ideas throughout a text.

Next Steps

This student would benefit from continued practice (with moderate to substantial support) in closely reading increasingly complex text. In addition, the student would benefit from instruction on how to appropriately cite evidence and correctly paraphrase and integrate details from the source material into all written responses. In addition, the student would benefit from moderate to substantial support in learning how to organize and outline a response before writing to ensure a clear introduction, supportive ideas, and a conclusion that circles back to provide closure. Engaging in guided opportunities to explore strong examples of opinion writing, analyzing prompts, and brainstorming options for responses will better position this English learner to attend to similar types of tasks.

The student should also engage in guided instruction on how to write strong introduction and conclusion paragraphs. In addition, this student would benefit from appropriately scaffolded opportunities to analyze model arguments in order to learn how to develop an argument by stating the claim, providing accurately cited quotations, and providing explanations of the quotation that support the claim.