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

<table>
<thead>
<tr>
<th>KEY</th>
<th>SOURCE #1 Monkey Helpers</th>
<th>SOURCE #2 Animals Helping People</th>
<th>SOURCE #3 New Service Animal Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td>✓</td>
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<td>✗</td>
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<td>✗</td>
<td>✓</td>
<td>✗</td>
<td>✗</td>
</tr>
</tbody>
</table>

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 demonstrates the ability to 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.
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 details 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. This student does not include an explanation of how either of these details supports their 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 does not accurately cite from the source and would benefit from instruction on how to do this. In addition, the student should be given instruction on how to explain the connection between their evidence and the claim. Modeling for the student how to do this with an explicit focus on the language used would be beneficial.
### 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 because 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. Moreover, the student does not structure the response in a cohesive way.

The first cited detail from Source #1 refers to what skills monkeys are trained to do. The student quotes another sentence from this same source about the cost of training monkeys. The student notes that these details were taken from Source #1.

The student does not explain why this source is most likely the most helpful in understanding how a service animal is trained. Instead, the student closes with a personal reflection on the training of monkeys to help the disabled.

The student correctly identifies which source would be the most helpful, indicating that he or she has closely read all three sources and understands the main concepts noted in each. As with Research Question #2, the student is able to locate relevant details from the sources to support their response; however, the student does not explain how these details provide evidence for why the source is the most helpful in understanding how service animals are trained. This student would therefore benefit from instruction on elaborating on evidence, with a focus on the language devices that would best convey these ideas.
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 allowed”, 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.

Evidence and Elaboration: Score 1

The full write response provides a limited use of source material and minimal elaboration. The student does use evidence from the sources, but the selected evidence is referenced inaccurately and provides only vague support for the student’s claim. There is minimal elaboration and the vocabulary use is limited for the audience and purpose.

Organization and Purpose: Score 2

The full write response indicates that the student is beginning to understand how to organize and establish purpose for an opinion paper; however, there is a sense of incompleteness. The introduction and conclusion provide the student’s opinion but do not set the reader up to understand where the paper is going or where it has been. Similarly, the lack of transitional strategies creates an unclear progression of ideas across the paper. These noted flaws keep the response from being consistently and purposefully focused and thus interfere with the overall coherence.

Conventions: Score 1

This response demonstrates a partial command of conventions. Holistically, this response has a variety of basic errors that impede the reading of the response and are proportionally significant, including errors in spelling, sentence formation, and subsequent punctuation and capitalization.
Overview of Student’s Performance

As noted above, this student is just beginning to show understanding of how to organize and establish purpose for an opinion paper. This student is an English learner at the Expanding level and this pattern of performance is consistent with that often demonstrated by students at this level. There are many opportunities to support this student to improve his or her writing. Analysis of the students’ full write response across all dimensions indicates that this student would benefit from instructional support to establish a purpose in writing, organize ideas in support of that purpose, accurately integrating appropriate evidence from sources, and elaborating on that evidence. Continued development of conventions will also be essential as this student continues to develop an understanding of the patterns in written English.

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. The student fails to provide support in the full write for the idea noted in the conclusion paragraph that “service animals … can … help you”; in Research Question 2, the student is able to identify ways that service animals are helpful. This student is developing the skill to find and use appropriately connected evidence, but needs support in connecting it across the performance task and into their full write.

Furthermore, the student’s response to Research Question 3 reveals that the student struggles to use elaborative techniques; this is also seen in the full write, where the student includes cited quotations but little expansion. This student needs guidance and practice in writing with this technique in both shorter and longer responses.

Next Steps

This student would benefit from continued practice (with moderate to substantial support) in closely reading increasingly complex text. In addition, they need to experience lessons in how to appropriately cite and correctly paraphrase and integrate details from these sources into all written responses. In addition, the student would benefit from moderate to substantial support in learning how to organize and outline their response before writing to ensure a clear introduction, supporting ideas, and a conclusion that circles back to provide closure. Engaging in guided opportunities to explore strong examples of opinion writing, analyze prompts, and brainstorm options for responses, will better position this English Learner to attend to similar types of tasks. The student should also engage in guided lessons to learn how to write strong introduction and conclusion paragraphs. In addition, they would benefit from lessons in using transitional strategies across a piece of writing; accessing a list of possible transitions to refer to may be beneficial. Because the student often uses evidence without explaining how it connects to the prompt or claim, the student could benefit from opportunities to learn how to sandwich quotations: state the claim, provide accurately cited quotations, and provide an explanation of the quotation to the claim. It is important the student reviews strong examples of sandwiched quotations within text and then is provided mini-lessons to learn how to go through the process independently. In addition, this Expanding English Learner will benefit from lessons in conventions: sentence formation (including correct punctuation and grammar usage) and spelling.