

Grade 7 / Evidence and Elaboration

SAMPLE A * SCORE 4

Explanatory Performance Task

Focus Standards

Grade 7: W.7.2b, d, e; W.7.4; W.7.5; W.7.8; W.7.9; L.7.3



STUDENT RESPONSE

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

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RATIONALE AND EVIDENCE

This response demonstrates effective use of source material and thorough elaboration to support all of the student's ideas. The student provides a strong explanation of a number of important factors to consider regarding napping. Each body paragraph includes multiple pieces of textual evidence—both implicit and explicit—and properly cites the research. Quotes that organically elaborate on evidence, such as “Missing too much sleep every night will add up to a sleep debt and soon ‘sleep loss will affect your health . . .’” are infused into sentences. The evidence is always directly tied to topic sentences, as can clearly be seen in the second body paragraph when the student uses Einstein, da Vinci, and Edison (famous nappers) as examples to support the claim that “another way to boost performance is to take naps.”

Stylistically, the deft quote blending that this student employs is highly sophisticated for the grade level. The effect is a fluency that “enhances content” (as described in the rubric) for the reader. The student's vocabulary shines through in transitions (“Besides,” “Although,” “Despite,” “Ultimately”) and in descriptions (“vital,” “exceptional,”

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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

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“groggy, drowsy, and moody”) and is completely appropriate for the purpose of the task. As a result, this response rests firmly in score level 4 for evidence and elaboration.



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United States! If taking naps could fight the top killer in our country that well, then taking naps has great potential.

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.

4-Point Explanatory Performance Task Writing Rubric (Grades 3–8)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
EVIDENCE/ELABORATION	<p>The response provides thorough elaborations of the support/evidence for the thesis/controlling idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific clear citations or attribution to source material effective use of a variety of elaborative techniques* vocabulary use is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate elaboration of the support/evidence for the thesis/controlling idea that includes the use of source materials. The response adequately develops ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general adequate use of citations or attribution to source material adequate use of some elaborative techniques* vocabulary use is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory elaboration of the support/evidence for the thesis/controlling idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied weak use of citations or attribution to source material weak or uneven use of elaborative techniques*; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal elaboration of the support/evidence for the thesis/controlling idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details from the source materials is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

*Elaborative techniques may include the use of personal experiences that support the thesis/controlling idea.

Grade 7 / Evidence and Elaboration

SAMPLE B * SCORE 3

Explanatory Performance Task

Focus Standards

Grade 7: W.7.2b, d, e; W.7.4; W.7.5; W.7.8; W.7.9; L.7.3



STUDENT RESPONSE

Go to Sleep

Have you ever felt like weights are hanging from your eyelids, and you're lumbering through the day half awake? A logical solution to this problem is that you didn't get enough sleep last night. Sleep is a very important thing in someone's life because it keeps us healthy and gives us energy to get through the day. There are two important things to keep an energized body, how many hours of sleep someone gets, and managing the sleep/wake cycle.

The number of hours a body needs for sleep is very custom and important to different age groups. Young children should get at least "11-15 hours of sleep a day" and adults and teens should get "8-10 hours of sleep a day" (How Much Sleep Is Enough). If someone does not get this amount of sleep a day, they could become drowsy. Also an important thing to keep energized is taking a nap. A nap is a good solution to loss of sleep at night because it boosts someone's energy for the rest of the day, and makes up for the hours of sleep someone has lost. Famous people like Thomas Edison, or Leonardo da Vinci were

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RATIONALE AND EVIDENCE

This essay has an appropriate amount of textual evidence to support the controlling idea about keeping "an energized body." The second paragraph synthesizes information from two sources by citing the number of hours of sleep needed to be well rested and what to do when that amount of sleep is not possible (i.e., nap).

The ends of the second and third paragraphs could both use more elaborative techniques. The second paragraph includes evidence about famous nappers, which is followed by "Sleep is a great thing, and getting the right number of hours is important." An elaboration on the specific textual evidence would certainly help the overall quality of the writing. The same is true at the end of the third paragraph.

While the vocabulary is sometimes vague ("Also an important thing to keep energized is taking a nap."), it is also generally appropriate. The essay starts with a sense of style ("The next time it comes down to a steamy cup of coffee. . ."), and continues in an appropriate style for the remainder of the essay. Overall, it is scored as a 3 for Evidence/Elaboration.



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steady nap takers. Who knows maybe if “Edison had skipped his naps, he would have never invented the lightbulb” (Famous Nappers). Sleep is a great thing, and getting the right amount of hours is important.

There is something in the human body called a biological clock. This biological clock controls the sleep/wake cycle and operates to “the Earth’s pattern of darkness at night and bright light during the day” and is “in sync with his or her habits” (Naps for Certain Careers). Now, if this clock gets interrupted, meaning someone stays up too late or visits a new time zone, he or she will have trouble getting sleep. Another thing that can interrupt the sleep/wake cycle is a job that works long hours or full days. For instance “doctors in training, known as residents, work very long hours. As a result, they are often sleep deprived” (Naps for Certain Careers). A solution to being sleep deprived from unusual sleep hours, is naps. When someone works late, or throughout the entire day, frequent “short naps can reduce the number of mistakes a tired person would make” (Naps for Certain Careers). It is important to keep a steady sleep schedule so the body is always awake and ready to go.

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Sleep is a very important thing in someone's life because it keeps his or her brain energized and the body in shape. Keeping the sleep wake cycle in check, getting the right amount of sleep, and taking naps, are key to a fully energized day. The next time it comes down to a steamy cup of coffee, a nap is a free, and better way to go.



4-Point Explanatory Performance Task Writing Rubric (Grades 3–8)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
EVIDENCE/ELABORATION	<p>The response provides thorough elaborations of the support/evidence for the thesis/controlling idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific clear citations or attribution to source material effective use of a variety of elaborative techniques* vocabulary use is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate elaboration of the support/evidence for the thesis/controlling idea that includes the use of source materials. The response adequately develops ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general adequate use of citations or attribution to source material adequate use of some elaborative techniques* vocabulary use is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory elaboration of the support/evidence for the thesis/controlling idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied weak use of citations or attribution to source material weak or uneven use of elaborative techniques*; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal elaboration of the support/evidence for the thesis/controlling idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details from the source materials is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

*Elaborative techniques may include the use of personal experiences that support the thesis/controlling idea.

Grade 7 / Evidence and Elaboration

SAMPLE C * SCORE 3

Explanatory Performance Task

Focus Standards

Grade 7: W.7.2b, d, e; W.7.4; W.7.5; W.7.8; W.7.9; L.7.3



STUDENT RESPONSE

Waking up in the morning feeling drowsy and grumpy is not the ideal way to start the day. Sleep contributes to everyday life. There are many bad sleeping habits that lead to problems such as depression and wandering minds. A main factor is the lack of sleep at night. Every being in the world has an internal or biological clock that operates with the darkness and brightness of the day. When sleep does not follow the clock's routinely sleep process, it leads to sleep debt or the total hours of sleep lost. Thus, sleep is very important to one's well being, for it can contribute in many different ways.

First, sleep can benefit humans mentally. Students and those with strange work schedules are usually not focused in what they are doing due to sleep loss. By sleeping enough hours at night, one's mental state can be extremely improved. In fact, studies have concluded that deep sleep allows "the brain to function at a higher level, allowing [people] to come up with better ideas, find solutions to puzzles more quickly, identify patterns faster and recall information more accurately" (Allegra 7). By sleeping more, the body can replenish and restore its energy, avoiding the zombie-like behaviors

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RATIONALE AND EVIDENCE

This response is clearly organized into categories (mental, emotional, and physical importance of sleep); however, the student provides adequate, rather than thorough, evidence and analysis of these three key ideas. For example, the quote in the second body paragraph ("Longer sleeping hours avoid 'the most-nap groggy feeling' . . .") is not the ideal choice of evidence for the rest of the student's discussion. The concluding sentence in that paragraph is also somewhat awkward in construction ("By sleeping, happiness and enlightenment can be cherished in life."), which impacts the overall style of the piece.

While the student's evidence and elaboration is not always thorough, it is clearly adequate. The first body paragraph is the strongest in this category. The entire paragraph stays on the topic of the mental benefits of proper rest. The one piece of evidence is aptly chosen, provides support to the student's explanation, and is followed with stylistically appropriate elaboration ("By sleeping more, the body can replenish and restore its energy, avoiding the zombie-like behaviors many people seem to have today.").

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many people seem to have today. Sleep can also offer deep concentration skills to enable success and little mistakes in a task. People live in an innovative and thoughtful world, so sleeping enables humans to create and gain knowledge.

Sleep can also make someone more happier and refreshed. Happiness is something one wants in their life. It allows their body and mind to function better, and it also enhances one's mood. Longer sleeping hours avoid the most-nap groggy feeling ("Ask the Sleep Doctor" 4) people have after waking up from interrupted or little sleep. Humans need rest to live and support their needs. By sleeping, happiness and enlightenment can be cherished in life.

Lastly, sleep can ensure healthy lives. While sleeping, the body is being energized for the next day. It secures one's rest and growth rate. Because of sleep, a long, fulfilled life is granted. In 2007, the "Harvard School of Public Health discovered that people who took 30 minute naps at least three times a week were 37% less likely to die of heart disease" (Allegra 10). People who rest and sleep more have fewer chances of dying earlier than those who don't because their body is recharged and healthy. Sleep can offer life, a chance to live.

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The final body paragraph stays on topic, but feels rushed and does not provide sufficient elaboration for the evidence that was chosen. Throughout the overall response, there is a mix of precise ("While sleeping, the body is being energized for the next day.") and more general ("Happiness is something one wants in their life.") language, and vocabulary use is generally appropriate, with a few awkward word usages ("Our world would be a much appreciated place."). Ultimately, this response is a strong example of a 3 for Evidence/Elaboration.



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In conclusion, sleep is an important factor in life because it provides us with the proper state of mind, joy, and a healthy life. Sleeping more can benefit the world and decrease the number of depressed people, and the increasing death rates. By sleeping enough hours, the population of people today can all be happy. Our world would be a much appreciated place.



4-Point Explanatory Performance Task Writing Rubric (Grades 3–8)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
EVIDENCE/ELABORATION	<p>The response provides thorough elaborations of the support/evidence for the thesis/controlling idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific clear citations or attribution to source material effective use of a variety of elaborative techniques* vocabulary use is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate elaboration of the support/evidence for the thesis/controlling idea that includes the use of source materials. The response adequately develops ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general adequate use of citations or attribution to source material adequate use of some elaborative techniques* vocabulary use is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory elaboration of the support/evidence for the thesis/controlling idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied weak use of citations or attribution to source material weak or uneven use of elaborative techniques*; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal elaboration of the support/evidence for the thesis/controlling idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details from the source materials is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

*Elaborative techniques may include the use of personal experiences that support the thesis/controlling idea.

Grade 7 / Evidence and Elaboration

SAMPLE D * SCORE 3

Explanatory Performance Task

Focus Standards

Grade 7: W.7.2b, d, e; W.7.4; W.7.5; W.7.8; W.7.9; L.7.3



STUDENT RESPONSE

How Much Sleep Do We Really Need?

Do you sometimes feel tired or drowsy during a normal day at school or work? If you do, then you're probably not getting enough sleep. But how much sleep do we need? Sleep is an essential part of everybody's lives, and different people need different amounts of sleep. When you can't get enough sleep, naps are a good way to help.

Depending a person's age, he or she might need different amounts of time to sleep. The younger someone is, the more sleep they will need. The average school-aged child needs at least 10 hours of sleep per day, however, adults only need 7 to 8 hours of sleep per day. To get enough sleep, one might consider napping. Napping is often considered something children and infants do, it can be useful to people of all ages. Napping can help increase mental capability and awareness. In the article, *The Secret Truth About Napping* by Maria Allegra, it is stated that a person who took a "nap for as little as 24 minutes improved their mental performance" greatly (Allegra).

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RATIONALE AND EVIDENCE

This student provides an adequate amount of source material as evidence, but does not always cite it. For example, the first body paragraph has one piece of evidence that is not cited, "The average school-aged child needs at least 10 hours of sleep per day . . .," which is followed by properly cited information from another source. There is insufficient use of elaborative techniques; for example, in the first body paragraph, uncited ideas from the source materials, while related to the overall idea that napping can be helpful in getting sufficient sleep, are listed without transition or explanation. ("The average school-aged child needs at least 10 hours of sleep per day, however, adults only need 7 to 8 hours of sleep per day. . . . Napping can help increase mental capability and awareness. In the article, *The Secret Truth About Napping* by Maria Allegra, it is stated that a person who took a 'nap for as little as 24 minutes improved their mental performance' greatly (Allegra).")

The student uses layered elaboration effectively in both the introduction and the conclusion: "Take a nap for your health and for your

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However, a nap that lasts too long can make you feel drowsy, and upset your internal clock. In the article, *How Much Sleep is Enough?* by an unknown author, the author explains about how a job on the night shift can cause a person to become out of sync with their internal clock, which allows a person's body to know when to sleep and when to be active. In addition, upsetting your internal clock can lead to a loss of sleep. The author states that "people whose sleep is out of sync with their body clocks or [is] routinely interrupted (such as caregivers or emergency responders) might need to pay special attention to their sleep needs".

Taking naps just after school or work can help your awareness and mental capacity. In a third source, [Ask the Sleep Doctor](#), Dr. Vessler explains to an anonymous 12-year-old how to help him or her with increasing his/her productivity of schoolwork. He explains that taking a nap should help, but taking a 2 to 3 hour nap is too long, and that a shorter one would be more useful. Dr. Vessler says that it takes less than a half hour long nap to increase productivity. Taking a nap would be more useful than time-wasting.

In conclusion, through research, I have found that sleep is very important, and taking naps can be extremely helpful to anyone.

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mental capability, because whether or not you work at an office all day, take the night shift, or go to school, it helps." The style and vocabulary—particularly in the introduction and conclusion—are adequate and generally appropriate for the audience. Despite some variations, and despite the fact that several indicators meet level 2, the preponderance of evidence places this paper at score level 3 for evidence and elaboration.



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Getting enough sleep is important, and even if it takes a nap or two, everyone should do it. So this afternoon, do yourself a favor and take a nap. Take a nap for your health and for your mental capability, because whether or not you work at an office all day, take the night shift, or go to school, it helps.



4-Point Explanatory Performance Task Writing Rubric (Grades 3–8)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
EVIDENCE/ELABORATION	<p>The response provides thorough elaborations of the support/evidence for the thesis/controlling idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific clear citations or attribution to source material effective use of a variety of elaborative techniques* vocabulary use is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate elaboration of the support/evidence for the thesis/controlling idea that includes the use of source materials. The response adequately develops ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general adequate use of citations or attribution to source material adequate use of some elaborative techniques* vocabulary use is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory elaboration of the support/evidence for the thesis/controlling idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied weak use of citations or attribution to source material weak or uneven use of elaborative techniques*; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal elaboration of the support/evidence for the thesis/controlling idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details from the source materials is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

*Elaborative techniques may include the use of personal experiences that support the thesis/controlling idea.

Grade 7 / Evidence and Elaboration

SAMPLE E * SCORE 2

Explanatory Performance Task

Focus Standards

Grade 7: W.7.2b, d, e; W.7.4; W.7.5; W.7.8; W.7.9; L.7.3



STUDENT RESPONSE

Do You Have Enough Rest?

Have you ever wondered why the human body needs sleep to survive. Supposedly sleep is one of the only times and ways the human brain and the other parts of our organisms(body parts) can relax. But as showed in a recent study, we, the people have been informed that in the amount of time that your body is supposedly “resting” it is actually conserving energy for your organisms, health, and other needs that your human body will take on the day that follows.

However if you, as a responsible human do not sleep the correct amount of hours your age group normally should, your body could lead to sleep deficiency and it will affect your health (sleep dept). This is when, for example you don't sleep for the correct amount of hours you should, which over days of this same habit, they add along and sooner or later you could be looking at 30 hours of sleep deficiency which could lead to being tired.

For numerous people they just let it happen, and get they get their sleeping hours back on the weekend or on days off. But sleeping is not the only way for us humans to get the right

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RATIONALE AND EVIDENCE

This sample is fairly long and contains frequent references to source material, but sources are not cited or referenced. Elaborative techniques are mostly not present; the response relies too heavily upon paraphrased source material that is often weakly integrated. For example, after the list of presidents who napped, the student moves to discussion about naps in various places in the world, creating a choppy paragraph that depends far too much on listed source material (without citation).

Vocabulary and style are uneven; the student sometimes demonstrates appropriate style (“For instance the average teen should sleep for around 9-10 hours a day”) but often lapses into informal style (“Or you could also maybe go to library in break that you might have and just lie down and take a breather . . .”) and awkward sentence constructions (“This was because naps were stated to be a small amount of time that could renew a person’s energy, and they were right.”).

Holistically, the best score for this sample is 2 in the category of Evidence/Elaboration.



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amount of sleep we need, we could also take a nap. For instance the average teen should sleep for around 9-10 hours a day, but sadly most do not. To help this, naps have taken over. Naps help in several ways to our body, in ways that normal sleeping can not. Some ways that naps help us and our body/brain are that they can help our mental performance, reduce mistakes we make as humans, help our brain function better, make solutions quicker, and even recall information faster than we have done before.

At first though naps were not the most popular to do. Almost everyone wanted to go shopping or hang out with their friends after work or after school. But then as time passed naps began to be more common for people to take, and enjoy. Even some American presidents took naps, like John F. Kennedy, Ronald Reagan, and Bill Clinton. This was because naps were stated to be a small amount of time that could renew a person's energy, and they were right. An average 45 minute nap could give someone a immense mental boost that lasted for at least six hours. The word nap and what it did became very popular in many different places around the world, not just America. As it traveled along it went to Mexico where it is known as a *siesta*,

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to Greece where it is used for taking a traditional break in the middle of the day, usually around two p.m. to four p.m.

As napping has grown greater and is now more used than ever before it has been shown in a study that napping for at least 30 minutes for at least three times a week are more likely to not have died from a heart disease. Also even though this helps us humans naps are also a primal source of what most animals do, nap.

Napping is a part of most of the people on this world's daily routine now, even though for some people it is still hard to find the time to do it. As shown in a study kids and teens should sleep not late at night but perhaps right after school or work. If you or your friend have after school extracurricular activities and you don't know when to take one maybe find a bench and just relax. Or you could also maybe go to library in break that you might have and just lie down and take a breather because your body (internal clock) could probably go for that short little nap that helps your health, your sleep deficiency and and your body the days that will come.

4-Point Explanatory Performance Task Writing Rubric (Grades 3–8)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
EVIDENCE/ELABORATION	<p>The response provides thorough elaborations of the support/evidence for the thesis/controlling idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific clear citations or attribution to source material effective use of a variety of elaborative techniques* vocabulary use is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate elaboration of the support/evidence for the thesis/controlling idea that includes the use of source materials. The response adequately develops ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general adequate use of citations or attribution to source material adequate use of some elaborative techniques* vocabulary use is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory elaboration of the support/evidence for the thesis/controlling idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied weak use of citations or attribution to source material weak or uneven use of elaborative techniques*; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal elaboration of the support/evidence for the thesis/controlling idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details from the source materials is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

*Elaborative techniques may include the use of personal experiences that support the thesis/controlling idea.

Grade 7 / Evidence and Elaboration

SAMPLE F * SCORE 2

Explanatory Performance Task

Focus Standards

Grade 7: W.7.2b, d, e; W.7.4; W.7.5; W.7.8; W.7.9; L.7.3



STUDENT RESPONSE

Benefits of Napping

Most people throughout the U.S don't receive the correct amount of sleep per night. However, sleep is actually very important in recharging the brain and body. If one gets the correct amount of sleep it will improve their alertness and their memory according to your career (source 3). Therefore, taking naps and having enough sleep can very much affect one's lifestyle.

Not only having enough sleep but also taking naps throughout the day will improve your mental performance around 34% (source 2). The reason for this is because, while someone is sleeping their brain is not resting but in fact, finding out answers to problems, doing puzzles, going over information, and understand patterns quickly (source 2). By losing sleep the brain also loses time to do all of these task therefore, one's ability to remember information could decrease. Even a nap as short as 24 minutes can really help you alertness and mental performance (source 3). Concluding one should take advantage of any given time they have to take anap.

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RATIONALE AND EVIDENCE

This response provides an adequate amount of evidence from source material, and adequately cites sources; however, the evidence is weakly integrated, and the student's analysis of the evidence is not well incorporated. A brief look at the structure of this response quickly demonstrates the issue. The student uses such a large number of citations that there is little room for analysis or elaboration. The midsection of the essay includes eight rather lengthy references to source material, effectively dominating the entire response with source summary.

Therefore, although the response demonstrates several characteristics of a level 3, the most appropriate overall score in the category of Evidence/Elaboration is a 2.



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Napping not only has an affect on mental performance it also affects your body's blood pressure. It has been proven that if taking 30 minutes out of the day to nap one is 37% less likely to die of a heart disease (source 2). Not only that one's blood pressure also goes up if you stressed so by taking naps stress levels will decrease; which may help with school work or other daily task (source 2). Lastly one way to keep track of the hours of sleep one receives, is to keep a journal to make sure your sleeping enough hours according to your age.

The most important however, is getting enough sleep during the night. Naps are affective but not as important as sleep. Newborns are expected to sleep around 16-18 hours a day while preschool children around 11-12 (source 1). As you get older you need less and less sleep to function correctly. Now school children/ teens need around 9-10 hours of sleep, as for adults they need about 7-8 (source 1). Making sure your getting enough sleep time is also important because you can't replace that time. Although naps do help recharge your body and perform mentally better that can't replace the time you actual sleep at night (source 1).

Overall getting enough sleep in general is very important and beneficial. Naps are for everyone not just for children, they can

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help if you have a interrupted sleep or in new times zones. For example if you are a doctor or someone who works late hours of the night and or morning. Concluding that next time a big test comes up or a speech getting enough sleep can really affect your mental performance in more way than one.



4-Point Explanatory Performance Task Writing Rubric (Grades 3–8)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
EVIDENCE/ELABORATION	<p>The response provides thorough elaborations of the support/evidence for the thesis/controlling idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific clear citations or attribution to source material effective use of a variety of elaborative techniques* vocabulary use is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate elaboration of the support/evidence for the thesis/controlling idea that includes the use of source materials. The response adequately develops ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general adequate use of citations or attribution to source material adequate use of some elaborative techniques* vocabulary use is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory elaboration of the support/evidence for the thesis/controlling idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied weak use of citations or attribution to source material weak or uneven use of elaborative techniques*; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal elaboration of the support/evidence for the thesis/controlling idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details from the source materials is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

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Grade 7 / Evidence and Elaboration

SAMPLE G * SCORE 2

Explanatory Performance Task

Focus Standards

Grade 7: W.7.2b, d, e; W.7.4; W.7.5; W.7.8; W.7.9; L.7.3



STUDENT RESPONSE

Many people around the world are not getting the right amount of sleep that their body needs. Sleep loss can cause many challenges, including, bad brain function the next day, trouble concentrating, and health problems. A good way to boost your energy in the daytime is to take naps, but sometimes it is hard to find time if someone works late or has after school activities. Even though naps don't work as well for giving you the strength you need than sleeping at night, they are a very important part of your weekly routine.

Every person has an "internal clock" in them. The clock changes the way people feel when it is dark at night, and light in the day. If someone constantly changes their sleep patterns it can confuse the way your body sleeps and wakes up. For example, in source two, it states that "...doctors in training, known as residents, work very long hours. As a result, they are often sleep-deprived. Emergency-room doctors working at night also have problems sleeping." But doctors had been finding out that short naps in the day would improve health, and mental performance.

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RATIONALE AND EVIDENCE

This response provides cursory, uneven elaboration and support for ideas. Direct evidence from sources is used only twice, and several ideas are presented without any evidence, even where relevant evidence is readily available in the sources (e.g., "It tends to help people find happiness and avoid mistakes"), causing confusion as to whether the sentence is the student's idea or an uncited piece of evidence. The sample often jumps to a new idea right after presenting a piece of evidence, rather than elaborating on that evidence. A clear example of that jump takes place at the end of the second paragraph, where there is a disconnect between the evidence in one sentence and the elaboration in the next sentence ("... As a result, they are often sleep-deprived. Emergency-room doctors working at night also have problems sleeping.' But doctors had been finding out that short naps in the day would improve health, and mental performance.")

The language and style are generally appropriate, but overall the best score for this sample is a 2 in the category of Evidence/Elaboration.



CONTINUED FROM PAGE 25

Napping helps with a large number of things. It tends to help people find happiness and avoid mistakes. Even lowering blood pressure. In source two, the writer states that studies “...found [out] that even people who napped for less than 30 minutes or napped only one to two times per week were 12% less likely to die of heart disease.” Sleep and naps are very important for these reasons. It helps you get through your day with alertness, happiness, and without stress.

Every age group has a different amount of sleep that they should be getting. Naps are a great way to provide a boost to your day with less problems. People around the world are not getting the sleep they need to their daily routines. So go to sleep early and add a nap to your day will cause yourself to be happier and healthier.

4-Point Explanatory Performance Task Writing Rubric (Grades 3–8)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
EVIDENCE/ELABORATION	<p>The response provides thorough elaborations of the support/evidence for the thesis/controlling idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific clear citations or attribution to source material effective use of a variety of elaborative techniques* vocabulary use is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate elaboration of the support/evidence for the thesis/controlling idea that includes the use of source materials. The response adequately develops ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general adequate use of citations or attribution to source material adequate use of some elaborative techniques* vocabulary use is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory elaboration of the support/evidence for the thesis/controlling idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied weak use of citations or attribution to source material weak or uneven use of elaborative techniques*; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal elaboration of the support/evidence for the thesis/controlling idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details from the source materials is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

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Grade 7 / Evidence and Elaboration

SAMPLE H * SCORE 1

Explanatory Performance Task

Focus Standards

Grade 7: W.7.2b, d, e; W.7.4; W.7.5; W.7.8; W.7.9; L.7.3



STUDENT RESPONSE

Napping Performance Task

Got sleep? Sleep is the most important thing for your life's energy. Every age section needs a different amount of sleep, most of the sleep hours needed are a big number. Humans as well as any other organism needs a lot of of sleep. Sleep is also very hard to catch up with including finding the right time to catch it up. Since not everyone has a sleep schedule its very defined to get the right amount of sleep and naps, not any higher or lower.

Since certain ages need a certain amount of sleep, they all vary. For example; newborns need sixteen to eighteen hours a day, kids in preschool need eleven to twelve hours, grade school kids need at least ten hours a day, while teenagers need nine to ten at the least, and finally adults and the elderly need seven to eight at the most. As one may grow its very important to keep an eye on the amount of sleep and finding ways to get that certain amount of sleep.

As everyone can be authorized to lose sleep there are many ways you can lose it and maybe try to get them back. Perhaps

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RATIONALE AND EVIDENCE

While this response does incorporate some evidence from the sources, there are no citations, and the elaboration on evidence is minimal.

For example, the student copies information about how much sleep is needed by age groups in the first paragraph, but does not follow that up with an explanation of the implications of this evidence. The student includes elaboration on reasons that people at different ages may lose sleep, but does not link this list of reasons to any evidence from the text. While the student makes an attempt at an appropriate style, awkward sentence structures ("Every age section needs a different amount of sleep, most of the sleep hours needed are a big number.") and misused vocabulary ("perchance," "authorized") result in weak style.

Overall, the most appropriate score for this response is a 1 in the category of Evidence/Elaboration.



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a younger kid is losing sleep because of wanting to play more, school kids having to finish homework or projects late at night because of procrastination or wanting to be with friends. As well as older people who have jobs like a police man or a doctor or a fire fighter even people working at fast food restaurants might have to ruin their sleep clock because of night shifts. Even the little elderly can lose sleep perchance of pains that keep them awake.

As doctors or people might say if you are a worker who works hard or has a night shift and you are not allowed to sleep on the job and don't want to lose sleep you can maybe take twenty-five minute naps during breaks or lunches. Twenty-five minutes is usually the right amount every day to take naps if sleep was lost because if a nap is too long then your sleep schedule could get worse by the times of naps and sleep so close together or so far away.

After all sleep is most definitely the most important thing for one to get for their energy. It is really easy to lose sleep but super hard to get it back. You may want to follow your age group of sleep needed or well maintain you sleep schedule. Certainly get all the sleep you may need. Get sleep!

4-Point Explanatory Performance Task Writing Rubric (Grades 3–8)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
EVIDENCE/ELABORATION	<p>The response provides thorough elaborations of the support/evidence for the thesis/controlling idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific clear citations or attribution to source material effective use of a variety of elaborative techniques* vocabulary use is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate elaboration of the support/evidence for the thesis/controlling idea that includes the use of source materials. The response adequately develops ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general adequate use of citations or attribution to source material adequate use of some elaborative techniques* vocabulary use is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory elaboration of the support/evidence for the thesis/controlling idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied weak use of citations or attribution to source material weak or uneven use of elaborative techniques*; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal elaboration of the support/evidence for the thesis/controlling idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details from the source materials is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

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