

Grade 7 / Case Study 2

→ ELA * SMARTER BALANCED PERFORMANCE TASK

Research Question 1 ITEM #2635

Explain how the table in Source #1 supports information provided in the two other sources. Cite evidence and identify the source of each piece of information by title or number.

Student Response ITEM #2635

Source #1 supports information from 2 & 3 because it states that taking short naps during the “sleep zone” period around 2-4 pm can help boost your energy if you sleep for around 20-24 minutes. Source 3 Dr. Daniel Vessler tells the student to take a 24 minuet nap instead of their usual time of 1-2 hours. Source 1 provides evidence because it tells us about our biological clock, if we nap for at least an hour our body will think we are sleeping instead of taking a nap. When we wake up our melatonin makes us feel sleepy or groggy. Taking shorter naps provides the body rest so it doesn’t think we are shutting down for sleep.

Analysis ITEM #2635

Although the student references information found in Source #1, the student does not address how the table in Source #1 supports information provided in the two other sources. The student uses and identifies sources but they do not support information from the table in Source #1. This response scores a 0 because it does not address the specific question posed in the prompt and is therefore insufficient.

This response could be improved if the student referenced specific data from the table and selected specific evidence from the other sources to explain how the evidence supported the data.

<p>Research Question 2 ITEM #2636</p>	<p>People whose sleep is routinely interrupted might need to pay special attention to their sleep needs. Provide two pieces of evidence from different sources that support this claim and explain how each example supports the claim. Cite evidence for each piece of information and identify the source by title and number.</p>
<p>Student Response ITEM #2636</p>	<p>People whose sleep is routinely interrupted might need to pay attention to their sleep needs. Source #1 states “sleeping more on days off of work is a sign that you aren’t getting enough sleep.” People should pay attention to the hours the sleep and keep track. If they see a difference they might need to start going to bed earlier to get more sleep or regain energy during the day by taking naps.</p>
<p>Analysis ITEM #2636</p>	<p>This response is an evidence-based explanation that provides one piece of evidence from a single source (Source #1). The student cites the source and provides some explanation of the relationship between the evidence and the claim. This response scores a 1 because it only includes one piece of evidence.</p> <p>In order to score a 2, the student would need to include an additional piece of evidence from another source and include an explanation. Additionally, while the student still scores a 1 on this item, the connection between the evidence and the claim could be strengthened to improve the quality of the writing.</p>

Research Question 3

ITEM #2637

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 #2637

KEY

X = student response

✓ = correct response

	SOURCE #1 How Much Sleep Is Enough?	SOURCE #2 The Secret Truth about Napping	SOURCE #3 Ask the Sleep Doctor
Post-nap sleepiness can happen if you have too long of a nap.			X ✓
If your sleep patterns interrupt your body's internal clock, you might have trouble getting enough sleep.	✓	X ✓	
A deep sleep helps the brain to operate at a higher level.	X	✓	

Analysis

ITEM #2637

The student did not receive credit for this response because of incorrect answers for items two and three. The student chose the correct response for item one and one of the correct responses for item two. Item three was incorrect. This student appears to have a partial understanding of how to use evidence to support a claim. Item #2 had two correct answers and the student may not have understood that a correct response needed to include both applicable sources.

Full Write * ITEM #2638

Full Write –
Student
Response
ITEM #2638**Is Losing sleep bad?**

People all around the world are losing sleep from either 24 hour jobs or even coming home late from work, but what they don't know is that this could be affecting their body's sleep system. An average adult is supposed to get 7-8 hours of sleep a day. Someone whose sleep is routinely interrupted needs to pay more attention to how much sleep they are getting each night.

Peoples whose sleep is out of sync with their Biological Clock should start paying special attention to their sleep needs. Your Biological Clock is like your own inner system time period. "Someone can become drowsy between 2:00 p.m. and 4:00 p.m because it is known as the "Nap zone;/" (Siesta Tradition) Your body starts to prepare for sleep which is why workers and even students usually fight to stay awake during these hours. Some students find time to take a nap during school yet this is challenging and they can only get up to 12-16 minutes, what they don't know is that their short period of resting can cause enough energy to provide them with a short-term energy boost.

"Scientific studies show the benefits that naps can provide for individuals with unusual work schedules." (Naps for Certain Careers) Naps can provide energy for one to work through a period where their body would much rather want them to be asleep; yet naps don't help with the amount of sleep an average American worker loses every week. Sleeping disorders such as Insomnia are caused by works and even students not getting enough sleep either because they are staying up too late and pushing themselves to fight against their bodies alert for sleep. This causes serious problems and prevents the body from being able to shut down for sleep. "Sleeping when your body is ready to sleep is very important, sleep deficiency can affect anyone even when they sleep the total number of hours recommended." (How Much Sleep is Enough?)

Overall losing sleep can cause many problems and people should not force their bodies to stay awake when it is asking for rest. Taking naps for 18 to 19 minutes are recommended but it won't make up for the amount of sleep one has lost but it will provide them with enough rest to continue working. People need to pay more attention to their sleep needs and not ignore them.

Analysis of Full Write

ITEM #2638

Organization and Purpose: Score 2

The overall organization of this response is somewhat sustained between and within the paragraphs but there is certainly a drift in focus. Based on the scoring guide for Organization and Purpose, this response scores a 2.

Evidence and Elaboration: Score 3

The student's response makes adequate use of the source material and includes relevant quotations from the source materials in both body paragraphs. The student's elaboration following each quotation develops the ideas presented in the quotations; however, it often consists of source summary. The citations are adequate, although the student provides attribution only when directly quoting the sources, not when summarizing the sources in the elaboration. Vocabulary is generally appropriate to the audience and purpose, and a generally appropriate style is evident.

Based upon the rubric for evidence and elaboration, this response scores a 3.

Conventions: Score 2

The response demonstrates an adequate command of conventions and adequate use of sentence formation, punctuation, capitalization, grammar usage, and spelling. There are some capitalization errors ("Biological Clock", "Insomnia") but basic capitalization rules are observed. End punctuation is used correctly. Based on the holistic scoring guide for Conventions, this response would receive a score of 2.

Overview of Student's Performance

This student's response demonstrates an insufficient attempt to address the prompt. The controlling idea (paying attention to how much sleep a person is getting) is too narrow ("Someone whose sleep is routinely interrupted needs to pay more attention to how much sleep they are getting each night") and does not provide a sufficient foundation for subsequent ideas for an explanatory article about sleep and naps. Additionally, the details in the body paragraphs do not clarify the controlling idea and do not have a clear focus. Supporting ideas are present but the focus is not maintained and there is not a clear progression of ideas. The constructed response items also demonstrate a lack of clear focus and connection between claims and supporting evidence.

The introductory paragraph is adequate with a focus on getting adequate sleep and the problem of interrupted sleep. This thesis is expanded upon in the beginning of the first body paragraph with reference to the internal body clock. Additional support for this idea is needed. The response then loses focus by veering into an explanation of how to take naps. The student may have been trying to use this as a transition to the following paragraph but it is too disjointed from the rest of the paragraph.

The benefit of naps is the topic for the second body paragraph. However, this idea is sustained for only two sentences when, again, the response takes a different tack into a discussion of sleeping disorders and the importance of regular sustained sleep. The evidence in this paragraph would probably be more effective if included in the first paragraph. The other details about sleeping disorders would fit more naturally with the first body paragraph claims related to sleep that is out of sync. Taking all the evidence from both paragraphs and re-ordering them would provide a clearer focus for each of the body paragraphs. The conclusion, like

the introduction, is adequate with the final sentence reinforcing a main idea from the introduction. However, the writer does not maintain a clear focus and introduces evidence about naps that is not effective.

The three research questions demonstrate the same difficulty in adequately using sources to support a claim that is seen in the full write. In both constructed response questions in this task, the student provides answers that do not fully address the particularly questions posed. This student could use practice with analyzing prompts and matching appropriate evidence to address the prompt.

The response to the second research question was more focused although it referenced only one source rather than the required two sources and the connection to the claim is weak. Restating the question as the introductory sentence may have helped the student maintain the focus of the response. This is a common technique and could be a useful strategy to employ.

The third research question, the matching table, also demonstrates this student's difficulty in correctly identify evidence to support a claim in this task. The responses were inconsistent and it may be that the writer has just not had enough experience with these tasks. Further focused practice would be beneficial.

Next Steps

This student shows room for growth specifically in the areas of establishing a claim, choosing appropriate and effective evidence to support the claim, and developing a clear and coherent organization to develop the ideas related to the claim.

The response did not clearly establish a controlling idea and, therefore, the student was unable to match specific evidence to support it. The student seems to be in favor of naps as a means of providing additional sleep to those whose sleep is routinely interrupted but never clearly states this. The response would be improved by clearly stating that naps are a good way to ameliorate sleep deficiencies. The first body paragraph could then have expanded on the reasons people have sleep deficiencies and incorporated evidence from Source #2 about various careers that affect a person's internal clock. Examples of "Famous Nappers" could be used to demonstrate real-life examples of how people dealt with sleep deficiencies. The second body paragraph could then provide specific suggestions for the most effective ways to nap as found in Source #2 and #3. These might include ideal length of naps as well as when during the day to take a nap.

The student needs to develop an organizational format of presenting a claim, supporting it with evidence and/or additional elaboration, then presenting the next claim, providing evidence and so on. The introduction and conclusion should both include the big ideas without introducing new information. Practice using transitional phrases and making sure to connect each paragraph to the previous and subsequent paragraphs will also help create a sense of unity and completeness. This student might also benefit by using key phrases from the text as an organizational guide. Restating the question, or prompt, is another strategy that could aid this writer in developing and maintain focus.