

# ELA Smarter Balanced Assessment – Getting to Know the ELA Performance Task

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Orchestrating Student Success

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Beth Simpson

ELA Assessment Specialist- OSPI

SB Digital Library State Lead

Cindy Knisely

ELA Assessment Specialist – OSPI

SB ELA Advisory Board



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# Today's Learning Goals

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Understanding the components of the ELA Performance Task

- The Classroom Activity
- The Research Questions
- The Full Write

Understand how to integrate the components into daily classroom lessons



# Components of the ELA Performance Task

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The Classroom Activity

The Research Questions

The Full Write



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# The Classroom Activity



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# The Classroom Activity

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- Introduces students to the topic or key vocabulary
- Provides an opportunity for activating prior knowledge
- Generates student interest in further exploration of the topic
- Provides an opportunity for interaction with the topic and each other



# More About the Classroom Activity

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- 30 minutes in length
- Simple and easy to implement
- Clear instructions

The Classroom Activity is linked to 5-6 PTs in total on the same topic.



# Classroom Activity – Grade 6

## The Importance of Nutrition

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1. How does it introduce students to the topic or key vocabulary?
2. How does it provide an opportunity for activating prior knowledge?
3. How does it generate student interest in further exploration of the topic?
4. How does it provide an opportunity for interaction with the topic and each other?



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# The Research Questions



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# The Research Questions

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**Claim 4 Target 2: ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).

Gr. 7 Standards: RI-1, RI-6, RI-8, RI-9; RH-1, RH-2, RH-7, RH-8, RH-9; RST-1, RST-2, RST-7, RST-8, RST-9; W-8, W-9; WHST-8, WHST-9

**Claim 4 Target 3: EVALUATE INFORMATION/SOURCES:** Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research.

Gr. 7 Standards: W-8; WHST-8

**Claim 4 Target 4: USE EVIDENCE:** Cite evidence to support arguments, ideas, or analyses.

Gr. 7 Standards: RH-1, RH-7, RH-8, RH-9; RST-1, RST-7, RST-8, RST-9; W-1b, W-8, W-9; WHST-8, WHST-9



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<http://www.k12.wa.us/ELA/Assessment/default.aspx>

# More About the Research Questions

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- Research questions are part of both the CAT and the PTs.
  - Item stems for Research CAT items can be found in the Claim 4 specs
  - Item stems for Research PT items can be found in the Claim 2 specs
- Research questions vary based on writing purpose.
  - Narrative
  - Informational/Explanatory
  - Opinion/Argumentative



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<http://www.smarterbalanced.org/smarter-balanced-assessments/#item>

# Claim 4 Target 2: ANALYZE/INTEGRATE INFORMATION:

Grade 7 Explanatory  
Evidence Statements

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1. The student will **analyze information** within and among multiple sources of information.
2. The student will **analyze information** within and among multiple sources of information in order to **integrate** the information while avoiding plagiarism.



# Claim 4 Target 2: ANALYZE/INTEGRATE INFORMATION:

## Item Stem-*Examples*

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While the purpose of each source is different, some of the sources [make similar claims/have similar ideas]. Identify and explain one [claim/idea] that is shared by at least two sources. Provide two pieces of evidence, one piece of evidence from each of the two sources, to support your explanation. Identify the source of each piece of evidence by title or number.

- Short Text (Constructed Response)

While avoiding plagiarism, explain how information from Source #1 is [similar to/different from] the information in Source #2 by paraphrasing the content. Identify sources by title or number.

- Short Text (Constructed Response)



# Claim 4 Target 3: EVALUATE INFORMATION/SOURCES:

## Grade 7 Explanatory Evidence Statements

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1. The student will use reasoning, evaluation, and evidence to **assess the credibility** of each source in order to select relevant information to support research.
2. The student will use reasoning, evaluation, and evidence to **assess the accuracy** of each source in order to select relevant information to support research.
3. The student will **evaluate the relevance** of information from multiple sources to support research.



# Claim 4 Target 3: EVALUATE INFORMATION/SOURCES

## Item Stems Explanatory

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Source #1 presents information about <topic>. Choose one answer that identifies the source that most accurately supports the information in Source #1 and correctly explains why.

- Multiple Choice

The authors of Source #1 and Source #2 present different information about <topic>. Choose one answer that identifies the source that is most likely the most credible and correctly explains why.

- Multiple Choice



# Claim 4 Target 4: USE EVIDENCE:

## Grade 7 Explanatory Evidence Statement

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1. The student will **select evidence** to support opinions, ideas, or analyses based on evidence collected and analyzed.



# Claim 4 Target 4: USE EVIDENCE

## Item Stem Explanatory

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Some sources suggest <idea/claim/observation>. Provide two pieces of evidence, one piece of evidence from each of two different sources that support this [idea/claim/observation] and explain how each piece of evidence supports the [idea/claim/observation]. Identify the source of each piece of evidence by title or number.

- Short Text (Constructed Response)





# Matching Tables

## Target 4

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Click on the boxes to show the [claim(s)/idea(s)] that each source supports. Some sources may have more than one box selected.

	Source #1: <Title>	Source #2: <Title>	Source #3: <Title>	Source #4: <Title>
<claim/idea>				
<claim/idea>				
<claim/idea>				
<claim/idea>				



# Research Stems – Share with a Partner

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How can the research items be used in the classroom?

What benefit do the research items offer?

Why are the research items important?

Research item stems can be found at:

<http://www.smarterbalanced.org/smarter-balanced-assessments/#item>



# The Full Write

**Target 2**, COMPOSE FULL TEXTS: Write full **narrative** texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).

**Target 4**, COMPOSE FULL TEXTS: Write full **informational** texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented.

**Target 4**, COMPOSE FULL TEXTS: Write full **explanatory** texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.

**Target 7**, COMPOSE FULL TEXTS: Write full **opinion** pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion); include structures and appropriate transitional strategies for coherence; elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented

**Target 7**, COMPOSE FULL TEXTS: Write full **arguments** about topics using the complete writing process: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows and supports the argument(s) presented.



## Sample Explanatory Scoring- What students see

Your explanatory <writing assignment> will be scored using the following:

1. Organization/purpose: How well did you state your thesis/controlling idea, and maintain your thesis/controlling idea with a logical progression of ideas from beginning to end? How well did you narrow your thesis/controlling idea so you can develop and elaborate the conclusion? How well did you consistently use a variety of transitions? How effective were your introduction and your conclusion?
2. Evidence/elaboration: How well did you integrate relevant and specific information from the sources? How well did you elaborate on your ideas? How well did you clearly state ideas using precise language that is appropriate for your audience and purpose?
3. Conventions: How well did you follow the rules of grammar usage, punctuation, capitalization and spelling?



# Full Write Scoring

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Organization/Purpose = 4 points

Evidence/Elaboration = 4 points

Conventions = 2 points

Rubrics for:

- Narrative (grades 3-8)
- Informational (grades 3-5)
- Explanatory (Grades 6-11)
- Opinion (grades 3-5)
- Argumentative (grades 6-11)

No Narrative PT at grade 11.



# Performance Task Administration Rules

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- Classroom Activity may be administered up to 3 days prior to the assessment
- The PT is divided into two parts:
  - Part 1 includes the research questions
  - Part 2 includes the full write
- The PT remains active for 10 days
- Students may take notes paper/pencil or digitally online (global notes or note pad)
- Students may access paper/pencil or global notes during Parts 1 and 2
- Once students complete Part 1 and move on to Part 2, they cannot go back
- Students have access to scoring criteria during Part 2



# Performance Task – Turn to your partner..

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- How are the PTs similar to what you are already doing in your classroom?
- How are the PTs different?



# PT Activity – Connections to your classroom

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- With a partner, choose a magazine from those provided
- Find two articles that your students would be interested in
- Step One – what type of background would students need to be successful working with this topic (Classroom Activity)
- Step Two – chose one of the research stems and write a research question
- Step Three – using the same articles, write a full-write prompt
- Step Four – discuss how you can “practice” performance tasks in your classroom





# Performance Task Wrap Up

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**WHAT I AM ALREADY DOING**

**WHAT I CAN INCORPORATE INTO MY LESSONS**



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# Thank You!

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- Beth Simpson English Language Arts Assessment Specialist  
[Beth.simpson@k12.wa.us](mailto:Beth.simpson@k12.wa.us)
- Cindy Knisely English Language Arts Assessment Specialist (Until August 26)  
[Cynthia.knisely@k12.wa.us](mailto:Cynthia.knisely@k12.wa.us)
- Terese Otto ELA Support Staff [Terese.otto@k12.wa.us](mailto:Terese.otto@k12.wa.us)

