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CCR Performance Tasks

ELA Grade 4: Writing an Opinion
Student Council

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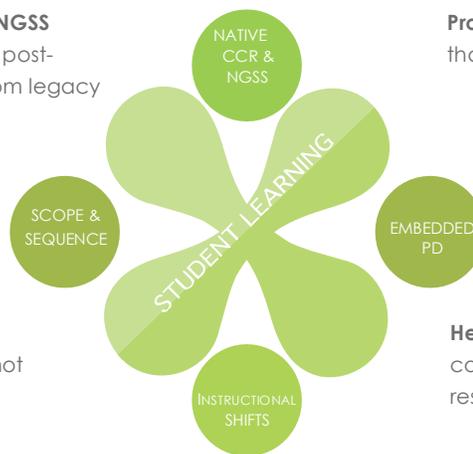
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CCR Performance Tasks

ELA Grade 4: Writing an Opinion

Student Council

Student Test Booklet

Name:

Part 1

Directions: Read the passage “Student Council Member Duties.” Then follow your teacher’s directions and answer the questions in the test booklet.

Student Council Member Duties

- ¹ Student council is a group that provides leadership for our school. The council works as a team to help make our school the best that it can be. A basic student council has a president, vice president, secretary, treasurer, and historian. Each person on the student council has different duties.
- ² Finding the best person for each office is very important.
- ³ The **president** represents all students. The president helps develop the program for meetings and keeps order at the meetings.
- ⁴ The **vice president** takes over the duties of the president when the president cannot attend. He or she is more involved with planning and organizing activities and events than the president.
- ⁵ The **secretary** takes notes at the meetings and communicates with council members, teachers, and the school principal.
- ⁶ The **treasurer** handles the money and keeps the records of all money collected. The treasurer manages the collection of any money from fundraisers (with adult help).
- ⁷ The **historian** collects any newspaper clippings or video reports about the council and school events. These are organized into a scrapbook which is passed down from year to year.
- ⁸ **Student council representatives** bring concerns from their classrooms and report the results of the council meetings to their homerooms. Representatives also vote on upcoming events, projects that help the school and community, and activities that are suggested by the council throughout the year.
- ⁹ All members of the council work as a team to unite and improve our school community.

Option A

Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare for the discussion.

1. Why do you think schools have student councils?

2. What are some important duties of a student council?

3. What kinds of qualities or abilities are important for working on a student council?

4. Are these qualities or abilities the same for every role? Explain.

Option B

Directions: Reread the passage and complete the chart below.

Name of Student Council Office	Qualities or Abilities Needed
President	<ol style="list-style-type: none"> 1. Good citizenship 2. 3.
Vice President	<ol style="list-style-type: none"> 1. Good planner 2. 3.
Secretary	<ol style="list-style-type: none"> 1. Take notes 2. 3.
Treasurer	<ol style="list-style-type: none"> 1. Strong math skills 2. 3.
Historian	<ol style="list-style-type: none"> 1. Creative 2. 3.
Representative	<ol style="list-style-type: none"> 1. Team player 2. 3.

Option C

Directions: Your teacher will now assign you to work with classmates to complete a mini-research project. You will interview three people (one teacher, one parent, and one student) to discover what leadership qualities are most important for student council members and why. You may use the chart below to help organize your research and prepare you for a class discussion.

**What qualities are most important for student council officers and members?
Why?**

Teacher's name _____

Notes:

Parent's name _____

Notes:

Student's name _____

Notes:

PART 2

Directions: You will now read the notice for the next student council meeting for Washburn Elementary School. Follow your teacher’s directions and answer the questions in the test booklet.

Notice of Next Student Council Meeting

The next student council meeting for Washburn Elementary School will be held on Wednesday at 8:15 a.m. in the library. Be on time. Bring your student council folder and your classroom concerns and ideas. See the agenda and be prepared to discuss the items at the meeting.

Student Council Meeting Agenda

- Call meeting to order.
- Officer updates and reports.
- New business: Council will vote with input from homerooms.
 1. Fund-raising suggestions
 - a. Candy bar sale
 - ✓ Goal - 10,000 bars sold
 - ✓ \$.20 made for each bar sold
 - ✓ Length of time - 2 weeks
 - b. Gift wrap sale
 - ✓ Goal - 500 rolls of holiday wrap sold
 - ✓ \$1.00 profit made for each roll sold
 - ✓ Length of time - 10 days
 - c. Car wash
 - ✓ Goal - 50 cars washed on one Saturday
 - ✓ Each driver will pay what they can or what the wash is worth to them
 - ✓ Length of time - 1 day

2. School Spirit Activity Suggestions

a. Sports Day

- ✓ Officers plan different lunch recess sports activities.
- ✓ Students wear clothes to represent their favorite sports.
- ✓ There will be no cost to the student council.

b. Carnival

- ✓ All student council members design carnival booths and games.
- ✓ Carnival held on a Friday evening.
- ✓ Materials and prizes need to be purchased.
- ✓ Costs will be researched.

c. Arts and Crafts Day

- ✓ Student council members develop arts and craft activities.
- ✓ Arts and Crafts Day to be held on a Saturday at school.
- ✓ Students will pay a \$2 to cover cost of supplies.

3. Community Service Activity Suggestions

a. Tutoring Program

- ✓ Student council members design a before lunch time or after-school tutoring program.
- ✓ Officers collect materials from teachers to assist student learning.
- ✓ There will be no charge for tutoring services.

b. Improving school grounds with flowers

- ✓ Student council members meet with the principal to determine what and where to plant.
- ✓ Planting to be done on a Saturday.

- ✓ All materials will be purchased with student council funds. No more than \$300 will be spent.
- ✓ Gardening equipment provided by student council families.

c. Nursing Home Visit

- ✓ Student council members bring holiday cheer to a local nursing home.
- ✓ Members decorate the nursing home's visiting room.
- ✓ Student council entertains with holiday songs.
- ✓ Transportation requires a school bus which will be paid from student council funds. Cost will be about \$250.
- ✓ Visit takes place during a regular school day.

Option A

Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare for the discussion.

1. What are the most important issues that the student council is dealing with?

2. For which suggested activities does the student council need to raise money?

3. What should a student council member think about when choosing a money-raising activity?

4. What should a student council member think about when choosing a school spirit activity?

Option C

Directions: Select THREE members of the Washburn student council: president, vice president, secretary, treasurer, historian, or representative. Explain what the role of each is most likely to be during the next student council meeting. Use information from the agenda and your own ideas. Write your response on the lines below.

A large rectangular box containing 20 horizontal lines for writing a response.

PART 3

Directions: Read about each student who is interested in becoming a student council member.

Peter Lopez	Peter speaks and writes both Spanish and English. He has perfect attendance, even though he is on the dance team. He is extremely polite and works well with adults. Peter is dependable and honest. He works hard to stay on the honor roll.
Sandra Owens	Sandra is an excellent student. She is quiet, but her fellow students seek her out for her notes when they have been absent. Sandra is always willing to tutor, especially in writing.
James Little	James is a great painter and loves to draw. He has designed the yearbook cover for the last two years. His artwork has been on display at City Hall.
Michael Green	Michael is an athletic fourth grader. He is a good student who is well-liked by his classmates. His teachers always count on him to be a role model in class discussions. At times, Michael is very busy with football practices and games.
Scarlet Holmes	Scarlet is a member of a theater group. She loves to be on stage and is terrific at public speaking, because she is very comfortable speaking to large groups. Scarlet has an A/B average in all subject areas. She loves to read.
Angela Mucci	Angela wants to work with numbers when she grows up. Angela is known for her math skills and has won several math facts competitions. She has helped sell items in the student store. Angela's grades in math and science are A+'s, but she sometimes needs help with writing.

Option A

Directions: Prepare for a discussion of the following questions. Fill in the chart to help you prepare for the discussion.

1. What do these students have in common that makes them good choices for the student council?

2. What makes each student different?

3. Is there any role for which more than one student would be good?

Option B

Directions: Think about all the things you have learned about what it takes to be a student council officer and the students running for office. In the space below, tell which office each student is best suited for and why.

Candidate Name	Office Best Suited For and Why
Peter Lopez	
Sandra Owens	
James Little	
Michael Green	
Scarlet Holmes	
Angela Mucci	

PLANNING EXERCISE

Directions: For the extended response, you will write an opinion essay about which **TWO** students are the best choices for student council.

As you plan your response, you should think about:

- The job descriptions of student council officers;
- The decisions that will be made about the items on the meeting agenda;
- The qualities of each candidate running for office; and
- The way in which you will organize your writing.

Use the space below and on the next page to make notes that prepare you to write your opinion essay.

Notes

Notes

EXTENDED WRITING PROMPT

Directions: Review the texts and review your notes and responses for the earlier parts of this task. Respond to this prompt on the following pages.

Think about all of the things you have learned about the student council. Write an opinion essay that tells which two students would best help Washburn Elementary School as members of student council. Be sure to tell which roles they would be best for, why they would be best for them, and how they can help with the issues the student council is dealing with.

Be sure that your response:

- Uses details from all of the passages;
- Includes several paragraphs with a concluding section;
- Is clearly organized.

Your response will be scored using this rubric.

4 Point Response

You will:

- Write an opinion essay that answers all parts of the question;
- Explain the reasons for your choices;
- Use several details from the passages that support your opinion; Write several paragraphs with a concluding statement;
- Write a response that is well organized.

3 Point Response

You will:

- Write an opinion essay;
- Explain at least one reason for your choices;
- Use at least one detail from the passages that supports your opinion;
- Write several paragraphs and a concluding section;
- Write a response that shows some organization.

2 Point Response

You will:

- Write an opinion that addresses part of the question;
- Explain at least one reason why you have formed your opinion and use some detail from the passage;
- Write at least one organized paragraph.

1 Point Response

You will:

- Write one or more sentences about the question with some explanation.

0 Point Response

- You will not write a response, or you will not answer the question.

A large rectangular box containing 20 horizontal lines for writing an opinion.

A large rectangular box containing 20 horizontal lines for writing an opinion.

CCR Performance Tasks

ELA Grade 4: Writing an Opinion

Student Council

Teacher Guide

Passage Summary

Title	Text Type	Word Count	Lexile	Levels of Meaning/ Purpose	Text Structure	Language Features	Knowledge Demands
Student Council Member Duties	Informational Text	241	950 L	1	1	2	2
Notice of Next Student Council Meeting	Informational Text	267	N/A	1	2	1	2
Student Council Members	Informational Text	235	N/A	1	1	1	1

Passage Placement Rationale

Title	Placement Rationale
Student Council Member Duties	<ul style="list-style-type: none"> Both the Lexile and qualitative measures indicate that the text is appropriate for grade 4.
Notice of Next Student Council Meeting	<ul style="list-style-type: none"> This formatted text cannot be measured with a Lexile.
Student Council Members	<ul style="list-style-type: none"> This formatted text cannot be measured with a Lexile.

Key to Qualitative Measures of Text Complexity

Measure	Levels of Meaning/Purpose	Text Structure	Language Features	Knowledge Demands
1	Theme or purpose of text is explicit.	Organization of text is obvious and generally chronological.	Language is explicit and literal; vocabulary is contemporary and familiar; the text contains mainly simple sentences.	The text describes familiar experiences or everyday knowledge.
2	Theme or purpose of text may be more complex or implied but still easy to identify.	Literary text: May include more than one storyline, and may be difficult to predict. Informational text: Connections between some ideas are implicit or subtle; organization of text is generally evident and sequential. Text features and graphics directly support comprehension of text.	Language is largely explicit and easy to understand; vocabulary is mostly contemporary and familiar; the text includes simple and compound sentences.	Literary text: The text describes experiences common to most readers and has a single theme. Informational text: The text includes some discipline- specific knowledge and both concrete and abstract ideas.
3	Theme or purpose of text is implicit and involves several layers of meaning.	Literary text: Organization may include subplots or time shifts. Informational text: Connections among an expanded range of ideas may be deeper and more subtle. Some text features and graphics may be essential to comprehension of text.	Language is complex and contains some abstract and/or figurative language; vocabulary is somewhat complex and is sometimes unfamiliar, archaic or academic; the text includes many complex sentences.	Literary text: The text describes experiences unfamiliar to most readers and includes complex themes. It may include some references to other texts or cultures. Informational text: The text contains moderate levels of discipline-specific content and may include challenging abstract concepts. It may make references to other texts or outside knowledge.
4	Theme or purpose of text is subtle, difficult to determine, and may involve several layers that are difficult to separate and interpret.	Literary text: Organization is intricate. Informational text: Organization is intricate. Connections among an extensive range of ideas are deep, and often implicit.	Language is dense and complex and contains abstract and/or figurative language; vocabulary is generally unfamiliar, archaic, or academic; the text includes mainly complex sentences, often containing multiple concepts.	Literary text: The text describes experiences that are distinctly different for the common reader and includes sophisticated themes. It may make many references to other texts or cultures. Informational text: The text contains extensive discipline- specific content and a range of challenging abstract concepts. It may make many references to other texts or outside knowledge.

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About the Teacher Guide

This document contains support materials for the “Writing an Opinion” task. This includes:

- (a) An overview of the task
- (b) The standards addressed by this task, including detailed descriptions of the standards
- (c) The scoring rubrics, including sample student responses
- (d) Questions to stimulate further discussion
- (e) Optional extension activities

PTE46 Grade 4 Writing an Opinion

DOK Level and Consortia Claims

DOK Level: 4

This performance task provides evidence to support the following claims:

SBAC claims

Primary claim

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.

Secondary claims

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	Parts 1, 2, and 3
Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	Parts 1, 2, and 3
Claim 4: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.	Part 1

PARCC claims

Primary claim

Major Claim II: Writing—Students write effectively when using and/or analyzing sources.

Secondary claims

Sub Claim I.2: Reading Informational Text —Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational texts.	Parts 1, 2, and 3
Sub Claim III.1: Research —Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.	Part 1

Overview of Performance Task

MAJOR OBJECTIVE: Students will write an extended response to a prompt that asks them to write an opinion essay that tells which two people are most likely to help a fictional school as student council officers.

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION
W 4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
RI 4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Grade 4: Writing an Opinion

The passages and activities in this text are centered on a fictional student council. The passages include basic background information about members' duties, the purpose of the council, an agenda that describes the upcoming issues for the student council, and background information on students who might run for the council. Students will have the opportunity to discuss the information they have read and to conduct research.

The task consists of three parts: all parts involve student production of work. They also include options for activities that may involve group activities or may be completed independently. They lead to the major objective of the performance task: to have the students write an opinion essay that draws evidence from informational texts.

TEACHER GUIDE

Part 1

CORE TASK

Read the passage "Student Council Member Duties."

In addition to the CORE TASK, select one or more of these options:

Option A

Students discuss the passage.

Option B

Students determine the skills needed for each student council office.

Option C

Students complete research and prepare their findings for discussion.

Part 2**CORE TASK**

Read the passage “Student Council Meeting Agenda.”

In addition to the CORE TASK, select one or more of these options:

Option A

Students discuss the passage.

Option B

Students summarize what will take place at a student council meeting.

Option C

Students write paragraphs explaining the role that three members of the council are likely to play at the student council meeting.

Part 3**CORE TASK**

Read the background information about each student who is interested in becoming a student council officer.

In addition to the CORE TASK, select one or more of these options:

Option A

Students discuss the student council candidates.

Option B

Students identify and give opinions on which candidate is best suited for each office.

Planning Exercise for Extended Writing Prompt

Students plan their extended responses.

Extended Writing Prompt

Students respond to the writing prompt.

PART 1 Overview

Part 1 focuses on the passage “Student Council Member Duties.”

OBJECTIVE: Students will show understanding of the roles and responsibilities of various student council members.

CORE TASK

Read the passage “Student Council Member Duties.”

In addition to performing the CORE TASK, select one or more of these options:

Option A

Students discuss the passage.

Option B

Students determine the skills needed for each student council office.

Option C

Students complete research and prepare their findings for discussion.

STANDARDS ALIGNMENT

The tasks in part 1 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI 4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Option A Option B Option C

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI 4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Option B
W4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Option C
W 4.1.b	Provide reasons that are supported by facts and details.	Option A Option B
SL 4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.	Option A Option C

PROCEDURE for Part 1**CORE TASK**

Provide students with a general overview of the task. Your overview should include the following points:

- Student council is a form of government that gives students a voice in what happens in their schools;
- Both elementary and secondary schools have them, though they are not in every school;
- Many considerations go into each role on student council;
- A successful student council member must possess certain qualities (define “qualities” and “abilities” if necessary);
- Leadership qualities are defined in different ways.

Instruct students to read the passage.

PROCEDURE for Part 1: Option A

Organize a classroom discussion about the passage. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion:

1. Why do you think schools have student councils?

Possible response: *Having a student council gives students a voice in what happens in their schools.*

2. What are some important duties of a student council?

Possible response: *The student council plans events and activities, raises money to support these activities, and helps create the best school climate possible.*

3. What kinds of qualities or abilities are important for working on a student council?

Possible response: *You have to be able to work with others and to think through complicated issues. You need to be able to be creative and motivated.*

4. Are these qualities or abilities the same for every role? Explain.

Possible response: *They all have to be able to work together, but there are some big differences. The president should be a good leader and listener. The treasurer should be good with money. As a group, their skills cover all the bases.*

SCORING RUBRIC for Part 1: Option A

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Have meaningful notes for question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.

PROCEDURE for Part 1: Option B

Ask students to review the passage and complete the chart of important qualities or abilities. This activity can replace OPTION A.

A probable student response is shown below.

Name of Student Council Office	Qualities or Abilities Needed
President	<ol style="list-style-type: none"> 1. Good citizenship 2. <i>Leader</i> 3. <i>Good at listening</i>
Vice President	<ol style="list-style-type: none"> 1. Good planner 2. <i>Able to step in without much notice</i> 3. <i>Can work with people</i>
Secretary	<ol style="list-style-type: none"> 1. Take notes 2. <i>Good writer</i> 3. <i>Organized</i>
Treasurer	<ol style="list-style-type: none"> 1. Strong math skills 2. <i>Organized</i> 3. <i>Good with details</i>
Historian	<ol style="list-style-type: none"> 1. Creative 2. <i>Recognizes important things to remember</i> 3. <i>Leads writers or other recorders</i>
Representative	<ol style="list-style-type: none"> 1. Team player 2. <i>Cares about what happens in the classroom</i> 3. <i>Can persuade people</i>

PROCEDURE for Part 1: Option C

Tell students that they will now plan and conduct interviews with a student, a teacher, and a parent about important qualities and abilities related to being on student council. They will report their findings back to the class. They should use the space in their booklets to take notes. This activity can replace OPTION A or OPTION B.

SCORING RUBRIC for Part 1: Option C

Use the following rubric to evaluate students' presentations.

4 Point Response

Student will:

- Provide a thorough report on the assigned topic with well-chosen details in support;
- Present the report in a focused and coherent manner.

3 Point Response

Student will:

- Provide a general report on the assigned topic with details in support;
- Present the report in an appropriate manner; the presentation shows some focus and cohesion.

2 Point Response

Student will:

- Provide a partial report on the assigned topic with some details;
- Present the report, but the report lacks cohesion or focus.

1 Point Response

Student will:

- Provide a minimal or limited report.

0 Point Response

- Student will provide no response, the response is incorrect or irrelevant, or the student simply reads from existing text.

PART 2 Overview

Part 2 includes the passage “Student Council Meeting Agenda.”

OBJECTIVE: Students will show understanding of school priorities and of the role and procedures for the student council when addressing those priorities.

CORE TASK

Read the passage “Student Council Meeting Agenda.”

In addition to the CORE TASK, select one or more of these options:

Option A

Students discuss the passage.

Option B

Students summarize key information from the passage.

Option C

Students connect information from the two passages they have read.

STANDARDS ALIGNMENT

The tasks in part 2 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI 4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Option A Option B Option C

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI 4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Option B
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Option B Option C
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Option C
W 4.1.b	Provide reasons that are supported by facts and details.	Option C
SL 4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.	Option A

PROCEDURE for Part 2**CORE TASK**

Provide students with a general overview of the task. Your overview should include the following points:

- Students will read an agenda for a fictional school, Washburn Elementary School.
- The agenda tells the important issues that the student council must consider and make decisions about.

Instruct students to read the passage.

PROCEDURE for Part 2: Option A

Organize a classroom discussion about the passage. Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion:

1. What are the most important issues that the student council is dealing with?

Possible response: *Determining how to raise money for activities, deciding on school spirit activities, and selecting community service projects.*

2. For which suggested activities does the student council need to raise money?

Possible response: *Activities include school spirit activity, carnival, and arts and crafts day, and community service activities, such as beautifying the school grounds and visiting a nursing home.*

3. What should a student council member think about when choosing a money-raising activity?

Possible response: *How many people want to participate, and how much money can be raised.*

4. What should a student council member think about when choosing a school spirit activity?

Possible response: *How to make it fun for the largest number of students, how much it costs, and how easy it is for students to participate.*

SCORING RUBRIC for Part 2: Option A

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Have meaningful notes for questions addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.

PROCEDURE for Part 2: Option B

Ask students to summarize what takes place at the student council meeting. This option can replace OPTION A.

SCORING RUBRIC for Part 2: Option B

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Provide a clear and complete summary;
- Include major ideas and details from the passage;
- Exclude minor details that do not support the task.

3 Point Response

Student will:

- Provide a mostly clear and complete summary;
- Include the main idea from the passage;
- Include a few details that do not support the central task.

2 Point Response

Student will:

- Provide a partial summary;
- Exclude some major ideas or details;
- Include details that do not clearly support the central task.

1 Point Response

Student will:

- Provide a limited summary;
- Use mostly direct quotations from the passage in an attempt to summarize them.

0 Point Response

Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.

PROCEDURE for Part 2: Option C

Tell students that they will select three members of the Washburn student council and explain their likely roles during the next meeting. Remind them that they should use information from the passages in part 1 and part 2, in addition to their own ideas, to support their responses. This option can replace OPTION A or OPTION B.

SCORING RUBRIC for Part 2: Option C

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Provide a clear and complete response to the task;
- Include relevant supporting details from the passages and the student's own ideas.

3 Point Response

Student will:

- Provide a mostly complete response to the task;
- Include supporting details from the passage and the student's own ideas.

2 Point Response

Student will:

- Provide a limited response to the task;
- Include a supporting detail from the passage or the student's own ideas.

1 Point Response

Student will:

- Provide a minimal response to the task;
- Include few, if any, supporting details.

0 Point Response

Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.

PART 3 Overview

Part 3 focuses on candidates for the student council and their background information, and addresses the following general objective.

OBJECTIVE

Students will draw upon candidates' background information to determine which candidates will best serve the student council and the school.

CORE TASK

Read the student candidate background information, and match the candidates with the positions for which they are best suited.

In addition to the CORE TASK, select one or more of these options:

Option A

Students discuss the passage.

Option B

Students make connections between the candidates' strengths and the offices for which they are best suited.

Option C

Students plan their extended responses.

Writing Prompt

All students write extended responses in response to the text.

STANDARDS ALIGNMENT

The tasks in part 3 are aligned with the following standards.

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
W. 4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Writing Prompt

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI .4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Option A Option B
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Option B Option C Writing Prompt
SL 4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	Option A

PROCEDURE for Part 3

CORE TASK

Tell students that they are about to review background information for imaginary candidates for Washburn Elementary School’s student council.

Instruct students to review the candidates’ background information.

PROCEDURE for Part 3: Option A

Organize a classroom discussion about the candidates' background information. Ask students to take notes during the discussion. These notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

Use the following questions to stimulate discussion:

1. What do these students have in common that makes them good choices for the student council?

Possible responses: *They have a lot of different interests and participate in extra-curricular activities; they are helpful to other students.*

2. What makes each student different?

Possible responses: *Michael Green is athletic and a good role model; Sandra Owens is quiet and works best with one person at a time; Peter Lopez is bilingual, has perfect attendance, is polite, and is a dancer; Angela Mucci has strong math skills and hands-on experience in the student store; Scarlet Holmes is an actress, a public speaker, and a strong reader, and is comfortable in a large groups; and James Little is artistic and creative.*

3. Is there any role for which more than one student would be good?

Possible response: *Peter and Scarlet are comfortable speaking in front of groups, so both could be president; Scarlet and Angela could both be treasurer because of their good grades in math; and all except Sandra could be representatives, since Sandra is too shy to report to homeroom.*

SCORING RUBRIC for Part 3: Option A

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Have meaningful notes for questions addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

3 Point Response

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

2 Point Response

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

1 Point Response

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

0 Point Response

Student will provide no response, the response is incorrect or irrelevant, or the student simply quotes the text.

PROCEDURE for Part 3: Option B

Ask the students to review the passage of candidate bios they have read and complete the chart by matching strengths to the office for which the candidate is best suited. This option can replace OPTION A.

A probable student response is shown below.

Candidate Name	Office Best Suited For and Why
Peter Lopez	<i>Representative - perfect attendance, so he knows what class needs</i>
Sandra Owens	<i>Secretary - quiet but a good student, probably good at note-taking</i>
James Little	<i>Historian - need to be creative</i>
Michael Green	<i>Vice president - gets along with others, thought of as a leader but maybe too busy to be president</i>
Scarlet Holmes	<i>President - good speaker and not shy, good student</i>
Angela Mucci	<i>Treasurer - needs math skills</i>

PROCEDURE for Part 3: Planning Exercise

Tell students they now have a chance to plan their extended responses. They should follow the directions in their booklets.

PROCEDURE for Part 3: Extended Writing Prompt

Tell the students to respond to the writing prompt in their test booklets.

SCORING RUBRIC for Part 3: Extended Writing Prompt

Use the following rubric to evaluate students' responses.

4 Point Response

Student will:

- Write an opinion essay that answers all parts of the question;
- Explain the reasons for the student's choices;
- Use several details from the passage that support the student's opinion;
- Write several paragraphs with a concluding statement;
- Write a response that is well organized.

3 Point Response

Student will:

- Write an opinion essay;
- Explain at least one reason for the student's choices;
- Use at least one detail from the passages that supports the student's opinion; Write several paragraphs and a concluding section;
- Write a response that shows some organization.

2 Point Response

Student will:

- Write an opinion that addresses part of the question;
- Explain at least one reason for this opinion and use some detail from the passage;
- Write at least one organized paragraph.

1 Point Response

Student will:

- Write one or more sentences about the question with some explanation.

0 Point Response

- Student will not write a response or will not answer the question.

Optional Extension Activity for Part 3

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Ask the students to revise and edit their responses to the extended prompt based on teacher or peer reviews.