

**ACTION ITEM: COMMON CORE STATE STANDARDS IMPLEMENTATION FUNDS**

**DESCRIPTION:** Assembly Bill (AB) 86 (Chapter 48, Statutes of 2013), Section 85, appropriates \$1.25 billion (approximately \$200 per prior year enrollment) in the 2013-14 school year to support the integration of academic content standards in instruction adopted pursuant to various *Education Code* sections.

CCSS implementation funds can be expended for any of the following purposes:

- Professional development for teachers, administrators, and paraprofessional educators or other classified employees involved in the direct instruction of pupils that is aligned to the academic content standards adopted
- Instructional materials aligned to the academic content standards including, but not limited to, supplemental instructional materials
- Integration of these academic content standards through technology-based instruction for purposes of improving the academic performance of pupils, including, but not necessarily limited to, expenditures necessary to support the administration of computer-based assessments and provide high-speed, high-bandwidth Internet connectivity for the purpose of administration of computer-based assessments

As a condition of receiving CCSS implementation funds, the District, is required to:

- Develop and adopt a plan delineating how the CCSS implementation funds will be spent. The plan must be explained in a public meeting of the governing board of the school district and then be adopted in a subsequent public meeting
- Report detailed expenditure information to the California Department of Education (CDE) on or before July 1, 2015, including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received professional development
- The funds may be spent in 2013-14 and 2014-15

The District's goal is to administer the Common Core State Standards assessments through technology devices. There is a need to build the necessary infrastructure and provide more devices. This will require professional development for implementing the Common Core and for the use of these devices. A list of planned expenditures for the 2013-14 school year follows:

**Orange Unified School District (CCSS Fund)**

<b>Proposed Expenditures</b>	<b>Estimated Cost</b>
Infrastructure – Network 25 schools (non E-Rate sites)	\$ 2,100,000
Network Infrastructure Support	\$ 75,000
Technology Training	\$ 100,000
Technology Devices	\$ 325,000
Technology Support	\$ 150,000
Staff Development Day	\$ 650,000
Professional Development Services	\$ 120,000
<b>Total Expenditures</b>	<b>\$ 3,520,000</b>

B

Based on last year's enrollment of 27,675 students, the District will receive approximately \$5,535,000 in CCSS Implementation Funding. The estimated expenditures for the Common Core State Standards Implementation Funding for the 2013-14 school year was presented as an information item at the September 12, 2013 meeting.

**FINANCIAL IMPACT:** Receipt of \$5,535,000 in CCSS Implementation Funding for two years, 2013-14 and 2014-15.

**RECOMMENDATION:** It is recommended that the Board of Education receive the estimated expenditures (\$3,520,000) for the Common Core State Standards Implementation Funding for the 2013-14 school year

# 21<sup>st</sup> Century Learning PD

2013-2014

## Elementary Schools

<b>Schools</b>	<b>Focus Area</b>	<b>11/05/13 PD Location</b>	<b>January PD Date <i>District Board Rooms</i></b>
Canyon Rim/Imperial	Performance Tasks	Canyon Rim	January 14
West Orange	Culture of Inquiry	West Orange	January 09
Lampson/Sycamore	Shifts in the Application of Learning	Portola	January 09
Taft/Fletcher	Shifts in the Application of Learning	Fletcher	January 09
Chapman Hills/Serrano	Shifts in the Application of Learning	Chapman Hills	January 09
California/Handy	Shifts in the Application of Learning	Yorba	January 09
Esplanade/Palmyra	Shifts in the Application of Learning	Cerro Villa	January 09
Jordan/La Veta	Shifts in the Application of Learning	District Office- Board Rooms	January 09
Nohl Canyon/Anaheim Hills	Collaborative Inquiry	Nohl Canyon	January 14
Linda Vista/Villa Park	Collaborative Inquiry	Linda Vista	January 14
Olive/Fairhaven	Collaborative Inquiry	Crescent	January 14
Cambridge/Prospect	Collaborative Inquiry	Villa Park	January 14
Crescent/Running Springs	Collaborative Inquiry	Running Springs	January 14
Panorama/McPherson	Collaborative Inquiry	McPherson	January 14

# 21<sup>st</sup> Century Learning PD

## *Secondary Schools*

SCHOOL	FOCUS AREA
Canyon HS	Culture of Inquiry
El Modena HS	Performance Tasks
Alternative Education	Collaborative Inquiry
Villa Park HS	Collaborative Inquiry
Orange HS	Collaborative Inquiry
Richland HS	Collaborative Inquiry
Yorba MS	Collaborative Inquiry
Cerro Villa MS	Collaborative Inquiry
McPherson	Collaborative Inquiry
Portola	Collaborative Inquiry



## 2013-2014 Assessment Update

	Question	Response
<b>Field Testing</b>	What is the purpose of the field testing?	<ul style="list-style-type: none"> <li>*Test over 20,000 newly developed test items.</li> <li>*Evaluate test delivery system</li> <li>*Determine final achievement levels (ex: cut scores)</li> </ul>
	What is the Spring 2014 Field Test comprised of?	<ul style="list-style-type: none"> <li>*<b>Scientific Sample</b> is the group of selected students by grade level (3<sup>rd</sup>-11<sup>th</sup> except CAPA) and school</li> <li>*<b>Field Test</b> is 3<sup>rd</sup> – 8<sup>th</sup> grade (except CAPA) students in Math or ELA assigned by CDE by grade level and school</li> </ul>
	Will the students participate in both samplings?	As far as we can determine at this time, students will participate in one or the other
	When will OUSD be notified which students have been selected for the scientific sample?	By the end of October 2013
	When will the field testing occur?	3/18/14 - 6/6/14
	What will the students be tested on?	Each eligible grade level within a school will be assigned to field-test either ELA or math
	What about 11 <sup>th</sup> graders?	Beyond the scientific sample 11 <sup>th</sup> graders are encourage to take the field test but those who volunteer to take the CSTs for Early Assessment Program purposes will be allowed to do so.
	How long will the field test take to administer?	Three and a half hours per grade, per content area. It can be broken down into multiple sections of approximately 45 minutes each. This is not a timed test.
	Will the Field test adaptive?	No
	Will individual students, school, or district score reports be generated from the field test?	No
<b>AB 484</b>	What is CalMAPP?	California Measurement of Academic Performance and Progress which for 2013-2014 includes: <ul style="list-style-type: none"> <li>-Field testing for Smarter Balance</li> <li>-Grade level science including CSTs, CAPA, and CMA for 5<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> (life science) graders only</li> <li>-CAPA for ELA and math in 2<sup>nd</sup> – 11<sup>th</sup> grade</li> <li>-EAP in ELA and math for 11<sup>th</sup> graders is voluntary</li> <li>-The STS is voluntary</li> </ul>
<b>Digital Library</b>	When?	April/May 2014
	What is Digital Library?	<ul style="list-style-type: none"> <li>*Online clearinghouse of classroom-based. Formative assessment strategies and practices to enhance instruction</li> <li>*Resources to interpret data</li> <li>*Reports from Smarter Balanced summative and interim assessments</li> </ul>
	How much?	Free
	Will this replace PSAs?	Under evaluation and further discussion needed
<b>District Assessments</b>	What assessments will be used to assist with the following: <ul style="list-style-type: none"> <li>*Reclassification</li> <li>*Honors/GATE</li> <li>*SPSA goals</li> </ul>	Curriculum office will be hosting collaboration meetings to discuss alternative assessments including AB 484 formative tools and interim assessments for ELA and math
	Are PSAs still in effect?	As of today, we will continue with implementing PSAs until further notice



# Smarter Balanced Assessment Consortium: Practice Test Scoring Guide Grade 8 Performance Task

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## Penny Argumentative Performance Task

### Issue:

In recent years, there has been a heated debate emerging about one aspect of the United States monetary system. This particular debate is not about what we should do to solve the multi-trillion dollar national debt or to fix the recent problems on Wall Street. Surprisingly, it is about whether we should keep producing and using pennies.

This issue is one of the topics of your school's yearly mock (something meant to look like the real thing) Congressional Session for all 8th graders. You have been appointed as the lead for the subcommittee on financial issues, and you need to research the arguments for and against keeping the penny. As a part of your research, you have found four sources.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully to gain the information you will need to answer the questions and write an argumentative essay.

In Part 2, you will write an argumentative essay on a topic related to the sources.

### Directions for Beginning:

You will now examine several sources. Take notes because you may want to refer to your notes while writing your argumentative essay. You can re-examine any of the sources as often as you like.

### Research Questions:

After examining the research sources, use the remaining time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the research sources you have read and viewed, which should help you write your argumentative essay.

You may click on the appropriate buttons to refer to the sources when you think it would be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

## Part 1

### Sources for Performance Task

#### Source #1

This article is from the *National Review*:

- [www.nationalreview.com/articles/294956/penny-anti-john-fund](http://www.nationalreview.com/articles/294956/penny-anti-john-fund)

#### **Penny Anti** by John Fund

Should we make cents? Our neighbors in Canada no longer think so. They will stop minting new pennies next year on the theory the penny is now more of a nuisance than an item of transaction. "It costs the government 1.6 cents to produce each new penny," Finance Minister Jim Flaherty explained as he presented Canada's budget to its parliament on Thursday.

We should follow Canada's example.

Pennies are more of a burden than a help to us. This year, the U.S. Mint will churn out 4.3 billion of them, more than twice the annual output of all other coins combined. Because the penny costs more than a cent to produce, the Treasury loses more than \$100 million per year on the coin's production. Production is up in part because of hoarding, and in part because more and more people are throwing them in jars or drawers and never taking them out again. Few people now bother to pick up a penny when they see it on the street. It's simply not worth the effort.

A growing number of experts are concluding the penny is too picayune<sup>1</sup> to bother with. "The purpose of the monetary system is to facilitate exchange, but the penny no longer serves that purpose," Harvard professor N. Gregory Mankiw, a former chairman of President Bush's Council of Economic Advisers, has argued. "When people start leaving a monetary unit at the cash register for the next customer, the unit is too small to be useful."

When the half-cent was abolished in 1857, it was worth more than eight cents in today's currency. People afterward had no problem living and conducting business, even though the new smallest unit of currency — the penny — was worth more than today's dime. No major problems with transactions were reported, even at a time that predated the many cashless means of electronic transaction we enjoy today, which, even after penny abolition, can preserve prices to the exact cent if people so choose.



Pennies have also become a great time waster. Jeff Gore, an MIT scientist, has come up with an equation to calculate how much time people spend counting out pennies in stores, giving them back in change and putting them in penny jars. He says each of us on average wastes 2.4 hours per year with the grubby little discs. "Pennies are costing each of us nearly \$50 a year given the average wage per hour," he concludes.

But let's say the critics have a point and businesses in the U.S. were to round consistently against their consumers. On average, the customer will lose two and a half cents in each transaction. If someone engages in two such transactions per day, over a year they would lose \$18.25 compared with the person given their pennies. That cost is significantly less than the \$50 a year in time wasted for each person, in addition to the \$100 million per year lost to the U.S. Treasury.

<sup>1</sup> picayune: of very little importance

## **Source #2**

This article comes from a coin collectors' website.

### **The Many Faces of the Penny**

by J. Wendell Shelton

The one-cent piece, commonly referred to as the "penny," has been a part of United States history for over two hundred years. The penny was one of the first coins authorized for production by the federal government. In fact, it was the first coin created by the United States Mint in 1793. Since then, the one-cent coin has been redesigned twenty-one times.

The first pennies were very large—larger than our modern day quarter. People did not really like how big they were. Minted until 1857, these pennies had different images of Lady Liberty on the front. There were seven images total, some more popular than others.

From 1857 to 1858, the United States Mint produced two varieties of the Flying Eagle penny. Both have the same image of an eagle on the front and a one-cent designation surrounded by a wreath on the reverse side. Next came three varieties of Indian Head pennies, on which Lady Liberty wears a Native American headdress. These coins were made from 1859 to 1909.

Finally, the familiar Lincoln penny began production in 1909. Since then, ten varieties have been minted. Differences largely consist of changes in metal content, though there are some notable design shifts as well.



The first penny in the series was created to commemorate the 100th anniversary of Abraham Lincoln's birth. His face has remained the same over the years; only the opposite side of the coin has changed. In 2009, four different scenes were created on the reverse side of the penny to celebrate the 200th anniversary of Lincoln's birth: an image of a log cabin representing Lincoln's birth and early childhood in Kentucky; an image of Lincoln reading a book as he sits on a log, representing his formative years in Indiana; an image of Lincoln before the state capital building, representing his professional life in Illinois; and an image of the Capitol being built, representing Lincoln's presidency in Washington, D.C. In 2010, the penny was redesigned yet again with the introduction of a shield behind the one cent designation. The union shield has 13 stripes, one for each of the original colonies that formed the federal government.

The penny has captured many meaningful images over its long history. In truth, it is more than a coin—it is a piece of American culture. The one-cent piece has given us a number of idiomatic phrases, such as “a penny for your thoughts” (a way to ask what someone is thinking) or “not

one red cent” (meaning no money at all). The coin also gave rise to the term “penny candy” (a piece of candy sold for a cent) and the “penny arcade” (an amusement center with machines that cost one cent to operate). The buying power of the penny has dropped quite a bit over the years due to inflation. As late as 1900, a penny could purchase what a quarter does today. Still, for many people, the penny's sentimental value remains the same.

### Source #3

This letter to the editor is from the *Prairie News Register*, December 26, 2012.

#### The Cost of a Penny

To the Editor:

It's time citizens everywhere considered the enormous price of manufacturing pennies. A penny currently costs the United States government 2.4 cents to mint. Yes, that's right—the penny costs more to produce than it's worth! One-cent coins constitute a complete and utter waste of taxpayers' dollars—not to mention a waste of our time and energy.

Even the Department of Defense agrees. It abolished the use of pennies at overseas military bases over 30 years ago because pennies were considered “too heavy” and “not cost-effective to ship.” Instead of using pennies, prices are rounded up or down to the nearest five-cent denomination. When the nation's military forces won't even use pennies, that should say something about their worth.

Some people fear that rounding prices up or down may lead to higher costs for consumers. However, several economists have noted that rounded prices should not cost extra money and may even lead to lower prices. For example, something currently worth 99 cents may well drop to 95 cents instead of rising to a dollar to avoid the higher price threshold and attract more customers. Market forces should protect prices—and rounding would make it considerably easier to count change.

So, concerned citizens, please regard it as your civic duty to write your congressional representatives and tell them you're tired of paying for pennies. It's nothing short of frivolous and wasteful to hold on to the one-cent coin!

Sincerely,  
David R. Carroll

#### Source #4

This article is from the *Washington Middle School Chronicle*, a student newspaper.

### **Save the Penny—Save the Day!**

Last week, Washington Middle School hosted its annual Penny Drive for Charity. Students from every grade brought in bags and jars of pennies, and, with everyone's assistance, we raised over \$3,000 in one week!

This amazing effort was made possible due to the power of the penny; yet, some Americans are calling for an end to this coin. They want the one-cent piece abolished.

Without pennies, people would be forced to round everything up to the nearest nickel. This system would be extremely confusing and awkward for consumers and businesses, and it would also cost lots of money. For instance, instead of paying \$29.96 for something, you may have to pay \$30. Over time, rounding to the nearest nickel could mean a big loss for consumers.

Pennies might be a little bulky, but they add up—moreover, because they are worth so little, people don't mind donating them. Students at WMS found that out for themselves last week.

If we had a dime or a quarter drive, we probably would not have raised as much money. As Michael Cooper, an eighth grader, said, "If you asked for my quarters, I would have said 'no' because I use them for video games. Pennies don't really matter much, so I was happy to give them to someone who could use them." Many other students that this reporter spoke with echoed Michael's words.

Bottom line: if the United States eliminates the penny, charities will suffer because people will pay more at the store and feel they have less to give those in need. So, please write your local representatives and let them know that you want the penny to stay in circulation. Help us save the penny, so we can save the day.

1

Provide three arguments from the sources you just read that support the position that the penny should be preserved. Be sure to include the title or the number of the source for each argument you provide.

Type your answer in the space provided.

A two-point response provides three arguments from the sources that support the position that the penny should be preserved. A response that only identifies one of the sources will still receive two points. Responses are not scored for grammar usage, conventions, spelling, or punctuation.

**Sample Two-Point Response:**

- According to Sources 2 and 4, the penny deserves our support. Source 2 explores the penny's long history in the United States. The Lincoln design variations alone highlight different aspects of the president's life and work, as well as changing aspects of public interest in his history. "The Many Faces of the Penny" also emphasizes the cultural and sentimental value of the penny. Various expressions that are now part of American culture, such as "a penny for your thoughts" arose from this humble coin. The writer of Source 4 also contends that people are easily convinced to donate pennies. Washington Middle School was able to raise three thousand dollars in one week from pennies alone. These different arguments support the idea that the penny is an important part of our national currency.

A one-point response provides two arguments from the sources with or without identifying the source that support the position that the penny should be preserved.

**Sample One-Point Response:**

- Source 2 defends the penny as an article of national heritage. It explains the penny's long and varied history. Source 4 shows how pennies matter. One cent may not seem like much, but if pennies are amassed in large numbers, they can add up to a lot of money.

A response that provides one argument from a source that may or may not be identified that supports the position that the penny should be preserved receives no credit.

**Sample Zero-Point Response:**

- Source 2 is from a coin collector's website. Coin collectors like to follow the history of the penny. They explain how important pennies have been throughout the nation's history.

2

Now provide three arguments from the sources that support the position that the penny should be eliminated. Be sure to include the title or the number of the source for each argument you provide.

Type your answer in the space provided.

A two-point response provides three arguments from the sources that support the position that the penny should be eliminated. A response that only identifies one of the sources will still receive two points. Responses are not scored for grammar usage, conventions, spelling, or punctuation.

**Sample Two-Point Response:**

- The penny may have served its historical purpose, but it has no place in today's economy. According to Source 1, the penny costs more to produce than it is worth. The treasury loses more than \$100 million every year to produce it. Source 1 also points out that people are willing to leave their pennies at the counter for others, which demonstrates that pennies are not valuable to people. According to the third source, the penny is not even used on military bases overseas anymore because the shipping costs outweigh the benefits.

A one-point response provides two arguments from the sources with or without identifying the source.

**Sample One-Point Response:**

- Reading "Penny Anti" should convince anyone that the penny's time has come to an end. Minting the penny costs more than its value! Pennies turn out to be a waste of money even for consumers. The time people spend counting out pennies costs them, on average, \$50 a year. If the penny is a money-waster for citizens and the government, then it's clear it's time to relegate it to history.

A response that provides one argument from a source that may or may not be identified that supports the argument or does not provide any relevant evidence receives no credit.

**Sample Zero-Point Response:**

- Pennies are just not worth very much anymore.



3

One of the areas of dispute in the argument about whether to keep or get rid of the penny is what will happen to prices of goods. The sources answer this question differently.

**Part A**

Identify one piece of support and the source for the support for the following view: Prices will not go up because of the elimination of the penny.

Type your answer in the space provided.

A one-point response provides one piece of support from a source explaining why prices will not go up because of the elimination of the penny. The source must be identified to receive one point. Responses are not scored for grammar usage, conventions, spelling, or punctuation.

**Sample One-Point Response:**

- According to Source 3, eliminating the penny will not cause prices to go up because the market itself will not allow that outcome. Businesses would be much more likely to charge 95 cents, say, instead of a dollar. As a result, prices might even end up lower than they are today.

A response that does not provide evidence-based support to explain why prices will not go up if the penny is eliminated or identifies a source but provides no support receives no credit.

**Sample Zero-Point Response:**

- Pennies are too small to have much effect on the economy.

**Part B**

Identify one piece of support and the source for the support for the following view: Prices will go up because of the elimination of the penny.

Type your answer in the space provided.

A one-point response provides one piece of support from a source explaining why prices will go up because of the elimination of the penny. The source must be identified to receive one point. Responses are not scored for grammar usage, conventions, spelling, or punctuation.

**Sample One-Point Response:**

- According to Source 4, eliminating the penny will make things confusing for consumers and business and will end up costing a lot of money. Current prices would be rounded up to the nearest nickel, meaning the cost of everything would go up. Over time, this would add up to a lot of extra cost for consumers.

A response that does not provide evidence-based support to explain why prices will go up if the penny is eliminated or identifies a source but provides no support receives no credit.

**Sample Zero-Point Response:**

- Pennies are bulky but they add up over time.

## Student Directions for Part 2

You will now review your sources, take notes, and plan, draft, revise, and edit your essay. You may use your notes and refer to the sources. Now read your assignment and the information about how your argumentative essay will be scored; then begin your work.

### Your assignment:

Now that you have read the sources, you will take a position and present your findings at your school's yearly mock Congressional Session. For your presentation, analyze the arguments and make a claim as to whether or not the penny should be preserved. Make sure you address potential counterarguments in your essay and support your claim with information from the sources you have examined.

### Argumentative Scoring

Your argumentative essay will be scored using the following:

1. **Statement of claim and organization:** How well did you state your claim, address opposing claims, and maintain your claim with a logical progression of ideas from beginning to end? How well did your ideas thoughtfully flow from beginning to end using effective transitions? How effective was your introduction and your conclusion?
2. **Elaboration/evidence:** How well did you integrate relevant and specific information from the sources? How well did you elaborate 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?

**Now begin work on your argumentative essay.** Manage your time carefully so that you can

1. plan your essay
2. write your essay
3. revise and edit the final draft of your essay

Word-processing tools and spell check are available to you.

For Part 2, you are being asked to write a multi-paragraph essay, so please be as thorough as possible. Type your response in the space provided. The box will expand as you type. Remember to check your notes and your prewriting/planning as you write and then revise and edit your essay.

**B I U I<sub>x</sub>** **¶** **≡** **≡** **⌂** **↶** **↷** **ABC** **Ω**

4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)					
Score	4	3	2	1	NS
Purpose/Organization	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>effective introduction and conclusion</li> <li>logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> <li>alternate and opposing argument(s) are clearly acknowledged or addressed*</li> </ul>	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>claim is clear, and the focus is mostly maintained for the purpose, audience, and task</li> <li>adequate use of transitional strategies with some variety to clarify relationships between and among ideas</li> <li>adequate introduction and conclusion</li> <li>adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> <li>alternate and opposing argument(s) are adequately acknowledged or addressed*</li> </ul>	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task</li> <li>inconsistent use of transitional strategies and/or little variety</li> <li>introduction or conclusion, if present, may be weak</li> <li>uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas</li> <li>alternate and opposing argument(s) may be confusing or not acknowledged*</li> </ul>	<p>The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task</li> <li>few or no transitional strategies are evident</li> <li>introduction and/or conclusion may be missing</li> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> <li>alternate and opposing argument(s) may not be acknowledged*</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>

\* acknowledging and/or addressing the opposing point of view begins at grade 7

4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)					
Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing support/evidence for the argument(s) and claim that includes the effective use of sources (facts and details). The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <li>comprehensive evidence from sources is integrated; references are relevant and specific</li> <li>effective use of a variety of elaborative techniques*</li> <li>vocabulary is clearly appropriate for the audience and purpose</li> <li>effective, appropriate style enhances content</li> </ul>	<p>The response provides adequate support/evidence for the argument(s) and claim that includes the use of sources (facts and details). The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>adequate evidence from sources is integrated; some references may be general</li> <li>adequate use of some elaborative techniques</li> <li>vocabulary is generally appropriate for the audience and purpose</li> <li>generally appropriate style is evident</li> </ul>	<p>The response provides uneven, cursory support/evidence for the argument(s) and claim that includes partial or uneven use of sources (facts and details). The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague</li> <li>weak or uneven use of elaborative techniques; development may consist primarily of source summary or may rely on emotional appeal</li> <li>vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<p>The response provides minimal support/evidence for the argument(s) and claim that includes little or no use of sources (facts and details). The response's expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used</li> <li>minimal, if any, use of elaborative techniques; emotional appeal may dominate</li> <li>vocabulary is limited or ineffective for the audience and purpose</li> <li>little or no evidence of appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> <li>Off-purpose</li> </ul>

\*Elaborative techniques may include the use of personal experiences that support the argument(s).

2-Point Argumentative Performance Task Writing Rubric (Grades 6-11)			
Score	2	1	0
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>
			<p>NS</p> <ul style="list-style-type: none"> <li>Unintelligible</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Copied text</li> </ul> <p>(Off-purpose responses will still receive a score in Conventions.)</p>

Holistic Scoring:

- Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling
- Severity:** Basic errors are more heavily weighted than higher-level errors.
- Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.



**43006**

130

### Diamonds in the Sky

Stars are not the only objects that glitter in the dark night sky. Scientists have discovered that diamonds are plentiful in outer space. Some of these space diamonds are called "nanodiamonds" because they are incredibly small. A nanodiamond is millions of times smaller than a grain of sugar—more or less the size of a strand of DNA. Nanodiamonds are stardust, created when ancient stars exploded long ago, disgorging their remaining elements into space. Other space diamonds are huge—the size of whole planets—while some may exist in liquid or frozen form. Scientists even suggest that planets in our own solar system may have oceans filled with chunks of frozen diamond "ice."

Diamonds are so common throughout the universe because they are a pure form of one of the universe's most common elements: carbon. Diamonds have a number of amazing properties: they are extremely hard and transparent, and can withstand radioactivity, corrosive acids, and other powerful forces. Diamonds conduct electricity more readily than copper, and are also the best natural conductor of heat that we know of—which

Read the sentence from the text. Then answer the question.

"Nanodiamonds are stardust, created when ancient stars exploded long ago, disgorging their remaining elements into space."

Based on the context of the sentence, what is the most precise meaning of disgorging?

- (A) scattering randomly
- (B) throwing out quickly
- (C) spreading out widely
- (D) casting forth violently

Academic Vocabulary



The following is a rough draft of a paragraph that a student is writing for the school newspaper about why there should be a longer school day. The draft needs more details to support the student's reasons for having a longer school day.

#### Why There Should Be a Longer School Day

Schools should have a longer school day for students. First, students could learn more about different subjects if the school day were longer. Also, students could get extra help from teachers. More hours in class each day would also mean more vacations scattered throughout the year!

Now look at the following daily schedule for a school that has switched to a longer school day.

- 8:00 Morning Announcements
- 8:20 Reading Language Arts
- 9:30 Foreign Language
- 10:30 Morning Recess
- 10:45 Mathematics
- 11:45 Lunch
- 12:45 History
- 1:45 Art or Music
- 2:15 Afternoon Recess
- 2:45 Science
- 3:30 Homework Preparation
- 3:45 After-School Tutoring or Sports

Revise the paragraph by adding details from the daily schedule that help support the reasons for having a longer school day.

Writing from Source

\*\*\*\* Note: Prompt did not ask students how they felt about the bell schedule.



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**43015**

**PLANES ON THE BRAIN**  
"Planes on the Brain" by Elisabeth Deifner, from *Faces Magazine*. Copyright 2011 by Carus Publishing Company.

How does the author emphasize the point that the TAM program was a positive influence on the sisters' lives? Use details from the text to support your answer.

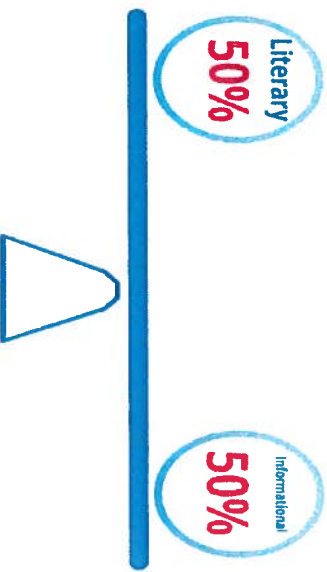
Informational Text

Text Dependent Question

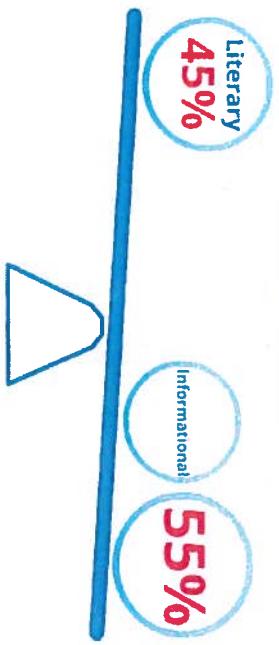
# What should that balance look like?

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K - 5th



Middle School



High School

