

# **SBAC Fourth Grade Guided Practice Informational Performance Task**

## **Task Overview and Teacher Directions:**

Title: Westward Movement

### **Part 1**

Before writing an article for the explorer club, students will be introduced to the topic through reading two sources and watching a video. The first source is journals of Lewis and Clark. The second source is a poem about a pioneer woman and the last source is a video about groups of people that travel west. Students should also have access to the sources throughout the performance task. After reading, and watching the video students will then respond individually to selected-response and constructed-response questions that address the research skills of analyzing information. Students are not allowed to change their answers once Part 1 is finished.

### **Part 2**

Finally, students will work individually to write an article that is several paragraphs. The article needs to explain why groups of people traveled west, the costs and benefits of their decision, and the affects the geographic features had on their travel. Students may also refer to their notes, answers to their questions, or sources as needed. They cannot change their answers to the three reading questions they answered in Part 1. Drafting and revising will be involved.

**Scorable Products:** Student responses to the selected-response and constructed-response questions in part 1 and the article in part 2 will be scored.

**Teacher preparation/Resource requirements:** The teacher should ensure that sufficient blank paper and writing utensils are available for student note taking. Teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell check but not to grammar check.

**Estimated Time:** 90-105 Minutes

## Scoring Information

CR #1

<b>Sample Generic 2-point Research (Grades 3-5): Interpret &amp; Integrate Information Rubric (Claim 4, Target 2)</b>	
<b>2</b>	<ul style="list-style-type: none"><li>The response gives sufficient evidence of the ability to locate, select, interpret and integrate information within and among sources of information.</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.</li></ul>
<b>0</b>	A response gets no credit if it provides no evidence of the ability to locate, select, interpret and integrate information within and among sources of information.

### Scoring Notes:

Responses may include but are not limited to:

#### Journal of Lewis and Clark:

- A. The river was difficult to travel through and many men on the expedition were getting weak, tired, and sore.
- B. They almost starve crossing the mountains.
- C. Storms keep them in camp for weeks
- D. Storms ruin their bedding and clothes
- E. Their bedding and clothes are wet
- F. Canoe gets damaged during storm

#### A Pioneer Woman Looks Back

- A. The land and sky were cruel
- B. Crossed Mississippi River
- C. The trail was rough and tough

#### Elbow Room

- A. Lewis and Clark prepared for good times and bad times
- B. There were plenty of fights
- C. They got there by any way they could trampling down the wilderness

#### Sample 2-point Response:

In the Journal of Lewis and Clark it showed how difficult it was to travel west when it mentioned in their journals they nearly starved. In the poem A Pioneer Woman Looks Back the narrator mentions that the trail was rough and tough. Also the land and sky were cruel. The Elbow Room says there were plenty of fights and Lewis and Clark had to prepare for bad times.

## **Selected Response Question Answer Key**

2. Which sources discussed the geographical features?
- A. A Pioneer Woman Looks Back and Elbow Room
  - B. Elbow Room and The Journals of Lewis and Clark
  - C. The Journals of Lewis and Clark and A Pioneer Woman Looks Back**
  - D. Elbow Room, The Journals of Lewis and Clark, and A Pioneer Woman Looks Back
3. Which answers show information that was presented in the sources on the reasons people traveled west? Select **all** the apply
- A. People traveled west to explore.**
  - B. People traveled west for new land.**
  - C. People traveled west searching for gold.**
  - D. People traveled west to escape slavery.

**Expository Writing - Scoring Rubric**  
**Third, Fourth, and Fifth Grades**

**COS - Content, Organization, and Style**

Points	Description
4	<ul style="list-style-type: none"> <li>• Ideas are clear and focused on the prompt (within sentences and paragraphs)</li> <li>• <b>Ample details</b> that support ideas (descriptions, examples, experiences, and explanations)</li> <li>• Organized (introduction, body, and conclusion which groups similar ideas)</li> <li>• Transition words and phrases clearly connect ideas</li> <li>• Sentence length and structure is varied</li> <li>• Precise vocabulary (nouns, adjectives, adverbs, and verbs)</li> <li>• Allows a reader to sense the person behind the words</li> </ul>
3	<ul style="list-style-type: none"> <li>• Ideas are clear and focused on the prompt but may contain some lapses</li> <li>• <b>Adequate details</b> that support ideas (descriptions, examples, experiences, and explanations)</li> <li>• Organized (groups similar ideas; but may have minor lapses or be missing introduction or conclusion)</li> <li>• Transitions adequately connect ideas</li> <li>• Sentence length and structure is somewhat varied</li> <li>• General or common vocabulary (nouns, adjectives, adverbs, and verbs)</li> <li>• Allows a reader some sense of the person behind the words</li> </ul>
2	<ul style="list-style-type: none"> <li>• Ideas may be loosely related</li> <li>• <b>Attempts to support ideas with details</b> (may be loosely related)</li> <li>• Attempts to organize with little sense of wholeness</li> <li>• Weak transitions which attempt to connect ideas</li> <li>• Variety of sentence length and structure is limited</li> <li>• Limited and predictable vocabulary (nouns, adjectives, adverbs, and verbs)</li> <li>• Allows a reader little sense of the person behind the words</li> </ul>
1	<ul style="list-style-type: none"> <li>• Ideas loosely related</li> <li>• <b>Little or no supporting details</b></li> <li>• Little evidence of organization</li> <li>• Poor or no use of transitions</li> <li>• Little or no variety of sentence length and structure</li> <li>• Limited vocabulary (nouns, adjectives, adverbs, and verbs)</li> <li>• Allows a reader little or no sense of the person behind the words</li> </ul>
0	<p>Response is "I don't know", a question mark, one word, only the title of the prompt or the prompt is recopied</p>

Expository Writing - Scoring Rubric  
**Third, Fourth, and Fifth Grades**

**CON - Conventions**

<b>Points</b>	<b>Description</b>
<b>2</b> <b>consistently</b> <b>correct, but</b> <b>not perfect</b>	<ul style="list-style-type: none"><li>• Correctly uses capitals and punctuation</li><li>• Uses correct subject-verb agreement</li><li>• High frequency and grade level words spelled correctly</li><li>• Uses complete sentences except where phrases are purposely used for effect</li></ul>
<b>1</b> <b>generally</b> <b>follows the</b> <b>rules</b>	<ul style="list-style-type: none"><li>• Generally uses capitals and punctuation correctly</li><li>• Generally uses correct subject-verb agreement</li><li>• Usually spells high frequency and grade level words correctly</li><li>• Generally uses complete sentences except where phrases are purposely used for effect</li></ul>
<b>0</b> <b>rarely</b> <b>follows the</b> <b>rules</b>	<ul style="list-style-type: none"><li>• Rarely uses capitals and punctuation correctly</li><li>• Rarely uses correct subject-verb agreement</li><li>• Rarely spells high frequency and grade level words correctly</li><li>• Rarely uses complete sentences</li></ul>