

ELA.10.CR.1.09.107 C1 T9

Sample Item Id:	ELA.10.CR.1.09.107
Grade/Model:	10/1
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	9: CENTRAL IDEAS: Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and relevant details
Secondary Target(s):	n/a
Standard(s):	RI-2
DOK:	2
Difficulty:	Medium
Item Type:	Constructed Response
Score Points:	3
Correct Response:	See rubric
Stimuli/Passage(s):	Lincoln: His Own President
Stimuli/Text Complexity:	While the qualitative measures are low, the quantitative analysis reveals the complexity of the ideas in the piece. Based on these sets of measures, this passage is recommended for assessment at grade 10. Please see text complexity worksheet attached.
Acknowledgement(s):	Excerpt from <i>The Life of Abraham Lincoln</i> by Henry Ketcham
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must summarize a central idea from the text.
Target-Specific Attributes (e.g., Accessibility Issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

Read the following passage and then answer the question.

Lincoln: His Own President
Excerpt from *The Life of Abraham Lincoln*
by Henry Ketcham

The selection of a cabinet was a difficult and delicate task. It must be remembered that Lincoln confronted a solid South, backed by a divided North. It has already been said that in fifteen states he received not a single electoral vote, and in ten of these not a single popular vote.

That was the solid South.

The divided condition of the North may be inferred from the following letter, written by ex-President Franklin Pierce to Jefferson Davis under date of January 6, 1860:

"If, through the madness of Northern abolitionists, that dire calamity [the disruption of the Union] must come, the fighting will not be along Mason and Dixon's line merely. It will be *within our own borders, in our own streets*, between the two classes of citizens to whom I have referred. Those who defy law, and scout constitutional obligation, will, if we ever reach the arbitrament of arms, find occupation enough at home."

It is plain that unless Lincoln could, in a large measure, unite the various classes of the North, his utter failure would be a foregone conclusion. He saw this with perfect clearness. His first move was in the selection of his cabinet. These selections were taken not only from the various geographical divisions of the country, but also from the diverse political divisions of the party. It was not his purpose to have the secretaries simply echoes of himself, but able and representative men of various types of political opinion. At the outset this did not meet the approval of his friends. Later, its wisdom was apparent. In the more than a hundred years of cabinets in the history of the United States there has never been an abler or a purer cabinet than this.

As guesses, more or less accurate, were made as to what the cabinet would be, many "leading citizens" felt called on to labor with the President and show him the error of his ways. As late as March 2nd there was an outbreak against Chase. A self-appointed committee, large in numbers and respectable in position, called on Lincoln to protest vigorously. He heard them with undivided attention. When they were through he replied. In voice of sorrow and disappointment, he said, in substance: "I had written out my choice and selection of members for the cabinet after most careful and deliberate consideration; and now you are here to tell me I must break the slate and begin the thing all over again. I don't like your list as well as mine. I had hoped to have Mr. Seward as Secretary of State and Mr. Chase as Secretary of

the Treasury. But of course I can't expect to have things just as I want them.... This being the case, gentlemen, how would it do for us to agree to a change like this? To appoint Mr. Chase Secretary of the Treasury, and offer the State department to Mr. Dayton of New Jersey?

"Mr. Dayton is an old whig, like Mr. Seward and myself. Besides, he is from New Jersey, which is next door to New York. Then Mr. Seward can go to England, where his genius will find wonderful scope in keeping Europe straight about our troubles."

The "committee" were astounded. They saw their mistake in meddling in matters they did not understand. They were glad enough to back out of the awkward situation. Mr. Lincoln "took *that* trick."

The names sent on March 5th were: for Secretary of State, William H. Seward, of New York; for Secretary of the Treasury, Salmon P. Chase, of Ohio; for Secretary of War, Simon Cameron, of Pennsylvania; for Secretary of the Navy, Gideon Welles, of Connecticut; for Secretary of the Interior, Caleb B. Smith of Indiana; for Attorney-General, Edward Bates, of Missouri; for Postmaster-General, Montgomery Blair, of Maryland.

All these names were confirmed by the senate the next day, March 6th. Of the variety of the selection he said, "I need them all. They enjoy the confidence of their several states and sections, and they will strengthen the administration. The times are too grave and perilous for ambitious schemes and rivalries." To all who were associated with him in the government, he said, "Let us forget ourselves and join hands, like brothers, to save the republic. If we succeed, there will be glory enough for all." He playfully spoke of this cabinet as his happy family.

Item Prompt:

Summarize the main point the passage makes about Lincoln's motivations for selecting his cabinet members. Support your summary with details from the text.

Scoring Rubric	
3	<p>A response:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to summarize central ideas and key details • Includes specific ideas that make clear reference to the text • Fully supports the ideas with clearly relevant details from the text
2	<p>A response:</p> <ul style="list-style-type: none"> • Gives some evidence of the ability to summarize central ideas and key details • Includes some specific ideas that make reference to the text • Adequately supports the ideas with relevant details from the text
1	<p>A response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to summarize central ideas and key details • Includes ideas, but they are not explicit or make only vague references to the text • Supports the ideas with at least one detail, but the relevance of that detail to the text must be inferred
0	<ul style="list-style-type: none"> • A response gets no credit if it provides no evidence of the ability to summarize central ideas and key details, includes no relevant information from the text, or is vague.

Scoring Notes:

Response may include, but is not limited to: The passage makes the point that Lincoln chose his cabinet members based on their diversity because he wanted to bring together a divided country. At the end of the passage, it says that Lincoln thought the times were too perilous for ambitious schemes and rivalries—he needed his cabinet members to act like his family.

Score Point 3 Sample:

President Lincoln knew the country was in danger of falling apart. He believed it was his job to keep it together and the only way he could do that would be to “unite the various classes of the North.” He used this cabinet to do this by selecting secretaries from different states and different political beliefs. He wanted a diverse cabinet, not just people who supported him. He asked his cabinet members to put aside their differences and work together “to save the republic” like a “happy family.”

Score Point 2 Sample:

President Lincoln used his cabinet to unite a divided country and that is why he selected people from different places. Some of his friends didn’t agree with his choices; he wanted Mr. Chase to be Secretary of the Treasury but some people disagreed, and they told him

how they felt. When President Lincoln suggested mixing things up, they realized their mistake and let him make the decisions.

Score Point 1 Sample:

President Lincoln picked people for his cabinet who would act like his family. He called his cabinet his "happy family." Even though the country was divided, the cabinet members supported the president and got along like a family. He also chose people from different states.

Score Point 0 Sample:

President Lincoln wanted Mr. Chase to be Secretary of the Treasury but some people didn't agree with him.

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
The Life of Abraham Lincoln	Henry Ketcham	Information about Lincoln’s cabinet selections



Recommended Placement for Assessment: Grade 10
 While the qualitative measures are low, the quantitative analysis reveals the complexity of the ideas in the piece. **Based on these sets of measures, this passage is recommended for assessment at grade 10.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Very complex:</u> An isolated aspect of his presidency; it has some concrete elements, but the politics make it a more complex read.</p> <p>Text Structure: <u>Moderately complex:</u> Largely in chronological order, but connections between ideas are sometimes subtle.</p> <p>Language Features: <u>Exceedingly complex:</u> Contains abstract, ironic, and figurative language. The vocabulary is archaic, and sentence structures are largely very complex.</p> <p>Knowledge Demands: <u>Very complex:</u> Background information about the political climate and historical context will enhance understanding. The reader is left to draw his/her own conclusions about the significance of Lincoln’s words and his role in convincing others to approve his cabinet; requires substantial inferencing.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 980L; grades 6-8 Flesch-Kincaid: 7.7 Word Count: 733</p> <p style="background-color: #0056b3; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.10.CR.1.11.108 C1 T11

Sample Item Id:	ELA.10.CR.1.11.108
Grade/Model:	10/2
Claim:	1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	11. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to or justify analyses of author's presentation of information (author's line of reasoning, point of view/purpose; relevance of evidence or elaboration to support claims; development or connections among complex concepts ideas)
Secondary Target(s):	8. KEY DETAILS: Cite explicit text evidence to support inferences made or conclusions drawn about texts
Standard(s):	RI-6, RI-8
DOK:	3
Difficulty:	Medium
Item Type:	Constructed Response
Score Points:	0, 1, 2, 3
Correct Response:	See rubric
Stimuli/Passage(s):	President Kennedy Inaugural Address, January 20, 1961
Stimuli/Text Complexity:	The text is multi-layered and can be approached from either a fairly literal point of view (what is he saying) or from a more sophisticated point of view (how does he say it). The Lexile is out of range. When all factors are considered, this passage is recommended for use at grade 10 or 11, in order to use it to its full potential. Based on these sets of measures, this passage is recommended for assessment at grade 10 or 11. Please see text complexity worksheet attached.
Acknowledgement(s):	http://www.jfklibrary.org/Asset-Viewer/BqXIEM9F4024ntFI7SVAjA.aspx
Item/Task Notes:	
How this task contributes to the sufficient evidence for this claim:	To complete this task, students must analyze the author's beliefs on a topic and how those views are expressed in the text.
Target-Specific Attributes (e.g., Accessibility Issues):	This task requires students to enter text using a keyboard.

Stimulus Text:

The following excerpts are from the speech delivered by President John F. Kennedy for his inauguration on January 20, 1961. This speech was delivered during the heart of the Cold War while there was significant tension over the nuclear arms race between the United States and the former Soviet Union. Read the excerpts and then answer the question that follows.

Inaugural Address

by President John F. Kennedy

Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice President Nixon, President Truman, reverend clergy, fellow citizens: We observe today not a victory of party, but a celebration of freedom—symbolizing an end, as well as a beginning—signifying renewal, as well as change. . . .

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty.

This much we pledge—and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United there is little we cannot do in a host of cooperative ventures. Divided there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting

their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside. . . .

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear, but let us never fear to negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms, and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it. And the glow from that fire can truly light the world.

And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country.

My fellow citizens of the world, ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you.

Item Prompt:

Analyze President Kennedy's beliefs about international relations at the time of his inauguration and how he expresses those views in this speech. Support your response using details from the text.

Scoring Rubric	
3	A response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze how the author's point of view is presented in the text • Includes specific explanations that make clear reference to the text • Fully supports the explanations with clearly relevant details from the text
2	A response: <ul style="list-style-type: none"> • Gives some evidence of the ability to analyze how the author's point of view is presented in the text • Includes some specific explanations that make reference to the text • Adequately supports the explanations with relevant details from the text
1	A response: <ul style="list-style-type: none"> • Gives limited evidence of the ability to analyze how the author's point of view is presented in the text • Includes explanations, but they are not explicit or make only vague references to the text • Supports the explanations with at least one detail, but the relevance of that detail to the text must be inferred
0	<ul style="list-style-type: none"> • A response gets no credit if it provides no evidence of the ability to

	analyze how the author's point of view is presented in the text, includes no relevant information from the text, or is vague.
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Scoring Notes:

Response may include, but is not limited to: Kennedy believed nations should be united in the preservation of liberty and freedom, specifically democracy. He opposed the arms race as an abuse of power that would only lead to mutual destruction and jeopardize freedom. He felt that countries expressed their strength by engaging in civil negotiations to end the arms race. He called on citizens of American and the world to work together to actively support the preservation of freedom and liberty and requested our adversaries to begin a sincere quest for peace. This was a warning to those who would oppose freedom, separate from the issue of nuclear arms: the US will "pay any price, bear any burden. . .".

Score Point 3 Sample:

President Kennedy told other countries "united there is little we cannot do" because he believed that all countries should work together for peace, freedom, and liberty. He thought the arms race was dangerous and would only lead to "planned or accidental self-destruction." He felt that countries should "explore what problems unite" them and end the threat of nuclear war. He asked people around the world to work together for freedom and asked our enemies to negotiate for peace.

Score Point 2 Sample:

President Kennedy believed that counties were stronger when they were united for a common cause. He felt that cause should be preserving freedom. He believed people had to work for freedom and he told Americans "ask not what your country can do for you; ask what you can do for your country."

Score Point 1 Sample:

President Kennedy wanted the world to be at peace. He believed everyone should be free and have the liberty to do what they want. He thought countries should work together in order to achieve peace, freedom, and liberty for everyone in the world.

Score Point 0 Sample:

This is one of President Kennedy's most famous speeches. Everyone in America knows the phrase "ask not what your country can do for you; ask what you can do for your country."

Worksheet: Text Complexity Analysis		
Title	Author	Text Description
Inaugural Speech of John F Kennedy	John F. Kennedy	Portion of JFK's inaugural speech



Recommended Placement for Assessment: Grade 10 or 11

The text is multi-layered and can be approached from either a fairly literal point of view (what is he saying) or from a more sophisticated point of view (how does he say it). The Lexile is out of range. When all factors are considered, this passage is recommended for use at grade 10 or 11, in order to use it to its full potential. **Based on these sets of measures, this passage is recommended for assessment at grade 10 or 11.**

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Very complex:</u> Highly theoretical.</p> <p>Text Structure: <u>Very complex:</u> Though centered around a common theme, the ideas are wide-ranging and the connections require the reader to make inferences.</p> <p>Language Features: <u>Exceedingly complex:</u> The richness of the use of language is the centerpiece of the passage; while it may be accessible on a simple level, analyzing the use is a very complex process. There are mainly complex sentences, sometimes containing multiple concepts. The ideas are abstract, and there is frequent use of figurative language.</p> <p>Knowledge Demands: <u>Very complex:</u> Understanding of the historical context would enhance understanding. The ideas are challenging and intended to be thought-provoking.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable):</p> <p>Lexile or Other Quantitative Measure of the Text:</p> <p>Lexile: 1380L; above grade Flesch-Kincaid: 10.9 Word Count: 621</p> <p style="background-color: #4682B4; color: white; text-align: center;">Considerations for Passage Selection</p> <p>Passage selection should be based on the ELA Content Specifications targets and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> • Accessibility • Sentence and text structures • Archaic language, slang, idioms, or other language challenges • Background knowledge • Bias and sensitivity issues • Word count

Adapted from the 2012 ELA SCASS work

ELA.10.PT.2.04.156

C2T4 Performance Task, draft

Sample Item Id:	ELA.10.PT.2.04.156
Title:	Sacagawea—Fact and Fiction
Grade/Model:	10/1
Claim(s):	<p>Primary Claims</p> <p>2: Students can produce effective and well-grounded writing for a range of purpose and audiences.</p> <p>4: Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.</p>
Primary Target(s):	<p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p><u>Claim 2</u></p> <p>4. COMPOSE FULL TEXTS: Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, developing a complex topic/subtopic, including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop a conclusion appropriate to purpose and audience.</p> <p>8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.</p> <p>9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.</p> <p><u>Claim 4</u></p> <p>2. ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic</p> <p>3. EVALUATE INFORMATION/SOURCES: Evaluate relevancy, accuracy, and completeness of information from multiple sources</p> <p>4. USE EVIDENCE: Generate a claim or a main idea and cite evidence to support arguments or conjectures</p>
Secondary Target(s):	n/a
Standard(s):	W-1a, W-1b, W-2, W-3d, W-4, W-5, W-8, W-9, L-1, L-2, L-3a, L-6, SL-2, RI-1
DOK:	4
Difficulty:	Medium
Score Points:	TBD
Task Source:	Testing Contractor
How this task	In order to complete the performance task, students

<p>contributes to the sufficient evidence for the claims:</p>	<ol style="list-style-type: none"> 1. Identify the key ideas in several informational sources and analyze the relationship between these sources and a literary text 2. Identify the types of evidence the authors use to support their key ideas 3. Analyze information sources and evaluate evidence in order to generate a thesis or controlling idea 4. Write an informational essay that includes <ul style="list-style-type: none"> • a clearly stated controlling idea • presentation of relevant supporting evidence, details, and elaboration consistent with the controlling idea, sources, purpose, and audience • effective organization of ideas • adherence to conventions and rules of grammar, usage, and mechanics • control of language for purpose and audience
<p>Item Type</p>	<p>PT</p>
<p>Target-Specific Attributes (e.g., Accessibility Issues):</p>	<p>Students will enter lengthy text on a keyboard.</p>
<p>Stimuli:</p>	<p>Sources (1 article, 2 journal entries, 1 story; presented in the order in which they are used)</p> <p>Source 1: Biography A Brief Biography of Sacagawea. http://www.pbs.org/weta/thewest/people/s_z/sacagawea.htm</p> <p>Source 2: Journal Excerpts The Journals of the Lewis and Clark Expedition http://lewisandclarkjournals.unl.edu/read/?_xmlsrc=lc.toc.xml&_xslsrc=LCstyles.xsl</p> <p>The following excerpts are from The Journals of the Lewis and Clark Expedition. Spelling has been corrected and modernized and some grammatical errors corrected.</p> <p>John Ordway- <i>July 30th Tuesday 1805.</i> A fine pleasant morning. We loaded all the canoes early and set out about 9 a.m. and proceeded on up the North fork. Captain Lewis walked on shore. We passed large bottoms covered with cotton timber and thick brush. The river crooked rapid and full of Islands. An abundance of beaver & beaver dams along these bottoms. The currents of different kinds abound in these bottoms. We dined at a Camp where the snake Indians had been camped 4 years ago, and were attacked by the Grossvauntaus. Two or three of the Snake nation were killed, and several squaws taken prisoners. Our interpreter's wife was one of them. She tells us that she was taken in the middle of the river as she was crossing at a shallow place to make her escape. The rest all mounted their horses and cleared themselves as they did not</p>

wish to fight, neither were they strong enough for the Grossvauntaus.

— (http://lewisandclarkjournals.unl.edu/read/?_xmlsrc=1805-07-30.xml&_xslsrc=LCstyles.xsl)

Meriwether Lewis—

Saturday, August 17th 1805. This morning I arose very early and dispatched Drewyer and the Indian down the river. Sent Shields to hunt. I made McNeal cook the remainder of our meat, which afforded a slight breakfast for ourselves and the Chief. Drewyer had been gone about 2 hours when an Indian who had straggled some little distance down the river returned and reported that the whitemen were coming, that he had seen them just below. They all appeared transported with joy, and the chief repeated his fraternal hug. I felt quite as much gratified at this information as the Indians appeared to be. Shortly after Captain Clark arrived with the Interpreter Charbono, and the Indian woman, who proved to be a sister of the Chief Cameahwait. The meeting of those people was really affecting, particularly between Sah-cah-gar-we-ah and an Indian woman, who had been taken prisoner at the same time with her, and who had afterwards escaped from the Minnetares and rejoined her nation. At noon the Canoes arrived, and we had the satisfaction once more to find ourselves all together, with a flattering prospect of being able to obtain as many horses shortly as would enable us to prosecute our voyage by land should that by water be deemed inadvisable.

(http://lewisandclarkjournals.unl.edu/read/?_xmlsrc=1805-08-17.xml&_xslsrc=LCstyles.xsl)

Source 3: Story Excerpts

Excerpts from "The Conquest: The True Story of Lewis and Clark" by Eva Emery Dye, 1902

<http://www.archive.org/details/conquesttruesto00dyegoog>

MONDAY, July 15, 1805, the boats were launched above the Great Falls of the Missouri. Clark followed by land along an old Indian trail, worn deep by the lodge-poles of ages.

Little did he realize that nuggets lay scattered all over that land, where yet the gold hunters should dot the hills with shafts and mounds; that near here a beautiful city, named for Helen of Troy, should arise to become a golden capital.

"My people! My people!" Sacajawea excitedly pointed to deserted wickiups and traces of fires. She read their story at a glance.

"It was winter. They were hungry. There were no buffalo. See!" She pointed to the pines stripped of bark and the tender inner wood, the last resort of famishing Shoshones.

With flags hoisted to notify the Indians that they were friends, the canoes passed within the Gates of the Mountains, where the mighty Missouri breaks through the Belt Range of western Montana. Nothing in Alleghany lands compares with this tremendous water-gap. Through the dark cavern the river ran narrow and rapid and clear. Down through tributary canyons on either side came rifts of light, odours of pine, and the roar of waterfalls.

With unmoved countenance Sacajawea looked upon the weird overhanging grayish granite walls through which she had been hurried in terror by her Minnetaree captors, five years ago.

"We are coming to a country where the river has three forks," said Sacajawea.

Exhilaration seized the men, as they sent the boats up the heavy current that rolled well-deep below. That night they camped in a canyon that is today a pleasure resort for the people of Helena.

Again following the Indian trail, on the 25th of July Clark arrived at the three forks of the Missouri, near the present site of Gallatin. From the forks of the far eastern rivers where Pittsburg rises, they had come to the forks of the great river of the West.

...

"On this very spot my people camped five years ago.

Here were their tents," said Sacajawea, pointing out the embers of blackened fires. "The Minnetarees peered over the hills. We ran up this fork and hid in the thick woods."

The boats were reloaded and the party began to ascend the Jefferson on July 30, to its head in the Bitter Root Mountains. At noon they camped for dinner.

"And here was I captured!" cried Sacajawea. "I was made a prisoner. We were too few to fight the Minnetarees. They pursued us. Our men mounted their horses and fled to the mountains. The women and children hid. I ran. I was crossing this river.

They caught me and carried me away."

What a realistic glimpse of daily terror! Fighting, hunting, wandering, famishing, in the land of anarchy.

Formerly the Shoshones were Indians of the plains.

Now they had been driven by their enemies into almost inaccessible fastnesses.

"The Beaver Head! The Beaver Head!"

Sacajawea pointed to a steep, rocky cliff shaped like a beaver's

head, one hundred and fifty feet above the water, an Indian landmark from time immemorial.

"This is not far from the summer retreat of my countrymen. We shall meet them soon, on a river beyond the mountains running to the west."

"We must meet those Indians," said Lewis, "it is our only hope for horses to cross the mountains."

...

The next morning after passing Beaverhead Rock, Captain Lewis and three of the men slung their knapsacks over their shoulders and set out for the mountains, determined not to return until they met some nation of Indians.

...

Slowly, Clark, ill with chills and fever, had been coming forward, urging the canoes up the difficult and narrowing stream.

Sacajawea, the little Bird-woman, could not wait. In her anxiety she begged to walk ahead along shore, and with her husband went dancing up the rivulet of her childhood. She flew ahead. She turned, pirouetting lightly on her beaded moccasins, waving her arms and kissing her fingers. Her long hair flew in the wind and her beaded necklace sparkled.

Yes, there were the Indians, and Lewis among them, dressed like an Indian too. The white men had given everything they had to the Indians, even their cocked hats and red feathers, and taken Indian clothes in exchange, robes of the mountain sheep and goat.

An Indian girl leaned to look at Sacajawea. They flew into each other's arms. They had been children together, had been captured in the same battle, had shared the same captivity. One had escaped to her own people; the other had been sold as a slave in the Land of the Dakotahs. As girls will, with arms around each other they wandered off and talked and talked of the wonderful fortune that had come to Sacajawea. ...

A council was immediately called. The Shoshones spread white robes and hung wampum shells of pearl in the hair of the white men.

"Sacajawea. Bring her hither," called Lewis.

Tripping lightly into the willow lodge, Sacajawea was beginning to interpret, when lifting her eyes to the chief, she recognized her own brother, Cameahwait. She ran to his side, threw her blanket over his head, and wept upon his bosom.

	Sacajawea, too, was a Princess, come home now to her Mountain Kingdom.
Stimuli/Text Complexity:	
Acknowledgments:	<p>Stimuli have been taken from the following sources:</p> <p>a brief biography of Sacagawea http://www.pbs.org/lewisandclark/inside/saca.html</p> <p>excerpts from The Journals of the Lewis and Clark Expedition http://lewisandclarkjournals.unl.edu/read/?_xmlsrc=lc.toc.xml&_xmlsrc=LCstyles.xml</p> <p>excerpts from The Conquest: The True Story of Lewis and Clark by Eva Emery Dye, 1902 http://www.archive.org/details/conquesttruesto00dyegoog</p>
Task Notes:	

Task Overview (120 total minutes):

Title: Sacagawea: Fact and Fiction

Part 1 (35 minutes): Ultimately tasked with writing an informational essay on how different sources have shaped the story of Sacagawea, students will read an article, a story, and journal entries, taking notes on these sources. They will then respond to three constructed-response questions addressing the research skills of analyzing and evaluating information.

Part 2 (85 minutes): Students will compose full-length informational essays on Sacagawea, referring to their notes as needed. Students will be allowed access to the texts they viewed in part 1. Pre-writing, drafting, and revising will be involved.

Scorable Products: Student responses to the constructed-response questions at the end of part 1 and the essay completed in part 2 will be scored.

Teacher preparation / Resource requirements

The teacher should assure that sufficient blank paper and writing utensils are available for student note taking. The teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell-check.

Teacher Directions:

Students are given the texts, research, and any additional information about the essay.

Part 1 (35 minutes)

- **Initiate the online testing session.**
- **Alert the students when 15 minutes have elapsed.**
- **Alert the students when there are 5 minutes remaining in part 1.**

Stretch Break

Part 2 (85 minutes)

- **Initiate the testing part 2.**

- ***Allow students to access the sources and their answers to the constructed-response questions presented in part 1. They will not be allowed to change their answers.***
- ***Once 20 minutes have elapsed, suggest students begin writing their essays.***
- ***Alert the students when 45 minutes have elapsed.***
- ***After students have been writing for 45 minutes, alert them that there are 20 minutes remaining and suggest they begin revising their essays.***
- ***Alert the students when there are 10 minutes remaining in the session.***

Close the testing session.

Pre-Task Activity:

There are no specific pre-task activities to be conducted.

Time Requirements:

The Performance Task will take 120 minutes in one session.

Student Directions:

Part 1 (35 minutes)

Your assignment:

You will read an article, journal entries, and a story about the Lewis and Clark expedition, then write an informational essay about one of their guides, Sacagawea.

Steps you will be following:

In order to plan and compose your essay, you will do all of the following:

1. Read an article, two journal entries, and a story excerpt.
2. Answer three questions about the sources.
3. Plan and write your essay.

Directions for beginning:

You will now read three sources. Take notes because you may want to refer back to your notes while writing your essay. You can refer back to any of the sources as often as you like.

(Source 1)

(Source 2)

(Source 3)

Questions

Use your remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your essay. You may click on the appropriate buttons to refer back 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.

1. Explain how each source contributes to the body of research needed to write a report about Sacagawea. Use details from the sources to support your answer.
2. "The Journals of the Lewis and Clark Expedition" is a primary source and "A Brief Biography of Sacagawea" is a secondary source. What information can readers learn from the primary source that is not available in the secondary source? Use details from the sources to support your answer.
3. Explain how the information presented in the story excerpt, "The Conquest," differs from the information presented in "A Brief Biography of Sacagawea" and "The Journals of the Lewis and Clark Expedition." Use details from the sources to support your answer.

Part 2 (85 minutes)

You will now have 85 minutes to review your notes and sources, and plan, draft, and revise your essay. You may use your notes and refer back to the sources. You may also refer to the answers you wrote to questions at the end of part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, then begin your work.

Your Assignment

Sacagawea is an important historical figure but few concrete details are known about her life. Write an informational essay

analyzing the role of these fictional and nonfictional sources in developing the overall story of Sacagawea's life. Support your claim with details from what you have read.

How your essay will be scored: The people scoring your essay will be assigning scores for

- 1. *Statement of Purpose/Focus***—how well you clearly state and maintain your controlling idea or main idea
- 2. *Organization***—how well the ideas progress from the introduction to the conclusion using effective transitions and how well you stay on topic throughout the essay
- 3. *Elaboration of Evidence***—how well you provide evidence from sources about your topic and elaborate with specific information
- 4. *Language and Vocabulary***—how well you effectively express ideas using precise language that is appropriate for your audience and purpose
- 5. *Conventions***—how well you follow the rules of usage, punctuation, capitalization, and spelling.

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

- plan your essay
- write your essay
- revise and edit for a final draft

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

Key and scoring information for questions:

1. Claim 4, Target 2

Analyze/Integrate Information Rubric (Claim 4, Target 2)	
2	The response gives sufficient evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.
1	The response gives limited evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.
0	A response gets no credit if it provides no evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.

2. Claim 4, Target 3

Evaluate Information/Sources Rubric (Claim 4, Target 3)	
2	The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
1	The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
0	A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.

3. Claim 4, Target 3

Evaluate Information/Sources Rubric (Claim 4, Target 3)	
2	The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
1	The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
0	A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.



4-point Informative-Explanatory (Grades 6–11) Writing Rubric					
Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	Conventions
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained controlling idea or main idea of a topic is introduced and communicated clearly within the context 	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> effective, consistent use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose strong connections among ideas, with some syntactic variety 	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete effective use of a variety of elaborative techniques 	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> few, if any, errors in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling

<p>3</p>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • focus is clear and for the most part maintained, though some loosely related material may be present • some context for the controlling idea or main idea of the topic is adequate 	<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:</p> <ul style="list-style-type: none"> • adequate use of transitional strategies with some variety • adequate progression of ideas from beginning to end • adequate introduction and conclusion • adequate, if slightly inconsistent, connection among ideas 	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> • some evidence from sources is integrated, though citations may be general or imprecise • adequate use of some elaborative techniques 	<p>The response adequately expresses ideas, employing a mix of precise with more general language :</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> • some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed • adequate use of punctuation, capitalization, and spelling
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Grade 10 ELA Sample PT Item C2 T4



<p>2</p>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • may be clearly focused on the controlling or main idea, but is insufficiently sustained • controlling idea or main idea may be unclear and somewhat unfocused 	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> • inconsistent use of transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak • weak connection among ideas 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details:</p> <ul style="list-style-type: none"> • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques 	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary may at times be inappropriate for the audience and purpose 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling
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Grade 10 ELA Sample PT Item C2 T4



<p>1</p>	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> • may be very brief • may have a major drift • focus may be confusing or ambiguous 	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> • few or no transitional strategies are evident • frequent extraneous ideas may intrude 	<p>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> • use of evidence from sources is minimal, absent, in error, or irrelevant 	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose 	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> • errors are frequent and severe, and meaning is often obscure
<p>0</p>	<p>A response gets no credit if it provides no evidence of the ability to write full informational/explanatory texts, attending to purpose and audience.</p>				