

ON-DEMAND PERFORMANCE ASSESSMENT PROMPT FOR WRITING ABOUT READING

Grade 5

GRADE: Fifth

NAME OF ASSESSMENT: Nonfiction Reading and Research-Based Argument Essay Writing Performance Assessment

STANDARDS ASSESSED:

- Students will quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1)
- By the end of the year, students will read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10)
- Students will write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.5.1)

Depth of Knowledge Level of Task: Levels 2–4

Duration of Administration: Two class periods

Materials Needed:

- Video clip and video projection
“Phoenix Zoo Helps Save Endangered Species”
<http://www.youtube.com/>
- “Zoochosis” by Stephanie Santana and Shauwn Lukose
from the book *Should There Be Zoos: A Persuasive Text*, by Tony Stead and Judy Ballester
- “The Swazi Eleven,” adapted by Kelly Boland Hohne
- “Life Span of Female African Elephants” chart
- *Alternative text:* “Zoos: The Historical Debate,” adapted from globalanimal.org (This could be either used as a pre-assessment or substituted for either of the other texts/tasks in the post-assessment.)
- Booklets for student responses

Important Note: Here are three options for assessment plans using these texts and tasks. The same rubrics will apply across any of these assessment plans.

- Plan 1: Give the same two texts and tasks as a pre-assessment and post-assessment.
- Plan 2: Give two of the texts and tasks as a pre-assessment, and substitute the alternative text (with its reading task) for one text/task in the post-assessment.
- Plan 3: Have students read one of the texts only as a pre-assessment, using the related reading task and the same writing task.

Explanation of Standards Alignment:

RI.5.1. *Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.*

- Students will write in response to prompts to quote accurately while explaining explicit and implicit information from the text. They will also quote accurately from sources when supporting their position in an argument essay.

RI.5.10: *By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.* (RI.5.10)

- Students will summarize the main idea of a written grade level text in paragraph form. They will state the main ideas and show how those are supported by key ideas and details.

W.5.1: *Write opinion pieces on topics or texts, supporting a point of view with reasons and information.*

- Students will write an argument essay.

Overview of Assessment

Note: Suggested teacher prompts follow. Please alter and make note of alterations based on your own conversational style and the ways you've talked about reading and writing nonfiction in your own classroom. The tasks below could be administered in many different ways.

Preparation for the Assessment:

- Make copies of booklets (see student booklet template at the end of this document).
- Have loose-leaf paper available for essay writing and if students need more writing space for their summary writing.
- Cue the video “Phoenix Zoo Helps Save Endangered Species”:
<http://www.youtube.com/>
- Make copies of the three articles for students:
 - “Zoochosis”
 - “The Swazi Eleven”
 - “Life Span of Female African Elephants”
- Chart expectations for opinion writing:
 - Quickly plan how your essay will go:
how your reasons and evidence will be grouped and organized.
 - Introduce the topic.
 - State your claim:
Take a clear position on whether zoos help or harm animals.
 - Create body paragraphs to organize your reasons.
 - Include relevant facts and details from the sources you've read and watched.
 - Use transition words to link information and ideas.
 - Write a conclusion.

Introduction:

Take a few minutes to introduce the whole of the assessment to the kids. It might sound something like:

“You’re going to have a chance over these two days to show off your powers as researchers, critical thinkers, and writers. Here’s how it’s going to go: we are going to immerse ourselves in a mini-research project on something fascinating—zoos and whether they are good or bad for animals. You’ll get a chance to watch a video and to read some articles. Each text will give you some more information about this issue. Your reading will set you up to figure out what’s your stance, or position, on this issue. Should zoos even exist? After you’ve done some research, you’ll have a chance to decide which side of this issue is most supported by the information you have and to write an argument essay to persuade others to take your side.

“We’ll have three periods of class time to work on this. In the first period, you’ll watch the video and read an article. Each time you view or read a text, your task will be to summarize that text by writing more than one main idea and explaining how key details in the text support those ideas.

“During the second period, you’ll read another article and a chart and learn more information. You will be asked to summarize the main ideas and key details from these texts as well.

“In the third period, you’ll have time to write your essay. As you write, remember everything you know about writing essays. Your essays should be convincing because you’ll be writing them based on the evidence you found in the video, the articles, and the chart. You’ll want to quote experts and reference important facts and details that will convince your readers. During the research periods, when you’re watching the video and reading the articles, use what you know about underlining and taking notes to get all the detailed information and specific references you want to use in your essay.”

Task 1

Video text: “Phoenix Zoo Helps Save Endangered Species”

Show the video two or three times.

“You’re about to watch a video that was aired on the news in Phoenix. It’s only a couple minutes long, so let me tell you about it first. It’s a news report on how a zoo in Phoenix is interacting with endangered animals. The information in the report comes from people who work at the zoo. You’ll have a chance to watch the video more than once. You may want to just watch it first, and then be ready to write down information that you may want to use later in your essay. In your booklet, you should see a box-and-bullets outline for you to fill in with details from the video that support the idea that the Phoenix Zoo is helping endangered species.

“Don’t forget to listen closely, and when you hear important information, write down exact quotes to fill in the box-and-bullets outline, and also to use later in your essay.”

Task 2

Text: “Zoochosis,” by Stephanie Santana and Shauwn Lukose

“I saw that you gathered some really important ideas and information from your first research text. Now you’ll have a chance to read an article written by two fourth-graders. Remember, the big question to keep in mind is this: What stance should I take about zoos based on what I’m learning? You may underline or jot in the margins as you read. When you finish reading, answer the question in your booklet. Be sure to include more than one detail in your response.”

Task 3

Text: “The Swazi Eleven” by Kelly Boland Hohne

“Researchers, you now will have the opportunity to read another article and add to your thinking about the pros and cons of zoos. This one is called ‘The Swazi Eleven,’ and it’s based on research by Tom French, a prize-winning journalist who spent six years studying zoos. After you finish reading, fill in the table with details from the text that help us understand why it’s hard for elephants to live in their natural habitat. Again, make sure to quote directly when you find important details that you want to include.”

Text: “Life Span of Female African Elephants in Zoos and the Wild” bar graph

“Finally, you’ll have a chance to read a chart to use in your essay. This chart is based on scientific research that looked at hundreds of elephants over forty years. Your notes on this chart are for you. I will not be scoring these, but you may want to jot down ideas and evidence from this chart that you could use in your argument essay.”

Task 4

“Researchers, this is it! You know the task: write a research-based argument essay to clearly state a position on whether zoos help or harm endangered animals, and to support that position persuasively with evidence from the texts you’ve watched and read. Use everything you know about essay writing—taking a side and stating your claim clearly, and using information and quotations from your research to back up your ideas—to write a convincing essay. You’ll have a class period to write this important essay that will show everything you know about writing an argument essay and incorporating research.”

Name: _____ **Date:** _____

Task 1: Response to "Phoenix Zoo Helps Save Endangered Animals"

The title of this video gives us an idea about the Phoenix Zoo. Write down quotes or other specific details from the video that help us understand how the zoo helps to save endangered animals.

The Phoenix Zoo helps save endangered animals.

• Text detail: _____

• Text detail: _____

Name: _____ Date: _____

Task 2: Response to "Zoochosis"

This article takes a clear position on whether or not zoos are good for animals. Write the authors' position, or what side they're on, in the box below. Then write details from the text that help us understand that position and that support the authors' argument. Be sure to quote accurately from the text. You may use some of these details later in your own argument essay.

Do the authors of "Zoochosis" think zoos are good or bad for animals?



Text details or evidence that supports this position:

- _____

- _____

- _____

- _____

- _____

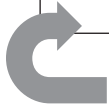
Name: _____

Date: _____

Task 3: Response to "The Swazi Eleven"

In this article, we learn about elephants in Swaziland. There are problems for the elephants in their natural habitat. According to the article, why is it a problem for elephants to stay in Swaziland? What are some details from the text that help us understand this problem?

According to this article, why is it a problem for elephants to stay in Swaziland?



Text details or evidence that supports this position:

- _____

- _____

- _____

- _____

- _____

Name: _____ Date: _____

Task 4: Summary of "Life Span of Female African Elephants"

If you choose to, use the space below to write down main ideas and key details that this chart offers on the topic of zoos and endangered animals.

*This note-taking is for your research only. Your response to this chart will not be scored, but you may want to summarize main ideas and key details for your own research. You may want to use some of this information in your argument essay.

Name: _____

Date: _____

Task 5: (use loose-leaf paper for this)

Research-Based Argument Essay: Do Zoos Help or Harm Animals?

Think about everything you've learned today and yesterday. Write a research-based argument essay, convincing readers that zoos either help or harm animals. Be sure to use what you know about writing essays to take a position on the topic and back it up with evidence from your research. As you write, use information and quotations from the video and any or all of the texts you read to support your claim.

Be sure to:

- Make a quick plan for your essay using boxes and bullets or another organizational tool
- Introduce the topic
- Take a position: make clear whether you believe zoos help or harm animals
- Create body paragraphs to organize your reasons
- Include relevant facts and details from the sources you've read and watched
- Use transition words to link information and ideas
- Write a conclusion

Plan for Argument Essay:

- _____

- _____

- _____

Name: _____

Date: _____

Informational Reading/Argument Writing Performance Assessment Rubric—Fifth Grade

Reading Rubric Scoring Guide:

You may decide to score all of the responses to text (video response, text #1, and text #2). If so, average the score points for a final reading score.

You may decide to score only the response to the last text (text #2) since this is the grade level text. If so, use the score for this response as a final reading score.

In a post-assessment, use the same approach to achieve comparable results.

5th Grade Reading Rubric	Level 1—Novice (1 POINT)	1.5 PTS	Level 2—Developing (2 POINTS)	2.5 PTS	Level 3—Effective (3 POINTS)	3.5 PTS	Level 4—Highly Effective (4 POINTS)	SCORE
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R. Standard 5.1: Quote accurately when explaining what the text says explicitly and when drawing inferences from the text.

	Attempts to reference source material but includes very few references to details or examples from the text. References to source material demonstrate inaccurate understandings of the details or the ideas in the text.		Refers to details or examples from the provided source(s). These details are mostly relevant to the idea or position the student is discussing. References to source material demonstrate mostly accurate understanding of literal and inferential details.		Quotes accurately when referring to relevant details from the provided source(s). Demonstrates an accurate understanding of literal and inferential details from the text.		Provides citations for the source material, helping the reader see how particular passages from the reading support (or counter) an idea in the text.	
Development: Reading/Research	Refers to more than one detail or example from the provided source(s). References to source material demonstrate a literal and inferential understanding of the details included.		Refers to multiple relevant, important details or examples from the provided source(s). References to source material demonstrate an accurate understanding of literal and inferential details.		Quotes accurately when referring to the most relevant details from the provided source(s) to support the main claim. Demonstrates insightful understanding of literal and inferential details.		Uses accurate citations to demonstrate an analytic reading of the source material, helping the reader see how particular passages from the reading support (or counter) the writer’s position on the topic.	

5th Grade Writing Rubric	Level 1—Novice (1 POINT)	1.5 PTS	Level 2—Developing (2 POINTS)	2.5 PTS	Level 3—Effective (3 POINTS)	3.5 PTS	Level 4—Highly Effective (4 POINTS)	SCORE
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W. Standard 5.1: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.

Position	Attempts to take a position on the topic; position is unclear or the writing is almost totally informational.		Position on the topic is mostly clear, though some parts of the essay may veer from the stated stance in ways that make it clear this was not intended.		Makes a claim that takes a clear position; maintains the position throughout.		Establishes and maintains a position while indicating an understanding of the complexity of the topic. This may be through mentioning a possible counter-argument or through making a nuanced claim.	
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5th Grade Writing Rubric	Level 1—Novice (1 POINT)	1.5 PTS	Level 2—Developing (2 POINTS)	2.5 PTS	Level 3—Effective (3 POINTS)	3.5 PTS	Level 4—Highly Effective (4 POINTS)	SCORE
W. Standard 5.1: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.								
Structure: Introduces topic; provides a concluding statement	Provides a very brief introduction, which may not connect closely to the claim. Gestures toward a conclusion.		Provides an introduction to the claim. Attempts to inspire readers to care about the topic and/or claim. Provides a conclusion that connects to the writer’s main claim. May reflect on the original claim.		Provides an introduction that orients the reader to what is most important in the argument. Concludes the essay with a section that highlights important points and facts from across the rest of the piece or brings in new, effective evidence.		Orients the reader to what’s most important in the argument and offers some context. Provides a conclusion that strengthens or adds to the whole of the argument through new phrasing or insights.	
Structure: Creates an organizational structure	Attempts some organization, but this occurs mostly within a part of the text; overall organization is lacking.		Uses paragraphing to group supporting ideas and their relevant evidence. It’s clear how most sections have been organized.		Orders paragraphs in a structure that demonstrates some planning: may demonstrate least to most importance, chronological order, or follow the flow of the research text.		Organizes evidence to support each reason, making it clear which evidence supports which reasons. Within supporting paragraphs or sections, organizes evidence in an order that reads well and makes sense.	
Structure: Transitions	Some basic transitions are in place: (<i>for example, because</i>). Reasons are connected to each other using simple linking words (<i>also, another</i>).		Uses words and phrases to connect different parts of the piece together: to demonstrate shifting from reasons to evidence (e.g., <i>for instance</i>) or to introduce a new point (e.g., <i>in addition</i>).		Uses transition words and phrases to connect evidence to reasons using phrases like <i>this shows that . . .</i> . Helps the reader move through the essay with phrases such as <i>another reason, the most important reason</i> . To demonstrate cause and effect, uses terms like <i>consequently, because of</i> .		Uses a variety of transitional phrases to help the reader understand the flow of the argument and the connection between evidence, reasons, and the writer’s position.	
Development: Elaboration	The writer provides reasons for the claim. Some information or explanation is provided.		Writes two or three sentences about each reason, including relevant examples and information. Most information supports the claim.		Includes a variety of evidence to support each reason (facts, examples, quotations, micro-stories, information). Discusses/explains some evidence.		Includes a variety of evidence from reliable sources to support each reason. Discusses/explains evidence and how it supports the claim.	(×2)

5th Grade Writing Rubric	Level 1—Novice (1 POINT)	1.5 PTS	Level 2—Developing (2 POINTS)	2.5 PTS	Level 3—Effective (3 POINTS)	3.5 PTS	Level 4—Highly Effective (4 POINTS)	SCORE
R. Standard 5.1: Quote accurately when explaining what the text says explicitly and when drawing inferences from the text.								
Language Conventions	Most words are spelled conventionally, including some domain-specific vocabulary relevant to the topic. Capitalization, ending punctuation, and use of commas in lists is mostly accurate. The writer uses a variety of sentence lengths.		High-frequency words and many tier II and domain-specific vocabulary words are spelled conventionally. Some complex sentences are punctuated correctly with internal commas.		Uses commas to set off introductory parts of sentences (<i>At this time in history, it was common to . . .</i>). Approximates correct punctuation when quoting from sources.		Uses punctuation such as dashes, colons, parentheses, and semicolons to help include or connect extra information in some sentences. Uses correct punctuation when quoting from sources.	
								TOTAL

Writing Rubric Scoring Instructions:

- Circle the descriptor in each row that best describes the student's work in this category. If the work falls between two descriptors, check a mid-point box to indicate this. Use the scoring box to the right of the table to record the score for each category.
- For the category "Development: Elaboration," double the points and record in the box to the right, as indicated by the "x 2." This is because Elaboration counts more toward the overall success of the piece than other individual categories.

Scaled Score for Entire Performance Assessment:

- Add the total points from the reading and writing rubrics to come up with a raw score.

- Use the following table to calculate a scaled score:

Total Points	Scaled Score
1–9	1
9.5–13.5	1.5
14–18	2
18.5–22.5	2.5
23–27	3
27.5–31.5	3.5
32–36	4

- To look closely at growth between pre- and post-assessments, keep this rubric with the circled descriptors.
- **You will want to track growth across subsections, not just in the scaled score.**