

## 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 &amp; 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

contributes to the sufficient evidence for the claims:	<ol style="list-style-type: none"> <li>1. Identify the key ideas in several informational sources and analyze the relationship between these sources and a literary text</li> <li>2. Identify the types of evidence the authors use to support their key ideas</li> <li>3. Analyze information sources and evaluate evidence in order to generate a thesis or controlling idea</li> <li>4. Write an informational essay that includes           <ul style="list-style-type: none"> <li>• a clearly stated controlling idea</li> <li>• presentation of relevant supporting evidence, details, and elaboration consistent with the controlling idea, sources, purpose, and audience</li> <li>• effective organization of ideas</li> <li>• adherence to conventions and rules of grammar, usage, and mechanics</li> <li>• control of language for purpose and audience</li> </ul> </li> </ol>
Item Type	PT
Target-Specific Attributes (e.g., Accessibility Issues):	Students will enter lengthy text on a keyboard.
Stimuli:	<p><b>Sources (1 article, 2 journal entries, 1 story; presented in the order in which they are used)</b></p> <p><b>Source 1: Biography</b>  <b>A Brief Biography of Sacagawea.</b>  <a href="http://www.pbs.org/weta/thewest/people/s_z/sacagawea.htm">http://www.pbs.org/weta/thewest/people/s_z/sacagawea.htm</a></p> <p><b>Source 2: Journal Excerpts</b>  <b>The Journals of the Lewis and Clark Expedition</b>  <a href="http://lewisandclarkjournals.unl.edu/read/?_xmlsrc=lc.toc.xml&amp;_xslsrc=LCstyles.xsl">http://lewisandclarkjournals.unl.edu/read/?_xmlsrc=lc.toc.xml&amp;_xslsrc=LCstyles.xsl</a></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 &amp; 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](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 unadvisable.

([http://lewisandclarkjournals.unl.edu/read/?\\_xmlsrc=1805-08-17.xml&\\_xslsrc=LCstyles.xsl](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><b>Stimuli have been taken from the following sources:</b></p> <p>a brief biography of Sacagawea  <a href="http://www.pbs.org/lewisandclark/inside/saca.html">http://www.pbs.org/lewisandclark/inside/saca.html</a></p> <p>excerpts from The Journals of the Lewis and Clark Expedition  <a href="http://lewisandclarkjournals.unl.edu/read/?_xmlsrc=lc.toc.xml&amp;_xmlsrc=LCstyles.xml">http://lewisandclarkjournals.unl.edu/read/?_xmlsrc=lc.toc.xml&amp;_xmlsrc=LCstyles.xml</a></p> <p>excerpts from The Conquest: The True Story of Lewis and Clark by Eva Emery Dye, 1902  <a href="http://www.archive.org/details/conquesttruesto00dyegoog">http://www.archive.org/details/conquesttruesto00dyegoog</a></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

<b>Analyze/Integrate Information Rubric (Claim 4, Target 2)</b>	
<b>2</b>	The response gives sufficient evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.
<b>1</b>	The response gives limited evidence of the ability to gather, analyze, and integrate information within and among multiple sources of information.
<b>0</b>	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

<b>Evaluate Information/Sources Rubric (Claim 4, Target 3)</b>	
<b>2</b>	The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
<b>1</b>	The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
<b>0</b>	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

<b>Evaluate Information/Sources Rubric (Claim 4, Target 3)</b>	
<b>2</b>	The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
<b>1</b>	The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources.
<b>0</b>	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.

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

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



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



<p><b>1</b></p>	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>• may be very brief</li> <li>• may have a major drift</li> <li>• focus may be confusing or ambiguous</li> </ul>	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> <li>• few or no transitional strategies are evident</li> <li>• frequent extraneous ideas may intrude</li> </ul>	<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"> <li>• use of evidence from sources is minimal, absent, in error, or irrelevant</li> </ul>	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>• uses limited language or domain-specific vocabulary</li> <li>• may have little sense of audience and purpose</li> </ul>	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> <li>• errors are frequent and severe, and meaning is often obscure</li> </ul>
<p><b>0</b></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>				