

Grade 10 ELA.10.PT.2.07.157  
C2T7 Performance Task, draft

Sample Item Id:	ELA.10.PT.2.07.157
Title:	Mexican Gray Wolves
Grade/Model:	10/1
Claim(s):	<p><b>Primary Claims</b></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.</i></p> <p><b>Claim 2</b></p> <p><b>7. COMPOSE FULL TEXTS:</b> Write full arguments about topics or sources, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience.</p> <p><b>8. LANGUAGE &amp; VOCABULARY USE:</b> 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><b>9. EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.</p> <p><b>Claim 4</b></p> <p><b>2. ANALYZE/INTEGRATE INFORMATION:</b> Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic</p> <p><b>3. EVALUATE INFORMATION/SOURCES:</b> Evaluate relevancy, accuracy, and completeness of information from multiple sources</p> <p><b>4. USE EVIDENCE:</b> Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques.</p>
Secondary Target(s):	n/a
Standard(s):	<b>RI-1, W-1a, W-1b, W-1c, W-1d, W-1e, W-2d, W-3d, W-4, W-5, W-8, W-9, L-1, L-2, L-3a, L-6, SL-2</b>
DOK:	4
Difficulty:	Medium
Score Points:	TBD

Task Source:	Testing Contractor
How this task addresses the sufficient evidence for the claims:	<p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> <li>1. Gather, select, and analyze information in a series of sources</li> <li>2. Write an argumentative essay effectively demonstrating             <ul style="list-style-type: none"> <li>• a clearly-established claim about the topic</li> <li>• presentation of relevant supporting evidence, details, and elaboration consistent with the position, 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 and tone 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 (3 articles; presented in the order in which they are used)</b></p> <p><b>Article 1:</b>  <a href="http://www.azgfd.gov/i_e/ee/lessons/wolves/intro.htm">http://www.azgfd.gov/i_e/ee/lessons/wolves/intro.htm</a>  <b>Wolves: An Uncertain Future?</b></p> <p>When settlers first colonized Arizona, a large contingent of military troops and miners needed food. Merriam’s elk were available in mountain country and readily provided fresh meat. By the early 1900s, elk were extirpated from Arizona.</p> <p>With its major prey base no longer present, and an extremely large cattle population moving westward, wolves turned to what was available—cattle. Of course, that put them at odds with the cattlemen. In the mid-1890s, a devastating drought hit the state, creating significant problems for cattle growers. With little forage for their livestock, and the threat of cattle depredation by wolves, the early ranchers and the federal government began their “war on wolves.” Shortly after the turn of the century, the Mexican wolf had been extirpated from the United States.</p> <p>In the late 1970s, the federal government decided to bring the Mexican wolf back to America. It hired a trapper to catch some of the last remaining wolves in Mexico. These wolves were moved to a few select zoos around the country and a captive breeding program began. About twenty years later, the captive population was sufficient to begin releasing some into the wild. In the late 1990s, the first wolves in nearly one hundred years walked free in Arizona due, in</p>

	<p>large part, to a partnership between state, federal, and tribal governments.</p> <p>Much has changed in those hundred years. Habitats have changed. Elk herds have recovered and are, in fact, quite abundant. Attitudes have changed. For many people, instead of the bloodthirsty killer of our fairy tales, the wolf is a majestic creature that symbolizes freedom and nature. However, whether it is a fear of attack or a loss of livelihood, many people still do not feel that wolves should be roaming free in Arizona. They believe the cost is too high.</p> <p><b>Article 2:</b>  <a href="http://arizona.sierraclub.org/conservation/wolf_alert.asp">http://arizona.sierraclub.org/conservation/wolf_alert.asp</a>  <b>Conservation: Mexican Wolf</b>                      Overview of recovery of Arizona population of Mexican gray wolves since reintroduction (cut 4<sup>th</sup> paragraph about reward and contact information).</p> <p><b>Article 3:</b>                      Article (250 words) summarizing the major arguments posed by farmers, ranchers, and others who are opposed to the reintroduction of wolves to the wild</p>
<p>Stimuli/Text Complexity:</p>	
<p>Acknowledgments:</p>	<p><b>Stimuli have been taken from the following sources:</b>  <a href="http://www.azgfd.gov/i_e/ee/lessons/wolves/intro.htm">http://www.azgfd.gov/i_e/ee/lessons/wolves/intro.htm</a>  <a href="http://arizona.sierraclub.org/conservation/wolf_alert.asp">http://arizona.sierraclub.org/conservation/wolf_alert.asp</a></p> <p>Article summarizing opposing arguments to reintroduction of wolves</p>
<p>Task Notes:</p>	

**Task Overview (120 total minutes):**  
 Title: Mexican Gray Wolves  
**Part 1** (35 minutes): Ultimately tasked with writing an argumentative essay on Mexican gray wolves, students will read three articles, 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): Finally, students will work individually to compose full-length argumentative essays on Mexican gray wolves, referring to their notes as needed. Pre-writing, drafting, and revising will be involved.  
**Scorable Products:** Student responses to the constructed-response questions and the essay 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:**

The sources you will read about the Mexican gray wolves include three articles about the issue and concerns of reintroducing Mexican gray wolves into the wild. Take notes on all of these sources, and then write an argumentative essay about whether these animals should be reintroduced into the wild.

**Steps you will be following:**

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

1. Read three sources.
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 to your notes while writing your essay. You can refer to any of the sources as often as you like.

(article 1)

(article 2)

(article 3)

**Questions:**

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

1. The author of Article 1 shows support for the reintroduction of the Mexican gray wolves into the wild by emphasizing the benefits over the risks. What risks does the author mention, and what evidence is there that they are less important to the author? Support your answer using details from the article.
2. Articles 1 and 2 both mention the captive breeding programs for the Mexican gray wolf. What information does Article 2 include about the success of these programs that is excluded in Article 1? Explain why this information is important in deciding whether to support or reject reintroduction plans for these wolves?
3. Does the information in Articles 1 and 2 sufficiently address the concerns raised in Article 3 about the reintroduction of the Mexican gray wolf into the wild? Support your answer with details from all sources.

**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 also refer to the answers you wrote in part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, and then begin your work.

**Your Assignment**

Write an essay in which you support or oppose future reintroduction of Mexican gray wolves to the wild. 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 your claim on the topic, maintain your focus, and address the alternate and opposing claims
- 2. *Organization***—how well your ideas logically flow from the introduction to 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 opinions 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 4

<b>Use Evidence Rubric (Claim 4, Target 4)</b>	
<b>2</b>	The response gives sufficient evidence of the ability to cite evidence to support arguments and/or ideas.
<b>1</b>	The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.
<b>0</b>	A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.

2. 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 cite evidence to support arguments and/or ideas.
<b>1</b>	The response gives limited evidence of the ability to cite evidence to support arguments and/or ideas.
<b>0</b>	A response gets no credit if it provides no evidence of the ability to cite evidence to support arguments and/or ideas.

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.



**Sample Generic 4-point Argumentative Writing Rubric (Grades 6–11)**

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
<b>4</b>	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>claim is clearly stated, focused, and strongly maintained</li> <li>alternate or opposing claims are clearly addressed<sup>1</sup></li> <li>claim 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 writer’s claim 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>claim is clear and for the most part maintained, though some loosely related material may be present</li> <li>context provided for the claim 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 writer's claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:</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 may be present, but no systematic pattern of errors is displayed</li> <li>adequate use of punctuation, capitalization, and spelling</li> </ul>
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<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 claim but is insufficiently sustained</li> <li>• claim on the issue may be somewhat unclear and 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 basic 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 writer's claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:</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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<b>1</b>	<p>The response may be related to the purpose but may offer little relevant detail:</p> <ul style="list-style-type: none"> <li>• may be very brief</li> <li>• may have a major drift</li> <li>• claim 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 writer's claim 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 obscured</li> </ul>
<b>0</b>	<p>A response gets no credit if it provides no evidence of the ability to write full arguments about topics or sources, attending to purpose and audience.</p>				

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<sup>1</sup> Begins in 7<sup>th</sup> grade