*5th Grade Performance Task Development*

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| **Step 1: Learning Targets and Success Criteria** | | | | | | |
| **Learning Targets**  **W5.2** Write informative/explanatory tests to examine a topic and convey ideas and information clearly.  **Science Standard 2 Objective 1, 2, and 3:** Relate the building up and breaking down of Earth’s surface over time to the various physical land features. | | **Transfer** | | | | |
| Students will be able to independently synthesize information from multiple texts to convey ideas and information clearly. | | | | |
| **Success Criteria** | | | | |
| I can describe how volcanoes, earthquakes, uplift, or weathering and erosion reshape various physical land features.  I can include details from the texts to support my answer.  I can self-assess my writing using a rubric. | | | | |
| **Step 2: Context** | | | | | | |
| **Text Set** | | | | | | |
| Title: “Volcano” | | | | Description: Overview of volcano formation and types.  <http://www.worldbookonline.com/kids/home#article/ar832142>  (Copy and paste the url in your search engine). | | |
| Lexile: 880L | | | |
| Qualitative Features: Science specific vocabulary but is defined within the text. Images support the text but do not add additional information. | | | |
| Title: “Earthquakes” (Science Weekly) | | | | Description: Overview of earthquakes, faults, tectonic plates and seismology.  [http://go.galegroup.com/ps/retrieve.do?sgHitCountType=None&sort=RELEVANCE-SORT&docType=Article&prodId=ITKE&tabID=T003&searchId=R2&resultListType=RESULT\_LIST&searchType=TopicSearchForm&contentSegment=&currentPosition=2&searchResultsType=MultiTab&inPS=true&userGroupName=pioneer&docId=GALE|A21168228&contentSet=GALE|A2116822](http://go.galegroup.com/ps/retrieve.do?sgHitCountType=None&sort=RELEVANCE-SORT&docType=Article&prodId=ITKE&tabID=T003&searchId=R2&resultListType=RESULT_LIST&searchType=TopicSearchForm&contentSegment=&currentPosition=2&searchResultsType=MultiTab&inPS=true&userGroupName=pioneer&docId=GALE%7CA21168228&contentSet=GALE%7CA2116822)  Earthquakes  Pioneer>Gales Kids Info Bits K-6>Search earthquake>earthquakes [books] (yellow box) | | |
| Lexile: 1010L | | | |
| Qualitative Features: Science specific vocabulary is not always defined in context. Many complex sentences with several subordinate phrases. No additional links provided. No images. Does include extension ideas. | | | |
| Title: “Erosion and Weathering” | | | | Description: Overview of erosion and weathering.  <http://classic.worldbookonline.com/student/article?id=ar184160&st=erosion> | | |
| Lexile: 910L | | | |
| Qualitative Features: Science specific vocabulary but is defined within the text to an extent. Includes science specific word forms that may need attention. Students in urban environments may require more background knowledge and/or images. | | | |
| Title: “Volcanoes and Earthquakes” (video) | | | | Description: Summary of volcanoes and earthquakes. (See Lesson Plan).  http://www.visuallearningsys.com/subscription/middle\_school/volcanoes\_and\_earthquakes  Volcanoes and Earthquakes Video:  uen.org >Pioneer Library > Digital Science Online > Subjects > Earth > Volcanoes and Earthquakes | | |
| Lexile: n/a | | | |
| Qualitative Features: | | | |
| Title: “Weathering and Soil”  Lexile: n/a  Qualitative Features: | | | | Description: Summary of weathering (See Lesson Plan)  http://www.visuallearningsys.com/subscription/middle\_school/weathering\_and\_soils  Weathering and Soils Video:  uen.org >Prioneer Library> Digital Science Online > Subjects > Earth > Weathering and Soils | | |
| Title: *Volcanoes*, by Jennifer Nault (book) | | | | Description: Informational text on volcanoes written on a 3rd grade reading level. Great for struggling readers. | | |
| Lexile: 660L | | | |
| Qualitative Features: Text features with supporting images. | | | |
| Title: *Earthquakes,* by Jennifer Nault (book) | | | | Description: Informational text on earthquakes written on a 3rd grade reading level. Great for struggling readers. | | |
| Lexile: 620L | | | |
| Qualitative Features: Text features with supporting images. | | | |
| Title: *Weathering and Erosion,* by Torrey Maloof (book)  Lexile: 460L  Qualitative Features: Text features with supporting images and science activities. | | | | Description: Informational text on weathering and erosion written on a 3rd grade reading level. Great for struggling readers. | | |
| **Step 3: Performance Task** | | | | | | |
| After viewing “Volcanos and Earthquakes” and “Weathering and Soil” and reading *Earthquakes,* *Volcanoes,* and “Erosion,” you will incorporate your independent research on one of the topics to determine how forces shape our Earth. You will write a research essay in which you relate how your topic creates landforms. Include five examples of landforms created by your chosen force. Be sure to quote accurately from the texts to support your explanations or information. Provide a list of sources. | | | | | | |
| **Step 4: Scoring Guide** | | | | | | |
| Performance Criteria | 4  Beyond Standard | | 3  Meeting Standard | | 2  Approaching Standard | 1  Not Yet Meeting Standard |
| Focus and Organization  W.5.2.a | Responds skillfully to all parts of the prompt.  Demonstrates a strong understanding of topic/text(s).  Topic is introduced with a focused main idea is strongly maintained and follows a formal style.  Logically groups related information into paragraphs or sections using definition, cause/effect, or compare/contrast, including formatting. | | Responds to all parts of the prompt.  Demonstrates sufficient understanding of topic/text(s).  Controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained.  Logically groups related information into paragraphs or sections, including formatting (e.g., headings). | | Responds to most parts of the prompt.  Demonstrates limited understanding of topic/text(s).  Focus is clear and for the most part maintained, though some loosely related material may be present.  Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive). | Responds to some or no parts of the prompt.  Demonstrates little to no understanding of topic/text(s).  May be clearly focused on the controlling or main idea, but is insufficiently sustained or the use of evidence from the source material is minimal, absent, in error, or irrelevant.  Does not group related information together. |
| Evidence and Elaboration  W.5.2.b, W.5.2.d & L.5.3 | The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, definitions, concrete details, quotations, or other information and examples.  Provides more than five examples of landforms with evidence supporting how the chosen force shaped the forms.  Seamlessly embeds the use of precise language and domain-specific vocabulary. | | The response provides adequate support/evidence for controlling idea or main idea that includes the use of sources, facts, definitions, concrete details, quotations, or other information and examples.  Provides five examples of landforms with evidence supporting how the chosen force shaped the forms.  Uses precise language and domain-specific vocabulary. | | The response provides uneven, cursory support/ evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, definitions, concrete details, quotations, or other information and examples.  Provides three to four examples of landforms with limited evidence supporting how the chosen force shaped the forms.  Uses little precise language and/or domain-specific vocabulary. | The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, definitions, concrete details, quotations, or other information and examples.  Provides two or fewer examples of landforms with limited or no evidence supporting how the chosen force shaped the land forms.  Precise language and/or domain-specific vocabulary is absent. |
| Transitions  W.5.2.c | Use transitional phrases to clarify the relationships among ideas and categories of information. | | Uses linking words and phrases to skillfully connect ideas within categories of information. | | Uses linking words and phrases appropriately to connect ideas within categories of information. | Attempts to use some linking words and phrases to connect ideas or uses no linking words or phrases. |
| Conclusion  W.5.2.e | Provides an effective, insightful conclusion related to information presented. | | Provides a concluding statement related to information presented. | | An adequate conclusion related to information presented. | Conclusion, if present, is weak and/or is not related to the information presented or conclusion is not present. |
| Conventions  L.5.1 & L.5.2 | Uses purposeful, correct, and varied sentence structures.  Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning. | | Uses correct and varied sentence structures.  Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning. | | Uses some repetitive, yet correct sentence structure.  Demonstrates some grade level appropriate conventions, but errors obscure meaning. | Does not demonstrate sentence mastery.  Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning. |
| **Step 5: Review and Revise** | | | | | | |