GRADE 4 Performance Task

Should students bring lunch from home or eat lunch provided by the school?

Reading Informational Texts and Argument Writing Performance Assessment

1. Task Overview
2. Materials Needed/Teacher Preparation
3. Classroom Activity
4. Student Task: Parts 1 and 2
5. Scoring Rubrics

Task Overview (20 minutes for classroom activity, 105 for performance task = 125 total minutes)

Claims:
1: Students can read closely and analytically to comprehend a range of increasingly complex literacy and information texts.
2: Students can produce effective writing for a range of purposes and audiences.
4: Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.

CCSS: RI.4.1, RI.4.10, W.4.1

Depth of Knowledge Level of Task: Levels 2-4

Task Overview (20 minutes for classroom activity, 105 for performance task = 125 total minutes)

Materials needed: Access to streaming video:
- Video to stream: “Wellness in the Schools”
- Text: “Chicago School Bans Lunches Brought From Home”
- Text: “Lunches Provided by Schools May Be Healthier than Lunches Brought from Home”
- Optional 3rd Text: Chicago School Bans Home Lunches: OK or Outrageous?
- Student booklet for responses
- Loose leaf paper
Teacher Preparation/Resource Requirements:

This is a computer-based test that requires an interface for each test-taker. The testing software will include access to spell check, but not to grammar check. The teacher should ensure that sufficient blank paper and writing tools are available for student note-taking.

- 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 “Wellness in the Schools” for streaming: http://www.youtube.com/watch?v=9NPx8ciZgls&feature=player_embedded&noredirect=1 OR: http://vimeo.com/23876482
- Make copies of the two articles for students:
  “Chicago School Bans Lunches Brought From Home”
  “Lunches Provided by Schools May Be Healthier than Lunches Brought from Home”
- 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 and state an opinion
  - Provide reasons and evidence that support the opinion, and that are organized in a way that make sense
  - Include information from the readings as evidence
  - Connect opinion with reasons and evidence using words and phrases that create smooth transitions (for instance, in order to, in addition)
  - Provide a conclusion that clearly connects to the opinion or thesis statement

Overview of Assessment

Note: Suggested teacher prompts follow – please alter and make note of alterations based on your own conversational style and the ways in which you’ve talked about reading and writing nonfiction in your own classroom.

CLASSROOM ACTIVITY - Step #1: Orientation to the Topic

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 periods to show off your powers as researchers and writers. Here’s how it’s going to go – you are going to have the opportunity to study a video and two articles about school lunches. Imagine that your school is going to have a debate about the benefits of school lunch versus home-made lunches. This debate will be witnessed by parents, students, and school leaders, and may influence decisions about lunch in your school. You are on the debate team. You have to pick a side of this argument to support. As a plan for your debate, you will write a research-based argument essay, in which you will state whether school or home lunch is a better choice, and support that claim with research from the video
and articles you’ll see now. “I think that’s everything you need to know ahead of
time. When you write, you’ll want to choose a side of this topic that you can support
with evidence, state clearly which side you are supporting, give reasons to support
your opinion, and use some of the evidence you gather from these texts – you’ll be
able to use your notes as you write, and you’ll be able to look back at the articles for
evidence to quote in your essay.”

CLASSROOM ACTIVITY- Step #2: Accessing the Stimuli

Stimulus #1: Video text: — Video viewing and graphic organizer: “Wellness in the
Schools” Show the video but stop after 3:20! Show it one more time.

“You’re about to watch a news video about school lunches. As you watch, think about
the important ideas and information in the video. After I show it a second time, you’ll
have a chance to write down a main idea, and some details from the video that support
that idea. Be sure to listen the second time for exact quotes and accurate information –
you will want to include this in your writing now and in your essay that you write later.”

CLASSROOM ACTIVITY- Step #3: Clarifying Expectations for the Writing Task

Stimulus #2: Text (PDF): Reading and note-taking/summary writing: “Chicago
School Bans Lunches Brought from Home”

“Now you’ll have a chance to study an article about school lunch and whether it’s a better
or worse choice than bringing lunch from home. You’ll then fill in a box-and-bullets
outline to answer a question about this article. Be sure to include details in the text when
you are answering the question.”

PERFORMANCE TASK- Part 1 (35 minutes)

Stimulus #3 Text: Reading and note-taking/summary writing: “Lunches Provided
by Schools May Be Healthier than Lunches Brought from Home”

“Now you’ll have a chance to study another article about the issue of school versus home
lunches. You’ll then fill in a box-and-bullets outline to answer a question about this
article. Be sure to include details in the text when you are answering the question.”

PERFORMANCE TASK- Part 2 (70 minutes)

“Researchers, you’ve gathered some important information that should help you decide
which side to take in this debate and what evidence you may use to support your
thinking. Now you’ll want to clearly take a side and state whether students should bring
lunch from home or eat lunch at school. Imagine you are debating this issue and you have
to clearly support one side of the argument, with convincing evidence you’ve gathered in
your research. Be sure to include information and details from the articles and video to
support your opinion. Also, remember what you know to include in a strong piece of opinion writing. Be sure to..."Point to charted expectations.

Teacher directions for Parts 1 and 2

Part 1 (35 minutes)
Students should receive the sources, directions, questions, article assignment, and any other material related to each task.

1. Initiate the online testing session
2. Alert the students when there are 15 minutes remaining in Part 1.
3. Alert the students where there are 5 minutes remaining in Part 1.
4. Have students write their names on any notes. Collect all student notes.
5. Close the testing session.

Part 2 (70 minutes)
1. Initiate the testing Part 2.
2. Allow students to access the sources, their notes, and their answers to the constructed-response questions presented in Part 1. They will not be allowed to change their answers.
3. Once 15 minutes have elapsed, suggest students begin writing the article.
4. Alert the students when 30 minutes remain.
5. Alert students when 15 minutes remain and suggest they begin revising their articles.
6. Close the testing session.