

ELA.6.PT.3.03.083 C3 T1, T3, T4 And C4 T2, T3, T4

Sample Item ID:	ELA.6.PT.3.03.083
Title:	Young Wonders
Grade/Model:	6 /1
Claim(s):	<p>Primary Claims</p> <p>Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</p> <p>Claim 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>Claim 3</p> <p>1. LANGUAGE & VOCABULARY USE: Strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, grammar, and discourse appropriate to the intent, purpose, and audience when speaking.</p> <p>3. PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., summaries) and longer (presentations) for different purposes and audiences, drawing from a range of digital media to enhance the message or intent</p> <p>4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally or visually</p> <p>Claim 4</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):	<p>Primary Standards</p> <p>Speaking & Listening SL-1, SL-2, SL-3, SL-4, SL-5, SL-6, L-1, L-3a, L-6</p> <p>Research R-1, R-9, RLiteracy-1, RH and RST 1-3 and 7-9 W-1a, W-1b, W-8, W-9, WLiteracy 8, WLiteracy 9</p>
DOK:	4
Difficulty:	Medium
Score Points:	TBD
Task Source:	Testing Contractor
How this task contributes to the sufficient	<p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> 1. Make inferences and summarize using key details in text. 2. Analyze information presented in multiple texts.

evidence for the claims:	<p>3. Analyze information delivered orally and visually.</p> <p>4. Conduct short research on a topic, analyze and interpret the information, and cite evidence about how it supports a concept.</p> <p>5. Organize, compose, and deliver oral presentations using precise language appropriate to purpose and audience.</p> <p>6. Use visual or audio information to enhance oral presentations.</p>
Item type	PT
Target-specific attributes (e.g., accessibility issues):	Students with visual and hearing impairments may require alternative formats of the information presented. Students with speaking impairments may require alternative options for presenting their speeches.
Stimuli:	<p>Sources</p> <p>A simulated dictionary website</p> <p>Three websites about young people: http://www.hickoksports.com/history/worldsnowb.shtml http://news.discovery.com/human/genius-great-111101.html http://myhero.com/go/directory/page.asp?dir=child</p> <p>Video: Mikey Carraway http://www.cnn.com/2012/01/04/living/cnnheroes-young-wonders/index.html Mikey Carraway champions organ donation while feeding the homeless in Oakland, CA (1:10)</p> <p>A student-selected article from a website of students' choosing (may use suggested option: http://myhero.com/go/directory/page.asp?dir=child)</p> <p>Interview Ana Dodson raises money for Peruvian orphans http://www.girlshealth.gov/spotlight/2008/2008.01.cfm</p> <p>Ana Dodson</p> <p>A giving heart Ana was adopted when she was a little baby, but she always dreamed of returning to the country she was born in. When she visited a Peruvian orphanage 4 years ago, she saw how the children were not as fortunate as she was and she decided to make it her mission to help them. Read about her story, about her trip to Peru, and how she opened her heart to give back to the place she once called home.</p> <p>How old are you? I am 15 years old.</p> <p>What grade are you in? I am in 10th grade.</p>

	<p>Where do you live? I live in Colorado.</p> <p>When did you first visit Peru and what made you decide to go? I first went back to Peru when I was eleven years old. I had always wanted to go back ever since I was a little girl, but my parents wanted me to wait until I was older. But they found this great program called Peruvian Ties that brings back adopted children to their birth countries. I was told if I wanted to go, we would all go. I said yes, of course, and that was the beginning!</p> <p>How did that first visit affect you? That first visit will affect me for the rest of my life. I was 11 years old at the time and when I was there, I saw a lot of poverty and it was very hard for me to process. That first visit made me realize that I needed to do something to help the children in the orphanage there because I could have been one of them. It is because of those children that I decided to start Peruvian Hearts and it has changed my life drastically.</p> <p>What has your charity, Peruvian Hearts, accomplished since you started it? Peruvian Hearts has accomplished many things! We have a vitamin project that gives daily multi-vitamins to the children; a scholarship project that pays for school fees, uniforms and school equipment; a scholarship fund—named in honor of my birth mother, Maria—for girls to go to college; a lunch program that feeds children who walk several miles to school; a library project that sends children’s books in Spanish to Peru; and a tutoring program that brings a tutor to the orphanage to help the girls catch up on skills that they missed while not attending school. We also have plans to start health partnerships with medical missions that will provide screening and treatment for congenital* heart problems, dental health, and other general health problems. We have also helped build greenhouses at the orphanage, bought chickens (so the children could have eggs and meat), and this year we bought the orphanage solar water heaters so the children could have hot baths for the first time in their lives!</p> <p>What is your favorite part about your service to the girls in Peru? My favorite part about helping these children is knowing that I am making a difference in their lives. I want them to have the same opportunities that I have in mine. I also love getting to know them—their dreams, accomplishments, and hopes.</p> <p>How big is Peruvian Hearts now? Peruvian Hearts is getting larger. We now have people all around the world that are helping these children in Peru.</p> <p>Tell us about the awards and recognition you’ve received in the past year. This year CNN traveled to Peru with me and they did a “Hero Profile”</p>
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	<p>on Peruvian Hearts. I also am the Youth Ambassador for the Stop Child Poverty Campaign (sponsored by the New Zealand based Global Volunteer Network Foundation). Through this position, I have had the opportunity to speak to students in many places about following their dreams and holding on to the belief that they can change the world with small acts of kindness. Also, I got to speak with the Nobel Laureate Betty Williams at Peace Jam and I had the amazing opportunity to be a speaker at the United Nations on the International Day of Peace.</p> <p>What keeps you motivated to work so hard? The children of Peru—their faces, hopes, and dreams keep me motivated to work so hard. I could have been one of those children on the street or in an orphanage. I was blessed and adopted. Now I live in America where I have an amazing life. I want these children to have some of the same opportunities. I’m also motivated by helping kids in the United States realize they can make a difference in the world if they believe in themselves.</p> <p>What kind of support have you received from your family? I have received incredible support from my family. They are always there for me, always encouraging me and supporting me. Peruvian Hearts is a family-run organization. My whole family helps to run this charity and without them and my friends on our Peruvian Hearts board, it could have never succeeded.</p> <p>What activities do you do in your free time to stay healthy? I horseback ride, play golf, and snowboard in the winter.</p> <p>What are your plans after high school? I plan to attend college after high school and continue following my passion for my charity and service work.</p> <p>What advice would you give to girls who also want to make a difference in the world? I would tell girls to follow their hearts and to not lose sight of what they are passionate about. If you follow your dream and take one small step at a time, great things will happen in your life.</p> <p>*congenital: a condition present at birth</p>
<p>Stimuli/Text Complexity:</p>	

Acknowledgments :	http://dictionary.reference.com/browse/wonder?s=t http://www.cnn.com/2012/01/04/living/cnnheroes-young-wonders/index.html http://myhero.com/go/directory/page.asp?dir=child http://www.girlshealth.gov/spotlight/2008/2008.01.cfm http://www.hickoksports.com/history/worldsnowb.shtml http://news.discovery.com/human/genius-great-111101.html http://myhero.com/go/directory/page.asp?dir=child
Task Notes:	

Task Overview (105 total minutes):

Title: Young Wonders

Part 1 (35 minutes)

Students plan and research for their speeches. They research a word meaning and apply the definition to a concept. They watch and analyze a video clip and read an interview about the altruistic acts of two young people. They analyze three websites to identify which would be most useful for researching another young wonder. They research a third young person that helps others and take notes on the information about that person.

Part 2 (70 minutes)

Students write an outline about the young wonder they researched to plan their speeches. They create or select a visual or audio representation of the young wonder they researched. They give a speech about the young wonder using the visual or audio representation to support the speech and explaining how the representation is relevant to the young wonder.

Scorable Products: Student responses to the constructed-response questions and the essay will be scored.

Teacher preparation/Resource requirements

The teacher should conduct standard preparation, registration, etc. for computer-based testing. The testing software will include access to spell check and a thesaurus, but not to grammar check. The teacher should ensure availability of paper-based and electronic visual and audio representations.

Teacher Directions:

Students are given the texts, research, a specific speech topic, audience or any additional information about the speech.

Part 1 (35 minutes)

- Initiate the online testing session.
- 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.
- Alert students when 20 minutes have elapsed.
- Alert students when there are 5 minutes remaining in part 1.

Stretch Break

Part 2 (70 minutes)

- Inform students of the location of drawing media and paper should they choose to use it.
- Initiate the online testing session.
- Alert students when 35 minutes have elapsed.

- Alert students when there are 10 minutes remaining in the session.
- Monitor presentation of speech.
- Close the testing session.

Pre-Task Activity:

There are no pre-task activities to be conducted.

Time Requirements:

The Performance Task will take 105 minutes to complete. This includes a 5-minute speech to be given orally by the student.

Student Directions:

Part 1

Your assignment:

You will learn about young people who, because of their actions, are considered to be “wonders.” You will consider why they are wonders. You will research a young person that is a wonder because of how he or she helps others. You will select or create an audio or visual representation about the young wonder. You will prepare and give a five-minute speech about that person.

Steps you will be following:

In order to plan and give your speech, you will do the following:

- 1) Explain how a person can be a “wonder”.
- 2) Watch a short video and read an interview about young people taking action to help others.
- 3) Identify a personal quality that the young wonders in the video and the interview have in common.
- 4) Select a web page that would be useful for researching a young wonder.
- 5) Research another young person who is a wonder for helping others.
- 6) Make an outline about the young wonder about whom you did

research to use when you give your speech.

- 7) Create or select a visual or audio representation of the young wonder.
- 8) Give a five-minute speech about the young wonder you researched and include the visual or audio representation of them to help with the explanation.

Directions for beginning:

Research and apply the meaning of the word “wonder.”

Since you will give a speech about a young wonder, it is important that you understand what a “wonder” is. Use the dictionary website to read the meaning of the word “wonder” used as a noun.

Question 1: In two sentences, use your own words to tell what a wonder is and explain how a person who helps others can be considered a wonder.

Your explanation will be scored.

Watch a video and read an interview.

You will now watch a video and read an interview. As you watch and read, think about the personal qualities the people display.

(Video 1)

(Interview 1)

Analyze the video and interview.

Question 2: Write 2 or 3 sentences identifying a personal quality that both Mickey and Ana display. Give an example from both the video and the interview to support your answer.

Decide if a webpage is useful for your research.

You will research another young person that is a wonder because of how he or she helps others. Look at the following three websites and choose the one you think would be the best source to use to find out about other young people who are wonders because they help other people.

1. <http://www.hickoksports.com/history/worldsnowb.shtml>
2. <http://news.discovery.com/human/genius-great-111101.html>
3. <http://myhero.com/go/directory/page.asp?dir=child>

Write two or three sentences to do the task below.

Question 3: Tell which website you think would be most useful for learning about another young person that is a wonder because he or she helps others. Cite the web site by giving the web address. Use details from the website to support your answer.

Research another young wonder.

Learn about another young wonder close to your age. Find out what the person did to help others. You may search for websites with information about a young wonder or use this one:

<http://myhero.com/go/directory/page.asp?dir=child>

Be sure to write down the web address of the website you use because you will tell the web address in your speech. Take notes about the person so you can use the information when you give your speech.

Part 2

Create an outline about the young wonder you researched.

Use the information you learned about the young wonder you researched to create an outline about him or her. You will use this outline to give your speech. Word-processing tools, thesaurus, and spell check function are available to you. *Your outline will be scored. There are 3 points possible.*

Include these four main topics in your outline:

- I. Who the young wonder is (name, age, where he or she lives)
- II. What the young wonder does to help others
- III. What personal qualities are shown as he or she helps
- IV. Why you think he or she is a young wonder

Select or create a visual about the young wonder you researched.

You will share a visual or audio representation of the wonder you researched as part of your speech about that person. You will explain how the visual or audio is related to the person. You may create a representation or select it from a source. Here are some possible ideas, but you might think of a different one:

- Show part of a website about the person
- Select and print a picture of an object, event, or situation that is related to the person
- Create a visual representation by sketching it or using drawing software
- Select an audio clip to play or the lyrics of a song to read aloud
- Select a poem to read aloud
- Create a short PowerPoint presentation
- Select information about the person from social media

Give a Speech

Give a five-minute speech to your classmates and/or your teacher about the young wonder you researched and explain why the person is a wonder. Share the visual or audio. Tell the web address of the website(s) used to get information about the young wonder.

How your speech will be scored: The people scoring your speech will be assigning scores for

- 1. Focus**—how well your speech clearly introduces and communicates your ideas
- 2. Organization** – how well your ideas flow from the opening to the conclusion and how well you stay on topic throughout the speech
- 3. Elaboration of Evidence** – how well you use sources, facts, and details as evidence
- 4. Language and Vocabulary** – how well you effectively express ideas using precise language that is appropriate for your audience and purpose
- 5. Presentation** – how well your speech is presented, including

eye contact, pronunciation, and awareness of audience and the use of visual/graphics/audio enhancements appropriate to your message

Sample Generic 2-point Research (Grades 3-5):	
Interpret & Integrate Information Rubric (Claim 4, Target 2)	
2	<ul style="list-style-type: none"> The response gives sufficient evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
1	<ul style="list-style-type: none"> The response gives limited evidence of the ability to locate, select, interpret and integrate information within and among sources of information.
0	A response gets no credit if it provides no evidence of the ability to locate, select, interpret and integrate information within and among sources of information.

Question 1

In two sentences, use your own words to tell what a wonder is and explain how a person who helps others can be considered a wonder.

Scoring Notes
Students should provide a definition for the noun form of “wonder” that means it is a remarkable deed or event. They should apply their definition to people by explaining that when a person does remarkable deeds he or she could be considered a wonder.

Sample 2-point response
A wonder is something amazing that happens. A person helping others can be a wonder when he or she provides a lot more help or a different kind of help than most people do.

Question 2

Write 2 or 3 sentences identifying a personal quality that both Mickey and Ana display. Give an example from both the video and the interview to support your answer.

Scoring Notes
Students should state an altruistic trait such as generosity, thoughtfulness, industriousness, selflessness, optimism, energy, strength, etc. The assertion must be supported by an example from each of the two sources.

Sample 2-point response
Mickey and Ana are generous with their time. Mickey spends time serving food to those in need, and Ana spends time raising money for children in an orphanage.

Question 3

Tell which website you think would be most useful for learning about another young person that is a wonder because he or she helps others. Cite the web site by giving the web address. Use details from the website to support your answer.

Scoring Notes

Students should cite the website about child heroes at <http://myhero.com/go/directory/page.asp?dir=child> . They should refer to specific people or actions described on the website.

Sample 2-point response

The most useful website for learning about another young wonder is the one found at: <http://myhero.com/go/directory/page.asp?dir=child>. That website describes real people, including young people that did amazing things to help others. It tells about young people that saved lives, taught others English, spoke out for laws, and raised money to solve people's problems.

Sample Generic 4-point Speech Rubric (Grades 3-11)					
Score	Establishment of Focus and Organization		Development: Language and Elaboration of Evidence		Presentation
	Focus	Organization	Elaboration of Evidence	Language and Vocabulary	Presentation
4	<p>The speech is consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling idea, opinion, or claim is clearly stated and strongly maintained controlling idea, opinion or claim is introduced and communicated clearly within the context 	<p>The speech has a clear and effective organizational structure helping create unity and completeness:</p> <ul style="list-style-type: none"> employs a strong opening and logical progression of ideas effective introduction and conclusion for audience and purpose 	<p>The speech provides thorough and convincing support/evidence for the writer’s controlling idea, opinion, or claim that includes the effective use of sources, facts, and details:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated and relevant 	<p>The speech clearly and effectively expresses ideas:</p> <ul style="list-style-type: none"> use of precise language (including academic and domain-specific language) consistent use of syntax and discourse appropriate to the audience and purpose 	<p>The speech is clearly and smoothly presented:</p> <ul style="list-style-type: none"> use of effective eye contact and volume with clear pronunciation understandable pace adapted to the audience consistently aware of audience’s engagement use of strong visual/graphics/audio enhancements, when appropriate, to effectively clarify message.

<p>3</p>	<p>The speech is adequately and generally focused:</p> <ul style="list-style-type: none"> controlling idea, opinion, or claim is clear and for the most part maintained though some loosely related material may be present some context for the controlling idea, opinion, or claim 	<p>The speech has an evident organizational structure and a sense of completeness, though some ideas may be loosely connected:</p> <ul style="list-style-type: none"> adequate use of transitional strategies with some variety ideas progress from beginning to end introduction and conclusion are adequate adequate, if slightly inconsistent, connection among ideas 	<p>The speech provides adequate support/evidence for the writer’s controlling idea, opinion, or claim that includes the use of sources, facts, and details:</p> <ul style="list-style-type: none"> some evidence from sources is smoothly integrated though may be general or imprecise 	<p>The speech adequately expresses ideas employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> use of academic and domain-specific language is adequate, use of syntax and discourse generally appropriate to the audience and purpose; 	<p>The speech is adequately presented with minor flaws:</p> <ul style="list-style-type: none"> appropriate use of eye contact, volume, and pronunciation generally understandable pace adapted to the audience sufficiently aware of audience’s engagement sufficient use of visual/graphics/audio enhancements, when appropriate, to clarify message
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<p>2</p>	<p>The speech is somewhat unclear and unfocused:</p> <ul style="list-style-type: none"> controlling idea, opinion, or claim is for the most part maintained though there may be a minor drift controlling idea, opinion, or claim may be lacking an appropriate context 	<p>The speech has an inconsistent organizational structure:</p> <ul style="list-style-type: none"> inconsistent use of transitional strategies with little variety ideas progress unevenly from beginning to end introduction and conclusion, if present, may be weak weak connection among ideas 	<p>The speech provides uneven, cursory support/evidence for the writer’s controlling idea, opinion, or claim that includes partial or superficial use of sources, facts, and details:</p> <ul style="list-style-type: none"> evidence from sources is weakly integrated 	<p>The speech inconsistently expresses ideas employing simplistic language:</p> <ul style="list-style-type: none"> insufficient use of academic and domain-specific language use of syntax and discourse may at times be inappropriate to the audience and purpose 	<p>The speech is unevenly presented with evident flaws :</p> <ul style="list-style-type: none"> inconsistent use of eye contact, volume, and pronunciation pace partially adapted to the audience partially aware of audience’s engagement sufficient use of visual/graphics/ audio enhancements, when appropriate, to clarify message
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<p>1</p>	<p>The speech is unclear and unfocused:</p> <ul style="list-style-type: none"> controlling idea, opinion, or claim may have a major drift controlling idea, opinion, or claim may be confusing or ambiguous 	<p>The speech has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> few or no transitional strategies are evident frequent extraneous ideas may intrude 	<p>The speech provides minimal support/evidence for the writer’s controlling idea, opinion, or claim that includes little or no use of sources, facts, or details:</p> <ul style="list-style-type: none"> evidence from sources is minimal, absent, in error, or irrelevant 	<p>The speech expresses vague ideas, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> uses limited language or domain-specific vocabulary rudimentary use of syntax and discourse inappropriate for the audience and purpose 	<p>The speech is presented with serious flaws that obscure meaning:</p> <ul style="list-style-type: none"> infrequent eye contact, and inappropriate volume and pronunciation pace not adapted to the audience little or no sense of audience’s engagement little or no visual/graphics/audio enhancements to clarify message
<p>0</p>	<p>A speech gets no credit if it provides no evidence of the ability to {fill in with key language from the intended target}.</p>				