

COMMON CORE

State Standards

8th Grade

ELA Exemplar Performance Task

SAMPLER

ENGLISH LANGUAGE ARTS



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INTRODUCTION

The Common Core Institute is pleased to provide student **Performance Task Items** and the resource of **Online Planning Coach Modules** for teachers as they plan their units and/or lessons leading up to the performance tasks. The **Performance Task Items** have been created for English Language Arts (ELA) for grades 3-8, as well as for the following secondary courses: English I, English II, and English III. **Performance Task Items** are aligned to the Common Core State Standards and focus on priorities and critical areas. These resources, designed by educators, for educators, can be used district-wide, school-wide or by teachers in individual classrooms.

The purpose of the **Performance Task Items** is to provide insight into how deeply a particular student understands the expectations embedded within one or more standard. Each task presents students with a complex, real-world challenge in which the scenario, role, process and product are authentic. Students must then demonstrate that they have the skills and knowledge necessary to complete the task.

The intent of this resource is not so much to be utilized as a summative assessment, but to help you as an educator plan backwards for student success. These resources help you plan instruction purposefully and design student tasks/experiences that require higher levels of cognitive demand to address the rigor and depth of knowledge required for students to be college and career ready.

Understanding the Organization and Structure of the Resources

The **Performance Task Items Resource Package** contains the performance task for that grade level or course, a rubric for scoring, sample questions or articles, and an accompanying **Online Planning Coach Module** to use as you serve as “coach” as you plan units/lessons. We highly suggest that you view the **Performance Task Introduction Module** to learn the purpose of performance tasks, how they differ from other assessments, and how performance tasks can drive instruction in your classroom. Next, if you want to view the **Online Planning Coach Module** for your specific grade/course, the **Online Planning Coach Module** walks you through the specific performance task including the rubric for scoring, and offers helpful hints and tips to help you plan your unit/lesson leading up to the administration of the performance task, including common student misconceptions. Since the suggested purpose of the performance task items is to be used as a formative assessment, the information collected from the rubrics provides critical data to guide and scaffold instruction as you differentiate student experiences.

PERFORMANCE TASK PLANNING GUIDE

Performance Task Item: Women in Combat

(Approximately 2-3 Class Periods to Complete)

TASK OVERVIEW/PURPOSE

Core Ideas:

- Students will cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will determine a central idea of a text and analyze how the idea is developed over the course of a text, including the relationship to supporting ideas.
- Students will write arguments to support claims with clear reasons and relevant evidence.

Assessment Target:

- Use of Argumentative Writing Rubric to assess how well students presented an argument while including clear reasons and relevant textual evidence.

ATOS or Lexile Levels:

- Timeline: Restrictions on Women in the Military – level because
- Biography of Deborah Sampson ATOS 9.9
- NY Times: “Should Women Be Allowed to Fight in the Front Lines Alongside Men?” ATOS 12.6
- Scholastic Upfront Magazine for Teens: “Should Women Be Allowed in Combat?” ATOS 11.7

COMMON CORE STATE STANDARDS

Anchor Standards:

- CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCRA.P.2: Determine central ideas or themes of a text and analyze their development; summarize the supporting details and ideas.
- CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Content Standards:

- RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- W.8.1: Write arguments to support claims with clear reasons and relevant evidence.

IDEAS FOR PLANNING & SCAFFOLDING

- Chunking the text
- Annotating the text while reading
- Chunking the writing task
- Using visual aids or graphic organizers to help students understand the text and organize thoughts

PERFORMANCE TASK PLANNING GUIDE

- Reading the passage aloud before students read independently
- Providing an audio or video recording.
- Providing opportunities for student accountable talk, in which students use textual evidence and academic vocabulary
- Modeling visible thinking through Teacher Think-Alouds
- Using shared reading with a partner as a strategy for struggling readers
- Pre-teaching vocabulary or concepts prior to introduction to whole class

QUESTIONS FOR REFLECTION

For Teacher:

- What connections was I able to make prior to learning?
- What questions did I ask that clarified a student's thinking?

For Students:

- What was especially satisfying to you about either the process or the finished product?
- What did this process or finished product reveal about you as a learner?
- What's the one thing that you have seen in your classmates' work or process that you would like to try next?

IDEAS FOR EXTENDED LEARNING

- Why do you think lifting the official ban on women in combat is still important for many people? Research and create a class presentation.

MATERIALS/RESOURCES

- Timeline: Restriction on Women in the Military
- Biography: Deborah Sampson
- New York Times article: "Should Women Be Allowed to Fight on the Front Lines Alongside Men?"
- Scholastic article: "Should Women Be Allowed in Combat?"
- Graphic Organizer: Tree Map, Circle Map, Controversial Issue Organizer

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Name: _____

Women in Combat

Part A:

Review the timeline: Restrictions on Women in the Military.

Using the Tree Map graphic organizer, take notes from the information presented in the timeline to understand the key milestones in the military's gradual lifting of restrictions on women in combat. After reading and note taking, respond to the following questions using evidence from this timeline and text.

<http://www.usatoday.com/story/news/nation/2013/01/23/women-combat-pentagon-restrictions/1860269/>

1. According to the information provided in the timeline, how have women supported the military in times of war? Use evidence from the text and timeline to support your response.

2. How does the inconsistency in defining "combat mission" impact the roles and contributions of women in the military? Use evidence to justify your response.

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Part B:

Read the real life biography of Deborah Sampson. Use evidence from the text to answer the following questions:

3. Describe some of the challenges Deborah faced in the Revolutionary War. Use evidence from the text to support your response.

4. Would you consider Deborah a "hero" or "soldier" for any of her actions? Use evidence from the text to support your response.

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5. What does Deborah's removal of the musket ball from her leg reveal about her character? Use evidence from the text to respond.

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Part C:

You've been asked to serve on the school board. In your first debate you've been given the topic of whether or not women should be allowed to serve in combat.

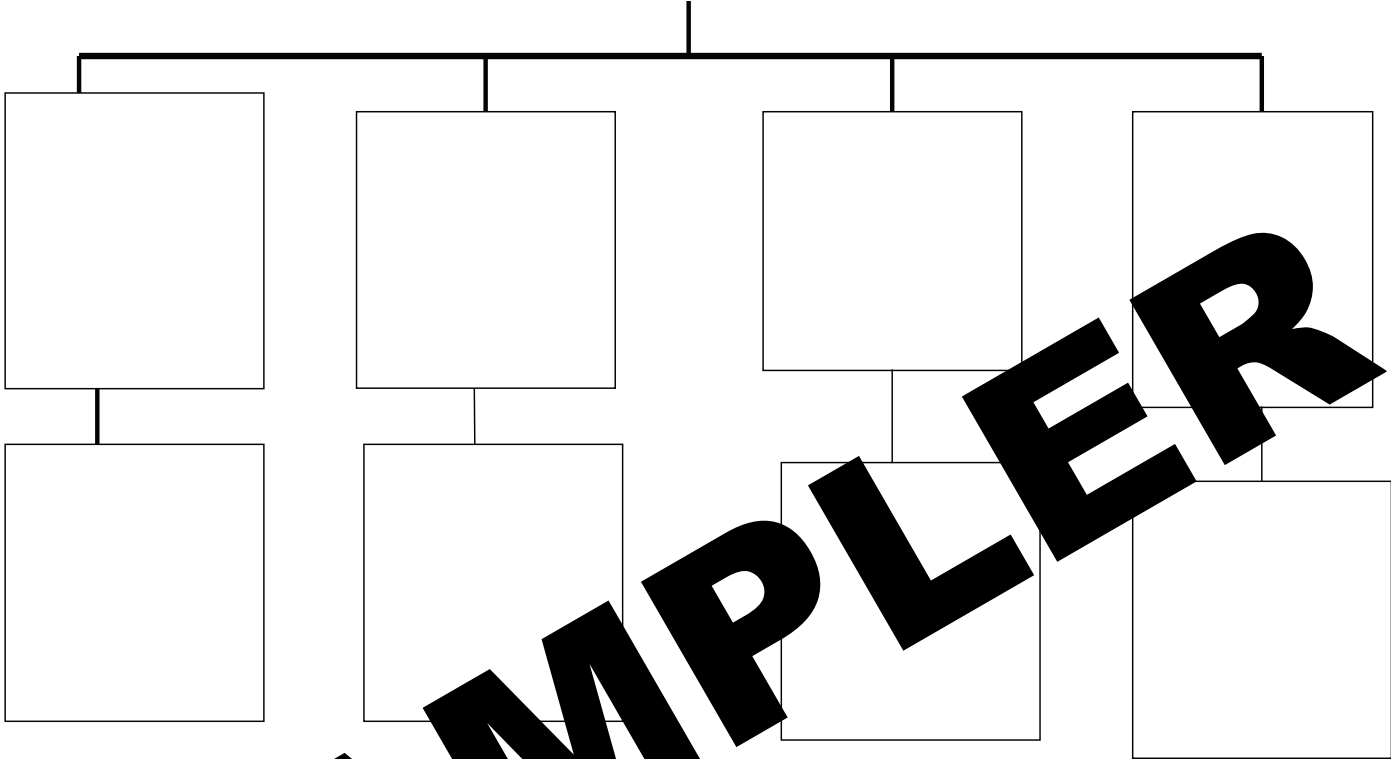
In order to prepare for your debate, use the evidence from the following sites to think about the pros and cons of women serving in combat. (A strong argument, and the claims within it, should be based on solid reasons and clearly supporting evidence.)

http://learningblogs.foxnews.com/2013/01/24/should-women-be-allowed-to-fight-on-the-front-lines-alongside-men/?_r=1
<http://teacher.scholastic.com/scholasticnews/indepth/upfront/debate/index.asp?article=0905>

Next, choose a side. Be sure to include ideas and evidence from these documents to build your own persuasive argument. Be prepared to share your findings in a class presentation.

Name: _____

Restrictions on Women in the Military



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Real Life Biography of Deborah Sampson

Deborah Sampson (1760-1827)

Deborah Sampson rebelled against the British and society by dressing as a man and fighting in the Revolutionary War for eighteen months under the guise of “Robert Shurtlif” or “Shirtlieff.”

Deborah Sampson was born on December 17, 1760, and, except for her military service, lived her entire life around the inland towns of Massachusetts’ south shore. She was one of seven children born to Jonathan and Deborah Bradford Sampson, who were direct Mayflower descendants. Deborah Sampson’s father disappeared on an alleged trip to England. It was thought that he had been lost at sea, but the family later learned that he had abandoned them and moved to Maine.

Sampson’s mother could not provide for all of the children, so she sent some of them away to live with friends and family. At about the age of ten, Deborah was sent to be an indentured servant, a common practice at that time. Her conditions were not severe, and she attended school in the winter. In the summer, she did a lot of manual labor, including hard farm work. Though she didn’t know it at the time, this work helped to build up her muscles in preparation for her service during the Revolutionary War.

When her servitude ended in 1779, Sampson became a schoolteacher in Middleborough, an inland Massachusetts town. Exactly how long she taught is unclear, but Sampson felt she had a duty to her country and decided to join in the fight for Independence. She dressed herself in men’s clothing, cut off her hair, and wrapped her chest in order to disguise herself as a man. Some sources say that Sampson first signed up to join the militia as “Timothy Thayer” of Middleborough, but that she did not report to duty the next day. Whether she was having second thoughts or she felt that her identity was compromised cannot be determined, but Sampson did not return for the rest of the war. On May 20, 1782, she signed up for duty as Robert Shurtliff. She received a pension from Master Noah Taft for signing up in Wochester and promptly left for duty. Shurtliff is listed in Massachusetts’s records.

Seven months prior to her enlistment, the British surrendered at Yorktown, Virginia, and the October 1781 battle was the last large-scale one. Guerilla warfare continued, however, and Sampson’s unit, the Fourth Massachusetts Regiment, fought several small battles in upstate New York, especially near West Point and Tarrytown. Sampson proved quite skillful, yet despite her ability in these hand-to-hand skirmishes, she was wounded. In one skirmish, she received a head injury from a saber and was hit with a musket ball in the upper thigh. She received medical attention for the head wound, but did not inform the doctor of her thigh wound for fear that her identity would be discovered. After leaving the hospital, Sampson bravely removed the musket ball herself and went on fighting.

At one point, Sampson’s unit encountered another American unit headed by Colonel Ebenezer Sproat. Sampson had spent time spinning and weaving in a tavern that Colonel Sproat’s father owned. She was nervous that he would recognize her, but her disguise was so good that he did not. None of the other soldiers suspected that she was a woman. Many of them would tease Sampson and call her “Molly” because she had no facial hair, but they thought she was a young boy, which explained the lack of facial hair.

Sampson was one of the special soldiers selected to go to Philadelphia to defend Congress from soldiers who were upset that they had not been paid at the war's end. During this time, she grew sick and became unconscious due to a head fever. The nurse thought that Sampson was dead and went to retrieve the doctor. While searching for a heartbeat the doctor felt the wraps around Sampson's chest and unwrapped them to inspect what he thought was an injury. To his surprise he found that his patient was actually a woman. Dr. Barnabus Binney decided to take her home to give her better care without revealing her identity.

Dr. Binney kept her secret, and Sampson returned with her regiment to New York. There General Henry Knox (who would become the nation's first Secretary of War) honorably discharged her as "Shurtleff" at West Point on October 25, 1783.

Meanwhile, in Middleborough, Massachusetts, her hometown, Sampson was the talk of the town. Rumors had been spread and there was heavy suspicion that she had dressed in men's clothes and enlisted in the army. In fact, in her absence, she was excommunicated from the First Baptist Church of Middleborough for this very reason. Sampson had stayed in Massachusetts with her regiment and the town's suspicions were never proven.

Sampson went to the home of her aunt, Alice Youngs, in Weymouth, Massachusetts. Still dressing in men's clothes, she was able to convince her neighbors that she was her brother, Ephraim, who was also a soldier during the revolution.

She did not begin dressing like a woman again until she met Benjamin Gannet, a local farmer. They were married on April 17, 1784. The couple had three children, Earl Bradford, Mary and Patience. They even adopted a daughter, Susanna Baker Shepard.

Deborah Sampson was recognized by Massachusetts less than a decade after the war was over. On January 19, 1792, she was awarded 34 pounds, which included the interest accumulated since her 1783 discharge. A document praising her service was sent with the pension. The document stated "that the said Deborah Sampson exhibited an extraordinary instance of feminine heroism by discharging the duties of a faithful, gallant soldier, and at the same time preserving the virtue and chastity of her sex unsuspected and unblemished and was discharged from the service with a fair and honorable character." It was signed by John Hancock.

The authenticity of her service was further attested to by Paul Revere in 1804, when he wrote a letter to Congress on her behalf. As a result, Sampson received a US pension. More strikingly, her husband sought pension rights when he became a widower after her death at age sixty-six. He died the

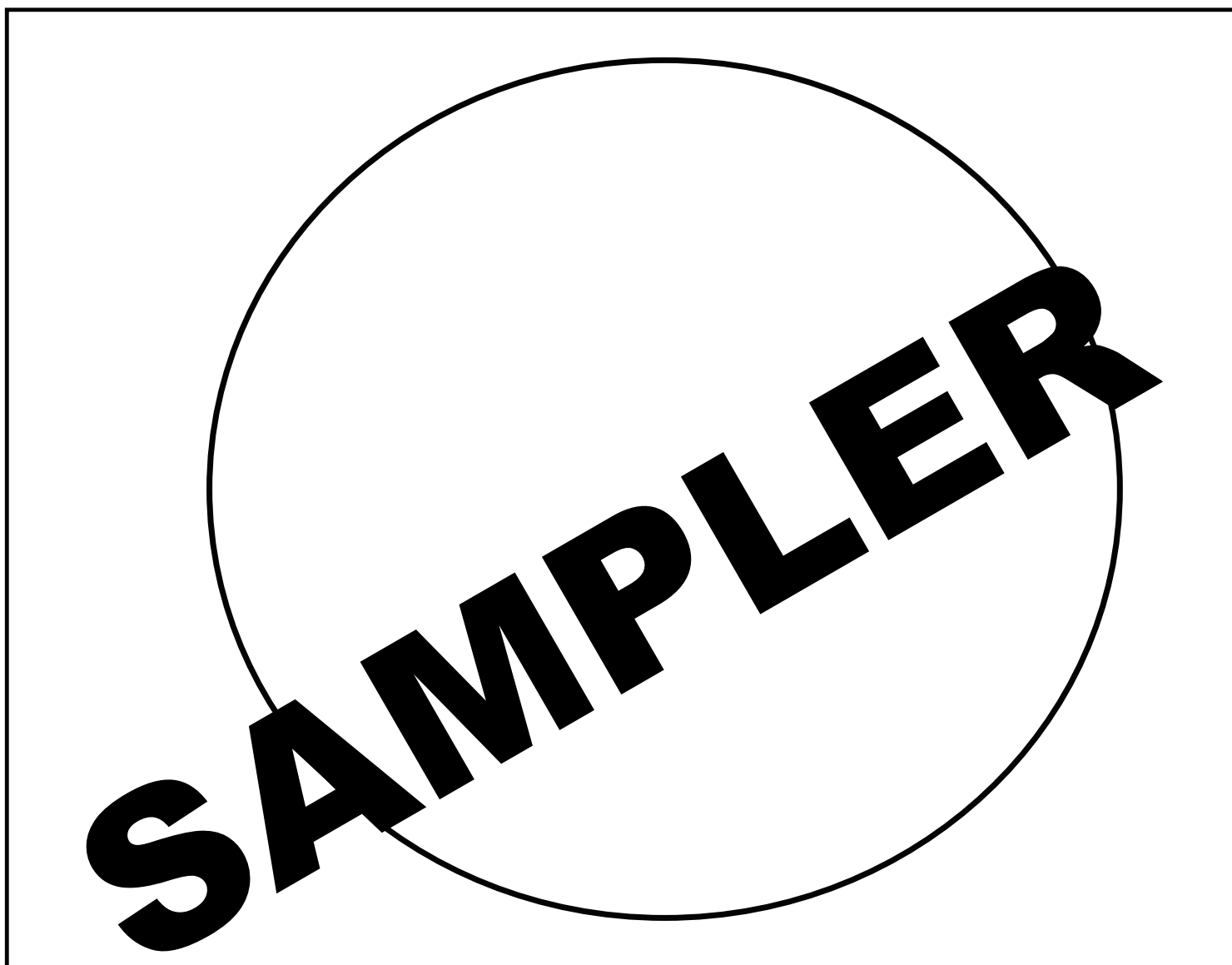
year prior to an 1838 Congressional Act, in which their children received retroactive payment based on their mother's military service.

The decade after the Revolution, however, was one of serious economic turbulence, and in order to help ease her family's financial burdens, Deborah Sampson Gannet became one of the first female lecturers. She visited places such as Providence, Rhode Island, New York, and many Massachusetts cities as "The American Heroine." She began her lecture tour dressed as a woman and later changed into her uniform and demonstrated a soldier's routine.

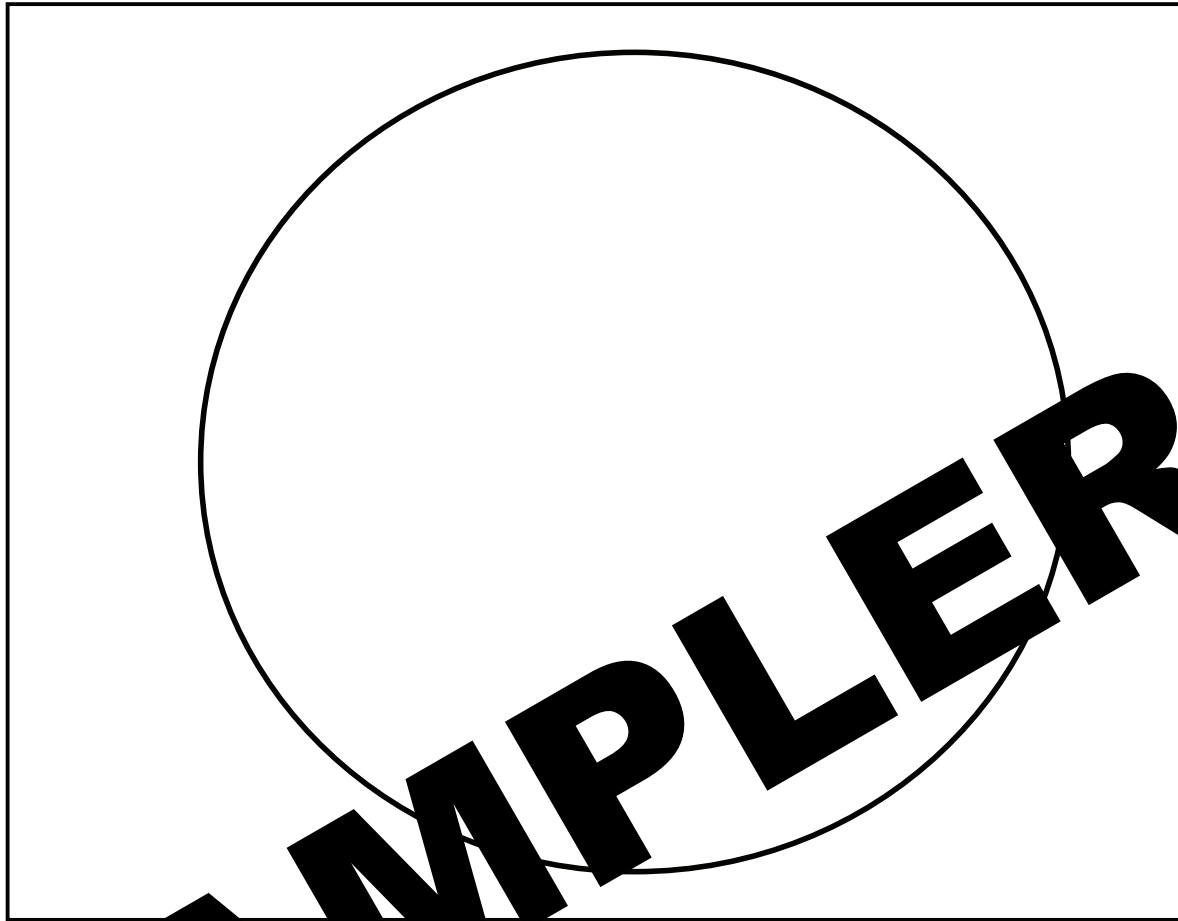
In 1813 her son married and built a beautiful mansion in Sharon, Massachusetts, where Sampson spent her final years. The mansion still stands at 300 East Street. Sampson died there on April 9, 1836.

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Circle Map



Circle Map



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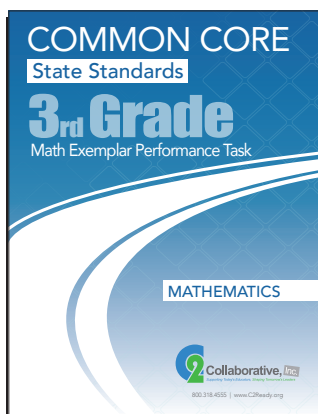
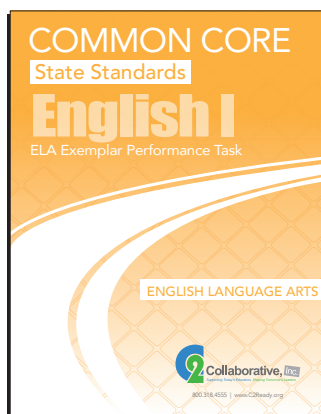
PERFORMANCE TASK SCORING RUBRIC

Description	4	3	2	1
Focus	<ul style="list-style-type: none"> <input type="checkbox"/> Introduces precise claim <input type="checkbox"/> Takes an identifiable position 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduces an arguable claim <input type="checkbox"/> Takes a position 	<ul style="list-style-type: none"> <input type="checkbox"/> Unclear or emerging claim <input type="checkbox"/> Suggests a vague position 	<ul style="list-style-type: none"> <input type="checkbox"/> Unidentifiable claim <input type="checkbox"/> Vague or no position
Evidence	<ul style="list-style-type: none"> <input type="checkbox"/> Provides sufficient and relevant data and evidence <input type="checkbox"/> Effectively integrates and cites credible sources and/or text evidence <input type="checkbox"/> Convincingly refutes specific counterclaim(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides sufficient data and evidence to support the claim <input type="checkbox"/> Effectively integrates or cites adequate sources and/or text evidence <input type="checkbox"/> Competently refutes counterclaim(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides data and evidence that attempts to support the claim <input type="checkbox"/> Incorrectly integrates or cites sources and/or text evidence that may not be credible <input type="checkbox"/> Acknowledges minimally opposing claim(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides little or no evidence to support the claim <input type="checkbox"/> Does not use or cite sources and/or text evidence <input type="checkbox"/> Fails to acknowledge opposing claim(s)
Analysis	<ul style="list-style-type: none"> <input type="checkbox"/> Shows insightful understanding of topic or text(s) <input type="checkbox"/> Uses persuasive and valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> Shows competent understanding of topic or text(s) <input type="checkbox"/> Uses valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> Shows limited and/or flawed understanding of topic or text(s) <input type="checkbox"/> Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> Shows inaccurate or no understanding of topic or text(s) <input type="checkbox"/> Reasoning is missing or does not connect evidence with claim(s)
Organization	<ul style="list-style-type: none"> <input type="checkbox"/> Succinctly orients reader to topic(s) in introduction <input type="checkbox"/> The body paragraphs develop claim(s) with relevant body paragraphs <input type="checkbox"/> Provides a reflective conclusion which draws from and supports claim(s) <input type="checkbox"/> Creates cohesion through skillful use of transition/linking words, phrases, and clauses within and between paragraphs <input type="checkbox"/> Includes purposeful and logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> <input type="checkbox"/> Succinctly orients reader to topic(s) in introduction <input type="checkbox"/> Develops claim(s) with relevant body paragraphs <input type="checkbox"/> Provides a conclusion that follows from and supports claim(s) <input type="checkbox"/> Creates cohesion through transition/linking words, phrases, and clauses within and between paragraphs <input type="checkbox"/> Includes logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> <input type="checkbox"/> Inadequately orients reader to topic(s) in introduction <input type="checkbox"/> Inadequately develops claim(s) with minimal body paragraphs <input type="checkbox"/> Provides a conclusion which repetitively or partially supports claim(s) <input type="checkbox"/> Uses limited and/or inappropriate transition/linking words, phrases, or clauses <input type="checkbox"/> Includes uneven progression of ideas from beginning to end 	<ul style="list-style-type: none"> <input type="checkbox"/> Fails to orient reader to topic(s) in introduction or introduction is missing <input type="checkbox"/> Fails to develop claim(s) with body paragraphs <input type="checkbox"/> Omits conclusion <input type="checkbox"/> Uses few to no transition/linking words, phrases, or clauses <input type="checkbox"/> Includes little or no discernible organization of ideas

SAMPLE

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C2Collaborative, Inc. provides the following materials for enhanced classroom instruction aligned to meet the needs of 21st Century learners.



ELA & Math Exemplar Performance Tasks Grades 3 and Up

This teacher-friendly tool is designed for both instruction and formative assessment.

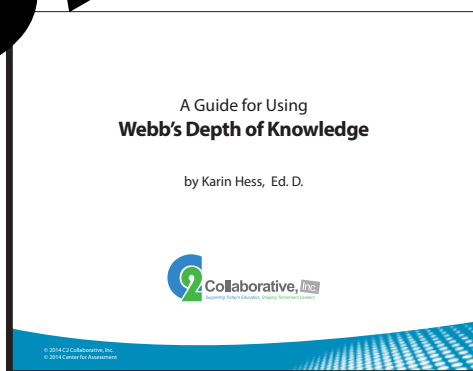
Performance Tasks can provide insight into how deeply a particular student understands the expectations embedded within one or more standard.

Common Core State Standards Deconstructed for Classroom Impact Available for ELA & Math, K-12

Plan instruction with everything you need at your fingertips: Learning Progressions, Big Ideas, Essential Questions, Deconstruction of Standards, Depth of Knowledge and more!



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A Guide for Using Webb's Depth of Knowledge

An indispensable spiral-bound resource printed on glossy card stock for ensuring assessment, instructional activities, and standards are all aligned by the level of cognitive demand.

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