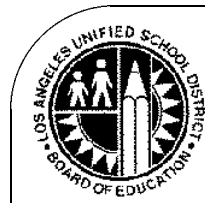


**English
Language
Arts**

GRADE

5

Performance Assignment



**Los Angeles
Unified
School District**

2001

Overview

In the Grade Five English-Language Arts performance assignment, students demonstrate important knowledge and skills identified in the *English-Language Arts Content Standards for California Public Schools* (1998).

This booklet contains the following: the performance assignment task, standards assessed by the performance assignment, guidelines for administering the performance assignment, and a rubric.

The Assignment

This is the Grade Five performance assignment task that your students will complete:

Imagine you are in a class where the teacher has asked each student to write down an idea for a class field trip. The teacher would like to compare all the ideas and choose the best one.

Think of a good place for your class to visit. This may be a place you have already visited or would like to visit. Write a persuasive essay that explains why the place you are writing about is the best choice for a class trip. Describe what you will do on the field trip and what your class will learn. Be sure to describe and explain everything clearly so that the teacher understands why you chose that place.

This prompt can also be found, enlarged for copying purposes, on page 6 of this booklet.

<p>Standards</p>	<p>All performance assignments are based on the <i>English-Language Arts Content Standards for California Public Schools</i> (1998). The specific state standards assessed by this Grade Five performance assignment are:</p>
<p>Writing</p>	<p>1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose.</p> <p>2.0 Writing Applications Using the writing strategies of grade five outlined in Writing Standard 1.0, students:</p> <p>2.4 Write persuasive letters or compositions:</p> <ul style="list-style-type: none"> a State a clear position in support of a proposal. b Support a position with relevant evidence. c Follow a simple organizational pattern.
<p>Written and Oral English Language Conventions</p>	<p>1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.</p>

Guidelines for Administering the Performance Assignment

Time Frame

You will receive directions from your school's Standards-Based Assessment Coordinator on the range of dates during the second semester when you may administer the performance assignment. This performance assignment should take approximately 2-3 hours over a one-week period.

Teacher Role

Introducing the Assignment

Prior to beginning the performance assignment, you should implement the following steps using teaching techniques you have found to be effective for your students:

- Explain the assignment (task requirements and duration).
- Distribute or display the prompt (overhead transparency, blackboard, or as a handout).
- Read the prompt aloud and explain it to your students. You can rephrase the prompt to make sure your students understand it.
- Distribute or display the rubric.
- Read the rubric aloud and explain it to your students.
- Assist your students in selecting an appropriate trip by asking questions about what makes a good place to visit and what they think students would do and learn. You can suggest that students consider counterarguments that they would need to address.
- Have your students engage in prewriting activities such as brainstorming, clustering, and outlining.

<p>Administering the Assignment</p>	<p>During the 2-3 hours of the performance assignment, your students should complete the following activities:</p> <ul style="list-style-type: none"> • Step A: Write a rough draft. • Step B: Revise and edit the draft. • Step C: Write a final copy of the composition. <p>The following guidelines should be observed during the administration of the performance assignment:</p> <ul style="list-style-type: none"> • Students should do their own writing, revising, and editing for this assignment. • All writing directly related to the performance assignment must take place in the classroom. Students should not take home drafts to work on outside of the classroom. • You may not rewrite sentences or paragraphs, or provide editorial corrections for individual students. In addition, you may not directly indicate to students any specific changes that should be made on their papers. • You should provide additional feedback and/or accommodations for students with disabilities, as determined by their IEPs.
<p>Task Requirements</p>	<p>Each student must submit all prewriting materials (for example, graphic organizers and outlines), rough draft, and final copy. Only the final copy, however, will be scored using the rubric in this booklet.</p>
<p>Scoring</p>	<p>This performance assignment will be scored using the rubric found on page 7 of this booklet. Papers from students with disabilities will be scored using the same rubric. All scores will be reported to LAUSD. For your own purposes, you may also score student papers on other qualities not emphasized in the performance assignment rubric. These additional scores can be counted in your classroom grades.</p>
<p>Further Information</p>	<p>LAUSD will provide detailed information on the role of the performance assignments in the promotion policy plan, how and when the performance assignments will be scheduled, and the overall scoring plan. LAUSD will also provide information on accommodating students with disabilities.</p>

The Assignment

Imagine you are in a class where the teacher has asked each student to write down an idea for a class field trip. The teacher would like to compare all the ideas and choose the best one.

Think of a good place for your class to visit. This may be a place you have already visited or would like to visit. Write a persuasive essay that explains why the place you are writing about is the best choice for a class trip. Describe what you will do on the field trip and what your class will learn. Be sure to describe and explain everything clearly so that the teacher understands why you chose that place.

**Performance
Assignment
Rubric**

SCORE
4

Advanced

- The response demonstrates well-developed persuasive composition skills. [W 1.0, W 2.4]¹
- Statements about the trip and what the class will do and learn are clear. [W 1.0, W 2.4a]
- Ideas are logically organized. [W 2.4c]
- The argument is well supported or explained with relevant and convincing evidence. [W 2.4b]
- The response demonstrates a well-developed command of standard English conventions. [C 1.0]

SCORE
3

Proficient

- The response demonstrates solid persuasive composition skills.
- Most statements about the trip and what the class will do and learn are clear.
- Most ideas are logically organized.
- The argument is generally supported or explained with evidence.
- The response demonstrates a solid command of standard English conventions.

SCORE
2

**Partially
Proficient**

- The response demonstrates some persuasive composition skills.
- Some statements about the trip and what the class will do and learn are clear.
- Some ideas are logically organized.
- The argument is partially supported or explained; some evidence may not be relevant or convincing.
- The response demonstrates some command of standard English conventions.

SCORE
1

Not Proficient

- The response demonstrates little or no knowledge of persuasive composition skills.
- The trip and what the class will do and learn are not described, or statements are unclear.
- Ideas are not logically organized.
- The argument is not supported or explained; supporting evidence is not presented.
- The response demonstrates little or no command of standard English conventions.

¹ The specific state standards assessed by this Grade Five performance assignment:
W = Writing C = Written and Oral English Language Conventions

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