

<p><b>READING Claim # 1</b> – Students can read closely and critically to comprehend a range of increasingly complex literary and informational texts.</p> <p><b>LANGUAGE Claim #5</b> - Students can use oral and written language skillfully across a range of literacy tasks.</p>
<p><b>Title of Performance Task:</b> Reading to Understand and Learn: On Individual Responsibility</p> <p><b>Grade Level:</b> 8</p> <p><b>Task Source:</b> Adapted from the Literacy Design Collaborative/National Paideia Center adapted task (A Gates Foundation Project) <i>with samples of technology-enhanced items</i></p>
<p><b>How these texts and items address the “sufficient evidence” for this claim:</b></p> <p>In order to complete the assessment, students must:</p> <ol style="list-style-type: none"> <li>1. Answer comprehension questions about each text</li> <li>2. Read both literary and informational passages of varying difficulty to apply reasoning and textual evidence to justify interpretation of theme across texts.</li> <li>3. Cite relevant information from sources to demonstrate understanding and answer questions about theme</li> </ol>
<p><b>Intended Depth of Knowledge Level: DOK 2 (summarize key ideas); DOK 3 (analyzing one text using supporting evidence; DOK 4 (if analyzing multiple texts using supporting evidence)</b></p>
<p><b>Scoring Focus/Reporting Categories (see page 16)</b></p> <ul style="list-style-type: none"> <li>• <b>Claim 1</b> <ul style="list-style-type: none"> <li>○ Comprehension of Literary Texts</li> <li>○ Comprehension of Informational Texts</li> <li>○ Analysis and Synthesis of Literary Texts</li> <li>○ Analysis and Synthesis of Informational Texts</li> </ul> </li> <li>• <b>Claim 5</b> <ul style="list-style-type: none"> <li>○ Understand &amp; Apply Oral &amp; Written Language</li> </ul> </li> </ul>
<p><b>Standards Assessed with these Texts</b></p> <p><b>Reading Standards:</b></p> <p>RL.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.</p> <p>RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>RI.8.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.8.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.8.4, RI.8.4, &amp; L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p><b>Reading Texts:</b> Short Passages from <i>The Meditations</i> by Marcus Aurelius, “Compassion and the World” by H.H. the Fourteenth Dalai Lama, <i>Meditation XVII</i> by John Donne, and an article and graph on the 2010 Gulf oil spill.</p>
<p><b>Task Summary:</b> This is an example of what a student might be asked to do as part of the CAT</p>

assessment for reading, using several different short passages. Students read and answer comprehension questions related to each of the passages and also answer questions related to language use. Then analysis questions about theme, using one or more passages with supporting evidence are presented.

The texts for this reading testlet were chosen because they each comment on the role of the individual and responsibility, thus providing opportunities for assessing multiple texts with common themes. Students analyze each text for literal and interpretive meanings in response to a set of questions in the testlet.

- Students read literary passages and an informational article about an oil spill
- Students answer selected response questions related to each passage and open-ended questions that relate to the theme of individual responsibility across multiple texts.

**Sampling of selected response and constructed response questions (this is not a complete set of CAT items, but examples of possible item types for each assessment target)**

**Assessment Target 1 – selected response using a conventional multiple choice item**

1. In “Mediation XVII,” which phrase best supports the idea that all people are connected?

- A. “If a clod be washed away by the sea”
- B. “Europe is the less”
- C. “As well as if a man of thy friend’s”
- D. “Any man’s death diminishes me”\*

**Assessment Target 2 – short constructed response using a drag and drop feature**

2. Below is information from the passage, “The Meditations.” Organize the information by moving each phrase from the passage into the proper section of the table: central idea, supporting details, and a comparison used to make a point.

It was Zeus who framed society,

When a man separates himself from his neighbor, he becomes cut off from society.

Branches grow first on a tree, just as people grow first in society.

Often separation from society and others occurs.

Central Idea	
Supporting detail	
Supporting detail	
Comparison used to make a point	

**Assessment Target 8 – multiple selected response item (more than one correct response can be selected)**

3. **Compassion** is defined as: sympathy for the suffering of others, often including a desire to help.

In paragraph 4 of “Compassion and the World,” H.H. the Fourteenth Dalai Lama states that the “key to a

happier and more successful world is the growth of compassion.” Click which actions from the passage are examples of “growth of compassion.”

- ☐ Having a need for love
- ☐ Viewing others as a brother or sister
- ☐ Meeting a new face
- ☐ Dressing differently than others
- ☐ Treating others as an old friend
- ☐ Lacking a specific ideology

**Assessment Target 9 – short constructed response using a drag and drop feature**

4. Below are the events from “To the Rescue of Birds in Oil Spill: A Fifth-Grader.” Place the events in order in which they occurred.

Donations are used to move birds to Florida.

Olivia limits her drawings to 500.

CNN and BBC feature Olivia’s story in the news.

11,000 fans join Olivia’s Facebook page.

Olivia talks to her grandparents about the oil spill in the Gulf of Mexico.

Olivia sends a letter and drawing of a cardinal to the Audubon Society.

The sequence of events from “To the Rescue of Birds in Oil Spill: A Fifth-Grader”
1.
2.
3.
4.
5.
6.

*Constructed response examples:*

**Assessment Target 4**

5. Explain how the first person point of view in “Compassion and the World” influences the reader’s

impression of the author. Use evidence from the passage to support your response.

**Assessment Target 5**

6. The author of “Meditation XVII” and the author of “The Meditations” suggest that each individual is an import part of society. Show how this idea is developed in those passages and also illustrated in the article “To the Rescue of Birds in Oil Spill: A Fifth Grader.” Use evidence from the passages to support your response.

**Assessment Target 7**

7. In “The Meditations,” the author uses symbolism with the information about the branch and tree. Analyze the meaning of the symbolism and the author’s purpose for using it. Use evidence from the passage to support your response.

**4 TEXTS with a common theme – a short introduction would appear with each passage to give some context for when and why each was written**

**Text 1: *Meditation XVII* by John Donne**

No man is an island, entire of itself; every man is a piece of the continent, a part of the main. If a clod be washed away by the sea, Europe is the less, as well as if a promontory were, as well as if a manor of thy friend's or of thine own were. Any man's death diminishes me, because I am involved in mankind; and therefore never send to know for whom the bell tolls; it tolls for thee.

**Text 2: From *The Meditations* by Marcus Aurelius**

A branch cut off from the adjacent branch must of necessity be cut off from the whole tree also. So too a man when he is separated from another man has fallen off from the whole community. Now as to a branch, another cuts it all, but a man by his own act separates himself from his neighbor when he hates him and turns away from him, and he does not know that he has at the same time cut himself off from the whole social system. Yet he has this privilege certainly from Zeus who framed society, first it is in our power to grow again to that which is near to us, and again to become a part which helps to make up the whole. However, if this kind of separation happens often, it makes it difficult for that which detaches itself to be brought to unity and to be restored to its former condition. Finally, the branch, which from the first grew together with the tree, and has continued to have one life with it, is not like that which after being cut off is then ingrafted, but it is something like what the gardeners mean when they say that it grows with the rest of the tree, but has not the same mind with it.

**Text 3: “Compassion and the World” by H.H. the Fourteenth Dalai Lama**

*Individual happiness can contribute in a profound and effective way to the overall improvement of our entire human community.*

Because we all share an identical need for love, it is possible to feel that anybody we meet, in whatever circumstances, is a brother or sister. No matter how new the face or how different the dress and behavior, there is no significant division between us and other people. It is foolish to dwell on external differences, because our basic natures are the same.

Ultimately, humanity is one and this small planet is our only home. If we are to protect this home of ours, each of us needs to experience a vivid sense of universal altruism. It is only this feeling that can remove the self-centered motives that cause people to deceive and misuse one another. If you have a sincere and open heart, you naturally feel self-worth and confidence, and there is no need to be fearful of others.

I believe that at every level of society—familial, tribal, national and international—the key to a happier and more successful world is the growth of compassion. We do not need to become religious, nor do we need to believe in an ideology. All that is necessary is for each of us to develop our good human qualities.

I try to treat whoever I meet as an old friend. This gives me a genuine feeling of happiness. It is the time to help create a happier world.

**Text 4: “To the Rescue of Birds in Oil Spill: a Fifth-Grader” By Stephanie Steinberg, USA TODAY, June 14, 2010**

Americans nationwide feel helpless when it comes to aiding the birds smothered in oil from the Deepwater Horizon oil spill.

Not 11-year-old Olivia Boulter.

A fifth-grader from Long Island, N.Y., Olivia has raised more than \$70,000 for the National Audubon Society—a non-profit dedicated to bird conservation — by drawing pictures of birds and sending them to people in the USA and abroad in return for a donation.

Olivia has visited the Gulf of Mexico several times, where she has enjoyed fishing and feeding dolphins with her grandfather. After the oil rig explosion, her grandparents in Orange Beach, Ala., called one night and explained how the wildlife are struggling to survive.

Olivia says she "sobbed uncontrollably." But rather than continue to cry, she ran to her room for markers and paper and wrote a letter to the Audubon Society. "It said: 'I want to help, and I want to make a difference and show that the birds are important, and we need to preserve them,' " Olivia says.

The organization liked the drawing of a cardinal Olivia included in the letter and suggested she draw pictures of birds in exchange for donations. Olivia, who aspires to be an ornithologist (a person who studies birds), agreed.

Since she started in mid-May, Olivia has drawn and painted 150 original pieces. People have requested various species, such as the brown pelican, heron and blue jay. Donations have ranged from \$10 to \$250.

AOL also got wind of her Save the Gulf campaign and offered to help by donating \$25,000 and posting Olivia's artwork on its homepage.

After (news media) CNN, BBC and *The Huffington Post* featured her story, requests for drawings flooded in. "My hands were sore by the end of the day," Olivia says.

Her parents spend five hours a day mailing artwork, e-mailing donors and managing the Facebook page that

has more than 11,000 fans.

Olivia's mother, Nadine Boulter, a teacher, says her daughter has proved that you really can do anything.

"I've always told students you can make a difference, and I pretty much believed it," she says. "But now I know it is truly possible."

Drawing is time-consuming, however, and Boulter says she wants her daughter to continue with her saxophone playing and to be able to participate in end-of-the-school-year parties.

As a result, Olivia has been limited to 500 requests for artwork, which have all been filled. Subsequent donors will receive a printed copy of an original piece.

The donations are being used to clean oil-coated birds, transfer them to Florida to be released in safer environments and cover food and motel expenses for volunteers, says National Audubon Society president Frank Gill.

Gill says volunteers have found more than 800 dead birds — most of them pelicans — that have washed up on the Gulf shores. About 200 birds have been found alive. Pelican offspring are in serious trouble because they need to be fed four times a day, but the parents can't catch fish in oily waters, Gill says.

With no signs of the spill stopping, Olivia plans to continue drawing. She says the spill is a "depressing tragedy."

"BP made a huge mistake. ... I want to make up for that mistake," she says. "I want to save those birds that are dying."

Source: [http://www.usatoday.com/LIFE/usaedition/2010-06-15-OliviaBoulter15\\_ST\\_U.htm#](http://www.usatoday.com/LIFE/usaedition/2010-06-15-OliviaBoulter15_ST_U.htm#)