**NH PACE**

**Performance Assessment for Competency Education**

**Performance Task Framework 2015-2016**

This is a detailed NH PACE Performance Task Overview. Additional teacher directions and administration guidelines will be found in addendum documents and in local administration guides.

<table>
<thead>
<tr>
<th>LOCAL TASK</th>
<th>COMMON TASK</th>
<th>In Development</th>
<th>Reviewed #1</th>
<th>Reviewed #2 (NCIEA)</th>
<th>FINAL APPROVED</th>
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<table>
<thead>
<tr>
<th>Performance Task Name</th>
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<tbody>
<tr>
<td>BUILDING BOLD BILLS</td>
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<table>
<thead>
<tr>
<th>Content Area</th>
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<tbody>
<tr>
<td>ELA</td>
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<table>
<thead>
<tr>
<th>Grade-Level</th>
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<tbody>
<tr>
<td>Grade 4</td>
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<table>
<thead>
<tr>
<th>NH State Model Competencies: Task Targets</th>
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<tbody>
<tr>
<td>Writing Arguments Competency: Students will demonstrate the ability to analyze and critique texts or topics and support claims and reasoning with sufficient evidence for intended purpose and audience.</td>
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<table>
<thead>
<tr>
<th>Contributing Author(s)</th>
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<tbody>
<tr>
<td>Kathleen McLaughlin, Nels Tocker, Jillian Zeeben</td>
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<tr>
<th>Performance Task Description</th>
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<tr>
<td>Describe the performance task in detail, specifying the context for the task, the anticipated student activities, products and/or presentation and resources, texts, scaffolding, and materials needed. What will the students be asked to do, to produce, and through what actions will they demonstrate mastery of the target competencies? Refer to the NH PACE Accommodations and ELL Guidelines in ensuring that the construction of the task leads to activities that are accessible to all students.</td>
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</table>

**Building Bold Bills**

Students take on the role of senators and work with a partner to draft a bill to make a change in their state. They conduct research to gather support for their argument as well as researching counter-arguments to represent opposing viewpoints. Students then individually draft an essay (their “committee report”) to support their argument. Finally the partners present the bill to the class (“the senate”) for a vote.

The bill form and bill testimony are done in committees, so these are assessed by group achievement. The committee report is the argumentative writing PACE component and is completed by individuals and assessed individually.

This should take place after students learn about NH government. Students should also be familiar with citing a source and searching online for sources. Conventions and general opinion writing should also be covered prior to giving the task.

2015-16 ELA NHPACE ASSESSMENT
<table>
<thead>
<tr>
<th>Standards Addressed in the Performance Task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Source of Standards:</strong> List the document(s) from which the standards are drawn (e.g., CCSS, NH State Frameworks, NGSS, etc.), including any locally developed competencies or standards.</td>
</tr>
<tr>
<td><strong>Standards:</strong> List the complete wording of the target standards associated with the key competencies included above (may copy &amp; paste). There should be a direct and obvious alignment between the standards and the competencies.</td>
</tr>
<tr>
<td>- CCSS.ELA-Literacy.W.4.1: Write opinion pieces on topics or texts, supporting point of view with reasons and information.</td>
</tr>
<tr>
<td>- CCSS.ELA-Literacy.W.4.4: Produce clear and coherent writing in which development and organization are appropriate to tasks, purposes, and audiences.</td>
</tr>
<tr>
<td>- CCSS.ELA-Literacy.W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and application of the text.</td>
</tr>
<tr>
<td>- CCSS.ELA-Literacy.L.4.1: Demonstrate command of conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>- CCSS.ELA-Literacy.L.4.2: Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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</table>

<table>
<thead>
<tr>
<th>Rubric(s) Used in Assessing this Task</th>
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<tbody>
<tr>
<td>Include all rubrics to be used in the assessment of students' proficiency with this performance task. Be specific in the description of the student product(s) and activities to which the rubric will be applied. Cut and paste or upload the rubric document here. Annotate the rubric to make clear which standards and competencies are aligned with each scoring dimension. Rubrics adapted to student-friendly language should be included in the student instructions section. However, they should align with teacher-use rubrics included here.</td>
</tr>
<tr>
<td>Listing which part (activity and/or product) of the task is used for assessment through the rubric assists in comparable administration across districts and replication of the task by various educators.</td>
</tr>
</tbody>
</table>

<p>| Student Activities/Product(s) to be scored using this rubric: | Rubric: (copy or upload the entire annotated rubric to this section) |</p>
<table>
<thead>
<tr>
<th>Purpose/Controlling Idea</th>
<th>2015-16 Grade 4 Opinion Writing Rubric Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS ELA-Literacy.W.4.1:</strong> Write opinion pieces on topics or texts, supporting point of view with reasons and information. <strong>CCSS ELA-Literacy.W.4.4:</strong> Produce clear and coherent writing in which development and organization are appropriate to task, purposes, and audiences.</td>
<td></td>
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<tr>
<td><strong>Organization</strong></td>
<td></td>
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<tr>
<td><strong>CCSS ELA-Literacy.W.4.1:</strong> Write opinion pieces on topics or texts, supporting point of view with reasons and information. <strong>CCSS ELA-Literacy.W.4.1a:</strong> Introduce topics or texts clearly, state opinion, and organize complex thoughts and information economically. <strong>CCSS ELA-Literacy.W.4.1c:</strong> Link opinions or reasons to the text (e.g., using facts and details). <strong>CCSS ELA-Literacy.W.4.1d:</strong> Provide concluding statements or sections that invite reflection.</td>
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<tr>
<td><strong>Development with Support/Evidence</strong></td>
<td></td>
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<tr>
<td><strong>CCSS ELA-Literacy.W.4.1:</strong> Write opinion pieces on topics or texts, supporting point of view with reasons and information. <strong>CCSS ELA-Literacy.W.4.1b:</strong> Provide reasons supported by facts and details. <strong>CCSS ELA-Literacy.W.4.9:</strong> Draw evidence from literary or informational texts to support analysis, reflection, and research. <strong>CCSS ELA-Literacy.W.4.9b:</strong> Apply grade 4 reading standards to informational texts (e.g., &quot;Explain how an author uses reason and evidence to support particular points in a text&quot;).</td>
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<tr>
<td><strong>Language/Conventions</strong></td>
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<td><strong>CCSS ELA-Literacy.W.4.1:</strong> Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing. <strong>CCSS ELA-Literacy.W.4.2:</strong> Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing. <strong>CCSS ELA-Literacy.W.4.3:</strong> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to the particular topic.</td>
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**PACER Accountability Grade 4 Opinion Writing Rubric Informational Text**

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<tr>
<th><strong>4</strong></th>
<th><strong>3</strong></th>
<th><strong>2</strong></th>
<th><strong>1</strong></th>
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<tr>
<td>Responds to all parts of prompt using text(s) to thoughtfully analyze the topic.</td>
<td>Responds to all parts of prompt using text(s) to analyze the topic.</td>
<td>Responds to most parts of prompt and may use text(s) to explain the topic.</td>
<td>Responds to no parts of few parts of prompt with limited, if any, reference to the text(s).</td>
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<tr>
<td>States opinion that demonstrates limited understanding of topic and text(s), including connections to broader ideas.</td>
<td>States opinion that demonstrates limited understanding of topic and text(s).</td>
<td>States opinion that demonstrates limited understanding of topic or text(s).</td>
<td>States opinion that demonstrates limited understanding of topic or text(s).</td>
</tr>
<tr>
<td>Organizes ideas and information into purposeful, coherent and logically ordered paragraphs that include elaborated introduction with clear thesis, structured body, and insightful conclusion.</td>
<td>Organizes ideas and information into logical introduction, body, and concluding paragraph(s).</td>
<td>Attempts to organize ideas and information in and across paragraphs and may include some sense of introduction, body, and conclusion.</td>
<td>Does not organize ideas and information coherently due to lack of paragraph structure and/or missing introduction, body, or conclusion.</td>
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<tr>
<td>Uses varied linking words, phrases, and/or clauses skillfully to connect reasons to opinion.</td>
<td>Uses linking words and phrases appropriately to connect reasons to opinion.</td>
<td>Uses some simplistic linking words and/or phrases to connect reasons to opinion.</td>
<td>Does not use linking words or phrases or uses inappropriate linking words or phrases.</td>
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<td>Supports opinion with elaboration of substantial and relevant facts, details, and/or reasons using appropriate evidence.</td>
<td>Supports opinion with relevant facts, details, and/or reasons using text evidence.</td>
<td>Supports opinion with minimal and/or irrelevant facts, details, and/or reasons; evidence may be unrelated to text.</td>
<td>Supports opinion with minimal and/or irrelevant facts, details, and/or reasons; evidence may be unrelated to text.</td>
</tr>
<tr>
<td>Provides insightful analysis with explanation of how evidence supports opinion.</td>
<td>Provides clear analysis with explanation of how evidence supports opinion.</td>
<td>Provides some analysis and/or explanation of how evidence supports opinion.</td>
<td>Provides inaccurate or no explanation of how evidence supports opinion.</td>
</tr>
<tr>
<td>Uses sophisticated and varied sentence structures.</td>
<td>Uses correct and varied sentence structures.</td>
<td>Uses some repetitive yet correct sentence structures.</td>
<td>Uses few to no correct sentence structures.</td>
</tr>
<tr>
<td>Demonstrates creativity and flexibility when using conventions (i.e., grammar, punctuation, capitalization, spelling) to enhance meaning and readability.</td>
<td>Demonstrates grade-level appropriate conventions, and errors are minor and do not interfere with meaning and readability.</td>
<td>Demonstrates limited academic and/or domain-specific vocabulary for audience and purpose.</td>
<td>Demonstrates limited academic and/or domain-specific vocabulary for audience and purpose.</td>
</tr>
<tr>
<td>Uses precise and sophisticated academic and domain-specific vocabulary appropriate for audience and purpose.</td>
<td>Uses academic and domain-specific vocabulary appropriate for audience and purpose.</td>
<td>Uses repetitive yet correct sentence structures.</td>
<td>Does not use academic or domain-specific vocabulary.</td>
</tr>
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2015-16 ELA NHPACE ASSESSMENT
In this section, describe all directions that the teacher needs to use in the administration of all aspects of the performance task, including lesson focus and informative assessment tasks. Bear in mind that teachers other than the original author(s) will need these directions in order to administer the task. Include hyperlinks for online resources.

UNDERSTANDING ARGUMENTATIVE WRITING

1. Prior to starting the task, be sure students understand the idea of persuasive writing, that they should try to talk someone into their point of view.
2. Give them a writing prompt or have a class discussion to convince someone of what the best holiday is. Point out that some may disagree with their holiday choice, so they should think of reasons, facts, and evidence to support their holiday choice. This is also a good time to talk about counter arguments and how those should be considered when writing or speaking persuasively.

WRITING THE BILLS

1. Distribute Concord Monitor article to kick off the task. [http://www.concordmonitor.com/news/education/14858638-64kansars populist-elementary-school-students-propose-mastodon-as-official-ri-fossil] The article can be read aloud to the group or by students independently. As a class, discuss the importance of research and writing a convincing argument even for something as simple as a state fossil.
2. Go over student directions, student friendly rubric, and discuss possible topic choices.
3. Review basic government vocabulary (senate, veto, governor, committee, etc.)
4. Assign groups and have them choose a topic. Possible topics with links are listed in the “links for research document.” Teachers should add other topics and resources as needed.
5. Have students begin research and fill out the Bill Form. Though not required for this task, it is recommended that teachers cover correct source citation and quotation to avoid plagiarism.
6. Provide feedback on topic choices and approve topics as students work on research.
7. Once groups complete the “bill form” in their groups, make copies for each group member.
8. Students then complete Committee Report individually using Bill Form B. Use Bill Form A for students that may need a graphic organizer to organize their writing, then have them independently use form B to complete the assignment. Students should use additional pages as needed (they are not limited to one page). This is the main writing component of the task. The Committee Reports are collected and scored by the teacher at the conclusion of the task. Students may self-assess using the student friendly rubric. Local grading may also use this rubric, though the PACE accountability rubric should be used for official PACE scoring.
9. Teachers should use their discretion on completing the rest of the task (from step 9 on). The “bill testimony” rubric and following portion of the task are important to the unit, but should be considered optional as the individual student writing in the “committee report” is the only portion scored for the purposes of PACE.
10. Have committee members meet and share reports. Use the “teacher recording sheet” to track collaboration as students work together.
11. Committee members should then synthesize their Committee Reports into a final Bill Testimony.
12. Committee Members rehearse presentation.
13. Committee Members present their bill to the class.
14. Audience asks questions and responds to presenters.
15. Conduct a vote on whether or not the bill should be killed, revised or become a law (the actual process of sending the bill to the other house of congress is shortened for this task). If the senate approves, the governor can sign the bill into law or veto it.

Timeline: Each session should be about 45 minutes to 1 hour.
Day 1: Kickoff task, read fossil article
Day 2: Groups or partners decide on a topic and begin research
Day 3: Groups complete research and complete the bill form

2015-16 ELA NH PACE ASSESSMENT
Day 4: Individuals draft their committee report
Day 5: Individuals edit and complete their committee report
Day 6: Groups get back together and complete bill testimony
Day 7: Groups present their bill testimony

Student Instructions
Describe clearly and in detail all student instructions used in the administration of this performance task. Attach or upload aligned rubrics that have been adopted to student-friendly language.

Teacher and Student Directions (detailed instructions are attached)

Students will complete all tasks individually and independently, with the following supports and scaffolds:
- Teachers will read articles and the text of graphic organizers to students.
- Students will receive copies of all articles and may annotate them.
- Word walls and other spelling supports or writing resources routinely used in the classroom may be used during assessment.
- Teachers may reread articles and graphic organizers to students as needed.
- Scribe support may be provided to students on the graphic organizers.
- Students with IEPs or 504 Plans will receive additional accommodations per their plans.

Students will not have access to the following supports/scaffolds:
- Written or oral group brainstorming
- Conferring or receiving feedback on any aspect of the task beyond what is provided in the directions

Note on Depth of Knowledge (Webb) level of this performance tasks:
This assessment asks students to perform at Levels 3. Students are expected to use strategic thinking and reasoning (providing supporting evidence and reasoning within their essay) and extended thinking (considering multiple sources/texts in their responses.)

ATTACHED:
- Student directions
- Student friendly rubric
- Links for research (topic suggestions and links for students to research)
- Bill Form (a page for students to record research as they work together)
- Bill Templates (pages for students to write their individual persuasive essays, “committee reports”)

ADDITIONAL MATERIALS (to be used for the rest of the unit outside the scope of the PACE argumentative writing portion of the task, if the teacher chooses):
- Bill Testimony Rubric (to assess social studies and 21st century skills)
- Oral Presentation Tips (to help students as they prepare their “bill testimony”
- Teacher Recording Sheet (a group work assessment tool for teachers)

Artifacts
Optional: In this section, include links to artifacts depicting student products that may be useful in gaining greater clarity of this performance task. These may be digital pictures, podcasts, websites, etc.

ATTACHED

2015-16 ELA NHPACE ASSESSMENT
Committee Report

Introduction:


Reasons to support this bill:


Reasons to counter this bill (with proof that the counter arguments are false):


Conclusion:


Sources used:

1. 

2. 

3.
Bill Testimony

Complete this with your committee using all individual committee reports.

__________________________________________________________________________

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<table>
<thead>
<tr>
<th>Standard</th>
<th>4- Exemplary</th>
<th>3- Proficient</th>
<th>2- In Progress</th>
<th>1- Limited Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GK-5: CIVIC ENGAGEMENT:</strong> Students examine how they can actively improve and solve problems in their classroom, school, or local community.</td>
<td>My bill presented a reasonable solution to a real problem that affects our state. Actual lawmakers would agree that my issue is important and deserves attention.</td>
<td>My bill presented a reasonable solution to a real problem that affects people.</td>
<td>My bill presented a solution to a problem that affects kids.</td>
<td>My bill presented a solution to a problem.</td>
</tr>
<tr>
<td><strong>Collaboration:</strong> I can work in diverse groups to achieve a common goal.</td>
<td>I was actively participating and engaged with my team. I was focused and on task and I took on various roles in the group to make sure the workload was equal. We worked together to write a quality bill.</td>
<td>I was actively participating and engaged with my team. I was focused and on task. We worked together to write a quality bill.</td>
<td>I participated with my team. I was on task some of the time. I helped do some of the work.</td>
<td>I was involved with my team.</td>
</tr>
<tr>
<td><strong>Communication:</strong> I can use various media to interpret, question, and express knowledge, information, ideas, feelings, and reasoning to create mutual understanding.</td>
<td>___My presentation was clear so the audience understood my bill without reading word for word from my testimony. ___I also asked relevant questions and presented additional arguments while listening to others.</td>
<td>___My presentation was clear and the audience understood my bill. ___I also asked relevant questions while listening to others.</td>
<td>___My presentation left my audience with some questions or misunderstandings. ___I asked simple or yes/no questions while listening to others.</td>
<td>___My presentation left my audience with many questions or misunderstandings. ___I didn’t ask questions or respond to others.</td>
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</table>
Bill Form

Title of Bill: ____________________________________________

Bill sponsors (names): ________________________________________

Summary of the bill: (what is the purpose of the bill?)
_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________
_________________________________________________________________________________________________________________

Reasons to support this bill (including evidence):
1. ___________________________________________________________________
2. ___________________________________________________________________
3. ___________________________________________________________________
4. ___________________________________________________________________

Reasons to counter this bill (including evidence):
1. ___________________________________________________________________
2. ___________________________________________________________________

List of sources (where did you get your facts and information?):
1. ___________________________________________________________________
2. ___________________________________________________________________
3. ___________________________________________________________________

Each bill sponsor must write their own committee report in support of this bill. Sponsors then must work together to present their argument to the classroom senate.

This section to be completed by the governor if the senate approves by a majority vote:

__ This bill is officially signed into law.     __ This bill is officially vetoed.

______________________________
Governor’s Signature
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<tbody>
<tr>
<td>Exemplary</td>
<td>I responded to the task by writing a convincing bill that suggests an important change for real senators to consider. I stated my opinion and it shows that I know my topic well. I organized my ideas with an introduction, body, and conclusion. I connected my opinion to evidence using linking words or phrases. I used relevant facts, reasons, and evidence that supports my opinion. I explained how the evidence supports my opinion. My sentences are correct and complete or simple. My conventions have few errors. I used precise words that are specific to my topic.</td>
<td>I organized my ideas with some sense of an introduction, body, and conclusion. I connected my opinion to evidence with simple words or phrases. I used some facts, reasons, and evidence that supported my bill. I connected some of the evidence to my opinion. My sentences are incomplete or run-on. My conventions have several errors that may confuse the reader. I only used words I know.</td>
<td>I wrote down my ideas, used evidence and my opinion in my bill. I used my opinion to support my bill. I wrote about my opinion. My sentences are correct but repetitive or simple. My conventions have few errors that do not interfere with my meaning. I used few words that fit my topic.</td>
<td>I responded to the task by writing a bill that suggests a change. I stated my opinion and it has to do with my topic. I organized my ideas with some sense of an introduction, body, and conclusion. I connected my opinion to evidence with simple words or phrases. I used some facts, reasons, and evidence that may have supported my bill. I connected some of the evidence to my opinion. My sentences are incomplete or run-on. My conventions have several errors that may confuse the reader. I only used words I know.</td>
</tr>
</tbody>
</table>
Links to Possible Bill Topics

Concord Monitor Article link for kickoff:

Student friendly NH government site for reference:
http://www.nh.gov/nhfacts/index.html

In addition to the following sources, the teacher should add sources and links if needed. Consider using www.newsela.com, Time for Kids and other grade-appropriate sources.

Recess Time
http://www.scholastic.com/teachers/article/recess-makes-kids-smarter (H)
http://www.today.com/parents/should-elementary-schools-have-recess-some-florida-parents-fight-break-1D80423842 (M-H with video)

Later School Start Time
http://www.ehow.com/about_5516430_pros-school-starting-later-teens.html (L-M)

Blizzard Bags

Longer Lunch Block
http://www.ehow.com/list_5958350_reasons-school-lunches-should-longer.html (M)
http://www.publicschoolreview.com/blog/longer-lunches-smarter-students-the-controversy-of-10-minute-or-1-hour-lunch-periods (M)

Homework
http://www.mempowered.com/children/homework (L-M)

School Uniforms
http://uniformweb.com/?gclid=CLOHr9a5pcQCFRRo7AodszcAtg (M-H)
http://school-uniforms.procon.org/#background (M-H)
Oral Presentations

Speak: 

- Quality speaking voice
  - Slow, Clear, and Loud

Look: 

- At the audience
  - Be sure to make eye contact with different members of the audience

Present:

- Facts
  - Present your most important points using clear examples/reasons

Show: 

- Organization
  - Know what you want to say ahead of time and practice multiple of times

- Enthusiasm
  - Your body language should clearly show you are passionate about what you are speaking about.
Bill Idea: ________________

Pros (with reasons and evidence)  Cons (counter arguments)
Building Bold Bills!

Congratulations! You have been elected to represent the people by serving in our classroom senate. Senators must debate and vote on bills that may become law. Another part of your job is to draft and present bills that will solve a problem or make things better. Think about something in our state that should be changed or improved. In order to convince others that your bill should become law, you will need to support your argument with evidence and refute counter arguments.

Read the article by the Concord Monitor about the suggestion to create an official state fossil then start thinking about what you would like to change.

How you will be assessed:

- Collaborative work and individual work.
  
  **Collaborative Work:** your collaboration with your team when researching your topic and completing the Bill Form organizer.

  **Individual work:** your written input to your team’s Bill Testimony. You will also be assessed on your ability to present your bill with your team. You will need to present and then answer questions on your topic. When other teams are presenting you will be assessed on your ability to listen thoughtfully and ask relevant questions on their topic.

Let the Bill writing begin!
Process:

In Committee:

☐ First, you must work with your committee to choose an issue you feel strongly about and want to change.
  • You can choose from the list of topics or choose your own. Topics must be approved by the governor (teacher).
☐ Research your topic with your committee and learn about arguments on both sides of the issue. Be sure to write down the sources of your information.
☐ Collaborate with your committee to complete your bill form.

In Your Own Office:

☐ Write a committee report (persuasive essay) on your own including all parts of your bill form.
  You MUST include:
 ☐ A statement of your opinion that shows you know your topic.
 ☐ A well-organized report with: Introduction, body, and conclusion
  ☐ Important facts, reasons, and evidence that support bill.
  ☐ Explanations of how the evidence supports your opinion with linking words to connect evidence to opinion (see transition word list).
  Correct conventions (capitalization, punctuation, spelling), complete sentences, and words that fit your topic and make sense to your audience.

Commented [SRSD2]: Bullet added to clarify topic choice expectations.
Commented [SRSD3]: Added this sentence to clarify expectation to cite sources.
Commented [SRSD4]: List has been revised to align with the accountability rubric.
Back In Committee:

☐ Work with your committee to combine your reports into a bill testimony that you will present to the senate.

Once completed:

- Assign a different colored highlighter to each committee member.
- Highlight your contributions to the bill testimony.

In Front Of the Senate:

☐ Present your bill to the senate. Be prepared to defend your argument and answer questions before the bill comes to a final vote.

Senate Votes:

☐ The senate votes on your bill. If passed by a majority of senators, it will be given to the governor to veto or sign into law.
# Teacher Recording Sheet

For Student Collaboration and Engagement

(place a check mark under check-in if the child exhibits full collaboration and engagement with their teammates)

<table>
<thead>
<tr>
<th>Student</th>
<th>Bill Form Research</th>
<th>Bill Form Writing</th>
<th>Presentation Check-in</th>
<th>Questions asked during presentations</th>
<th>Comments</th>
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<tr>
<td>2015-16</td>
<td>PACE Accountability Grade 4 Opinion Writing Rubric Informational Text</td>
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</tr>
<tr>
<td><strong>Purpose/Controlling Idea</strong></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>CCSS.Literacy.W.4.1:</strong> Write opinion pieces on topics or texts, supporting point of view with reasons and information.</td>
<td>□ Responds to all parts of prompt using text(s) to thoughtfully analyze the topic.</td>
<td>□ Responds to all parts of prompt using text(s) to analyze the topic.</td>
<td>□ Responds to most parts of prompt and may use text(s) to explain the topic.</td>
<td>□ Responds to no parts or few parts of prompt with limited, if any, reference to the text(s).</td>
<td></td>
</tr>
<tr>
<td><strong>CCSS.Literacy.W.4.4:</strong> Produce clear and coherent writing in which development and organization are appropriate to tasks, purposes, and audiences.</td>
<td>□ States opinion that demonstrates insightful understanding of topic and text(s), including connections to broader ideas.</td>
<td>□ States opinion that demonstrates understanding of topic and text(s).</td>
<td>□ States opinion that demonstrates limited understanding of topic or text(s).</td>
<td>□ Does not state opinion, or has multiple or conflicting opinions, and/or demonstrates little to no understanding of topic or text(s).</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>CCSS.Literacy.W.4.1:</strong> Write opinion pieces on topics or texts, supporting point of view with reasons and information.</td>
<td>□ Organizes ideas and information into purposeful, coherent and logically ordered paragraphs that include elaborated introduction with clear thesis, structured body, and insightful conclusion.</td>
<td>□ Organizes ideas and information into logical introduction, body, and concluding paragraph(s).</td>
<td>□ Attempts to organize ideas and information in and across paragraphs and may include some sense of introduction, body, and conclusion.</td>
<td>□ Does not organize ideas and information coherently due to lack of paragraph structure and/or missing introduction, body, or conclusion.</td>
<td></td>
</tr>
<tr>
<td><strong>CCSS.Literacy.W.4.4:</strong> Produce clear and coherent writing in which development and organization are appropriate to tasks, purposes, and audiences.</td>
<td>□ Uses varied linking words, phrases, and/or clauses skillfully to connect reasons to opinion.</td>
<td>□ Uses linking words and phrases appropriately to connect reasons to opinion.</td>
<td>□ Uses some simplistic linking words and/or phrases to connect reasons to opinion.</td>
<td>□ Does not use linking words or phrases or uses inappropriate linking words or phrases.</td>
<td></td>
</tr>
<tr>
<td><strong>Development with Support/Evidence</strong></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>CCSS.Literacy.W.4.1:</strong> Write opinion pieces on topics or texts, supporting point of view with reasons and information.</td>
<td>□ Supports opinion with elaboration of substantial and relevant facts, details, and/or reasons using appropriate text evidence.</td>
<td>□ Supports opinion with relevant facts, details, and/or reasons using text evidence.</td>
<td>□ Supports opinion with minimal and/or irrelevant facts, details, and/or reasons; evidence may be unrelated to text.</td>
<td>□ Does not support opinion with facts, details, and/or reasons, or support is irrelevant or inaccurate.</td>
<td></td>
</tr>
<tr>
<td><strong>CCSS.Literacy.W.4.4:</strong> Produce clear and coherent writing in which development and organization are appropriate to tasks, purposes, and audiences.</td>
<td>□ Provides insightful analysis with explanation of how evidence supports opinion.</td>
<td>□ Provides clear analysis with explanation of how evidence supports opinion.</td>
<td>□ Provides some analysis and/or explanation of how evidence supports opinion.</td>
<td>□ Provides inaccurate or no explanation of how evidence supports opinion.</td>
<td></td>
</tr>
<tr>
<td><strong>Language/Conventions</strong></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>CCSS.Literacy.L.4.1:</strong> Demonstrate command of conventions of standard English grammar and usage when writing or speaking.</td>
<td>□ Uses sophisticated and varied sentence structures.</td>
<td>□ Uses correct and varied sentence structures.</td>
<td>□ Uses some repetitive yet correct sentence structures.</td>
<td>□ Uses few to no correct sentence structures.</td>
<td></td>
</tr>
<tr>
<td><strong>CCSS.Literacy.L.4.2:</strong> Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>□ Demonstrates creativity and flexibility when using conventions (i.e., grammar, punctuation, capitalization, spelling) to enhance meaning and readability.</td>
<td>□ Demonstrates grade-level appropriate conventions; errors are minor and do not interfere with meaning and readability.</td>
<td>□ Demonstrates limited understanding of grade-level appropriate conventions, and errors interfere with meaning and readability.</td>
<td>□ Demonstrates limited understanding of grade-level appropriate conventions, and errors significantly interfere with meaning and readability.</td>
<td></td>
</tr>
<tr>
<td><strong>CCSS.Literacy.L.4.6:</strong> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</td>
<td>□ Uses academic and domain-specific vocabulary appropriate for audience and purpose.</td>
<td>□ Uses limited academic and domain-specific vocabulary appropriate for audience and purpose.</td>
<td>□ Uses limited academic and/or domain-specific vocabulary.</td>
<td>□ Does not use academic or domain-specific vocabulary.</td>
<td></td>
</tr>
</tbody>
</table>
PACE High Quality Assessment Review Tool

Part 1: Assessment Profile

Items Submitted – check all that is submitted and fully completed:

☑ NH PACE Performance Task Template

☑ Teacher Instructions: materials needed, time required for administration, procedure

☑ Student Performance Tasks: what the student is required to do and produce (prompt, directions, materials, checklists, etc.)?

☑ Scoring Rubric

☐ Answer Key or Guidelines: Please circle if Not Applicable

☑ Actual Texts or links to texts, videos, data charts, etc. Only the one common reading is provided; titles and hyperlinks are provided for texts students can select from.

Performance Task Description:

☑ Fully describes the context, the anticipated activities, products and/or presentations, resources, texts, and materials needed, and what students are expected to demonstrate.

☐ Partially describes the context, the anticipated activities, products and/or presentations, resources, texts, and materials needed, and what students are expected to demonstrate.

☐ Minimally describes the context, the anticipated activities, products and/or presentations, resources, texts, and materials needed, and what students are expected to demonstrate.

Comments:

Teacher Directions:

☐ Fully describes all aspects of the administration of the task including pre-requisite learning, lessons for scaffolding, what the students will do independently. These directions follow the guidance outlined in the document entitled “Guidelines for Independent Student Work Products for NH PACE Assessments: Implications for instructional scaffolding.”

☑ Partially describes the aspects of the administration of the task including pre-requisite learning, lessons for scaffolding, what the students will do independently. These directions partially follow the guidance outlined in the document entitled “Guidelines for Independent Student Work Products for NH PACE Assessments: Implications for instructional scaffolding.”

☐ Minimally describes aspects of the administration of the task including pre-requisite learning, lessons for scaffolding, what the students will do independently. These directions minimally follow the guidance outlined in the document entitled “Guidelines for Independent Student Work Products for NH PACE Assessments: Implications for instructional scaffolding.”

Comments:

It is somewhat unclear as to what is being scored individually. Are the committee reports scored prior to the combination of these reports in order to complete the bill testimony?

Also, although the numbers of days are identified for the entire task, it is unclear how much time per day would be required.
To what extent is scaffolding provided?

☐ No scaffolding is provided for aspects of the task that are being scored with the rubric

☒ Low level of scaffolding is provided for aspects of the task that are being scored with the rubric

☐ Some scaffolding is provided for aspects of the task that are being scored with the rubric

☐ High level of scaffolding (teaching, modeling, think-alouds, conferences, and/or organizers) is provided for aspects of the task that are being scored with the rubric

Student Instructions:

☐ Fully describes all student expectations.

☒ Partially describes student expectations.

☐ Minimally describes student expectations.

Comments:
It is unclear if the Concord Monitor article is to be read to students or if they will read it independently. The directions state: Show Concord Monitor article to kick off the task. Day 1: Kick off task, read fossil article. The student directions state: Read the article... Teacher and student directions do state that the Teacher will read articles. I would clarify this in all aspects of the template and in the student directions.

It is unclear whether the student brainstorming about the topic of the bill will include the reasons to support the bill and reasons to counter the bill or if this is done independently. It appears that there is some discussion that will occur in groups, but it is unclear how much and whether it will be used by individual students to complete their own organizer.

The Bill Form provides scaffolding for students, specifically reasons to support the bill and to identify evidence and reasons to counter the bill and to identify evidence.
### PACE High Quality Assessment Review Tool

**A high quality teacher-created assessment should be ... Aligned**

#### Part 2: Alignment

The standards evaluated by the assessment are identified and are aligned to the expectations of the task:

- [x] Yes
- [ ] Partial/Unclear
- [ ] No

The standards and objectives are appropriate for the intended grade level that the assessment is being used for?

- [ ] Yes
- [x] Partial/Unclear
- [ ] No

The skills and knowledge assessed are grade level appropriate:

- [x] Yes
- [ ] Partial/Unclear
- [ ] No

To what extent do you see a content match between the prompt on the task and the corresponding Standards?

- [ ] Full match – all aspects of the task or items fully address or exceed the relevant skills and knowledge described in the corresponding standard(s)
- [x] Close match – most aspects of the task or items address the relevant skills and knowledge described in the corresponding state standard(s)
- [ ] Partial match – Some aspects of the task or items address or partially address the skills and knowledge described in the corresponding state standard(s)
- [ ] Minimal match – Few aspects of the task or items match some relevant skills and knowledge described in the corresponding state standard(s)
- [ ] No match – No aspects of the task or items are related to the skills and knowledge described in the corresponding state standard(s)
**PACE High Quality Assessment Review Tool**

Identify the Depth-of-Knowledge range of the Standards measured by the assessment (see Webb’s DOK charts):

- □ DOK 1: recall and reproduction
- □ DOK 2: skills and concepts
- □ DOK 3: strategic thinking/reasoning; requires deeper cognitive processing.
- ✗ DOK 4: extended thinking; requires higher-order thinking including complex reasoning, planning, and developing of concepts.

Are the set of items or tasks reviewed as cognitively challenging as the standards? In other words, the student performance task elicits sufficient evidence for judging the level of student understanding related to the competencies and standards identified. Use the definitions below to select your rating:

- ☒ More rigor – most items or the tasks reviewed are at a higher DOK level than the range indicated for the state standard(s)
- □ Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the state standard(s)
- □ Less rigor – most items or the task reviewed are lower than the DOK range indicated for the state standard(s)

**Comments/Suggestions for Improving Alignment (if any)**

Relevant evidence to justify ratings:

The Individual Committee rubric and the student task expect students to provide a counter-argument. This expectation is above the expectations of a grade 4 student. This comment was made by the developer of the task: Counter argument is not listed in the accountability rubric, but we feel it leads to stronger writing and want it included in the directions. However, this is not an expectation that is expected from the standards and the NH PACE Rubric. It may be appropriate for students to identify the cons in order to help them determine their opinion, but they should not be scored on this expectation.
A high quality assessment should be ... Scored using Clear Guidelines and Criteria

<table>
<thead>
<tr>
<th>Part 3: Rubric</th>
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</thead>
<tbody>
<tr>
<td>PACE Rubric is used for the assessment:</td>
</tr>
<tr>
<td>☒ Earlier version</td>
</tr>
<tr>
<td>☐ No</td>
</tr>
<tr>
<td>Other Content Rubric used for the assessment:</td>
</tr>
<tr>
<td>☒ Yes</td>
</tr>
<tr>
<td>☐ No</td>
</tr>
<tr>
<td>Is the rubric aligned to the assessment task?</td>
</tr>
<tr>
<td>☒ Partially aligned</td>
</tr>
<tr>
<td>☐ Not aligned</td>
</tr>
<tr>
<td>Are the score categories clearly defined and coherent across performance levels?</td>
</tr>
<tr>
<td>☐ Yes</td>
</tr>
<tr>
<td>☒ Partial</td>
</tr>
<tr>
<td>☐ No</td>
</tr>
<tr>
<td>Is it clear which aspects of the task this rubric will be used to evaluate?</td>
</tr>
<tr>
<td>☒ Partial/Unclear</td>
</tr>
<tr>
<td>☐ No</td>
</tr>
<tr>
<td>Based on your review of the rubric would the scoring rubric most likely lead different raters to arrive at the same score for a given response?</td>
</tr>
<tr>
<td>☒ Partial/Unclear</td>
</tr>
<tr>
<td>☐ No</td>
</tr>
</tbody>
</table>
### Comments/Suggestions for Improvement for the Rubric (if any)

Relevant evidence to justify ratings:

The grade 4 opinion writing rubric has been reviewed and recommendations were made to the wording to enhance the alignment to the standards and to ensure coherence within this rubric and across all the grade level opinion/argumentative writing rubrics. Please change the rubric in this task for the revised rubric.

The Bill Presentation/Bill Testimony rubric is quantitatively driven rather than descriptive. The Civic Engagement criterion scores students on the number of sufficient realistic and reasonable solutions in their bill rather than the quality of the solutions. Specifically, a student would be In-Progress (2) if they had one realistic and reasonable solution or solutions were unrealistic and unreasonable. This description seems vastly different. For the Collaboration criterion, students are scored on the number of times the teacher sees them actively participating and engaged, rather than the quality of the participation and engagement.

There is also an Individual Committee Report Rubric. It is unclear what this rubric would be used for as it is similar to the criteria in the PACE rubric. Which rubric should be used? If a teacher scored student work with this rubric vs. the PACE rubric, students could have different scores for their work.
### Part 4: Fair and Unbiased

(These areas below should be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>Partial/Unclear</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent are the tasks visually clear and uncluttered? (e.g., appropriate white space and/or lines for student responses, graphics and/or illustrations are clear and support the test content, the font size seems appropriate for the students)?</td>
<td>☑️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formatting is visually clear and uncluttered</td>
<td>☑️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formatting is somewhat confusing or distracting</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formatting is unclear, cluttered, and inappropriate for students</td>
<td>☐</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Are the directions and the task presented in as straightforward a way as possible for a range of learners?

- Yes
- Partial/Unclear
- No

Is the vocabulary and context(s) presented by the task free from cultural or other unintended bias?

- Yes
- Partial/Unclear
- No

Comments/Suggestions for Improvement for Fair and Unbiased (if any)

Relevant evidence to justify ratings:
A high quality performance assessment includes appropriate reading and visual materials

<table>
<thead>
<tr>
<th>Part 5: Appropriateness of Text/Visual Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>The texts and visual resources support the topic and prompt:</td>
</tr>
<tr>
<td>☒ Yes</td>
</tr>
<tr>
<td>☐ Partial/Unclear</td>
</tr>
<tr>
<td>☐ No</td>
</tr>
<tr>
<td>☐ N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The texts have characteristics of a:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Simple Text</td>
</tr>
<tr>
<td>☐ Somewhat Complex Texts</td>
</tr>
<tr>
<td>☐ Complex Texts</td>
</tr>
<tr>
<td>☒ Very Complex Texts</td>
</tr>
<tr>
<td>☐ N/A</td>
</tr>
</tbody>
</table>

Note: Refer to the Text Complexity Rubric for Literary Texts or Informational Texts

<table>
<thead>
<tr>
<th>The amount of texts and visual resources are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Appropriate for the grade level and the time allotted for the task</td>
</tr>
<tr>
<td>☐ Appropriate for the grade level, but may exceed the time allotted for the task</td>
</tr>
<tr>
<td>☐ Burdensome for the grade level and the time allotted for the task</td>
</tr>
<tr>
<td>☐ No texts and/or resources are included</td>
</tr>
<tr>
<td>☐ N/A</td>
</tr>
</tbody>
</table>

Comments/Suggestions for Improvement for Fair and Unbiased (if any)

Relevant evidence to justify ratings:

The text has a Lexile score of 1150 (Grades 6-8) which would indicate that it may be difficult for some students to access independently.
Recommendation for this assessment:

☐ No changes needed  
☒ Minor changes recommended  
☐ Some changes required, please address and resubmit  
☐ Substantial changes needed, please address and resubmit  
☐ Task rejected—new task needed

Discussion:

The counter-claim should not be scored for grade 4 students as it is not found in the standards. In addition, the rubrics should be updated for this task.
**Part 1: Assessment Profile**

*Items Submitted* – check all that is submitted and fully completed:

- Authors' comments and responses are in green text.
- **NH PACE Performance Task Template**
- Teacher Instructions: materials needed, time required for administration, procedure
- Student Performance Tasks: what the student is required to do and produce (prompt, directions, materials, checklists, etc.)?
- Scoring Rubric

- Answer Key or Guidelines: Please circle if Not Applicable

- Actual Texts or links to texts, videos, data charts, etc. Only the one common reading is provided; titles and hyperlinks are provided for texts students can select from.

**Performance Task Description:**

- Fully describes the context, the anticipated activities, products and/or presentations, resources, texts, and materials needed, and what students are expected to demonstrate.

- Partially describes the context, the anticipated activities, products and/or presentations, resources, texts, and materials needed, and what students are expected to demonstrate.

- Minimally describes the context, the anticipated activities, products and/or presentations, resources, texts, and materials needed, and what students are expected to demonstrate.

**Comments:**

Teacher Directions:

- Fully describes all aspects of the administration of the task including pre-requisite learning, lessons for scaffolding, what the students will do independently. These directions follow the guidance outlined in the document entitled “Guidelines for Independent Student Work Products for NH PACE Assessments: Implications for instructional scaffolding.”

- Partially describes the aspects of the administration of the task including pre-requisite learning, lessons for scaffolding, what the students will do independently. These directions partially follow the guidance outlined in the document entitled “Guidelines for Independent Student Work Products for NH PACE Assessments: Implications for instructional scaffolding.”

- Minimally describes aspects of the administration of the task including pre-requisite learning, lessons for scaffolding, what the students will do independently. These directions minimally follow the guidance outlined in the document entitled “Guidelines for Independent Student Work Products for NH PACE Assessments: Implications for instructional scaffolding.”

**Comments:**

It is somewhat unclear as to what is being scored individually. Are the committee reports scored prior to the combination of these reports in order to complete the bill testimony? We added a line saying "the committee reports are collected and scored by the teacher at the conclusion of the task."

Also, although the numbers of days are identified for the entire task, it is unclear how much time per day would be required.

We added a time frame (about 45 minutes to an hour)
To what extent is scaffolding provided?

☐ No scaffolding is provided for aspects of the task that are being scored with the rubric

☒ Low level of scaffolding is provided for aspects of the task that are being scored with the rubric

☐ Some scaffolding is provided for aspects of the task that are being scored with the rubric

☐ High level of scaffolding (teaching, modeling, think-alouds, conferences, and/or organizers) is provided for aspects of the task that are being scored with the rubric

Student Instructions:

☐ Fully describes all student expectations.

☒ Partially describes student expectations.

☐ Minimally describes student expectations.

Comments:

It is unclear if the Concord Monitor article is to be read to students or if they will read it independently. The directions state: Show Concord Monitor article to kick off the task. Day 1: Kickoff task, read fossil article. The student directions state: Read the article... Teacher and student directions do state that the Teacher will read articles. I would clarify this in all aspects of the template and in the student directions. The purpose of the article is to generate interest and frame the task. It doesn’t really matter if the article is read aloud or independently. We changed the teacher directions to reflect that the article can be read aloud or by students independently (step 1).

It is unclear whether the student brainstorming about the topic of the bill will include the reasons to support the bill and reasons to counter the bill or if this is done independently. It appears that there is some discussion that will occur in groups, but it is unclear how much and whether it will be used by individual students to complete their own organizer. The student directions now say “research your topic with your committee and learn about arguments on both sides of the issue.” The research should be a collaborative process prior to the students writing their arguments independently.

The Bill Form provides scaffolding for students, specifically reasons to support the bill and to identify evidence and reasons to counter the bill and to identify evidence.
A high quality teacher-created assessment should be ... Aligned

### Part 2: Alignment

The standards evaluated by the assessment are identified and are aligned to the expectations of the task:

- ☑ Yes
- ☐ Partial/Unsure
- ☐ No

The standards and objectives are appropriate for the intended grade level that the assessment is being used for?

- ☑ Yes
- ☒ Partial/Unsure
- ☐ No

The skills and knowledge assessed are grade level appropriate:

- ☑ Yes
- ☐ Partial/Unsure
- ☐ No

To what extent do you see a content match between the prompt on the task and the corresponding Standards?

- ☐ Full match – all aspects of the task or items fully address or exceed the relevant skills and knowledge described in the corresponding standard(s)
- ☑ Close match – most aspects of the task or items address the relevant skills and knowledge described in the corresponding state standard(s)
- ☐ Partial match – Some aspects of the task or items address or partially address the skills and knowledge described in the corresponding state standard(s)
- ☐ Minimal match – Few aspects of the task or items match some relevant skills and knowledge described in the corresponding state standard(s)
- ☐ No match – No aspects of the task or items are related to the skills and knowledge described in the corresponding state standard(s)
Identify the Depth-of-Knowledge range of the Standards measured by the assessment (see Webb’s DOK charts):

- [ ] DOK 1: recall and reproduction
- [ ] DOK 2: skills and concepts
- [ ] DOK 3: strategic thinking/reasoning; requires deeper cognitive processing.
- [x] DOK 4: extended thinking; requires higher-order thinking including complex reasoning, planning, and developing of concepts.

Are the set of items or tasks reviewed as cognitively challenging as the standards? In other words, the student performance task elicits sufficient evidence for judging the level of student understanding related to the competencies and standards identified. Use the definitions below to select your rating:

- [x] More rigor – most items or the tasks reviewed are at a higher DOK level than the range indicated for the state standard(s)
- [ ] Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the state standard(s)
- [ ] Less rigor – most items or the task reviewed are lower than the DOK range indicated for the state standard(s)

Comments/Suggestions for Improving Alignment (if any)

Relevant evidence to justify ratings:

The Individual Committee rubric and the student task expect students to provide a counter-argument. This expectation is above the expectations of a grade 4 student. This comment was made by the developer of the task: Counter argument is not listed in the accountability rubric, but we feel it leads to stronger writing and want it included in the directions. However, this is not an expectation that is expected from the standards and the NH PACE Rubric. It may be appropriate for students to identify the cons in order to help them determine their opinion, but they should not be scored on this expectation. Per your suggestion, we have removed the counter argument criteria from the “student friendly rubric.” The student direction sheet has been changed to reflect that a counter argument may be included, but is not required. Obviously, we still feel strongly that the counter-argument is important, but we understand the point that it is not specifically in the standard.
PACE High Quality Assessment Review Tool

A high quality assessment should be Scored using Clear Guidelines and Criteria

<table>
<thead>
<tr>
<th>Part 3: Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>PACE Rubric is used for the assessment:</td>
</tr>
<tr>
<td>☑ Yes</td>
</tr>
<tr>
<td>☑ Earlier version</td>
</tr>
<tr>
<td>☐ No</td>
</tr>
</tbody>
</table>

Other Content Rubric used for the assessment:
| ☑ Yes |
| ☐ No |

Is the rubric are aligned to the assessment task?
| ☑ Fully aligned |
| ☑ Partially aligned |
| ☐ Not aligned |

Are the score categories clearly defined and coherent across performance levels?
| ☑ Yes |
| ☑ Partial |
| ☐ No |

Is it clear which aspects of the task this rubric will be used to evaluate?
| ☑ Yes |
| ☑ Partial/Unclear |
| ☐ No |

Based on your review of the rubric would the scoring rubric would most likely lead different raters to arrive at the same score for a given response?
<p>| ☑ Yes |
| ☑ Partial/Unclear |
| ☐ No |</p>
<table>
<thead>
<tr>
<th>Comments/Suggestions for Improvement for the Rubric (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant evidence to justify ratings:</td>
</tr>
<tr>
<td>The grade 4 opinion writing rubric has been reviewed and recommendations were made to the wording to enhance the alignment to the standards and to ensure coherence within this rubric and across all the grade level opinion/argumentative writing rubrics. Please change the rubric in this task for the revised rubric.</td>
</tr>
<tr>
<td>We were not aware of a revised rubric and do not have a copy. Please feel free to forward the revised version to us so we can update it.</td>
</tr>
<tr>
<td>The Bill Presentation/Bill Testimony rubric is quantitatively driven rather than descriptive. The Civic Engagement criterion scores students on the number of sufficient realistic and reasonable solutions in their bill rather than the quality of the solutions. Specifically, a student would be In-Progress (2) if they had one realistic and reasonable solution or solutions were unrealistic and unreasonable. This description seems vastly different. For the Collaboration criterion, students are scored on the number of times the teacher sees them actively participating and engaged, rather than the quality of the participation and engagement.</td>
</tr>
<tr>
<td>The language in the Bill Presentation/Bill Testimony rubric has been changed to reflect qualitative criteria.</td>
</tr>
<tr>
<td>There is also an Individual Committee Report Rubric. It is unclear what this rubric would be used for as it is similar to the criteria in the PACE rubric. Which rubric should be used? If a teacher scored student work with this rubric vs. the PACE rubric, students could have different scores for their work.</td>
</tr>
<tr>
<td>Our intention with writing the student friendly rubric was to break the language down so students had a clear understanding of what was expected. We wrote it with I can statements so students could self-assess (this has been added to the teacher directions). Teachers should have the option to use this rubric for local grading while using the PACE rubric for official PACE scoring (also added to the teacher directions). Our hope is that scoring with these rubrics would be congruent even though the wording is different.</td>
</tr>
</tbody>
</table>
### A high quality performance assessment should be...Fair and Unbiased

#### Part 4: Fair and Unbiased

(the areas below should be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)

To what extent are the tasks visually clear and uncluttered (e.g., appropriate white space and/or lines for student responses, graphics and/or illustrations are clear and support the test content, the font size seems appropriate for the students)?

- [x] Formatting is visually clear and uncluttered
- [ ] Formatting is somewhat confusing or distracting
- [ ] Formatting is unclear, cluttered, and inappropriate for students

Are the directions and the task presented in as straightforward a way as possible for a range of learners?

- [x] Yes
- [ ] Partial/Unclear
- [ ] No

Is the vocabulary and context(s) presented by the task free from cultural or other unintended bias?

- [x] Yes
- [ ] Partial/Unclear
- [ ] No

### Comments/Suggestions for Improvement for Fair and Unbiased (if any)

Relevant evidence to justify ratings:

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Center for Assessment; NH PACE High Quality Assessment Review Tool; 9.25.15
A high quality performance assessment includes appropriate reading and visual materials

<table>
<thead>
<tr>
<th>Part 5: Appropriateness of Text/Visual Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>The texts and visual resources support the topic and prompt:</td>
</tr>
<tr>
<td>□ Yes</td>
</tr>
<tr>
<td>□ Partial/Unclear</td>
</tr>
<tr>
<td>□ No</td>
</tr>
<tr>
<td>□ N/A</td>
</tr>
</tbody>
</table>

The texts have characteristics of a:

□ Simple Text
□ Somewhat Complex Texts
□ Complex Texts
☑ Very Complex Texts
□ N/A

**Note:** Refer to the Text Complexity Rubric for Literary Texts or Informational Texts

The amount of texts and visual resources are:

☑ Appropriate for the grade level and the time allotted for the task
□ Appropriate for the grade level, but may exceed the time allotted for the task
□ Burdensome for the grade level and the time allotted for the task
□ No texts and/or resources are included
□ N/A

**Comments/Suggestions for Improvement for Fair and Unbiased (if any)**

Relevant evidence to justify ratings:

The text has a Lexile score of 1150 (Grades 6-8) which would indicate that it may be difficult for some students to access independently.

We assume this is in reference to the Concord Monitor article. If so, this has been addressed in the teacher directions.
PACE High Quality Assessment Review Tool

Recommendation for this assessment:

☐ No changes needed
☒ Minor changes recommended
☐ Some changes required, please address and resubmit
☐ Substantial changes needed, please address and resubmit
☐ Task rejected—new task needed

Discussion:

The counter-claim should not be scored for grade 4 students as it is not found in the standards. In addition, the rubrics should be updated for this task.