Garden of Learning

1. Task Overview

2. Classroom Activity

3. Student Task: Parts 1 and 2

4. Task Specifications and Scoring Rubrics

Task Overview (20 minutes for classroom activity, 105 for performance task = 125 total minutes)

Classroom Activity (20 minutes)

Students will be introduced to the topic of school and community gardens to prepare an argumentative article. They will be given time to read and view the sources and briefly discuss them.

Part 1 (35 minutes)

Students will examine the sources and take notes. They will then respond to three (3) constructed-response questions.

Part 2 (70 minutes)

Students will have access to the sources they examined in Part 1. They will refer to their notes and their answers to the constructed-response questions to compose a full-length argumentative article. Students cannot change their answers to the constructed-response questions. They will pre-write, draft, and revise an article.

Scorable Products

Student responses to the constructed-response questions at the end of Part 1 and the article completed in Part 2 will be scored. Notes completed in Part 1 and pre-writing and drafting in Part 2 will not be scored.

Teacher Preparation/Resource Requirements

This is a computer-based test that requires an interface for each test-taker. The testing software will include access to spell check, but not to grammar check. The teacher should ensure that sufficient blank paper and writing tools are available for student note-taking.

Teacher Directions for the Classroom Activity

Introductory Classroom Activity (20 minutes)

Accessing the Stimuli (~20 minutes)

1. Provide students with copies of the articles "Growing Our Own School Lunch" and "Make Your Own Dirt." Instruct the students to read the articles silently to themselves (**~7 minutes**).

2. Lead a whole class discussion about the articles using the questions below (**~5 minutes**):

    Question 1: What can you learn from making your own dirt?

    Question 2: Why have some students in "Growing Our Own School Lunch" learned to like some vegetables because of having a school garden?

3. Show the video "Community Gardens: Typical Costs" (**3 minutes 45 seconds**).

4. Lead a whole class discussion about the video using the question below (**~4 minutes**):

    Question 1: Why is it important to think about the costs when starting a community garden?

Grade 6 Performance Task

Teacher Directions for Parts 1 and 2

Part 1 (35 minutes)

Students should receive the sources, directions, questions, article assignment, and any other material related to the task. They should receive the constructed-response questions in Part 1 and the article assignment in Part 2.

1. Initiate the online testing session.
2. Alert the students when there are 15 minutes remaining in Part 1.
3. Alert the students when there are 5 minutes remaining in Part 1.
4. Have students write their names on any notes. Collect all student notes.
5. Close the testing session.

Stretch Break

Part 2 (70 minutes)

1. Initiate the testing Part 2.
2. Allow students to access the sources, their notes, and their answers to the constructed-response questions presented in Part 1. They will not be allowed to change their answers.
3. Once 15 minutes have elapsed, suggest students begin writing the article.
4. Alert the students when 30 minutes remain.
5. Alert students when 15 minutes remain and suggest they begin revising their articles.
6. Close the testing session.

Student Directions for Parts 1 and 2

Part 1 (35 minutes)

Your task

You will examine several sources about gardening. Then you will answer three questions about what you have learned. In Part 2, you will write an argumentative article about school gardens for your school newsletter.

Steps to follow

In order to plan and write your article, you will do all of the following:

1. Examine several sources.
2. Make notes about the information from the sources.
3. Answer three questions about the sources.

Directions for beginning

You will now examine several sources. Take notes because you may want to refer to your notes while writing your article. You can re-examine any of the sources as often as you like.

Research Questions

After examining the research sources, use the remaining time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the research sources you have read and viewed, which should help you write your argumentative article.

You may click on the appropriate buttons to refer to the sources when you think it will be helpful. You may also refer to your notes. Answer the questions in the spaces provided below them.

> **1.** What evidence does the author of the article "Growing Our Own School Lunch" present that would best convince your teacher to allow students to grow plants in science class? Use details from the article to thoroughly support your answer.

> **2.** What information in the two texts could lead a reader to believe that gardening and composting help the environment? Use details from both texts to support your answer.

3. Explain whether it is important to consider the information presented in both the video and the article "Growing Our Own School Lunch" when starting a community or school garden. Use details from both the video and the article to support your answer.

Part 2 (70 minutes)

You will now have 70 minutes to review your notes and sources, plan, draft, and revise your article. You may use your notes and refer to the sources. You may also refer to the answers you wrote to questions in Part 1, but you cannot change those answers. Now read your assignment and the information about how your article will be scored; then begin your work.

Your Assignment

Some students have suggested that a student gardening program should be started at your school. You are working on the school newsletter, and your assignment is to write an argumentative article for the newsletter on this topic. In your article, you will take a side about whether or not your school should start a student garden. Support your position with information from the sources you have examined. The audience for your article will be the teachers and students at your school.

Article Scoring

Your article will be scored on the following criteria:

1. **Statement of purpose / focus and organization**—How well did you clearly state your claim on the topic and maintain your focus? How well did your ideas logically flow from the introduction to conclusion using effective transitions? How well did you stay on topic throughout the article?
2. **Elaboration of evidence**—How well did you provide evidence from the sources to support your opinions? How well did you elaborate with specific information from the sources you reviewed? How well did you effectively express ideas using precise language that was appropriate for your audience and purpose?
3. **Conventions**—How well did you follow the rules of usage, punctuation, capitalization, and spelling?

Now begin work on your article. Manage your time carefully so that you can:

- plan your article
- write your article
- revise and edit for a final draft

Word-processing tools and spell check are available to you.

Type your response in the space provided. Write as much as you need to fulfill the requirements of the task; you are not limited by the size of the response area on the screen.

Source Information:

Stimulus #1

Read this article about a school garden program.

"Growing Our Own School Lunch" by Jeannine Pao, from *Appleseeds* Magazine. Copyright © November 2001 by Carus Publishing Company.

Stimulus #2

Read this experiment about making compost, which is very similar to dirt. Compost is made by combining materials such as leaves, leftover vegetables, and grass clippings. After sitting for a certain amount of time and being stirred about once a week, these materials break apart, mix together, and start to look like dirt. The compost can then be added to dirt to give food to plants.

 "Make Your Own Dirt" by Hallie Warshaw with Jake Miller, from <u>Get Out! Outdoor Activities Kids Can Enjoy Anywhere (Except Indoors)</u>. Copyright © 2001 by Orange Avenue, Inc.

Stimulus #3

Watch this video about the costs involved in starting a community garden.

"Community Gardens: Typical Costs" video by Kansas Healthy Yards and Communities. **18 Jan. 2012. Web. 18 Sept. 2012.**

Grade 6 Performance Task

Task Specifications:

Title:	"Garden of Learning"
Grade/Model:	6
Claim(s):	2: Students can produce effective writing for a range of purposes and audiences. 4: Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.
Primary Target(s):	These claims and targets will be measured by scorable evidence collected. Claim 2 7: COMPOSE FULL TEXTS: Write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop an appropriate conclusion. 8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts. 9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and argumentative texts. Claim 4 3: EVALUATE INFORMATION/SOURCES: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses. 4: USE EVIDENCE: Generate a claim or main idea and cite evidence to support analyses, arguments, or critiques.
CCSS/Standard(s):	W-1a, W-1b, W-8, W-9, RI-1
DOK:	4
Difficulty:	Medium
Score Points:	Up to 10
Task Source:	SBAC / CTB
Item Type:	Performance Tasks
Target-specific attributes (e.g., accessibility issues):	Students with visual impairments may need alternative formats to access written texts, graphic stimuli, and video or audiovisual material. Students with physical or other impairments may need to be provided with appropriate alternative means to entering lengthy text using a keyboard.
Grade level of stimuli:	5

Stimuli:	Growing Our Own School Lunch: Informational article This article is about a school that has a garden that the students run. Make Your Own Dirt: How-to article This article explains how to perform an experiment to create dirt and compost. Community Gardens: Typical Costs: Informational video This video lists some of the important things to think about when starting a community garden.
How this task contributes to sufficient evidence for the claims:	In order to complete the performance task, students 1. Analyze and select information from multiple sources 2. Answer various questions about research and the evidence the authors present as support 3. Write an argumentative article, maintaining a claim and addressing alternate or opposing claims 4. Organize ideas by stating and maintaining a focus 5. Develop a topic, including citing supportive evidence, details, and elaboration consistent with the sources, purpose, and audience 6. Effectively organize ideas to create a persuasive, well-supported argument, use appropriate transitions, and include a conclusion for coherence 7. Adhere to conventions and rules of grammar, usage, and mechanics 8. Control language for purpose and audience

Scoring information for questions:

1. Claim 4, Target 3

2-point Research (Grades 6–11) Evaluate Information/Sources Rubric (Claim 4, Target 3)	
2	The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources. The response includes a thorough explanation of what evidence the article presents that would convince a teacher to allow students to grow plants. Strong support is provided by relevant details from the source.
1	The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources. The response includes a partial explanation of what evidence the article presents that would convince a teacher to allow students to grow plants. Limited support is provided by relevant details from the source.
0	A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources. The response does not include any relevant details from the article to show what evidence is presented that would convince a teacher to allow students to grow plants. The response may be vague, incorrect, or completely absent.

Sample 2-Point Response:

The article tells how growing plants has helped the students try new vegetables. The article also shows that the students have learned a lot about what plants need to grow by participating in the garden project. In addition, the article shows that growing plants is fun for kids. The kids enjoy doing things like growing a "heartbeet." Teachers like for students to have fun learning and to be healthy. Teachers will be likely to allow students to grow plants in science class after reading the article.

Sample 1-Point Response:

The article tells how the students have grown to like many vegetables from working in the garden. Also, the teacher can see how much the kids are learning in the garden. These facts will convince a teacher to let students grow plants in science class.

Sample 0-Point Response:

The article tells about a garden. The students had fun.

2. Claim 4, Target 3

2-point Research (Grades 6–11) Evaluate Information/Sources Rubric (Claim 4, Target 3)	
2	The response gives sufficient evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources. The response includes detailed information from both texts that show how gardening and composting help the environment. The response is supported with relevant details from both sources.
1	The response gives limited evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources. The response includes some details about how gardening and composting help the environment. The response includes limited relevant details from the sources.
0	A response gets no credit if it provides no evidence of the ability to evaluate the credibility, completeness, relevancy, and/or accuracy of the information and sources. The response does not include an explanation of how gardening and composting help the environment or relevant details from the sources. The response may be vague, incorrect, or completely absent.

Sample 2-Point Response:

Gardening helps the environment because it allows unused land to become useful. In the article, the students at Martin Luther King Jr. Middle School made their garden out of an area that was once asphalt and weeds. The more plants our planet has, the healthier it is. Composting is good for the environment because it takes garbage, such as vegetable scraps, and turns it into dirt. This dirt is full of nutrients that can help fertilize plants in a garden. Once the garbage is turned into dirt and used in a garden, there is less garbage to throw away. These things are good for the environment.

Sample 1-Point Response:

Gardening and composting help the environment because they are natural things to do. The students made a garden where there used to be asphalt and weeds. Nature is full of plants and plant parts turn back into dirt.

Sample 0-Point Response:

Helping the environment is important. We need to save our Earth.

3. Claim 4, Target 4

	2-point Research (Grades 6–11) Use Evidence Rubric (Claim 4, Target 4)
2	The response gives sufficient evidence of the ability to cite evidence to support opinions and ideas. The response includes a thorough explanation about whether or not the information in both the video and the article is important to consider when starting a community or school garden. The response includes strong relevant details from both of the sources.
1	The response gives limited evidence of the ability to cite evidence to support opinions and ideas. The response includes a limited explanation about whether or not the information in both the video and the article is important to consider when starting a community or school garden. The response includes limited relevant details from both of the sources, or the student provides details from only one source.
0	A response gets no credit if it provides no evidence of the ability to cite evidence to support opinions and ideas. The response does not explain whether or not the information in both the video and the article is important to consider when starting a community or school garden. The response does not include relevant details and may be vague, incorrect, or completely absent.

Sample 2-Point Response:

I believe that it is important to consider both the article and the video. The article "Growing Our Own School Lunch" shows many positive things that can be achieved in a student garden. On the other hand, the video shows some possible problems with starting a school or community garden. There are many costs involved, such as for hooking up water and preparing the ground, so it is important to keep those in mind. It is necessary to think about what would be good about starting a garden, such as helping kids to try new foods and learning about how to make plants grow. However, it might not be possible to start a garden because it might cost too much or be too difficult to overcome all of the problems.

Sample 1-Point Response:

I think you should look at both the video and the article. The article tells why it is fun to work in a garden and learn about plants. The video explains many of the costs that are connected with starting a garden. It is important to think about both of those things.

Sample 0-Point Response:

Growing plants is an activity that costs a lot.

Rubric and scoring information for full-write:

<table>
<tr><td colspan="6" align="center">4-Point
Argumentative
Performance Task Writing Rubric (Grades 6–11)</td></tr>
<tr><td>Score</td><td align="center">4</td><td align="center">3</td><td align="center">2</td><td align="center">1</td><td align="center">NS</td></tr>
<tr>
<td rowspan="1">Statement of Purpose/Focus and Organization</td>
<td>The response is fully sustained and consistently and purposefully focused:

claim is clearly stated, focused, and strongly maintained
alternate or opposing claims are clearly addressed*
claim is introduced and communicated clearly within the purpose, audience, and task

The response has a clear and effective organizational structure creating a sense of unity and completeness:

consistent use of a variety of transitional strategies to clarify the relationships between and among ideas
logical progression of ideas from beginning to end
effective introduction and conclusion for audience and purpose
strong connections among ideas, with some syntactic variety

</td>
<td>The response is adequately sustained and generally focused:

claim is clear and mostly maintained, though some loosely related material may be present
context provided for the claim is adequate within the purpose, audience, and task

The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:

adequate use of transitional strategies with some variety to clarify the relationships between and among ideas
adequate progression of ideas from beginning to end
adequate introduction and conclusion
adequate, if slightly inconsistent, connection among ideas

</td>
<td>The response is somewhat sustained and may have a minor drift in focus:

may be clearly focused on the claim but is insufficiently sustained, or
claim on the issue may be somewhat unclear and/or unfocused

The response has an inconsistent organizational structure, and flaws are evident:

inconsistent use of transitional strategies and/or little variety
uneven progression of ideas from beginning to end
conclusion and introduction, if present, are weak
weak connection among ideas

</td>
<td>The response may be related to the purpose but may provide little or no focus:

may be very brief
may have a major drift
claim may be confusing or ambiguous

The response has little or no discernible organizational structure:

few or no transitional strategies are evident
frequent extraneous ideas may intrude

</td>
<td>Insufficient, illegible, in a language other than English, incoherent, off-topic, or off-purpose writing</td>
</tr>
</table>

*Begins in 7th grade

Smarter Balanced
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		4-Point Argumentative Performance Task Writing Rubric (Grades 6–11)			
Score	**4**	**3**	**2**	**1**	**NS**
Evidence/Elaboration	The response provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant: • use of evidence from sources is integrated, comprehensive, relevant, and concrete • effective use of a variety of elaborative techniques The response clearly and effectively expresses ideas, using precise language: • use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose	The response provides adequate support/evidence for the writer's claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general: • some evidence from sources is included, though citations may be general or imprecise • adequate use of some elaborative techniques The response adequately expresses ideas, employing a mix of precise with more general language: • use of domain-specific vocabulary is generally appropriate for the audience and purpose	The response provides uneven, cursory support/evidence for the writer's claim that includes partial or uneven use of sources, facts, and details. The response achieves little depth: • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques The response expresses ideas unevenly, using simplistic language: • use of domain-specific vocabulary may at times be inappropriate for the audience and purpose	The response provides minimal support/evidence for the writer's claim that includes little or no use of sources, facts, and details: • Use of evidence from sources is minimal, absent, incorrect, or irrelevant The response's expression of ideas is vague, lacks clarity, or is confusing: • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose	Insufficient, illegible, in a language other than English, incoherent, off-topic, or off-purpose writing

	2-Point Argumentative Performance Task Writing Rubric (Grades 6–11)		
Score	2	1	NS
Conventions	The response demonstrates an adequate command of conventions: • errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed and meaning is not obscured • adequate use of punctuation, capitalization, and spelling	The response demonstrates a partial command of conventions: • errors in usage may obscure meaning • inconsistent use of punctuation, capitalization, and spelling	Insufficient, illegible, in a language other than English, incoherent, off-topic, or off-purpose writing