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Oregon English Language Arts Assessment

**ELA PT Scoring Guide
Grade 5 Sample Test**

6/15/2018



Student Directions

Service Animals Opinion Performance Task

Task:

A person with a disability visited your class today to discuss how his trained service animal allows him to enjoy more independence and participate more fully in everyday activities. You and your classmates became interested in learning more about service animals. Your teacher took your class to the school library to look up more information about this topic. You have found three articles about service animals.

After you have looked at these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research. You may click on the Global Notes button to take notes on the information you find in the sources as you read. You may also use scratch paper to take notes.

In Part 2, you will write an opinion paper on a topic related to the sources.

Directions for Beginning:

You will now examine several sources. You can re-examine any of the sources as often as you like.

Research Questions:

After looking at the sources, use the rest of the 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 information you

have read and looked at, which should help you write your opinion paper.

You may click on the Global Notes button or refer back to your scratch paper to look at your notes when you think it would be helpful. Answer the questions in the spaces below the items.

Both the Global Notes on the computer and your written notes on scratch paper will be available to you in Part 1 and Part 2 of the performance task.

Part 1

Sources for Performance Task:

Source #1

You have found a current article about capuchin monkeys on a website about service animals. The author is a veterinarian who writes articles for educational publications.

Monkey Helpers

by Tamra Orr

An Unusual Set of Helping Hands

Every day people make countless moves that they tend to take for granted. They scratch their noses and pull on their backpacks. People grab something to eat and push up their glasses. They flip the pages of their textbooks and turn off their lights. For people living with injuries to the spinal cord, however, these basic movements are very difficult. For some, they are even impossible. For the past 35 years, more than 160 people with injuries to the spinal cord have found support from a very unusual set of helping hands: those of specially trained capuchin monkeys.

Capuchin monkeys are very small. Some weigh less than eight pounds, even when fully grown. They are also extremely smart. In the wild, they have shown the ability to pick up tools and use them to solve problems. Their hands can easily carry small tools. This makes it easier for them to handle modern items such as remotes and cell phones.

Although capuchin monkeys are smart and are able to handle small tools, not all types of monkeys are ideal to use as service animals. Some monkeys, such as howler monkeys, are too large or strong. Monkeys who have not been properly trained are also unreliable. They might behave in ways that are hard to predict. For example, a monkey could suddenly hurt a person if it got angry or frightened for some reason.

While some people believe capuchin monkeys are wonderful service animals, not everyone agrees. Capuchins are small, easy to train, and able to bond, or form close relationships, with humans. However, they are still, in the end, wild animals. April Truitt, director of the Primate Rescue Center in Kentucky, says that having a wild animal in your home may put both the animal and the owner at increased risk of getting injured. She points out that it is possible for capuchins to become violent suddenly and this can be a danger to their owners and others.

Long Before School Starts

Long before capuchin monkeys begin their training, they have already spent years around humans. Born in a Massachusetts zoo, they must live with foster families as long as twelve years before beginning their training on how to assist a person with a disability. During this time, they are taught how to share a house

with humans. They get used to being around pets. They even learn basic tasks like how to take baths. This requires a great deal of time and effort.

Learning to Help

Capuchin monkeys learn how to assist people with disabilities at Helping Hands, otherwise known as the monkey college, in Boston, Massachusetts. This college is not quite like going to a traditional school. Every day, for three to five years, capuchin monkeys learn new skills. Their lessons do not focus on reading and writing though. Days are spent learning how to load a DVD into a player and push play, or how to open and close microwave doors. This education takes time, patience, and money. The cost of educating just one monkey is close to \$40,000. Finally, after up to five years of training, the animals finish school. Now the monkeys are ready to go and live with someone who needs them to help make life a little bit easier.

The Simple Things

Having a capuchin monkey in the house is not the same as having a dog or cat. Because of their training and their intelligence, these monkeys are able to do an amazing number of chores for the person who is disabled and cannot do them alone. Along with operating microwaves and DVD players, these service animals can also turn lights off and on for their new owners. They can open bottles and flip the pages of a book for their owner. They can even reach out and scratch an annoying itch.

Every year, Helping Hands places dozens of monkeys in homes of people with disabilities. The monkeys take good care of their owners. In return, the owners feel safer and more able to do tasks that so many others take for granted.

Sources Used

ABC News. (n.d.). Tearful Kentucky senator wants monkeys to be made service animals. Retrieved from: <http://abcnews.go.com/blogs/headlines/2014/01/tearful-kentucky-senator-wants-monkeys-to-be-made-service-animals/>

CBS News. (n.d.). Monkeys lend helping hand to disabled. Retrieved from: <http://www.cbsnews.com/pictures/monkeys-lend-helping-hand-to-disabled>

DiBlasio, N. (2013, July 4). Monkey see. Monkey do. USA Weekend. Retrieved from: <http://www.usaweekend.com/article/20130705/HEALTH/307050007/Graduates-of-Monkey-College-give-their-companions-a-sense-of-purpose>

Helping Hands. (n.d.). Training center. Retrieved from: <http://www.monkeyhelpers.org>

Source #2

You found an article about service animals in a 2002 issue of *Click*, a magazine for children.

Animals Helping People

A monkey who helps you drink out of a straw? A dog that opens the refrigerator door when you want a snack? A pony gentle enough to ride even if you cannot see? When people need extra care, special animals are there to help!

Seeing Eye dogs are trained to be the eyes for people who cannot see. All over the world, Seeing Eye dogs are hard at work—guiding, protecting, and loving their blind masters.

Horseback riding is good exercise. It also helps people feel happy and confident. Even riders who cannot see, or who have trouble moving their muscles, can have fun on a quiet, gentle, well-trained horse.

Hearing dogs help people who are deaf or hard-of-hearing. These smart, friendly, energetic dogs are specially trained to let their owners know when the doorbell rings, the smoke alarm goes off, or the baby wakes up from a nap.

This boy needs both his hands and all his energy just to walk. Luckily, his assistance dog is there to carry his backpack. Assistance dogs are good helpers—and good friends!



An assistance dog is trained to help

. . . Assistance animals like this capuchin monkey are smart and nimble enough to help in lots of ways—they can turn the lights on and off, play a CD, or get their owners a cool drink!



A capuchin monkey helps with many tasks

This girl is part of a special program to help children with serious physical and learning difficulties. Swimming with dolphins helps the children relax—and who wouldn't love being around such wild and beautiful creatures!



Dolphins are calming creatures

"Animals Helping People" from *Click*. Text copyright © 2002 by ePals Media. Reprinted by permission of Carus Publishing Company. Photographs copyright © 2002 by ePals Media.

Source #3

This article from a magazine about animal rights describes new service animal rules that are included as part of a federal law. The author is on staff at the magazine and has a legal background.

New Service Animal Rules

by Clare Mishica

New rules regarding service animals were added to the Americans with Disabilities Act (ADA) in March 2011. The ADA is a law that protects the rights of people with disabilities.

The new rules limit the kind of service animals that people with disabilities can have in public places. Now, only dogs and miniature horses are allowed in public places. The changes were meant to clear up confusion regarding service animals in public places. Business owners were unclear about the kind of service animals that were allowed in their businesses. They were also unclear about the amount of responsibility that they had for service animals that were brought into their businesses.

A man has a large snake draped over his shoulders. He wants to enter a café for lunch and says the snake is a service animal that helps and comforts him. In the past, the law would have required the café to allow the man to bring his snake inside. This was because people were allowed to choose any service animal as helpers, including pigs, birds, and lizards! Before the new rule, any type of animal could have been considered a service animal. As long as the owner felt that the animal provided him/her assistance, then any type of animal could be used as a service animal. Once the new rules went into effect, the only service animals permitted in public places are dogs and miniature horses.

What Made the Changes Necessary?

The changes were needed to protect people from

diseases. Different animals carry certain diseases. When animals go into public places, they might pass illnesses to humans. In addition, some animals are not trained to keep an area clean. For example, birds could leave droppings on a store floor. This creates an unhealthy setting for others.

Second, the law was changed to help business owners. In the past, businesses such as hotels had to accept all types of service animals, and that could create problems. For example, some animals are large or noisy. Others might cause damage or have special needs. Dogs and miniature horses, however, are tame. They have been used as pets for hundreds of years. They listen to commands. Both dogs and miniature horses are trained to guide the blind. These animals can be trusted by pet owners and business owners.

Some people prefer to use service animals other than dogs and miniature horses and this is still possible. The new rules limit only the kind of service animals permitted in public places. In private, people are able to choose other animals. Some people with disabilities use monkeys to help them do tasks in their homes. These monkeys have similar hand and finger control to humans, so they can perform more tasks than other animals.

Would you like to learn more about the federal rules for service animals? You can visit the Americans with Disabilities Act (ADA) website. It gives details and reasons for changes in the rules.

Sources Used

Manning, S. (2011, April 11). Changing definitions new federal law limits service animals to dogs and

mini-horses. Evansville Courier & Press. Retrieved from: <http://www.courierpress.com/news/2011/apr/11/no-headline---11b05petservice>

U.S. Department of Justice. (2011, July 12). Service animals. Retrieved from: http://www.ada.gov/service_animals_2010.htm

Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
1	5	4	4	3	W-8	The student will select evidence to support opinions based on evidence collected.

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Click on the boxes to match each source with the idea or ideas that it supports. Some ideas may have more than one source selected.

	Source #1: Monkey Helpers	Source #2: Animals Helping People	Source #3: New Service Animal Rules
People who own businesses have to consider the well-being of all of their guests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being smart and able to handle small objects makes certain animals more appropriate than other animals to assist people who have a disability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key Elements:

People who own businesses have to consider the well-being of all of their guests:

1. Source #3

Being smart and able to handle small objects makes certain animals more appropriate than other animals to assist people who have a disability:

1. Source #1
2. Source #2

Rubric:

(1point) 3 cells completed correctly

(0 points) Fewer than 3 cells completed correctly or blank

Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
4	5	2	7	4	W-1b	The student will write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitions for coherence, develop supporting evidence/reasons (from sources when appropriate to the assignment) and elaboration, and develop an appropriate conclusion related to the opinion presented.

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Student Directions

Service Animals Opinion Performance Task

Part 2

You will now review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and go back to the sources. Now read your assignment and the information about how your writing will be scored; then begin your work.

Your Assignment:

When your class returns from the library, your classmates begin to share what they learned about different types of service animals. They also begin to discuss the new rule that allows only dogs and miniature horses as service animals in public places. Some students agree with the rule, and some students disagree with the rule. Your teacher asks you to write a paper explaining your opinion about the new rule.

In your paper, you will take a side as to whether you agree with the rule allowing only service dogs and miniature horses in public places, or whether you disagree with the rule. Your paper will be read by your teacher and your classmates. Make sure you clearly state your opinion and write several paragraphs supporting your opinion with reasons and details from the sources. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to give the source title or number for the details or facts you use.

REMEMBER: A well-written opinion paper

- has a clear opinion.
- is well-organized and stays on the topic.
- has an introduction and conclusion.
- uses transitions.
- uses details or facts from the sources to support your opinion.
- puts the information from the sources in your own words, except when using direct quotations from the sources.
- gives the title or number of the source for the details or facts you included.
- develops ideas clearly.
- uses clear language.
- follows rules of writing (spelling, punctuation, and grammar).

Now begin work on your opinion paper. Manage your time carefully so that you can

1. plan your opinion paper.
2. write your opinion paper.
3. revise and edit the final draft of your opinion paper.

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

For Part 2, you are being asked to write an opinion paper that is several paragraphs long. Type your response in the box below. The box will get bigger as you type.

Remember to check your notes and your prewriting/planning as you write and then revise and edit your opinion paper.

4-Point Opinion Performance Task Writing Rubric (Grades 3-5)					
Score	4	3	2	1	NS
Organization/Purpose	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> ☐ opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience ☐ consistent use of a variety of transitional strategies to clarify the relationships between and among ideas ☐ effective introduction and conclusion ☐ logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> • opinion is clear, and the focus is mostly maintained for the purpose and audience • adequate use of transitional strategies with some variety to clarify relationships between and among ideas • adequate introduction and conclusion • adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> • opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience • inconsistent use of transitional strategies and/or little variety • introduction or conclusion, if present, may be weak • uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:</p> <ul style="list-style-type: none"> • opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience • few or no transitional strategies are evident • introduction and/or conclusion may be missing • frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> • Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

4-Point Opinion Performance Task Writing Rubric (Grades 3–5)					
Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing elaboration of the support/evidence for the opinion and supporting idea(s) that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific clear citations or attribution of source material effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate elaboration of the support/evidence for the opinion and supporting idea(s) that includes the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general adequate use of citations or attribution to source material adequate use of some elaborative techniques* vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory elaboration of the support/evidence for the opinion and supporting idea(s) that includes partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied weak use of citations or attribution to source material weak or uneven use of elaborative techniques*; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal elaboration of the support/evidence for the opinion and supporting idea(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

*Elaborative techniques may include the use of personal experiences that support the opinion.

2-Point Opinion Performance Task Writing Rubric (Grades 3–5)				
Score	2	1	0	NS
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.