

CAE



CCRA+

# Sample Assessment

HIGH SCHOOL

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## Overview

CAE's College and Career Readiness Assessment (CCRA+) for grades 6–12 includes a Performance Task (PT) and a Selected-Response Question (SRQ) section. There are three types of questions in the SRQ section: Scientific and Quantitative Reasoning (SQR), Critical Reading and Evaluation (CRE), and Critique an Argument (CA). CCRA+ is administered online. The PT contains an open-ended prompt that requires written responses. The SRQs ask the student to choose the best response based on the Document Library provided.

CCRA+ tasks are designed to assess students' general critical thinking and written communication skills, regardless of their academic concentrations. These skills include scientific and quantitative reasoning, analytic reasoning and evaluation of information, problem solving, writing effectiveness, and writing mechanics. These skills are necessary not only for success in high school and college, but they are important for success in the workplace and other aspects of life outside the classroom. No prior knowledge of any particular field is necessary in order to perform well.

What is presented in this practice assessment is an abbreviated version of a PT. Please note how the assessment includes real-world scenarios and a series of documents that reflect an authentic situation.

This example is also intended to familiarize the reader with what is expected in a high-quality response. The sample response demonstrates a student's critical-thinking and written-communication skills.

### About CAE

CAE partners with educational organizations to help prepare students for their next steps. Using our authentic performance-based assessments, educators, students, and their families gain actionable insights to help them develop their critical thinking, problem-solving, and written communication skills — the skills that are necessary for academic success and most in-demand by employers. Instructional materials are available to support essential skill development along with professional development on using performance tasks and how to integrate essential skills instruction into existing curricula. CAE can also develop custom performance-based assessments to measure the specific skills your organization is interested in, including for core subject areas.

**For more information, visit [www.cae.org](http://www.cae.org).**

## Performance Task: Parks

### **ROLE**

You work for the city manager of Tiverton, Christine Dillingham.

### **SCENARIO**

Tiverton is a large city located near a national forest. The city currently funds two programs for middle school students. One program, Forest Adventures, is a summer camping program. The other program, Sports & School Experience, combines academic tutoring and sports activities.

Tiverton can no longer afford to fund both programs at their current levels. At tonight's City Council meeting, the council members are going to discuss whether the city should fund only one program. Ms. Dillingham has asked you to help prepare for the meeting by reviewing the documents provided in the Document Library.

### **TASK**

Your task is to write a report for Ms. Dillingham that analyzes the two programs and answers the question, "If Tiverton cannot afford to fund the Forest Adventures and the Sports & School Experience programs at their current levels, what should the city do?" You could recommend funding only one program, modifying the program(s), or something else. In your report, support your recommendation with information found in the Document Library and explain why other possible recommendations are not as good.

There is no correct answer. However, your recommendation should clearly present all the evidence and reasoning necessary to support your position. Your answers will be judged not only on the accuracy of the information you provide, but also on how thoroughly the provided information is covered, how clearly your ideas are presented, how effectively your ideas are organized, and how well your writing reflects the conventions of standard written English.

While your personal values and experiences are important, please complete this task solely on the basis of the information provided above and in the Document Library.

## Document Library

Document 1: Youth Programs Website

Document 2: Hospital Data Report

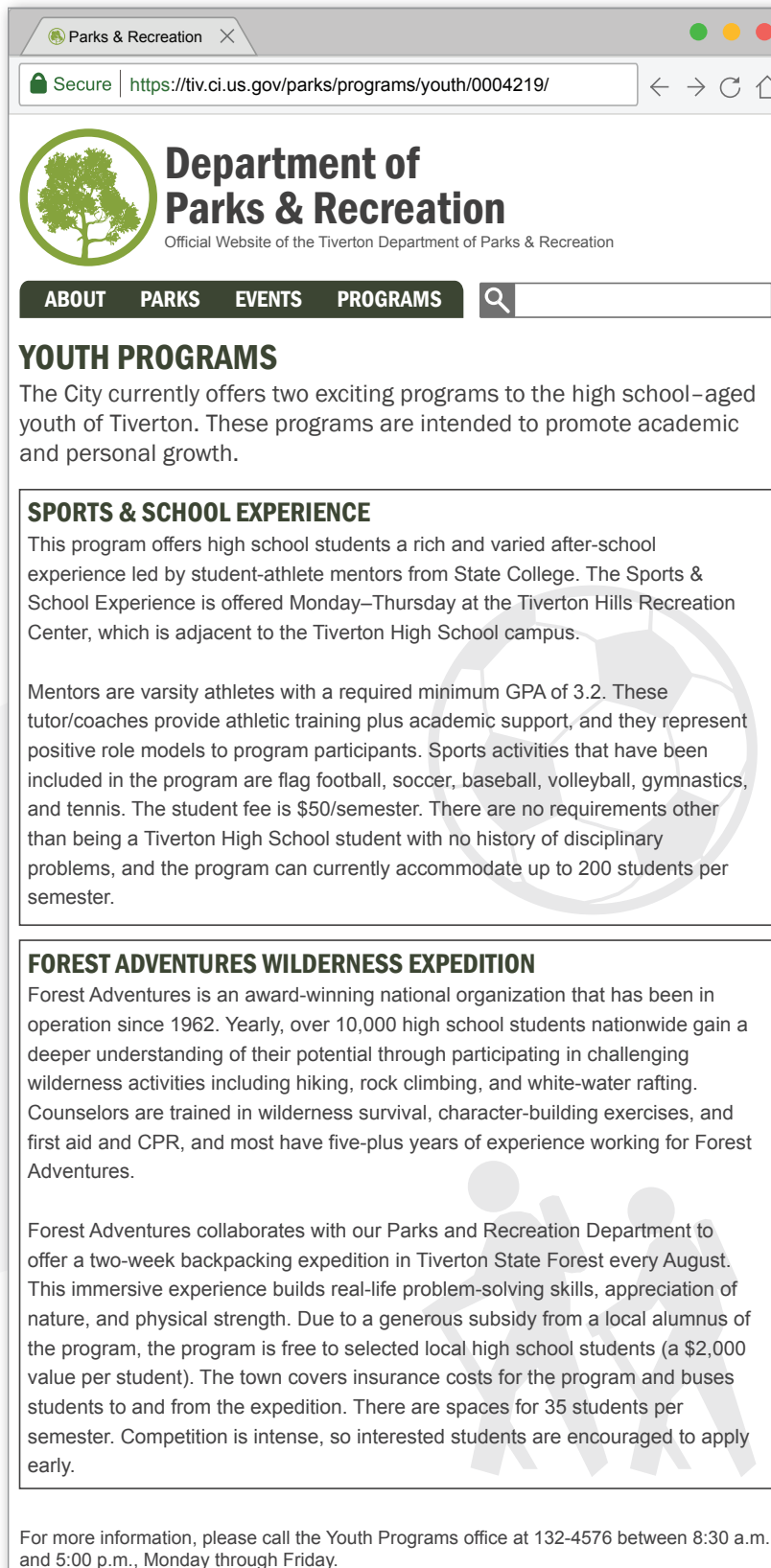
Document 3: Letter from Oliver Simpson

Document 4: Letter from Jerome Taylor

Document 5: Newspaper Article

Document 6: Email from Principal Arnold

## DOCUMENT 1: Youth Programs Website



The screenshot shows a web browser window with the URL <https://tiv.ci.us.gov/parks/programs/youth/0004219/>. The page header features the Department of Parks & Recreation logo and navigation links for ABOUT, PARKS, EVENTS, and PROGRAMS. The main content is titled "YOUTH PROGRAMS" and describes two programs: Sports & School Experience and Forest Adventures Wilderness Expedition. The Sports & School Experience program is for high school students, offering athletic training and academic support. The Forest Adventures Wilderness Expedition is a two-week backpacking trip in Tiverton State Forest every August, offering a real-life problem-solving experience.

**Department of Parks & Recreation**  
Official Website of the Tiverton Department of Parks & Recreation

**ABOUT PARKS EVENTS PROGRAMS**

### YOUTH PROGRAMS

The City currently offers two exciting programs to the high school-aged youth of Tiverton. These programs are intended to promote academic and personal growth.

#### SPORTS & SCHOOL EXPERIENCE

This program offers high school students a rich and varied after-school experience led by student-athlete mentors from State College. The Sports & School Experience is offered Monday–Thursday at the Tiverton Hills Recreation Center, which is adjacent to the Tiverton High School campus.

Mentors are varsity athletes with a required minimum GPA of 3.2. These tutor/coaches provide athletic training plus academic support, and they represent positive role models to program participants. Sports activities that have been included in the program are flag football, soccer, baseball, volleyball, gymnastics, and tennis. The student fee is \$50/semester. There are no requirements other than being a Tiverton High School student with no history of disciplinary problems, and the program can currently accommodate up to 200 students per semester.


#### FOREST ADVENTURES WILDERNESS EXPEDITION

Forest Adventures is an award-winning national organization that has been in operation since 1962. Yearly, over 10,000 high school students nationwide gain a deeper understanding of their potential through participating in challenging wilderness activities including hiking, rock climbing, and white-water rafting. Counselors are trained in wilderness survival, character-building exercises, and first aid and CPR, and most have five-plus years of experience working for Forest Adventures.

Forest Adventures collaborates with our Parks and Recreation Department to offer a two-week backpacking expedition in Tiverton State Forest every August. This immersive experience builds real-life problem-solving skills, appreciation of nature, and physical strength. Due to a generous subsidy from a local alumnus of the program, the program is free to selected local high school students (a \$2,000 value per student). The town covers insurance costs for the program and buses students to and from the expedition. There are spaces for 35 students per semester. Competition is intense, so interested students are encouraged to apply early.

For more information, please call the Youth Programs office at 132-4576 between 8:30 a.m. and 5:00 p.m., Monday through Friday.

## DOCUMENT 2: Hospital Data Report



**TIVERTON  
MEMORIAL  
HOSPITAL**

### Hospital Information System

Master
Registration
OPD
Casualty
IPO
OT
Insurance
Billing
Admin
Report

---

#### Report Search, 1 of 2

ER admit

AND

age>9

AND

age<19

AND

diagnosis=fracture

OR

diagnosis=dislocation

OR

diagnosis=rupture

OR

diagnosis=laceration

OR

diagnosis=abrasion

AND

insured=Forest Adventures

AND

year=current

Search

Clear

**Report Results: 10**

Admitted Emergency Room: 10

Treated in Emergency Room: 9

Referred to Operating Room: 1

Returned after Admitted: 0

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#### Report Search, 2 of 2

ER admit

AND

age>9

AND

age<19

AND

diagnosis=fracture

OR

diagnosis=dislocation

OR

diagnosis=rupture

OR

diagnosis=laceration

OR

diagnosis=abrasion

AND

insured=Sports & School

AND

year=current

Search

Clear

**Report Results: 46**

Admitted Emergency Room: 46

Treated in Emergency Room: 24

Referred to Operating Room: 22

Returned after Admitted: 0





## DOCUMENT 3: Letter from Oliver Simpson



Ms. Christine Dillingham  
Tiverton City Manager

Dear Ms. Dillingham:

Twenty years ago I opened Tiverton Hills Sporting Goods, the largest sporting equipment store in our city. For many years I have supplied sports equipment to our city's young athletes at the start of each new season, and enjoyed watching Tiverton youth develop into fine young citizens. I continue to see our city's sports programs as a good investment in our future. I do not share the same feeling about the Forest Adventures program, especially considering the risk of injury in the activities they promote and all at substantially greater expense!

In all this time, I have never heard of anyone getting attacked by mountain lions, or getting lost, or breaking a leg, while walking across the ball fields at the recreation center. The same cannot be said about hiking in the wilderness, as we have learned from the recent incident with the Forest Adventures program where a student broke a leg while hiking.

While I'm sure there are some fine things to be said about the Forest Adventures program serving youth from low-income, inner-city families, I can say that the marvelous basketball, baseball, football, tennis, soccer, and gymnastics programs run by Tiverton's Department of Parks & Recreation have served our city's youth, including my own children, very well over the years. Furthermore, the Sports & School Experience program, which is also run by Tiverton's Department of Parks & Recreation, does a great job at motivating students to study while also providing them with an opportunity to work with coaches and athletes from the local colleges.

Maria Singleton, a customer and the parent of a Tiverton Middle school student, told me that her daughter loves the sports and the wonderful staff of college students assembled for the Sports & School Experience program. In fact, her only complaint is that she wishes the program started a little later so that her daughter could attend the After-School Program (for required tutoring) and not miss the beginning of the Sports & School Experience program.

Another customer and middle school parent, Janelle Harding, also has a son in the Sports & School Experience program. For the most part, she is a fan of the program, but, when talking to her the other day, she mentioned that the coaches and tutors keep changing and that sometimes the tutors leave early and the students do not receive tutoring. I told her this was most likely due to the fact that the coaches and tutors have schedules they have to maintain at their respective universities. We are both big supporters of the program and this information won't change that fact, but I still wanted to share this complaint with you.

Also, our city sports programs have a wonderful community-building effect in Tiverton Hills (e.g., parents socializing at little league baseball games or at the pancake breakfast fundraiser, etc.). Our Neighborhood Association came together to refurbish the dugouts and fields and to refinish the parks' courts, so we wouldn't have to use the middle school playground. The recreation center is truly the "center" of our community. I say we use it through the Sports & School Experience program!

Thanks again for your consideration. Keep up the good work.

*Oliver Simpson*

Oliver Simpson  
Owner, Tiverton Hills Sporting Goods

## ▶ DOCUMENT 4: Letter from Jerome Taylor



### City of Tiverton Department of Parks & Recreation

Ms. Christine Dillingham  
Tiverton City Manager

Dear Ms. Dillingham,

This letter is in response to your request for information on insurance premiums and the annual budget for youth programs paid for by Tiverton's Department of Parks & Recreation, including the Tiverton Hills Recreation Center.

Table 1 breaks down the components of the overall premium for various program activities insured at the center, which are currently covered under general Policy #253-15685. Per your request, I have included your estimate of program enrollment that was used to calculate the annual premium. In general, insurance rates are determined more by the seriousness of injuries than by their frequency.

**Table 1. Annual Premiums for Programs funded by Tiverton's Department of Parks and Recreation**

Policy 253-15685			
Program	Policy #	Enrollment	Premium
Sports & School	253-15685-01	200	\$10,000
Forest Adventures	253-15685-02	35	1,400
Mommy & Me	253-15685-03	50	500
Gymnastics	253-15685-04	50	1,400
Holiday Music	253-15685-05	50	250
Science Camp	253-15685-06	50	750
Tennis Tournament	253-15685-07	50	2,000
League Football	253-15685-08	50	3,000
League Baseball	253-15685-09	50	2,500
Conversational English	253-15685-10	50	250
Open Gym	253-15685-11	500	25,000
Total Premium			\$47,050

Table 2 breaks down the costs included in the annual budget for the youth programs that are funded by Tiverton's Department of Parks & Recreation. Your estimated program enrollment numbers are included and were used to calculate the net cost per student. This information reflects savings for the use of Tiverton Middle School classrooms, as well as an insurance discount from state-funded insurance credit for programs that share resources between public agencies. Included in the material costs are supplies and on-site meals, and included in other costs are transportation, off-site meals, insurance, and external program costs (e.g., Forest Adventures). The net cost is calculated by subtracting the revenues from student fees that were not waived from the total program costs. Finally, financial assistance is provided as available and according to need as determined by a departmental review.



## DOCUMENT 4: Letter from Jerome Taylor- continued

**Table 2. Annual Budget for Youth Programs funded by Tiverton's Department of Parks and Recreation**

Program	Enrollment	Student Fees	Staff Salaries	Facilities Costs	Material Costs	Other Costs	Net Costs	Net Cost /Student
Gymnastics	50	1,250	7,500	3,500	1,000	3,125	13,875	278
Mommy & Me	50	1,250	6,000	500	500	2,625	8,375	167
Open Gym	500	----	10,000	10,000	500	15,000	35,500	71
Forest Adventures	35	8,750	9,750	----	2,500	17,500	21,000	600
Science Camp	50	1,250	7,500	500	2,000	4,125	12,875	258
Sports & School Experience	200	5,000	7,500	2,500	1,000	10,000	16,000	80
Tennis Tournament	50	1,250	4,000	2,000	4,500	3,125	12,375	248
League Football	50	2,500	7,500	2,500	1,000	3,750	2,250	45
League Baseball	50	2,500	7,500	2,500	1,000	3,750	12,250	245
Conversational English	50	1,250	6,000	500	500	2,625	8,375	167
Financial Assistance	----	----	----	----	----	----	25,000	----
<b>Total</b>							<b>\$177,875</b>	

Please note that the information pertains to annual rates, regardless of the period of the program activities (e.g., two-week Forest Adventure, summer sports league, year-round Sports & School program). If you have any questions, please do not hesitate to call.

Cordially,

*Jerome Taylor*

Jerome Taylor  
Director of the Tiverton Department of Parks and Recreation

## ▶ DOCUMENT 5: Newspaper Article

# Tiverton Times

## Wising Up in the Wilderness: Tiverton Youth Praise Forest Adventures

Chester Felding, Staff Reporter

By his own admission, Eric Hildebrandt was heading down the wrong path. “I was into a lot of things, ditching school, and hanging out with the wrong people,” the 13-year-old said. He knew that what he was doing was wrong. He even knew that he didn’t want to continue his adolescent spiral to nowhere, but he needed a push in the right direction, not another lecture from his parents or his guidance counselor. Instead, school personnel recommended he take a 14-day Forest Adventures course. Initially, Eric wanted nothing to do with it.

“I thought it was just going to be another camp,” he insisted. “It wasn’t what I was expecting. It was more of a learning experience.” Since participating, Eric has made significant changes. “There were a lot of challenges; mostly mental,” Eric said. “You’re out there for like two weeks, which is a long time when you’re in the woods. You start to think about how you are living your life. When I came back, I was a totally different person. Everyone was surprised.”

Here’s how the camp works. Seven to 10 students, none of whom previously know each other, gather for the adventure. Instructors put the students through outdoor activities, such as rafting and rock climbing. As each person learns new skills and is challenged, traits such as self-reliance, responsibility, and compassion begin to blossom.

Though certainly not 100% effective, Forest Adventures’s recipe of nature and skill cultivation has reshaped even the most rigid of souls. “People sometimes want a change, but they don’t know what it is,” said Joanne Peterson, the lead instructor on Eric’s course. “What we help them do is find out what it is. Eric’s experience was much like thousands of other Forest Adventures experiences in the last four decades.”

Someone unfamiliar with the process might be a bit skeptical. You go into the wilderness for two weeks and all of a sudden you’re a great human being? Peterson explained: “It’s experiential education in a very powerful classroom,” she said. “There’s sort of an alchemy and magic that happens in the wilderness. When people come into the new environment and have new challenges, it gives them new experiences.”

Yet, one misconception about Forest Adventures is that it is solely for youth with serious issues. In reality, it is for anyone who wants to give it a try. Rachel Binghamton, Tiverton Senior Class President and an A-student, went only because her mom had taken a Forest Adventures course when she was young and asked her daughter to go. Though Rachel’s personal and academic record were by no means troubled, she still found Forest Adventures to be an uplifting experience.

“At first, it was weird because I’m the type of person that spends all her free time texting with friends and going to the mall, and here I am going on a trip where you don’t get to shower for two weeks. I thought I’d be lonely and that everybody would be really different from me. But as you get to know others, you find out you all have something in common and need each other, and want to help each other. I got to see people who did have things going wrong in their lives, girls who didn’t want to try, and I saw them change. That helped me to better understand myself and other people. I changed, too. There’s no other experience like this.”

Dr. David Arnold, principal of Sinclair Middle School, has seen dramatic and positive effects in the students that the camp has served. “I see big changes in the inner-city youth who participate in the Forest Adventures programs. They have almost twice the retention and graduation rates as their classmates who do not participate. Participants also have greater self-confidence, greater potential to do well in school, and over the past several years, I have seen several of them become model citizens in our community.”

In fact, Arnold believes that supporting these at-risk students is one of the best investments of public money. “The financial assistance the city provides makes participation in Forest Adventures possible for many families that couldn’t otherwise afford it. It’s an investment that pays returns to all of us.” ■

## DOCUMENT 6: Email from Principal Arnold

### David Arnold

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**From:** David Arnold  
**Sent:** December 12  
**To:** Christine Dillingham  
**Cc:**  
**Subject:** Tiverton Middle School Annual Academic Performance Report

Ms. Dillingham,

As requested, I looked at the annual change in test scores on the middle school examinations in English and mathematics. In addition to the overall results per subject, I also looked at the results based on enrollment in selected programs: the Sports & School Experience program, the Forest Adventures Wilderness Expedition, and the after school program. The results are provided in the table below. As you know, the Sports & School Experience program and the Forest Adventures program are offered by the Tiverton Department of Parks and Recreation while the Tiverton School District runs the after school Program. The after school program is staffed by certified teachers from the district, and we currently have as many hired as the district can afford.

#### Annual percent change in scores on the middle school examinations in English and mathematics based on enrollment in selected programs

<u>English Scores</u>	<u>Changes Since Last Year</u>
All Middle School Students (n = 533)	+ 1%
Middle School Students Who Have Enrolled In:	
Sports & School Experience (n = 102)	+ 2%
Forest Adventures (n = 27)	+ 3%
After-School Program (n = 59)	+ 11%
 <u>Mathematics Scores</u>	
All Middle School Students (n = 533)	+ 3%
Middle School Students Who Have Enrolled In:	
Sports & School Experience (n = 102)	+ 9%
Forest Adventures Program (n = 27)	No change
After-School Program (n = 33)	+ 17%

Note: Error in estimates is  $\pm 1\%$  on all measures.

Let me know if you need any additional information in preparation for the City Council meeting.

Sincerely,

David Arnold, Ed.D.  
Principal, Sinclair Middle School  
Tiverton City Unified School District



## Performance Task Answer Sheet

Please use the space below to respond to the task and answer the question from page 4.

## ▶ Performance Task Sample Response 1

It is my opinion that the Sports & School Experience (SSE) should be disbanded and the funds from this program be distributed among the various other programs available to local students through the Department of Parks and Recreation (DPR). To begin with, there is much overlap between the sports that SSE offers and the sport programs that the DPR offers outside of SSE. For example, both offer the following: football, baseball, tennis, and gymnastics. SSE also offers soccer and volleyball, while the DPR offers open gym. If you take a look at Document #4 in the Document Library you will see that the SSE program comprises over 1/5 of the budget for annual insurance premiums (second only to the open-gym option) – despite the fact that the Parks Department already offers the majority of these sports outside the SSE. Instead of doubling up on these four common sports, the Parks Department should simply provide a program for Soccer and Volleyball, and re-direct funds from SSE to cover whatever additional insurance costs will arise as a result of these changes.

Much of the information sent to this department during this process has been manipulated in order to paint a picture of Forest Adventures Wilderness Expedition (FA) that is simply incorrect. For example, the Hospital Data Report clearly shows that FA and SSE have very similar rates of ER admissions (FA sends around 29% of their participants to the ER, while SSE sends around 23%), and while FA's ER admissions rate is slightly higher, the seriousness of the injuries (demonstrated by the percentage of students who require surgery after admissions) is significantly lower (with 11% of SSE's participants requiring surgery compared to only 3% of FA's). Additionally, the \$40 insurance premium cost per student of the FA program compared to the \$50 cost per student for SSE, proves that even insurance companies have determined that SSE is, in fact, the more dangerous of the two programs. Oliver Simpson, who sent a letter on behalf of the SSE program, benefits greatly from this program as a provider of sports equipment—and even he mentions problems with the program in his letter of praise—therefore his letter should be viewed with an understanding that he is somewhat biased in his defense of this program.

SSE claims to not only provide athletic opportunities to its students, but claims to provide academic benefits as well. The changes in grades, however, when compared to the school's own tutoring services which address the same subjects, are minimal. SSE's tutors are unreliable and inconsistently available, according to a parent (Janelle Harding) whose son is in the SSE program, whereas the school provides experienced teachers to help struggling students. On top of this fact, FA, which makes no claim of increasing test scores, has proven to raise English scores more than the tutoring programs provided through SSE, which claims to do just that. The school system should take over tutoring services for all students, since it has been proven to provide more dramatic increases in test scores than the SSE program. Once again, it is my belief that the money spent on this program, which is approximately \$16,000.00 annually, be distributed among the various other programs that have a similar, and often more significant impact on its participants.

Unlike SSE, FA offers unique opportunities that these students would not have access to otherwise. From rock-climbing to sea-kayaking, from survival skills to personal development, FA provides benefits that cannot be offered by the other programs, no matter how much funding they receive. And while the cost per participant is higher at FA for both the DPR and the participants, the money saved on the insurance premiums for SSE can open up the opportunity to a larger number of local students who are seen as at-risk for developing some problematic behaviors upon entering high school. Unlike SSE, FA cannot be replaced by simply starting a new local program.

Despite the fact that FA is a much shorter program I believe the benefits are more longlasting and crucial to the well-being and development of our most at-risk youth. For these reasons I recommend that FA remain intact and be expanded to include more students, and the SSE program be absorbed by the other offerings of the DPR.

### Analysis and Problem Solving

#### Subscore: 6

- States an explicit decision/ conclusion/ position
- Provides comprehensive support, including nearly all of the relevant and credible information, in a manner that demonstrates outstanding analysis and comprehension of the documents
- Thoroughly refutes contradictory evidence or alternative decisions/ conclusions/ positions (if applicable)

### Writing Effectiveness

#### Subscore: 6

- Organizes response in a logically cohesive way that makes it very easy to follow the writer's arguments
- Provides valid and comprehensive elaboration on facts or ideas related to each argument and clearly cites sources of information

### Writing Mechanics

#### Subscore: 5

- Demonstrates very good control of grammatical conventions
- Consistently writes well-constructed sentences with varied structure and length
- Uses varied and sometimes advanced vocabulary that effectively communicates ideas

The above scores, pulled from the CCRA+ rubric, illustrate how a student's response might be graded. However, a common question we receive from formative-minded educators is: "How might we use this information to improve?" The simplest action to take is to refer back to the rubric (provided on page 16) and review the characteristics of a response you would expect students to achieve.



## ▶ Performance Task Sample Response 2

Having gone over the numbers I am making the following recommendations. Due to the high costs per student of the Forest Advandtures program it does not seem like a good idea to continue to offer it. If you ignore the bennefits of the program like bumps in English test scores and personal growth of students it still does not reach as many students as the Sports and School Experience program, and lasts a much shorter amount of time, clearly more students will be effected by the closing Forest Adventures. When making this recommendation, I tried to keep the majority in mind.

I disagree with some of the analysis of the hospital data – both programs have similar rates of hospitalization – and there’s a high cost for maintaining our insurance policy for Sports and School lin the end the Forest Adventures is much more costly for the department overall (at \$21,000.00 annually compared to \$16,000.00) and on an individual student basis (S&SE is around \$130 per student while FAWE is \$640). Above all, the Sports and School Experience program reaches four times as many students as Forest Adventures, making it the more important program to keep.

Once the Forest Adventures program is closed, more money can be directed towards the Sports and School Experience program and perhaps a targeted campaign focusing on the most at-risk youth can fill some of the gaps caused by the loss of this program. Maybe we can even launch a local rockclimbing program as part of the merge.

### Analysis and Problem Solving

#### Subscore: 3

- States or implies a decision/ conclusion/position
- Provides some valid support, but omits or misrepresents critical information, suggesting only superficial analysis and partial comprehension of the documents
- May not account for contradictory information (if applicable)

### Writing Effectiveness

#### Subscore: 3

- Provides limited or somewhat unclear arguments. Presents relevant information in each response, but that information is not woven into arguments
- Provides elaboration on facts or ideas a few times, some of which is valid; sources of information are sometimes unclear

### Writing Mechanics

#### Subscore: 4

- Demonstrates good control of grammatical conventions with few errors
- Writes well-constructed sentences with some varied structure and length
- Uses vocabulary that clearly communicates ideas but lacks variety ideas

The above scores, pulled from the CCRA+ rubric, illustrate how a student’s response might be graded. However, a common question we receive from formative-minded educators is: “How might we use this information to improve?” The simplest action to take is to refer back to the rubric (provided on page 16) and review the characteristics of a response you would expect students to achieve.

## ► Performance Task Sample Response 3

Clearly the forest adventures program is too dangerous and should be shut down immediately. Mountain Lion attacks should raise red flags to anyone who wants to send children to adventures which are really dangerous in fact. As Oliver Simpson points out, I've never heard of a lion attacking a student who was playing flag football.

Besides our children's safety, we should think of the benefits of the two programs in comparison to each other. One of the programs teaches children to sea kayak and the other teaches the important skills they will definitely use for the rest of their life. As part of sports and school experience, students get to have time with college athletes and which gives them role models for their high school times.

So I say that forest adventures be closed and everything sent to sports and school experience even though they could have more needs in the future and we should recruit more student athletes and grow the athletic programs offered by sports and school experience a lot to also add a tackle football team. Sports and school experience is better than forest adventures.

### Analysis and Problem Solving

#### Subscore: 2

- States or implies a decision/ conclusion/ position
- Provides analysis that addresses a few ideas as support, some of which is inaccurate, illogical, unreliable, or unconnected to the decision/ conclusion/ position

### Writing Effectiveness

#### Subscore: 2

- Provides limited, invalid, overstated, or very unclear arguments; may present information in a disorganized fashion or undermine own points
- Any elaboration on facts or ideas tends to be vague, irrelevant, inaccurate, or unreliable (e.g., based entirely on writer's opinion); sources of information are often unclear

### Writing Mechanics

#### Subscore: 2

- Demonstrates poor control of grammatical conventions with frequent minor errors and some severe errors
- Consistently writes sentences with similar structure and length, and some may be difficult to understand
- Uses simple vocabulary, and some vocabulary may be used inaccurately or in a way that makes meaning unclear

The above scores, pulled from the CCRA+ rubric, illustrate how a student's response might be graded. However, a common question we receive from formative-minded educators is: "How might we use this information to improve?" The simplest action to take is to refer back to the rubric (provided on page 16) and review the characteristics of a response you would expect students to achieve.

# ► Performance Task Scoring Rubric

	1	2	3	4	5	6
<p><b>Analysis and Problem Solving</b></p> <p>Making a logical decision or conclusion (or taking a position) and supporting it by utilizing appropriate information (facts, ideas, computed values, or salient features) from the Document Library.</p>	<p>May state or imply a decision/conclusion/position</p> <p>Provides minimal analysis as support (e.g., briefly addresses only one idea from one document) or analysis is entirely inaccurate, illogical, unreliable, or unconnected to the decision/conclusion/position</p>	<p>States or implies a decision/conclusion/position</p> <p>Provides analysis that addresses a few ideas as support, some of which is inaccurate, illogical, unreliable, or unconnected to the decision/conclusion/position</p>	<p>States or implies a decision/conclusion/position</p> <p>Provides some valid support, but omits or misrepresents critical information, suggesting only superficial analysis and partial comprehension of the documents</p> <p>May not account for contradictory information (if applicable)</p>	<p>States an explicit decision/conclusion/position</p> <p>Provides valid support that addresses multiple pieces of relevant and credible information in a manner that demonstrates adequate analysis and comprehension of the documents; some information is omitted</p> <p>May attempt to address contradictory information or alternative decisions/conclusions/positions (if applicable)</p>	<p>States an explicit decision/conclusion/position</p> <p>Provides strong support that addresses much of the relevant and credible information, in a manner that demonstrates very good analysis and comprehension of the documents</p> <p>Refutes contradictory information or alternative decisions/conclusions/positions (if applicable)</p>	<p>States an explicit decision/conclusion/position</p> <p>Provides comprehensive support, including nearly all of the relevant and credible information, in a manner that demonstrates outstanding analysis and comprehension of the documents</p> <p>Thoroughly refutes contradictory evidence or alternative decisions/conclusions/positions (if applicable)</p>
<p><b>Writing Effectiveness</b></p> <p>Constructing organized and logically cohesive arguments. Strengthening the writer's position by providing elaboration on facts or ideas (e.g., explaining how evidence bears on the problem, providing examples, and emphasizing especially convincing evidence).</p>	<p>Does not develop convincing arguments; writing may be disorganized and confusing</p> <p>Does not provide elaboration on facts or ideas</p>	<p>Provides limited, invalid, over-stated, or very unclear arguments; may present information in a disorganized fashion or undermine own points</p> <p>Any elaboration on facts or ideas tends to be vague, irrelevant, inaccurate, or unreliable (e.g., based entirely on writer's opinion); sources of information are often unclear</p>	<p>Provides limited or somewhat unclear arguments; presents relevant information in each response, but that information is not woven into arguments</p> <p>Provides elaboration on facts or ideas a few times, some of which is valid; sources of information are sometimes unclear</p>	<p>Organizes response in a way that makes the writer's arguments and logic of those arguments apparent but not obvious</p> <p>Provides valid elaboration on facts or ideas several times and cites sources of information</p>	<p>Organizes response in a logically cohesive way that makes it fairly easy to follow the writer's arguments</p> <p>Provides valid elaboration on facts or ideas related to each argument and cites sources of information</p>	<p>Organizes response in a logically cohesive way that makes it very easy to follow the writer's arguments</p> <p>Provides valid and comprehensive elaboration on facts or ideas related to each argument and clearly cites sources of information</p>
<p><b>Writing Mechanics</b></p> <p>Demonstrating facility with the conventions of standard written English (agreement, tense, capitalization, punctuation, and spelling) and control of the English language, including syntax (sentence structure) and diction (word choice and usage).</p>	<p>Demonstrates minimal control of grammatical conventions with many errors that make the response difficult to read or provides insufficient evidence to judge</p> <p>Writes sentences that are repetitive or incomplete, and some are difficult to understand</p> <p>Uses simple vocabulary, and some vocabulary is used inaccurately or in a way that makes meaning unclear</p>	<p>Demonstrates poor control of grammatical conventions with frequent minor errors and some severe errors</p> <p>Consistently writes sentences with similar structure and length, and some may be difficult to understand</p> <p>Uses simple vocabulary, and some vocabulary may be used inaccurately or in a way that makes meaning unclear</p>	<p>Demonstrates fair control of grammatical conventions with frequent minor errors</p> <p>Writes sentences that read naturally but tend to have similar structure and length</p> <p>Uses vocabulary that communicates ideas adequately but lacks variety</p>	<p>Demonstrates good control of grammatical conventions with few errors</p> <p>Writes well-constructed sentences with some varied structure and length</p> <p>Uses vocabulary that clearly communicates ideas but lacks variety</p>	<p>Demonstrates very good control of grammatical conventions</p> <p>Consistently writes well-constructed sentences with varied structure and length</p> <p>Uses varied and sometimes advanced vocabulary that effectively communicates ideas</p>	<p>Demonstrates outstanding control of grammatical conventions</p> <p>Consistently writes well-constructed complex sentences with varied structure and length</p> <p>Displays adept use of vocabulary that is precise, advanced, and varied</p>