Grade Level Standard(s):

C.5.1

Materials:
- Writing 5 D Therapy Dog Research
- Writing 5 D Therapy Dog Research Picture Board
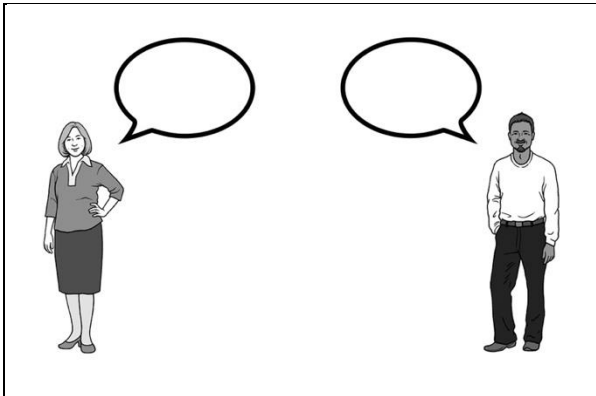- Writing 5 D Attainment Task Questions for Student Use

Response Code:
- Indicate the answer provided by the student.

Text Coding:
- "Quotation marks" indicate the script that the teacher should read to the student.
- *Italicized text* provides further direction for the test administrator.
- Words in parenthesis ( ) are optional; they may replace or be read in addition to the word(s) immediately preceding.
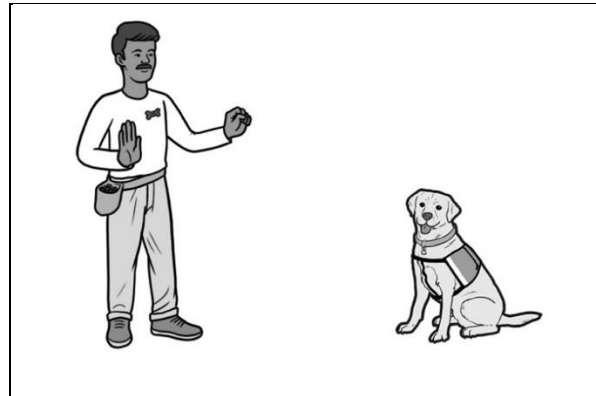
a.

There are two opinions about having therapy dogs in school.

b.

Therapy dogs are highly trained.

c.

Therapy dogs are man's best friend.

Before beginning task administration, please ensure that all conditions specified in the administration protocol (starting on page 10 of the Administration Guide Overview and Attainment Task Administration) have been met. Inform the student that the task is about to start by saying, "We are about to start the task, and I am going to ask you some questions."

All questions from this task are available for presentation to the student in the supplemental material <u>Writing 5 D Attainment Task Questions for Student Use</u>.

"Narmada has been asked to write an opinion essay about therapy dogs. She is writing in support of therapy dogs in school. She is writing her introductory paragraph."
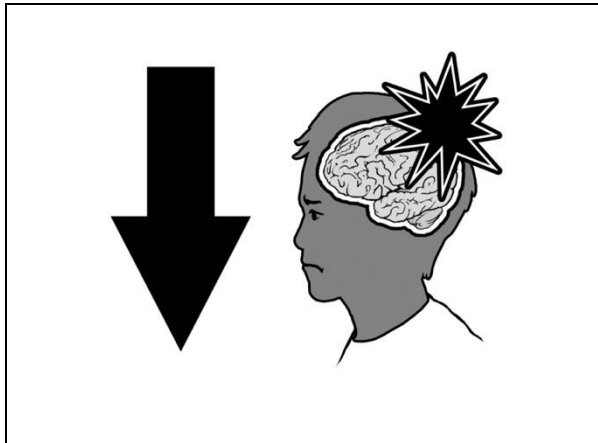
Explain to the student that they will be reading a passage to use as a basis for research. Present the student with <u>Writing 5 D Therapy Dog Research</u> (<u>Writing 5 D Therapy Dog Research Picture Board</u> may be presented as a support for the student). Have the student read, or read to the student, the passage <u>Writing 5 D Therapy Dog Research</u>.

1. "Which of the following **<u>best</u>** introduces Narmada's topic to the reader?"

Response Option	*Response Rationale*
a. There are two opinions about having therapy dogs in school. **(Correct)**	*The student demonstrates an understanding of what is necessary for a topic sentence by correctly selecting that there are two opinions in the writing that establish that the essay is an opinion piece.*
b. Therapy dogs are highly trained.	*The student attempts to select the best introduction to the writer's topic but incorrectly selects a sentence that reaches a conclusion about therapy dogs that does not introduce the topic of the writer's essay.*
c. Therapy dogs are man's best friend.	*The student attempts to select the best introduction to the writer's topic, but incorrectly selects an opinion about therapy dogs that does not support the writer's opinion that having therapy dogs in the classroom promotes positive outcomes for students.*
Depth of Knowledge (DOK) 2	

a.

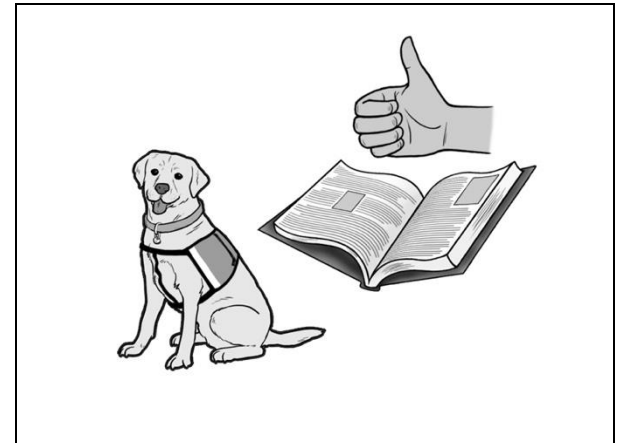Some may say therapy dogs decrease worry in students.

b.

Some may say therapy dogs can distract students.

c.

Some may say therapy dogs help improve students' reading skills.

If needed, remind the student about the task scenario by rereading, "Narmada is writing an opinion essay in support of therapy dogs in school. She is writing her introduction."
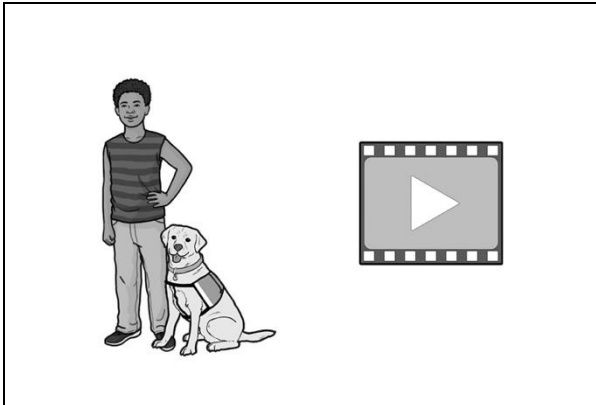
"One opinion is therapy dogs bring many benefits to schools. To set up the organization of her paper, Narmada wants to present a different opinion too."

2. "Which of the following sentences provides a **different opinion** about therapy dogs?"

Response Option	*Response Rationale*
a. Some may say therapy dogs decrease worry in students.	*The student attempts to select a sentence that provides a different opinion, but incorrectly selects a statement that supports the writer's opinion.*
b. Some may say therapy dogs can distract students. **(correct)**	*The student attempts to select a sentence that provides a different opinion, and correctly selects a statement that is a counterpoint to Narmada's opinion.*
c. Some may say therapy dogs help improve students' reading skills.	*The student attempts to select a sentence that provides a different opinion, but the student incorrectly selects a statement that supports the writer's opinion.*
Depth of Knowledge (DOK) 1	

a.

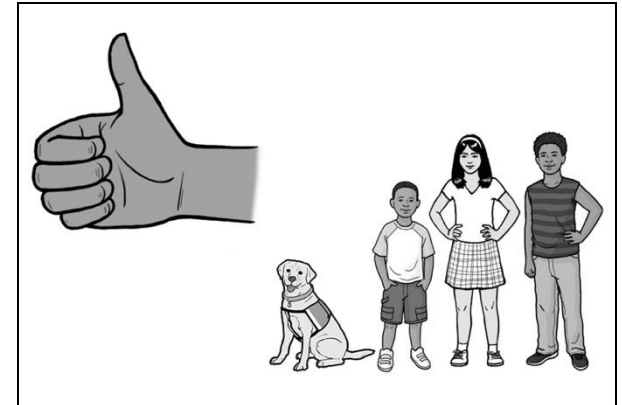In my opinion, therapy dogs are entertaining!

b.

In my opinion, therapy dogs have no place in school.

c.

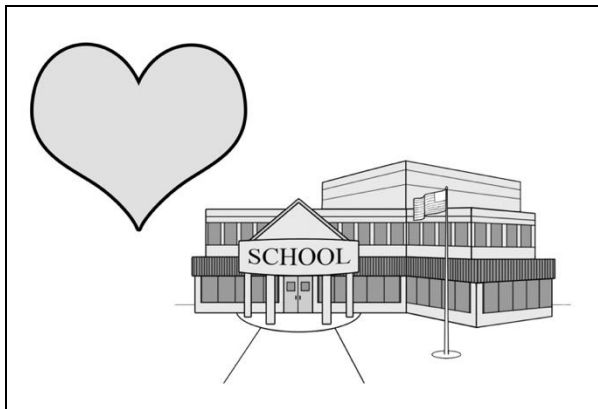In my opinion, therapy dogs are good for students.

If needed, remind the student about the task scenario by rereading, "Narmada is writing an opinion essay in support of therapy dogs in school. She is writing her introduction."

3. "Which of the following **best** states Narmada's opinion?"

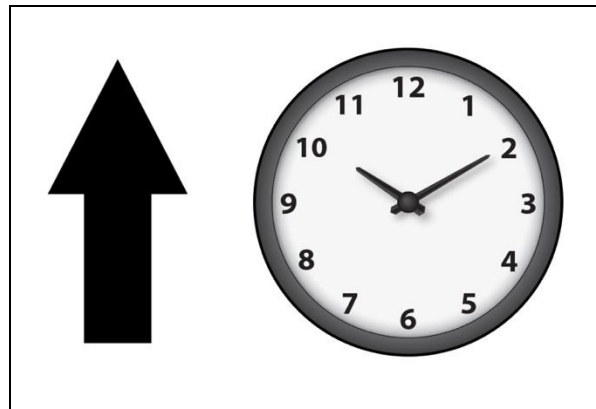| Response Option	*Response Rationale*
a. In my opinion, therapy dogs are entertaining!	*The student attempts to select the statement that best supports the writer's opinion, but incorrectly selects an opinion that is not relevant to the writer's topic.*
b. In my opinion, therapy dogs have no place in school.	*The student attempts to select the statement that best supports the writer's opinion, but incorrectly selects an opinion that contradicts Narmada's opinion.*
c. In my opinion, therapy dogs are good for students. **(correct)**	*The student demonstrates an understanding of opinion by correctly selecting the correct opinion of the writer.*
Depth of Knowledge (DOK) 1	

a.

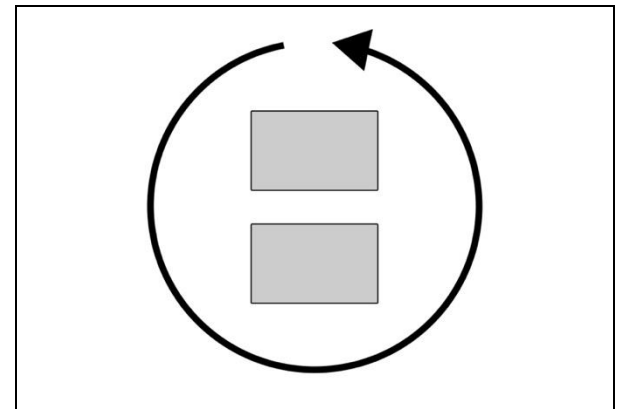Therapy dogs help students enjoy school by reducing worry.

b.

Therapy dogs need patience and a long time to train.

c.

Both a. and b.

If needed, remind the student about the task scenario by rereading, "Narmada is writing an opinion essay in support of therapy dogs in school. She is writing her introduction."

If needed, reread Writing 5 D Therapy Dog Research *to the student.*

4. "Which detail(s) from the text **best** supports Narmada's opinion that therapy dogs have many positive effects on students?"

Response Option	*Response Rationale*
a. Therapy dogs help students enjoy school by reducing worry. **(correct)**	*The student correctly selects a detail that supports Narmada's opinion that therapy dogs in school has positive effects on students.*
b. Therapy dogs need patience and a long time to train.	*The student attempts to select the detail from the text that best supports the writer's opinion, but incorrectly selects a detail that is not relevant to the effect having therapy dogs in schools has on students.*
c. Both a. and b.	*The student attempts to select the detail from the text that best supports the writer's opinion, but the student incorrectly determines that both details support the writer's opinion that having therapy dogs in school has positive effects on students.*
Depth of Knowledge (DOK) 2	

a.

Therapy dogs help students focus.

b.

Let's investigate how therapy dogs benefit students.

c.

People can be allergic to therapy dogs.

If needed, remind the student about the task scenario by rereading, "Narmada is writing an opinion essay in support of therapy dogs in school. She is writing her introduction."
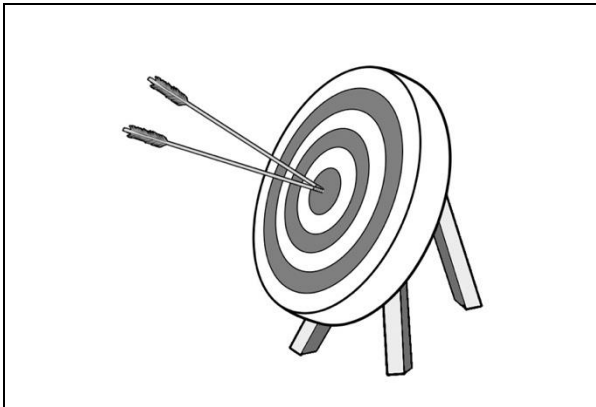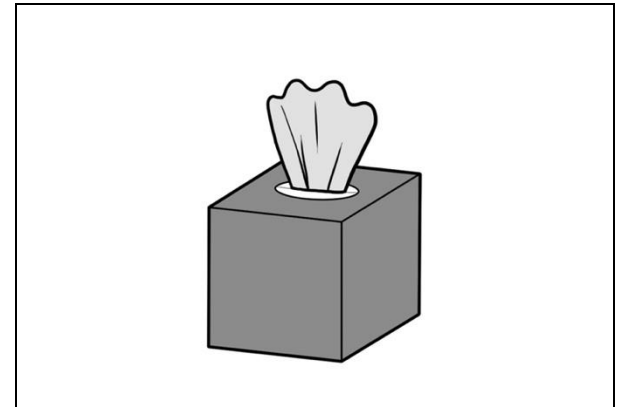
"After reading the introductory paragraph of Narmada's opinion essay, the teacher suggested she add a transition sentence to lead the reader to the next paragraph."

5. "Which sentence **best** leads (moves) the reader to the next (body) paragraph?"

Response Option	Response Rationale
a. Therapy dogs help students focus.	*The student attempts to select the sentence that best moves the reader to the next body paragraph, but the student incorrectly selects a statement that provides a supporting detail for the topic of the body paragraph.*
b. Let's investigate how therapy dogs benefit students. **(correct)**	*The student attempts to select the sentence that best moves the reader to the next body paragraph, and correctly selects a statement that introduces the topic of the next paragraph, providing a smooth transition to the body paragraph.*
c. People can be allergic to therapy dogs.	*The student attempts to select the sentence that best moves the reader to the next body paragraph, but the student incorrectly selects a statement that is a counterargument to the writer's opinion.*
Depth of Knowledge (DOK) 3	

Writing 5 D Therapy Dog Research

[1]The use of therapy dogs in schools is an exciting idea. There is a lot of research on this topic. [2]Some groups worry about allergies to, or fear of, dogs. [3]Others fret about students ignoring their teachers to play with the dog. However, the data says having therapy dogs in the classroom may cause good outcomes for kids.
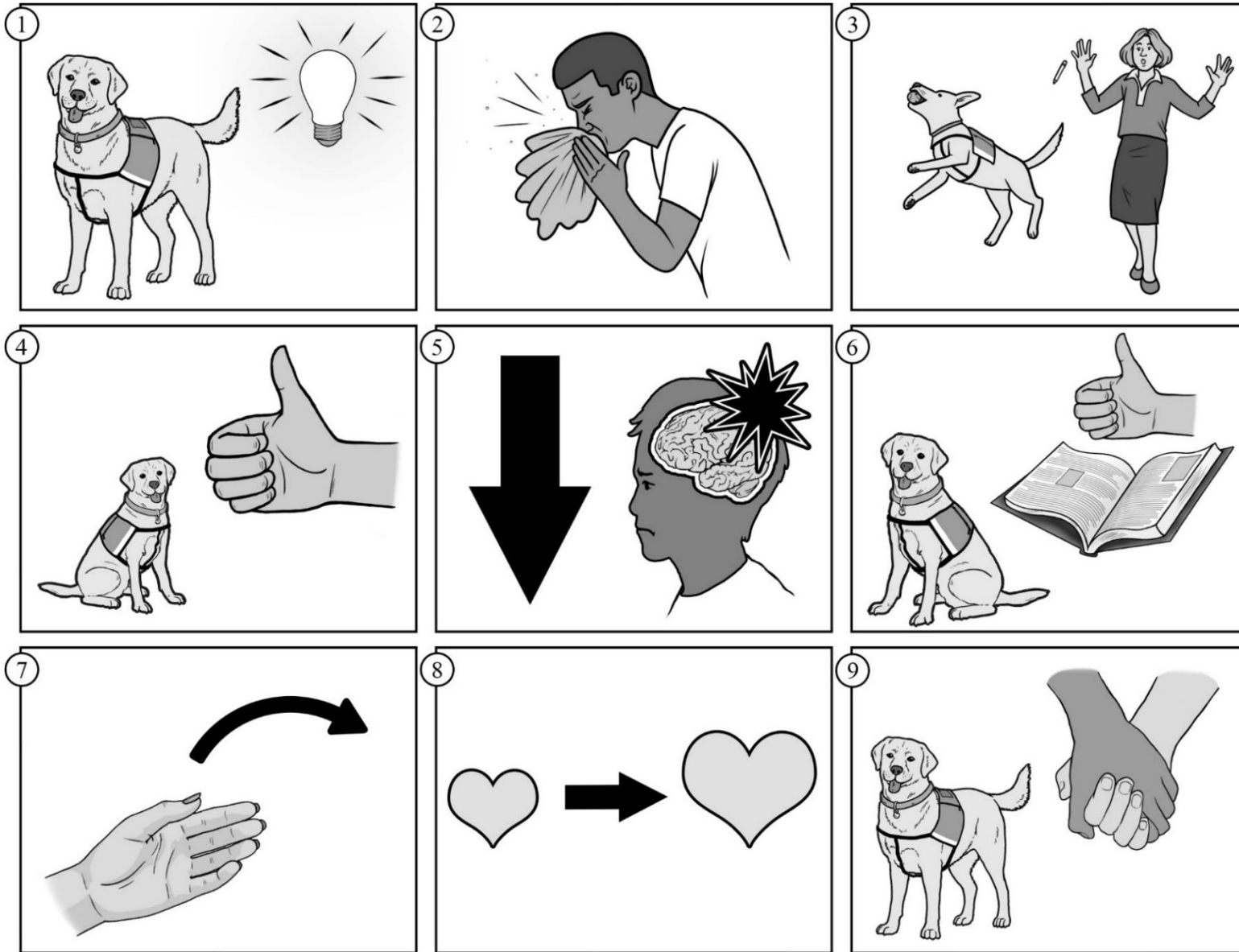
[4]When therapy dogs are in the classroom, students benefit. Some kids fear giving a wrong answer. Others stress about saying a word wrong. [5]Therapy dogs in school help them worry less. Students relax because they enjoy being with the dogs. Therapy dogs help students understand what they are reading. [6]Reading scores are better when students read aloud to the dogs for 10-15 minutes per day.

Not only does learning improve, but so does behavior. [7]When dogs are in the classroom, students learn to share, take turns, and wait patiently. [8]They also learn empathy; understanding about how others feel.

Therapy dogs make it easy to enjoy school. [9]They help students learn more and get along better with others. They also help students focus more on the dogs and less on making a mistake.

Writing 5 D Therapy Dog Research Picture Board

Writing 5 D Attainment Task Questions for Student Use

1. Which of the following **best** introduces Narmada's topic to the reader?

2. Which of the following sentences provides a **different opinion** about therapy dogs?

3. Which of the following **best** states Narmada's opinion?

4. Which detail(s) from the text **best** supports Narmada's opinion that therapy dogs have many positive effects on students?

5. Which sentence **best** leads (moves) the reader to the next (body) paragraph?

Kentucky Academic Standard: C.5.1 - Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

Alternate Assessment Target: *Alternate Assessment Target: Limit full standard to a given opinion (Interpreting elements of composition as they are related to a given opinion):   a. No further limitations   b. No further limitations   c. No further limitations d. No further limitations   e. No further limitations   f. No further limitations*

Student Group	Number of Students*	Percent Correct #1	Percent Correct #2	Percent Correct #3	Percent Correct #4	Percent Correct #5
All students	576	38.02%	33.51%	56.42%	39.58%	30.03%
Gender						
Female	201	31.34%	27.86%	55.22%	35.82%	32.34%
Male	375	41.60%	36.53%	57.07%	41.60%	28.80%
Ethnicity						
African American	68	42.65%	38.24%	45.59%	32.35%	33.82%
American Indian or Alaska Native	<10	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported
Asian	<10	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported
Hispanic or Latino	<10	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported
Native Hawaiian or Pacific Islander	<10	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported
White (non-Hispanic)	412	38.59%	32.04%	58.74%	41.02%	27.67%
Two or More Races	87	34.48%	36.78%	52.87%	39.08%	36.78%
English Learner	38	23.68%	39.47%	60.53%	36.84%	44.74%
Economically Disadvantaged	405	38.77%	33.58%	57.04%	40.74%	29.38%

*Number of Students that attempted the item