Student Learning Objectives

Standard Set

CCSS

Standards Assessed

- **RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Auxiliary Standard

- **W. 6.9** Draw evidence from literary or informational texts to support analysis, reflection and research

*NOTE: This REACH Performance Task assesses “literacy through reading” standards. Students will respond in writing. However, this task is NOT a measure of student writing. Expectations do not require a fully developed essay (i.e., introductions, conclusions, mechanics and organization).

Task Description

Tasks Overview

*Malls across the country have been adopting and extending escort policies to ensure a safe, family friendly shopping experience. However, there is some controversy as to whether these policies could potentially harm business or violate kids’ rights.*

Students will be asked to read the text, “Mall Matters” and annotate the text as needed, then complete three tasks. In the first task, students will determine the central idea of the text, provide two pieces of textual evidence and use the evidence to support an analysis of the text. In the second and third tasks, students will answer the following text-based questions: What can you infer about the Mall of America before the escort policy was adopted? Why would store owners at the mall have conflicting views about the youth escort policies? Students will use their own inferences and evidence from the text to support their answers.

Task One is **NOT** a graphic organizer/planning aid for Tasks Two and Three. The three tasks are independent of one another.

*A note about acceptable accommodations*

Acceptable accommodations for this task exist in many forms. Accommodations listed on students’ Individualized Education Programs (IEPs) can and should be used for this REACH Performance Task. It is important to note that accommodations provided for administering this task must adhere to the guidelines outlined in administering classroom-based assessments as outlined in Section 10(c) of the IEP. If, due to the impact or needs stemming from a student’s disability the content of this task is inappropriate even with the
accommodations outlined on the student’s IEP, then the teacher must create an alternative REACH performance task to demonstrate skill mastery.

For English Learners (EL’s), the teacher might want to read directions at a slower pace and check for understanding of the directions to make sure students are aware of the task and what they must do to be able to successfully answer the questions. Note that for classrooms in which instruction is provided in Spanish, this task is also available in a Spanish version. Teachers must administer the EOY task in the same language chosen for the BOY task.

**Note:** At the teacher’s discretion, this task may also be read aloud to any student that would benefit from the accommodation.

### Teacher Directions

Make sure there are enough copies of the Student Answer Document for each student in your classroom. Look over the teacher script prior to administering the test. Prior to testing, please ensure that the top of the Student Answer Document is completed, including the student ID number. Pass out the Student Answer Document to the students prior to beginning the assessment. Teachers should follow the teacher script outlined below.

### Teacher Script

*Today you will demonstrate your ability to read, identify the central idea of a text, analyze its development over the course of the text, cite textual evidence that most strongly supports your analysis of what the text says and draw inferences from the text. You will have a total of 45 minutes to complete the three parts of this performance task. Your responses will be documented on the analysis chart and the lined space provided on your Student Answer Document.*

*On your Student Answer Document, find the “Task Overview” and follow along as I read aloud.*

*Malls across the country have been adopting and extending escort policies to ensure a safe, family friendly shopping experience. However, there is some controversy as to whether these policies could potentially harm business or violate kids’ rights.*

*You are going to read the text “Mall Matters” about the escort policy in malls. While you are reading, annotate the text, and highlight or underline key ideas. After reading, you will complete an analysis chart, and respond to two text-based questions to demonstrate your understanding of the text. You will have 45 minutes to read the text and complete the performance tasks.*

### Directions

1. **Read the text and complete the analysis chart in which you will identify one central idea and two details that support the central idea.**
2. **Write an analysis of how the details support the central idea you chose in Part One.**
3. **Answer two text-based questions.**
Mall Matters

Literacy Grade 6 Performance Task

Task Materials

- Copies of Student Answer Document – one per student
- Pencil or pen
- Highlighter or colored pencil or colored pen
- Clock/timer (optional)

Answer Guide

Part One: Central Idea, Textual Evidence, and Analysis

A wide variation of student responses is acceptable. Below are possible examples of what mastery responses might look like. It is possible for students to identify an accurate central idea and details are not included here.

<table>
<thead>
<tr>
<th>CENTRAL IDEA (Part 1a)</th>
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<tbody>
<tr>
<td>Sample Central Ideas:</td>
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<tr>
<td>1. Escort policies are becoming more common at malls.</td>
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<tr>
<td>2. Many malls are requiring teens to come with their parents to make sure the malls stay family friendly.</td>
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<table>
<thead>
<tr>
<th>Textual Evidence #1 (Part 1b)</th>
<th>Textual Evidence #2 (Part 1b)</th>
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<tbody>
<tr>
<td>Sample Central Idea 1: “On Fridays and Saturdays from 4PM to closing, kids 16 and under must be accompanied by an adult who is at least 21 years old.”</td>
<td>Sample Central Idea 1: “Officials say these policies keep rowdy kids quiet and make malls more family friendly.”</td>
</tr>
<tr>
<td>Sample Central Idea 2: “About 40 malls have adopted this policy to cut down on the number of unruly kids trolling malls.”</td>
<td>Sample Central Idea 2: “Teens are loud. They cuss. They have attitude.”</td>
</tr>
</tbody>
</table>

Analysis

Students should write how their text evidence supports their central idea. There is no set number of sentences they must write. The sample below exemplifies an analysis of how Central Idea 1 was developed over the course of the text.

These pieces of text evidence support the central idea because the first illustrates the policy language that is being used in malls and the second proves that the policies are spreading.

The first piece of evidence supports the central idea because this is direct language from the Mall of America’s escort policy and the second piece of evidence supports the central idea because it provides a number of malls that have started to enforce escort policies and since that number is greater than 1 it shows that this use of escort policies is becoming a common practice.
Part Two: Text-Based Question - What can you infer about the Mall of America before the escort policy was adopted? Use your own inferences and textual evidence to support you answer.

A wide variation of student responses is acceptable. Below is one possible example of what a mastery response might look like:

I think the Mall of America was really loud and there were a lot of teens causing problems before the policy was adopted. I think that because if there weren't issues with loud noise and rowdy teens they would not have had to make an escort policy. The text states that some mall operators say groups of rowdy kids drive away business. From this I can infer that there were not a lot of sales happening because of the loud, rowdy kids all over the mall driving away others, mostly adults, who were there for the purpose of shopping.

Part Three: Text-Based Inference Question - Why would store owners at the mall have conflicting views about the youth escort policies? Use your own inferences and textual evidence to support you answer.

A wide variation of student responses is acceptable. Below is one possible example of what a mastery response might look like:

I think store owners would have problems with the youth escort policy. Teenagers come to the mall a lot and won’t want to go with their parents. They come to be with their friends and spend time in the stores, looking at the things for sale. The store owners know that teens end up actually spending money, and they do not want to lose business and profit by making too many rules for the teens. The sentence from the text that proves this is, “Some retailers are concerned that the escort policy could drive away teen business, hurting profits.” Some stores are specifically made for teens not adults. Teens are how they make a profit. Another text example to support this is, “Teens in the United States spent an estimated $158 billion in 2005.” On the other hand, some store owners may welcome this policy because once the parents are in the mall for the sake of their teen, instead of just sitting and waiting around, being in the mall may actually allow for parents to spend some quality time with their teen and combat the opportunity for their teen to get into trouble. The sentence that supports this idea is, “The goal is to enhance the ability to provide a comfortable ... atmosphere and reduce disruptions.”