Task Type: Analyze a Visual and Make a Claim

State Language Assessment

Teachers: this packet includes four activities to support students in productive language practice, both speaking and writing. Each prompt has a suggested grade band assigned, but there's room for flexibility here; think about your individual learner and consider language proficiency, literacy proficiency, and grade level. "Analyze a Visual and Make a Claim" is a common task type students encounter on state language assessments. These sample prompts provide an opportunity for students to exercise the types of language skills required to meet the demands of this task.

Directions

1. **Review the four activities to determine which is appropriate for your students.**
2. **Print the activity or share it with your students digitally.**
3. **Instruct students to first read the introduction, which creates context for the graph. You can also read this aloud to students as they follow along. (page 1)**
4. **Have students analyze the graph and answer the prompts (page 2). The same prompts are intended to be used for both speaking and writing.**

How to gather student writing and speaking responses?

Flashlight360 is a formative practice and productive language assessment tool designed to help facilitate students in their language learning journey. Flashlight360 gathers student writing and speaking samples and provides data to track students' progress throughout the school year.

For those who don't have access, we hope this packet provides practice activities you can use with your students. Writing samples can be gathered on printed pages or digitally; while recording opportunities can be created via most newer digital devices like iPads and Chromebooks.

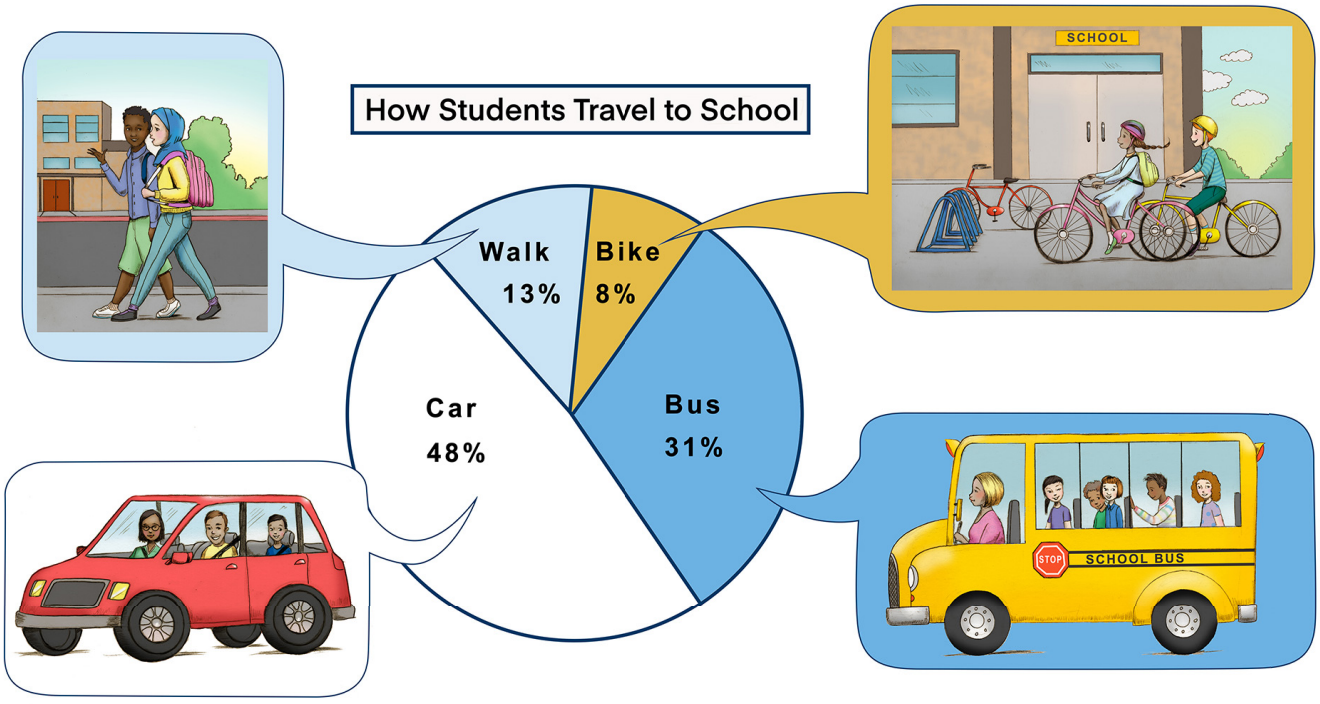
How We Travel to School

Omar and Maria were talking at lunch about how they get to school in the morning. Maria walks to school. Omar takes the bus.

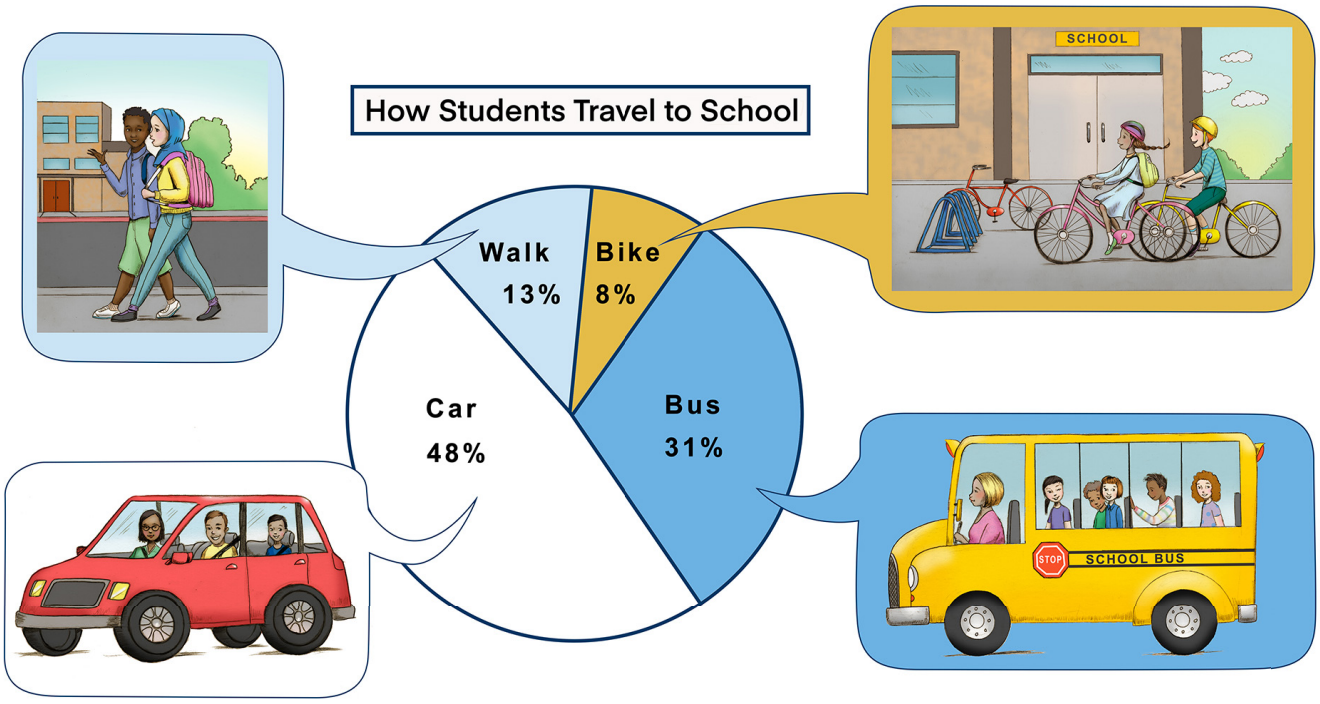
Omar thinks most students take the bus to school. Maria thinks more students walk to school.

Omar and Maria's teacher asked each student in the class how they travel to school in the morning.

Look at the chart to see how the students in Omar and Maria's class travel to school. Carefully look at the graph. Then, answer the questions.



How We Travel to School



Write

Speak

What are the different ways students travel to school?

Was Omar or Maria correct?

What do you think is the best way to travel to school?

Why do you think this is the best way?
Give **one reason** to support your answer.

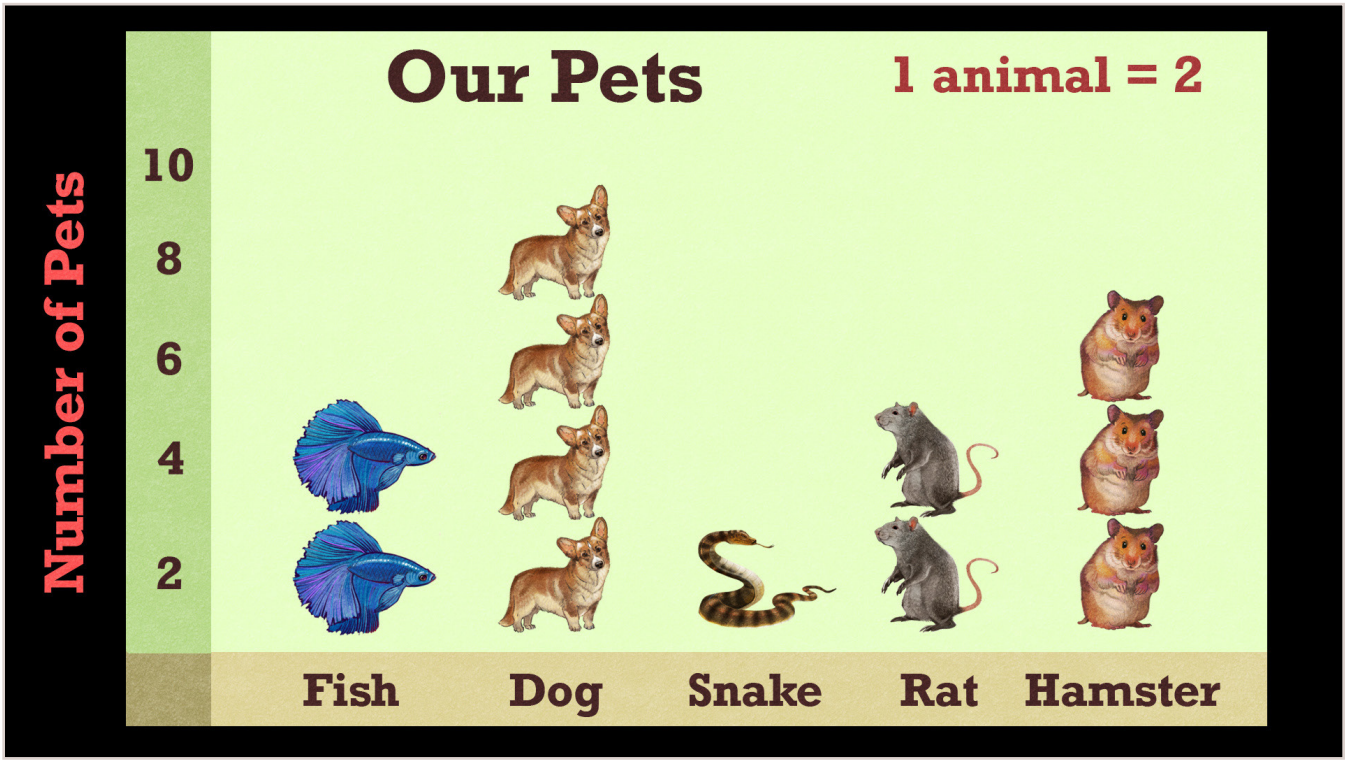
Our Pets at Home

The students in Ms. Garcia's class were debating which kind of pet is most common to have in your home. The students couldn't agree on which pet was most popular and then Ms. Garcia had an idea.

Ms. Garcia suggested a poll of the class to see which pets were living in her students' homes. She was mindful that not every student had a pet at home, so she asked those students to list the pet they would like own.

The students were surprised by the results!

Look at the chart to see which animal was the most popular pet. Carefully read the results of the poll and answer the questions at the end. Add as much detail as you can.



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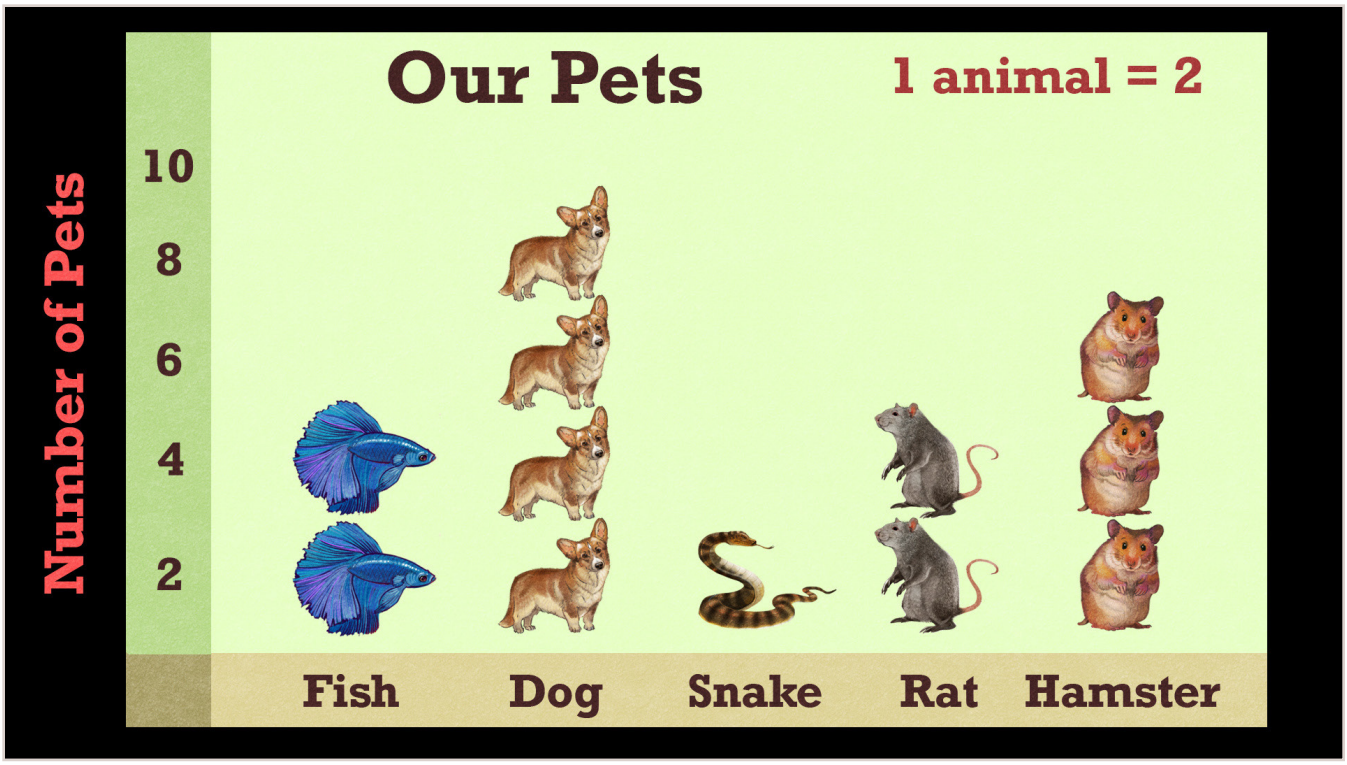


Write

Speak

What information is being presented in the graph?

Which animal is the most common household pet?

Which animal do you think makes the best pet?

Why do you think your pet is the best?
Give **two reasons** to support your answer.

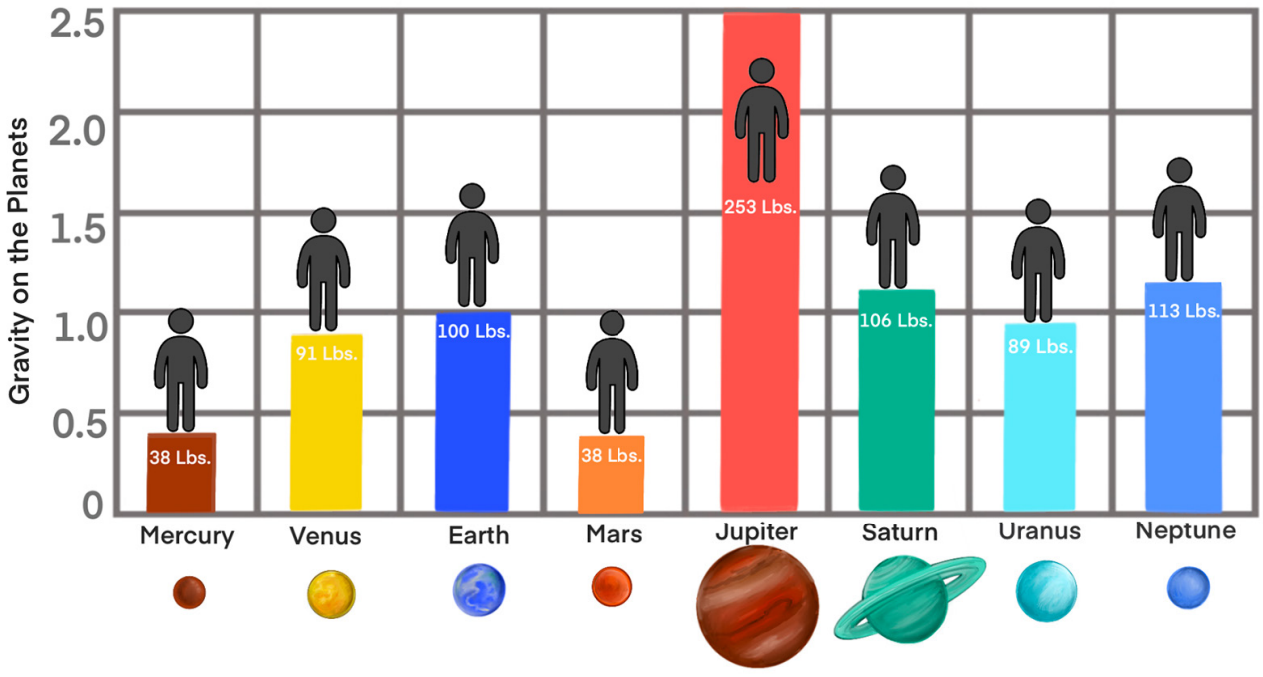
Our Relationship with Gravity

Mr. Ahmad was the best science teacher! He always had fun and interesting activities for his students to explore. Here's an example: one day the students in his science class were learning about gravity. They were struggling to understand gravity on earth in relation to other planets in our solar system.

Mr. Ahmad made this graph to show his students how gravity makes earth a livable habitat for humans. He asked students to think about which other planets might be able to support life, based on the similarity of gravity alone.

Look at the graph to see how gravity differently impacts a human's weight on each planet. Carefully read the graph and answer the questions at the end. Add as much detail as you can.

What would a 100 pound person weigh on other planets?



flashlight learning

Our Relationship with Gravity

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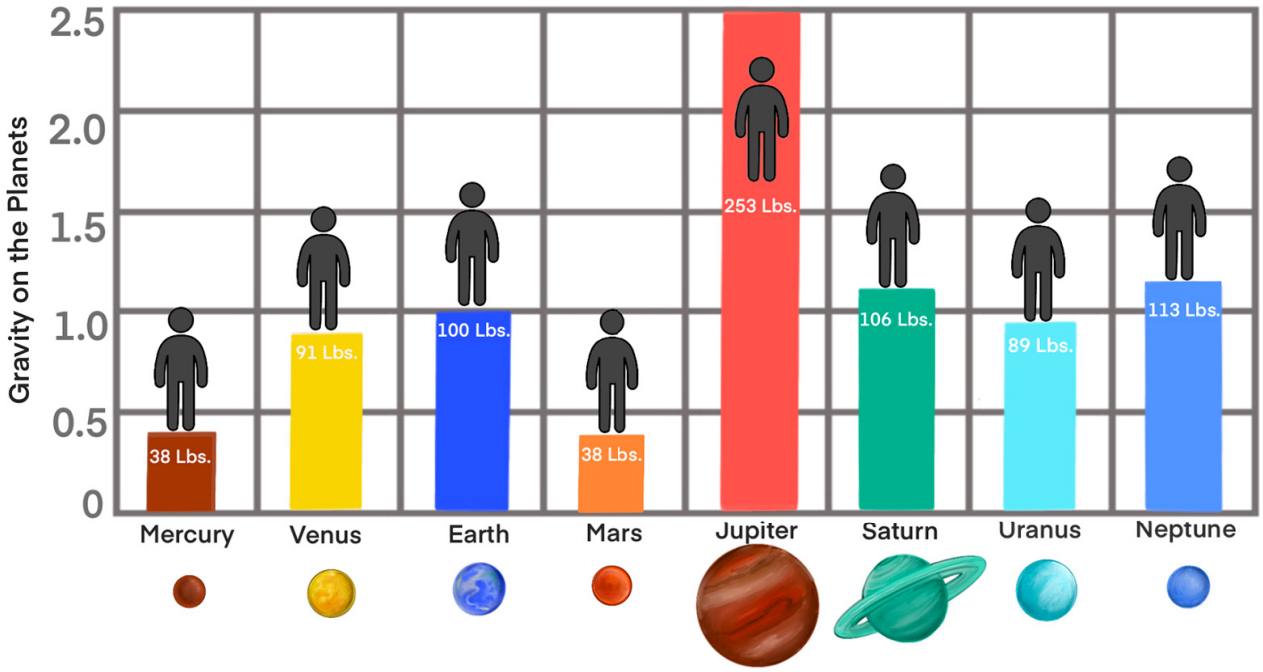


Write **Speak**

What information is being presented in the graph?

Which planet's gravity makes a person the heaviest?

Which planet's gravity makes a person the lightest?

Based on gravity alone, which planet do you think a person could live on? Give **two reasons** to support your answer.

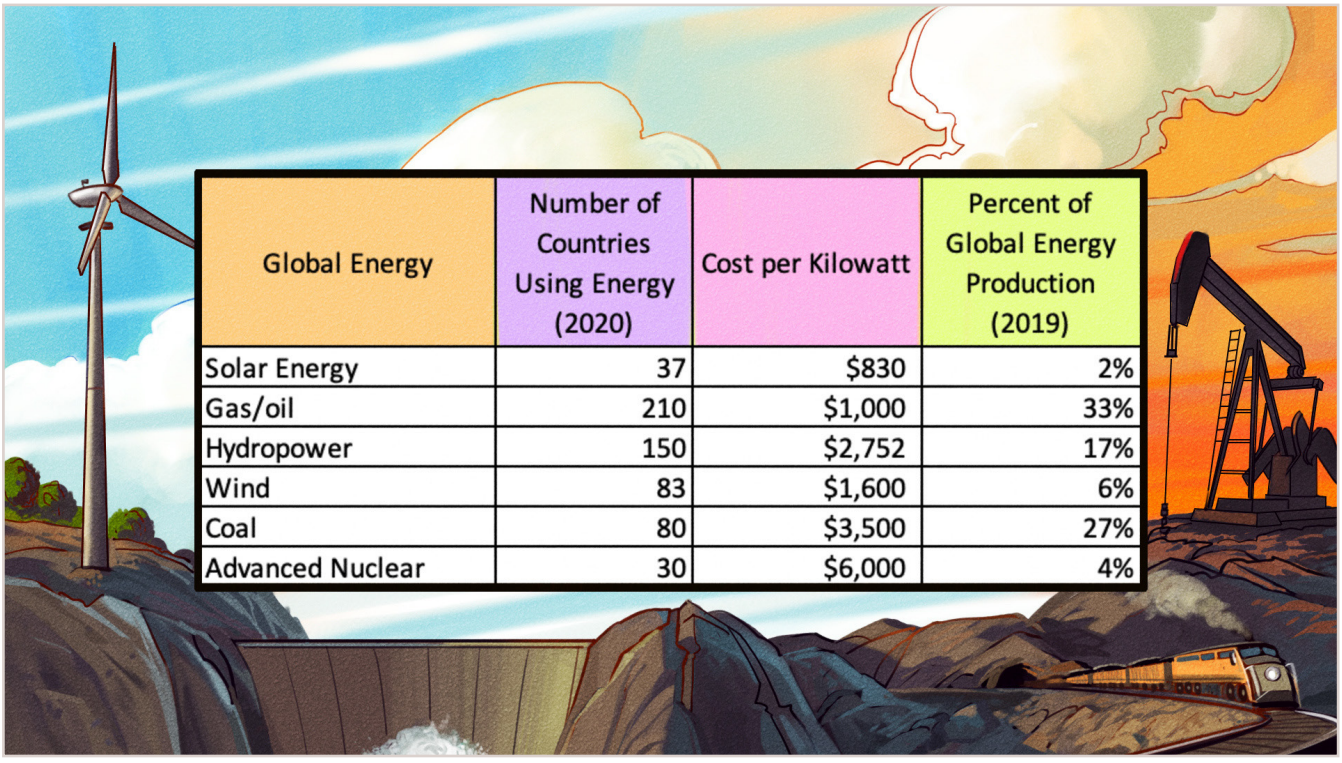
The Cost of Energy

The students in Ms. Ming's class had been learning about the different types of energy we consume to power our homes and vehicles. Ms. Ming was helping her students to understand how energy types vary in cost to produce and consume.

Between classes, Ms. Ming overheard her students discussing which types of energy were the best to use. One student said that wind and solar energy are the best because they're both inexpensive and better for the planet. Another student countered her by stating that coal is a cheap energy and therefore the best.

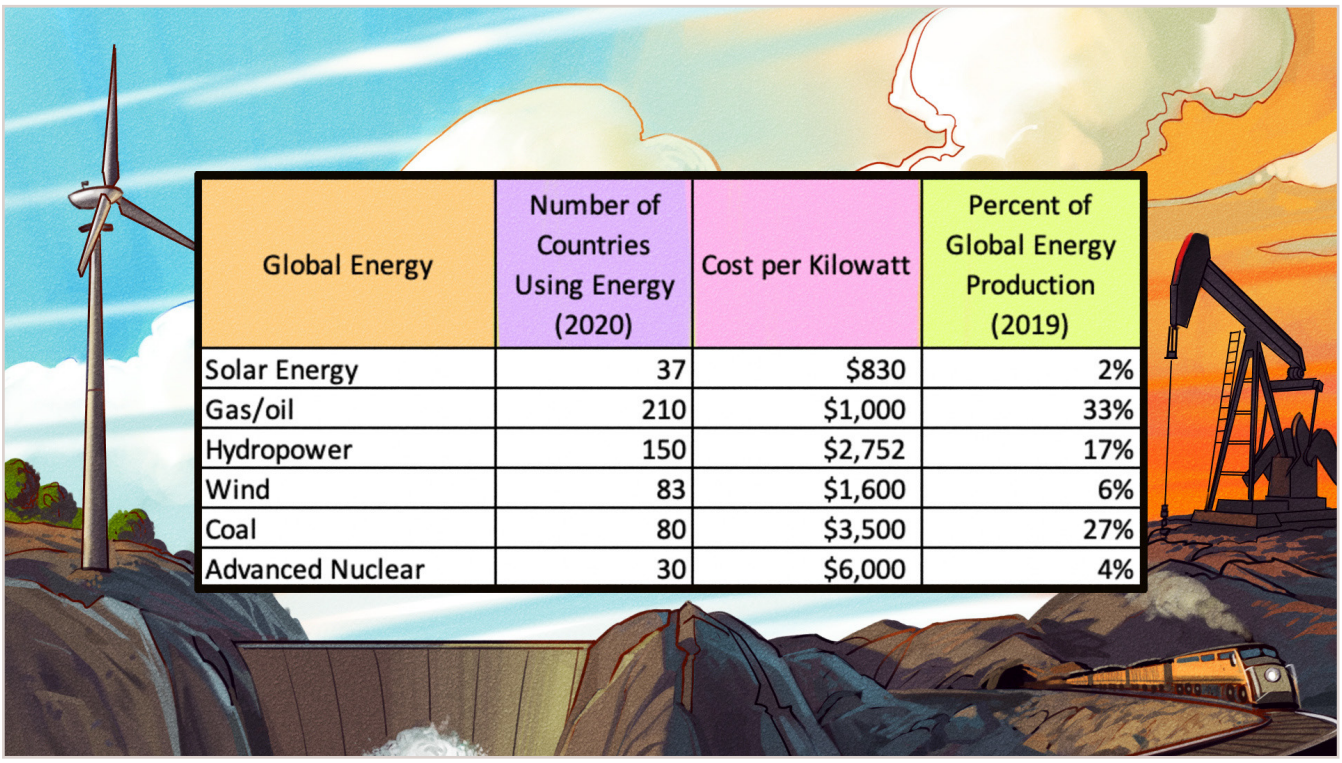
Ms. Ming presented her students with this graph to help them determine which energy sources were the least expensive and which were used the most.

Analyze the following graph and answer the questions with as much detail as you can.



Global Energy	Number of Countries Using Energy (2020)	Cost per Kilowatt	Percent of Global Energy Production (2019)
Solar Energy	37	$830	2%
Gas/oil	210	$1,000	33%
Hydropower	150	$2,752	17%
Wind	83	$1,600	6%
Coal	80	$3,500	27%
Advanced Nuclear	30	$6,000	4%

The Cost of Energy



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Write **Speak**

What information is being presented in the graph?

Based on the graph, which energy is the cheapest to consume?

Based on the graph, which energy is consumed the most?

Which energy do you think is the best for countries to use?
Give **two reasons** to support your answer.