

## Writing Grade 11 E

### Grade Level Standard(s):

C 11-12.1

### Materials:

- Writing 11 E Teens and School
- Writing 11 E Teens and School Picture Board
- Writing 11 E Introductory Paragraph
- Writing 11 E Sentence Template
- Writing 11 E Attainment Task Questions for Student Use

### Response Code:

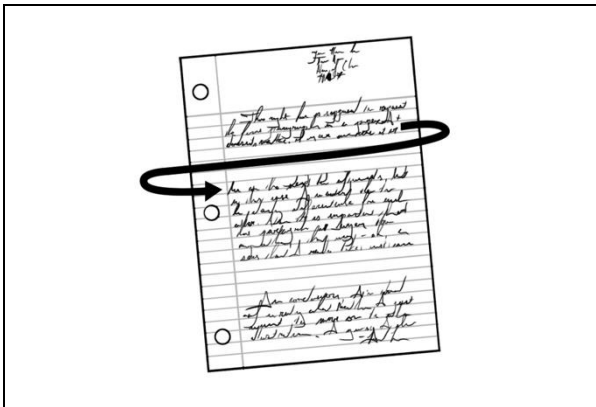
- Indicate the answer provided by the student.

### 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.

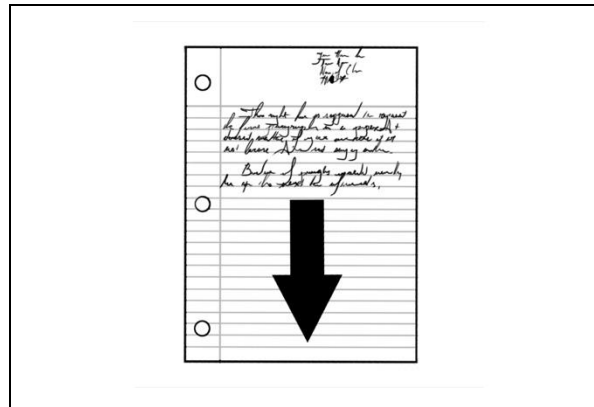
a.

It provides a nice transition from the introduction to the body.



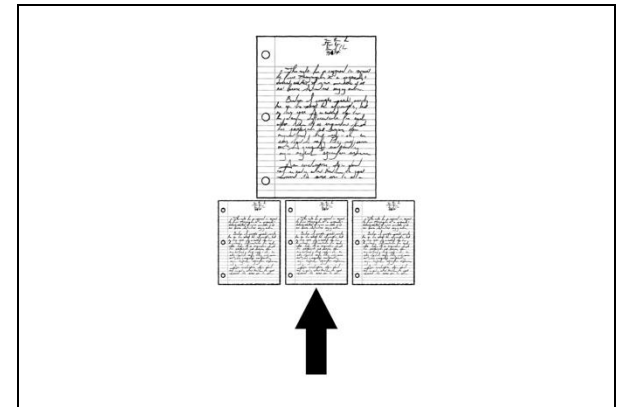
b.

It makes the body paragraph longer by adding more words.



c.

It increases the amount of textual support provided.



*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 Writing 11 E Attainment Task Questions for Student Use.*

*Present the student with Writing 11 E Teens and School. (The Writing 11 E Teens and School Picture Board may be presented as a support for the student). Have the student read, or read to the student, the passage Writing 11 E Teens and School.*

“You are writing an argumentative essay to support the claim that school should start later.”

*Present the student with Writing 11 E Introductory Paragraph. Have the student read, or read to the student, the passage Writing 11 E Introductory Paragraph.*

“Now you are going to write the body paragraph.”

*Present the student with Writing 11 E Sentence Template 1.*

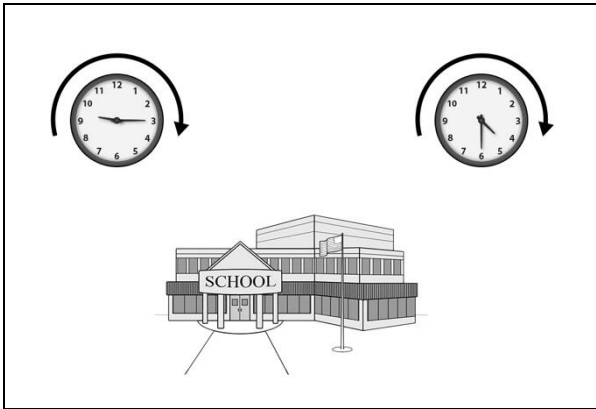
“You are considering adding the sentence ‘There are several reasons why some schools are moving to later start times.’ to begin your body paragraph.”

1. “How will adding this sentence strengthen the essay?”

<b>Response Option</b>	<b>Response Rationale</b>
a. It provides a nice transition from the introduction to the body. <b>(Correct)</b>	<i>The student selects an explanation that best explains the rationale for adding the sentence.</i>
b. It makes the body paragraph longer by adding more words.	<i>The student an explanation however selects a response that is true but does not provide a good rationale.</i>
c. It increases the amount of textual support provided.	<i>The student an explanation however selects a response that is plausible but does not provide the best rationale.</i>
<b>Depth of Knowledge (DOK) 2</b>	

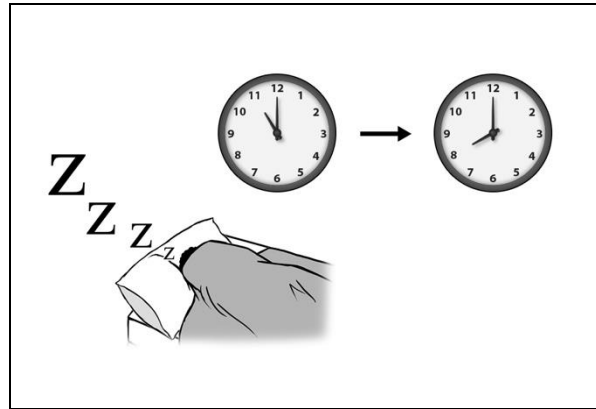
a.

However, when a school starts at 9:15 a.m. or later, it also ends later.



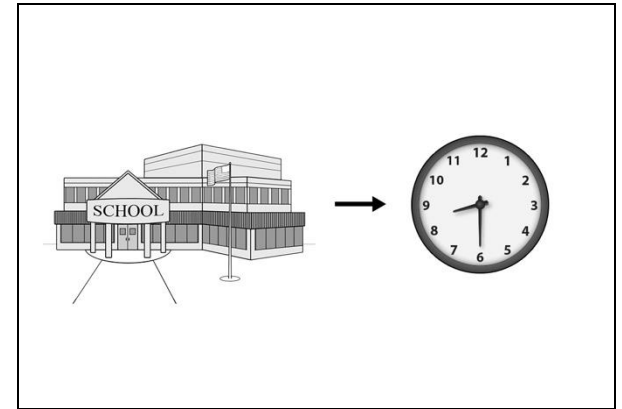
b.

Teen hormones usually make teens sleep from about an hour before midnight until about 8:00 a.m.



c.

Most schools start before 8:30 a.m.



*If needed, remind the student of the task scenario by rereading, “You are writing an argumentative essay to support the claim that school should start later. You are writing the body paragraph.”*

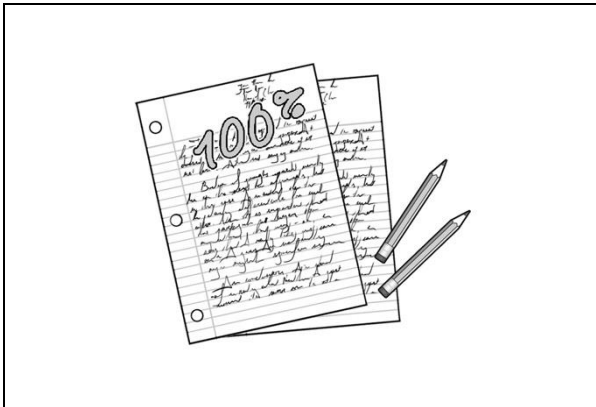
*If needed, reread Writing 11 E Teens and School to the student.*

2. “Which of the following statements **best** supports the claim that high school should start later in order to improve teen sleep habits?”

<b>Response Option</b>	<b>Response Rationale</b>
a. ‘However, when a school starts at 9:15 a.m. or later, it also ends later.’	<i>The student selects a statement however chooses a statement that would support the opposite claim.</i>
b. ‘Teen hormones usually make teens sleepy from about an hour before midnight until about 8:00 a.m.’ <b>(Correct)</b>	<i>The student correctly selects the statement that best supports the claim that high school should start later.</i>
c. It provides support for the main idea, ‘Most schools start before 8:30 a.m.’	<i>The student selects a statement however chooses a statement that does not support the claim.</i>
<b>Depth of Knowledge (DOK) 3</b>	

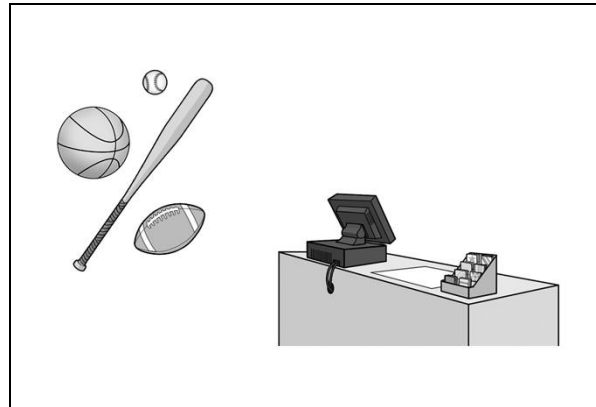
a.

Therefore, teens have better behavior and better grades when they get more sleep.



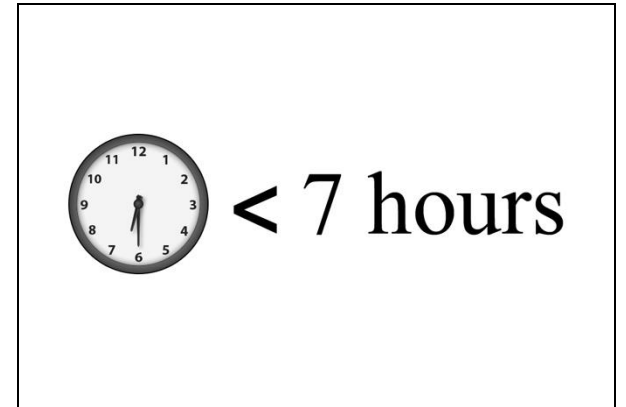
b.

As a result, many high school students have after school sports, clubs, and jobs.



c.

However, most teens get less than seven hours of sleep a night.



If needed, remind the student of the task scenario by rereading, “You are writing an argumentative essay to support the claim that school should start later. You are writing the body paragraph.”

If needed, reread Writing 11 E Teens and School to the student.

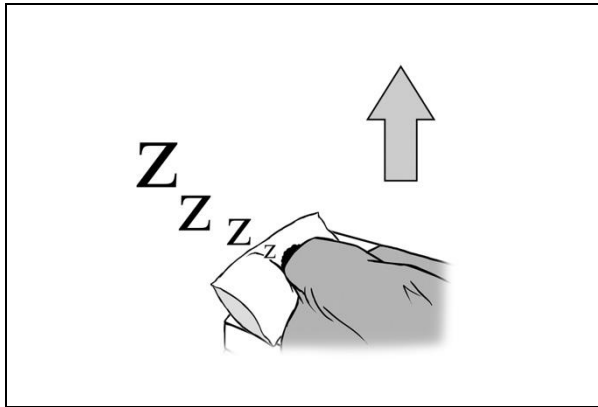
“Some people might say that if we start school later, kids will just stay up later. The article says that teen hormones make them tired just before midnight so they will go to bed about the same time but get more hours of sleep if school starts later.”

3. “Which detail best supports the claim that more sleep is beneficial for teenagers?”

Response Option	Response Rationale
a. Therefore, teens have better behavior and better grades when they get more sleep. <b>(Correct)</b>	<i>The student correctly selects a detail that supports the claim that more sleep is beneficial for teenagers.</i>
b. As a result, many high school students have after school sports, clubs, and jobs.	<i>The selects a detail that supports the claim that more sleep is beneficial for teenagers but selects a detail that is not relevant to the claim.</i>
c. However, most teens get less than seven hours of sleep a night.	<i>The selects a detail that supports the claim that more sleep is beneficial for teenagers but selects a detail that does not support the claim.</i>
<b>Depth of Knowledge (DOK) 2</b>	

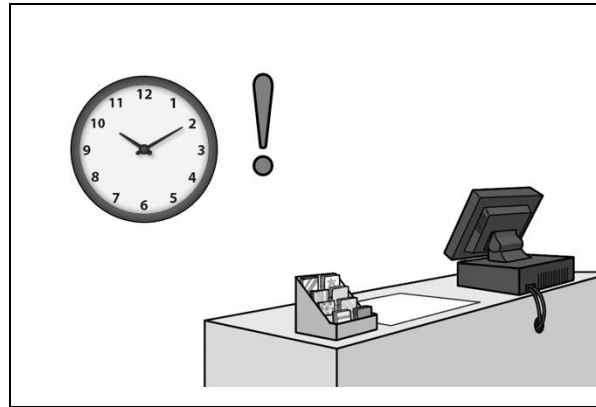
a.

Students are sleeping longer every night.



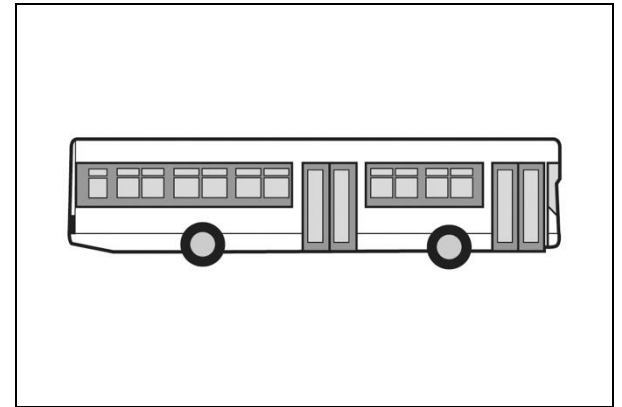
b.

It is too late in the day for students to go to work.



c.

There are creative transportation solutions available.





*If needed, remind the student of the task scenario by rereading, “You are writing an argumentative essay to support the claim that school should start later. You are writing the body paragraph.”*

*If needed, reread Writing 11 E Teens and School to the student.*

“Based on information in the article, opponents to later school start times fear students will not be able to participate in afterschool activities or have jobs because of transportation issues.”

4. “What is the **best** counterclaim (opposing argument) to address this concern?”

<b>Response Option</b>	<b>Response Rationale</b>
a. Students are sleeping longer every night.	<i>The student selects a response however selects a counterclaim that supports the claim that school should not start later.</i>
b. It is too late in the day for students to go to work.	<i>The student selects a response however selects a counterclaim that supports the claim that school should not start later.</i>
c. There are creative transportation solutions available. <b>(Correct)</b>	<i>The student correctly selects a counterclaim that addresses the concern about after school transportation.</i>
<b>Depth of Knowledge (DOK) 3</b>	

a.

However,

b.

Unfortunately,

c.

Next,

*If needed, remind the student of the task scenario by rereading, “You are writing an argumentative essay to support the claim that school should start later. You are writing the body paragraph.”*

*If needed, reread Writing 11 E Teens and School to the student.*

“You write: According to the article, ‘opponents to starting school later say that students will not be able to participate in afterschool activities if schools start later. There are creative transportation solutions available.’”

Present the Student with Writing 11 E Sentence Template 5) and the **student response options (on opposite page)**.

5. “These two sentences do not flow very well. Which transition word **best** improves their flow?”

Response Option	Response Rationale
a. However, <b>(Correct)</b>	<i>The student correctly chooses a transition word that improves the flow from one sentence to the next.</i>
b. Unfortunately,	<i>The selects a transition but chooses a word that inappropriately indicates that the second sentence is a negative point.</i>
c. Next,	<i>The selects a transition but chooses a word that inappropriately indicates that the second sentence is part of a sequence.</i>
<b><i>Depth of Knowledge (DOK) 1</i></b>	

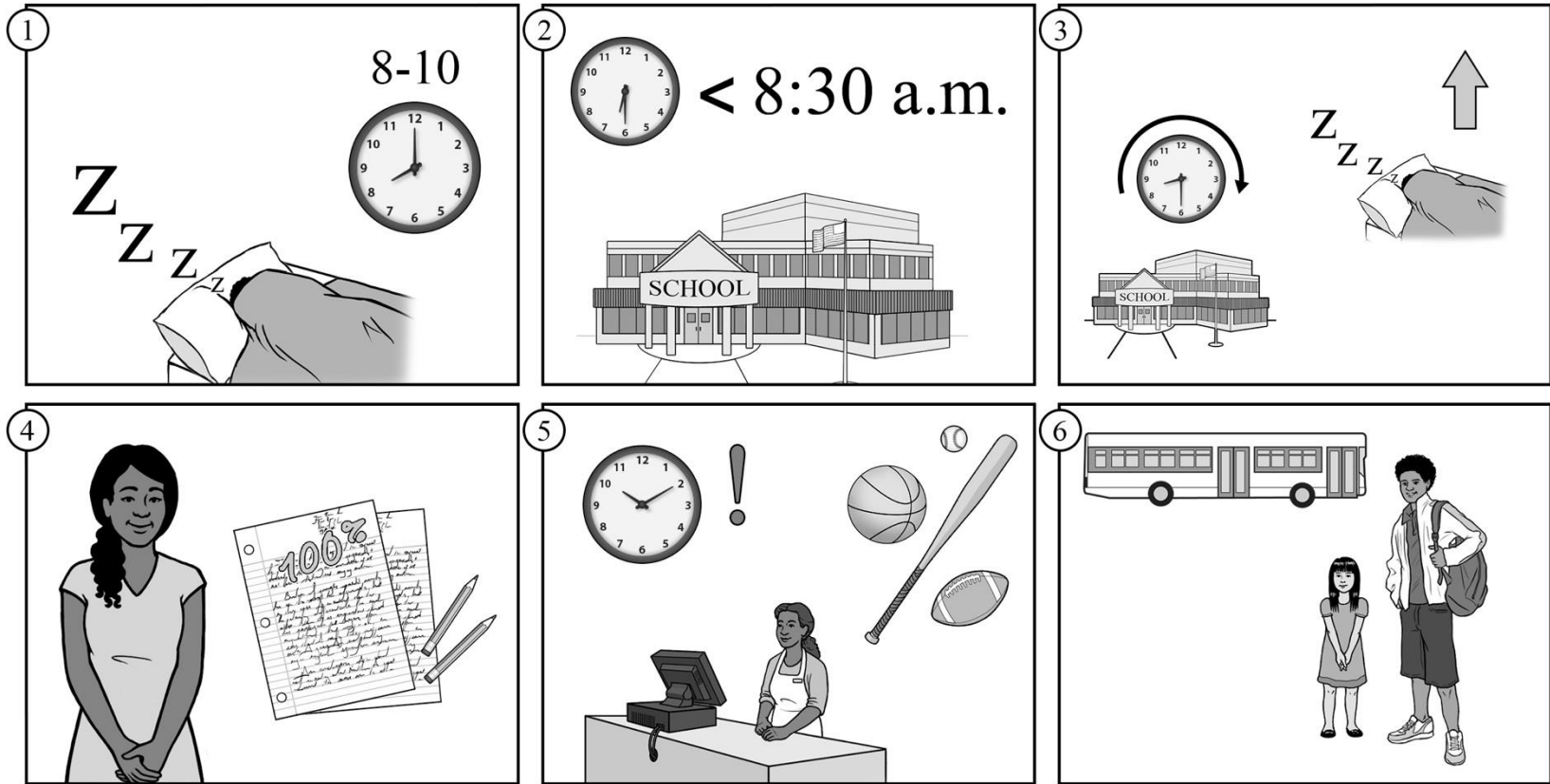
### Writing 11 E Teens and School

<sup>1</sup>Teenagers need 8 to 10 hours of sleep every night. Most teens get less than 7 hours of sleep every night. <sup>2</sup>Most schools start before 8:30 a.m. Teen hormones usually make teens sleepy from about an hour before midnight until 8 a.m.

<sup>3</sup>Some high schools are starting school later so the students get more sleep. Teens still go to sleep at the same time they always did, but they are sleeping longer every night. <sup>4</sup>The teens have better behavior and better grades when they get more sleep. However, when a school starts later it will also end later.

<sup>5</sup>Many high schools do not have a later start time because of student participation in after school sports, clubs, and jobs. A later start time creates transportation issues for school districts, making it difficult for students to participate in after school activities. <sup>6</sup>School districts with later start times have used creative solutions like public transportation and mixed-age bussing to ease these concerns.

Writing 11 E Teens and School Picture Board



### **Writing 11 E Introductory Paragraph**

Did you know that “most teens get less than seven hours of sleep every night?” Based on new research about teen sleeping habits, many school districts are trying to decide the best start times for their high schools. It is important for schools to start later so students can get more sleep, have better behavior, and get better grades.

**Writing 11 E Sentence Template**

1) There are several reasons why some schools are moving to later start times.

5) Opponents to starting school later say that students will not be able to participate in afterschool activities if schools start later. \_\_\_\_\_, there are creative transportation solutions available.

Writing 11 E Attainment Task Questions for Student Use

1. How will adding this sentence strengthen the essay?
2. Which of the following statements **best** supports the claim that high school should start later in order to improve teen sleep habits?
3. Which detail best supports the claim that more sleep is beneficial for teenagers?
4. What is the **best** counterclaim (opposing argument) to address this concern?
5. These two sentences do not flow very well. Which transition word **best** improves their flow?



**Kentucky Academic Standard:** C.11-12.1 - Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**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. Limit to distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence No further limitations c. Limit to develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both d. No further limitations e. Excluded from assessment f. No further limitations*

Student Group	Number of Students*	Percent Correct #1	Percent Correct #2	Percent Correct #3	Percent Correct #4	Percent Correct #5
<b>All students</b>	532	38.16%	39.47%	41.17%	43.98%	40.98%
<b>Gender</b>						
Female	191	36.65%	38.74%	41.88%	42.41%	39.27%
Male	341	39.00%	39.88%	40.76%	44.87%	41.94%
<b>Ethnicity</b>						
African American	57	29.82%	31.58%	31.58%	42.11%	29.82%
American Indian or Alaska Native	<10	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported
Asian	16	25.00%	25.00%	25.00%	68.75%	25.00%
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)	400	40.25%	42.25%	43.00%	43.75%	44.00%
Two or More Races	61	34.43%	31.15%	40.98%	37.70%	34.43%
<b>English Learner</b>	20	15.00%	15.00%	10.00%	30.00%	20.00%
<b>Economically Disadvantaged</b>	406	38.67%	39.41%	43.35%	42.12%	41.38%

\*Number of Students that attempted the item