

Writing Grade 8 D

Grade Level Standard(s):

C.8.1

Materials:

- Writing 8 D Recess Facts
- Writing 8 D Recess Facts Picture Board
- Writing 8 D Attainment Task Questions for Student Use

Response Code:

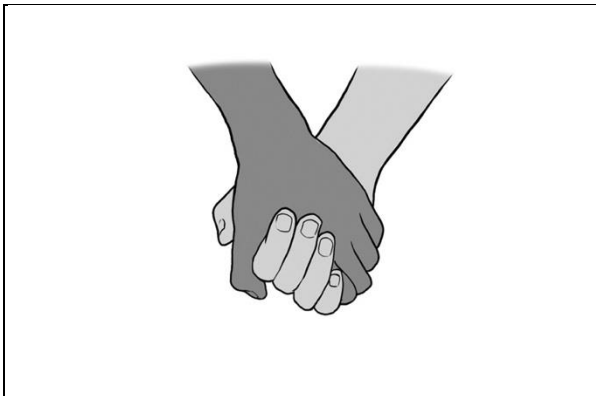
- Indicate the answer provided by the student.

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.

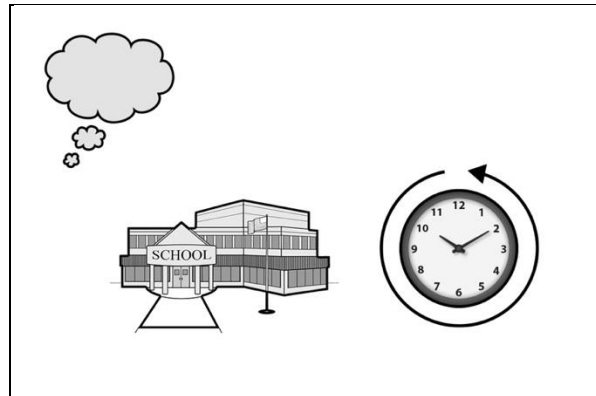
a.

Social interactions are beneficial to students.



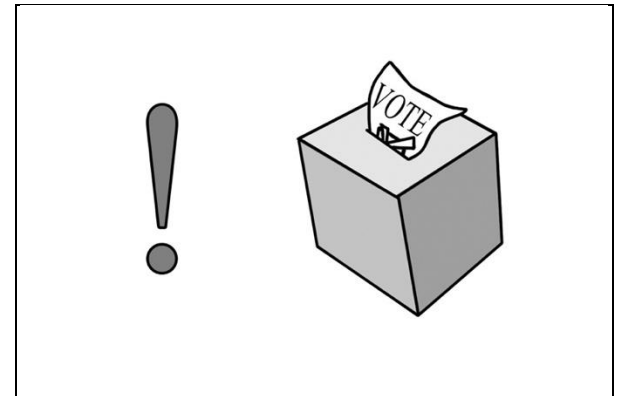
b.

Imagine being in school all day with no free time.



c.

It is important to vote.



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 8 D Attainment Task Questions for Student Use.

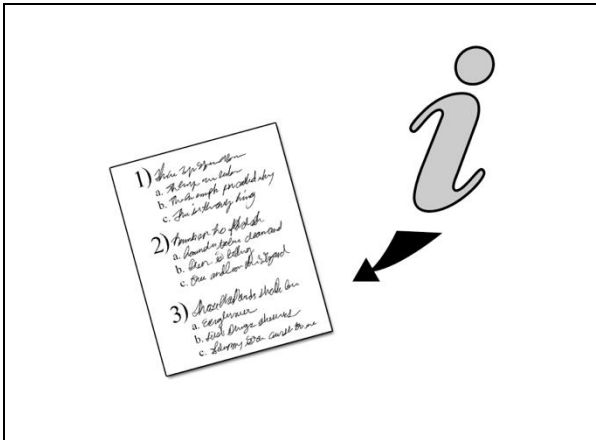
Explain to the student that they will be reading a passage and will then answer a question about the passage. Present the student with Writing 8 D Recess Facts (Writing 8 D Recess Facts Picture Board may be presented as a support for the student). Have the student read, or read to the student, the passage Writing 8 D Recess Facts.

“Jessica is writing an argument about why her middle school needs to add recess to the school schedule. She wrote: ‘Our middle school should add recess to the school schedule to reduce classroom disruptions, increase physical activities, and allow for socialization.’ She is writing the introductory paragraph.”

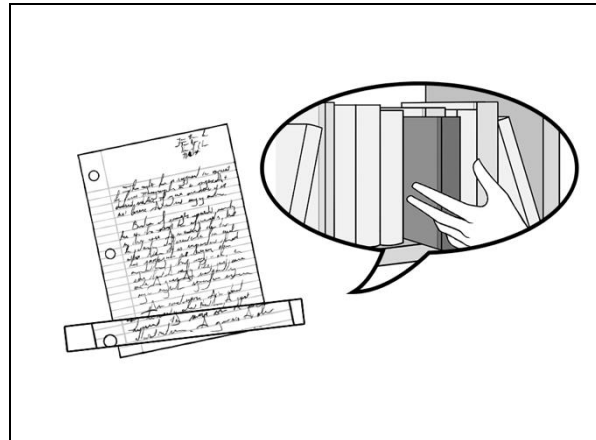
1. “Which of the following would be the **best** sentence to engage (interest) Jessica’s audience?”

Response Option	Response Rationale
a. Social interactions are beneficial to students.	<i>The student attempts to select the best introductory sentence, but incorrectly selects a sentence that is plausible that does not hook the reader.</i>
b. Imagine being in school all day with no free time. (Correct)	<i>The student correctly selects the sentence designed to grab the reader’s attention.</i>
c. It is important to vote.	<i>The student attempts to select the best introductory sentence, but incorrectly selects a sentence that is not related to the writer’s argument.</i>
Depth of Knowledge (DOK) 2	

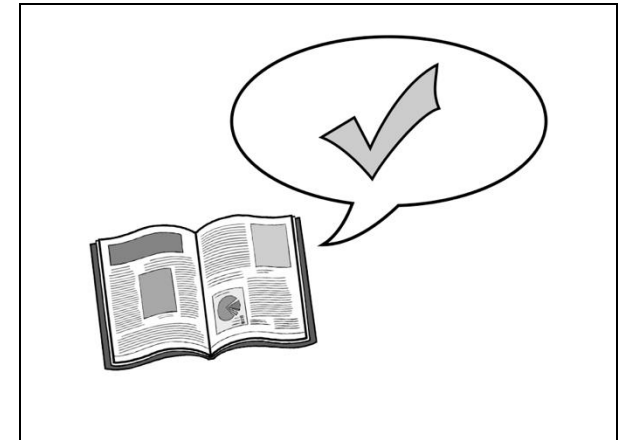
- a.
To organize her argument based on background information



- b.
To provide a concluding statement about the topic



- c.
To cite credible sources within the article



If needed, remind the student of the task scenario by rereading, “Jessica is writing an argument about why her middle school needs to add recess to the school schedule. She is writing the introductory paragraph.”

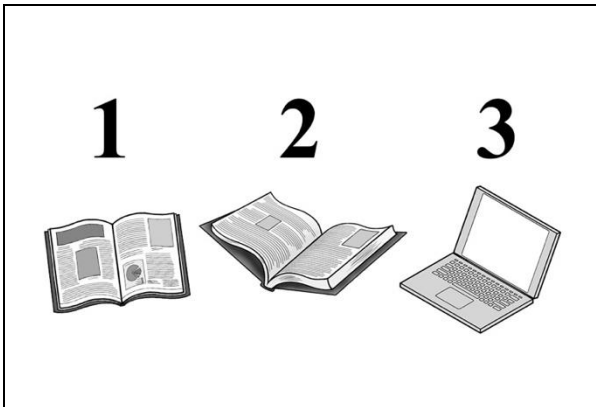
If needed, reread Writing 8 D Recess Facts to the student.

“Jessica decides to write: ‘Imagine being in school all day with no free time.’ as her first sentence. Her second sentence is: ‘That’s exactly what’s happening in our school right now; students do not have recess.’”

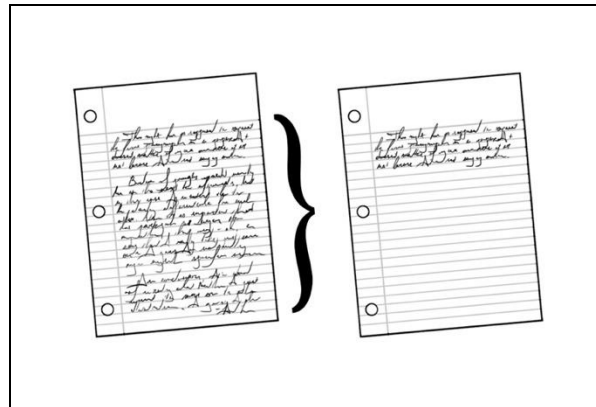
2. “Why did Jessica include the second sentence?”

Response Option	Response Rationale
a. To organize her argument based on background information (Correct)	<i>The student correctly selects a response that notes that the writer is introducing an argument stemming from an observation.</i>
b. To provide a concluding statement about the topic	<i>The student attempts to select a response that explains the writer’s choice but selects a response that incorrectly identifies the sentence as part of the conclusion of the writing.</i>
c. To cite credible sources within the article	<i>The student attempts to select a response that explains the writer’s choice but selects a response that incorrectly states that the writer is citing sources.</i>
Depth of Knowledge (DOK) 3	

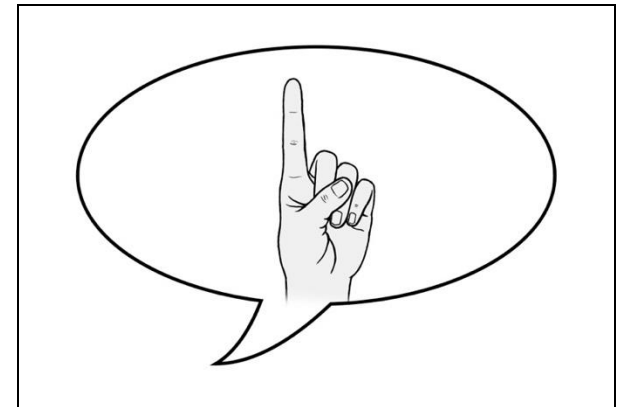
a.
She is listing her resources.



b.
She is summarizing.



c.
She is stating the main points of her argument.



If needed, remind the student of the task scenario by rereading, “Jessica is writing an argument about why her middle school needs to add recess to the school schedule. She is writing the introductory paragraph.”

If needed, reread Writing 8 D Recess Facts to the student.

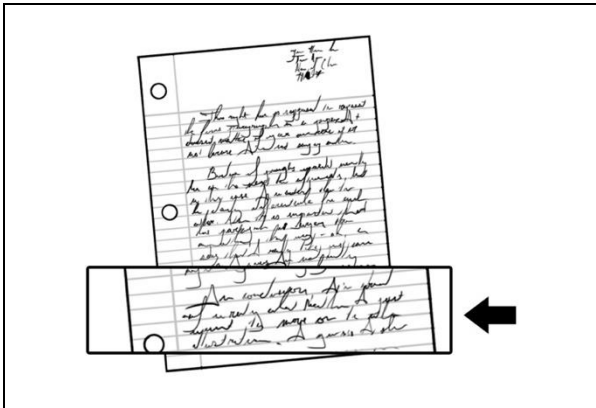
“Jessica follows her sentence: ‘That’s exactly what’s happening in our school right now; students do not have recess.’ with the claim ‘Our middle school should add recess to the school schedule to reduce classroom disruptions, increase physical activities, and allow for socialization.’”

3. “Why does Jessica include the details about classroom disruptions, physical activities, and socialization?”

Response Option	Response Rationale
a. She is listing her resources.	<i>The student attempts to explain why the writer includes the details, but incorrectly selects a response that inaccurately states the writer is listing resources.</i>
b. She is summarizing.	<i>The student attempts to explain why the writer includes the details, but incorrectly selects the response that states that the writer is summarizing the argument.</i>
c. She is stating the main points of her argument. (Correct)	<i>The student correctly selects the response that states that the writer is introducing the main points of the argument.</i>
Depth of Knowledge (DOK) 1	

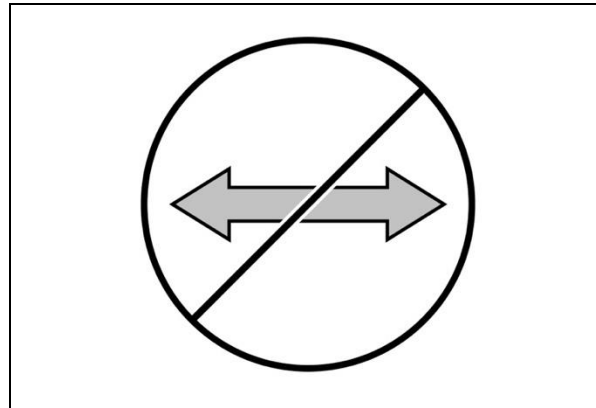
a.

No, this sentence would be better in her conclusion.



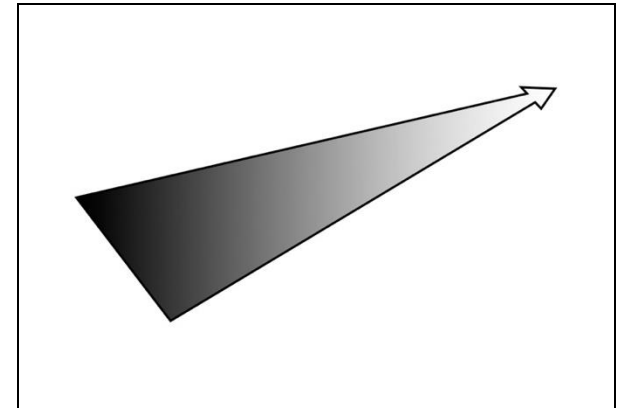
b.

No, this sentence isn't related to her topic.



c.

No, the sentence is too long.



If needed, remind the student of the task scenario by rereading, “Jessica is writing an argument about why her middle school needs to add recess to the school schedule. She is writing the introductory paragraph.”

If needed, reread Writing 8 D Recess Facts to the student.

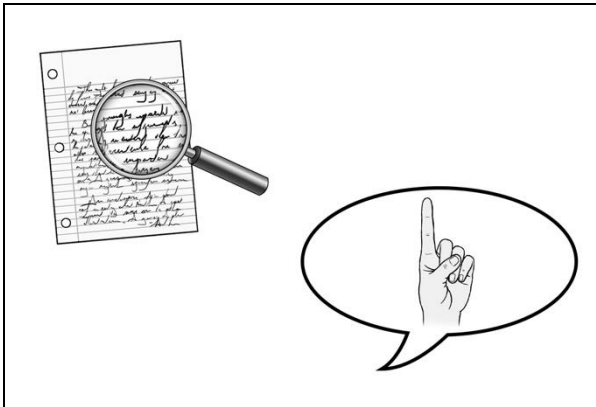
“Jessica is thinking about adding the sentence: ‘For all the reasons listed above, we should add recess to our school schedule.’”.

4. “Would this be a good sentence for her to add to her introductory paragraph?”

Response Option	Response Rationale
a. No, this sentence would be better in her conclusion. (Correct)	<i>The student recognizes that the sentence is a concluding statement and correctly reasons that it would better to include it in a concluding paragraph.</i>
b. No, this sentence isn’t related to her topic.	<i>The student attempts to explain why the sentence would not be a good choice for the introductory paragraph, but incorrectly reasons that the sentence is unrelated to the writer’s topic.</i>
c. No, the sentence is too long.	<i>The student attempts to explain why the sentence would not be a good choice for the introductory paragraph, but incorrectly reasons that the sentence is too long which is not relevant to the role of the sentence.</i>
<i>Depth of Knowledge (DOK) 2</i>	

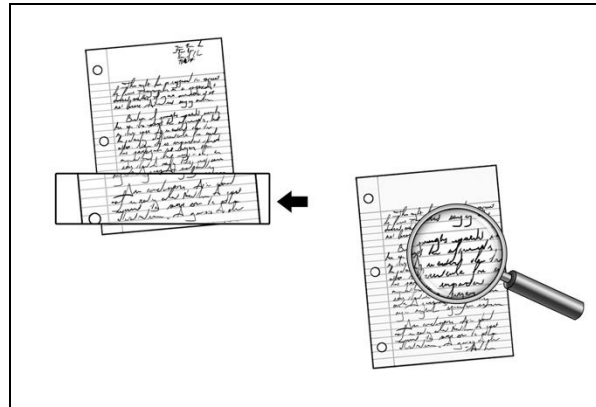
a.

Give the evidence, state the problem, and present her argument.

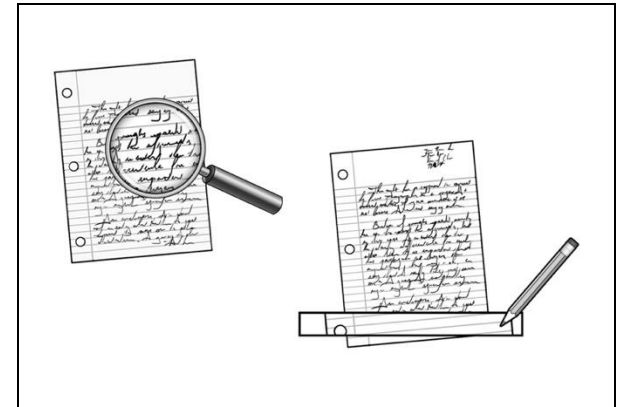


b.

Write her conclusion, summarize her argument, and cite the evidence.



c. State her argument, provide the evidence, and write a concluding statement.



If needed, remind the student of the task scenario by rereading, “Jessica is writing an argument about why her middle school needs to add recess to the school schedule. She is writing the introductory paragraph.”

If needed, reread Writing 8 D Recess Facts to the student.

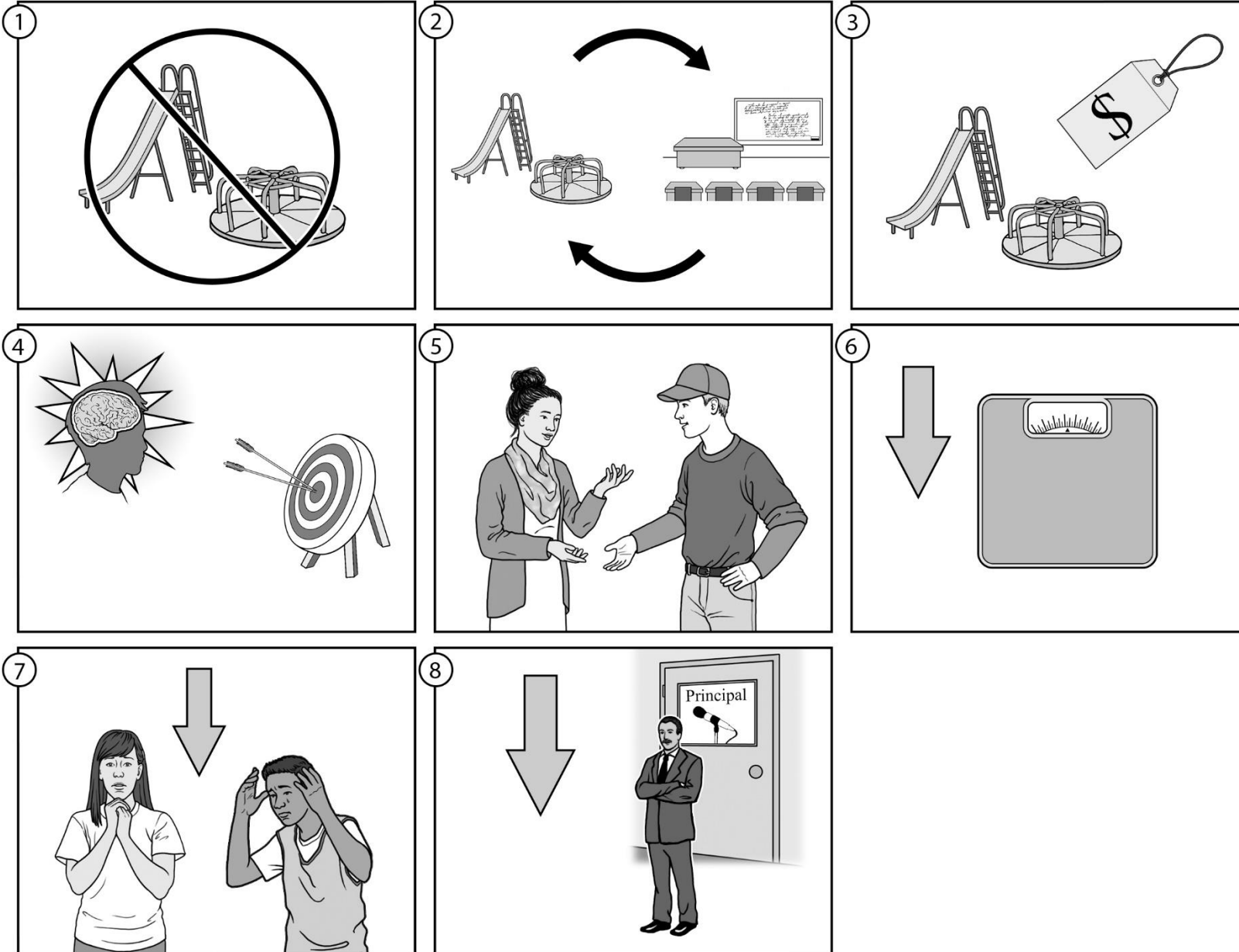
5. “What is the best way for Jessica to organize her argument about adding recess to her middle school’s schedule?”

Response Option	Response Rationale
a. Give the evidence, state the problem, and present her argument.	<i>The student chooses one way to present an argument but selects an argument structure that is incorrect.</i>
b. Write her conclusion, summarize her argument, and cite the evidence.	<i>The student chooses one way to present an argument but selects an argument structure that is incorrect.</i>
c. State her argument, provide the evidence, and write a concluding statement. (Correct)	<i>The student selects the correct structure for an argument.</i>
Depth of Knowledge (DOK)	

Writing 8 D Recess Facts

1. Several schools have reduced or removed recess.
2. Schools are trading recess for instructional time.
3. Recess costs money that schools do not have.
4. Physical activity improves brain function and focus.
5. Recess promotes social skills.
6. Recess lowers obesity rates.
7. Recess reduces stress and anxiety for teachers and students.
8. Recess reduces referrals to the principal (detention).

Writing 8 D Recess Facts



Writing 8 D Attainment Task Questions for Student Use

1. Which of the following would be the **best** sentence to engage (interest) Jessica's audience?
2. Why did Jessica include the second sentence?
3. Why does Jessica include the details about classroom disruptions, physical activities, and socialization?
4. Would this be a good sentence for her to add to her introductory paragraph?
5. What is the best way for Jessica to organize her argument about adding recess to her middle school's schedule?

Kentucky Academic Standard: C.8.1 - Compose arguments to support claims with clear reasons and relevant 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. No further limitations c. No further limitations 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
All students	523	34.23%	30.78%	48.95%	41.87%	43.02%
Gender						
Female	160	34.38%	29.38%	43.75%	45.63%	39.38%
Male	363	34.16%	31.40%	51.24%	40.22%	44.63%
Ethnicity						
African American	71	28.17%	19.72%	45.07%	32.39%	46.48%
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)	384	36.72%	33.07%	49.22%	42.19%	41.41%
Two or More Races	65	24.62%	29.23%	49.23%	47.69%	49.23%
English Learner	32	21.88%	28.13%	46.88%	34.38%	43.75%
Economically Disadvantaged	401	33.92%	30.67%	51.37%	43.14%	43.14%

*Number of Students that attempted the item