

## Writing Grade 11 D

### Grade Level Standard(s):

C.11-12.1

### Required Assessment Materials:

- Writing 11 D Teens and Part-time Jobs
- Writing 11 D Teens and Part-time Jobs Picture Board
- Writing 11 D Attainment Task Questions for Student Use

### Response Code:

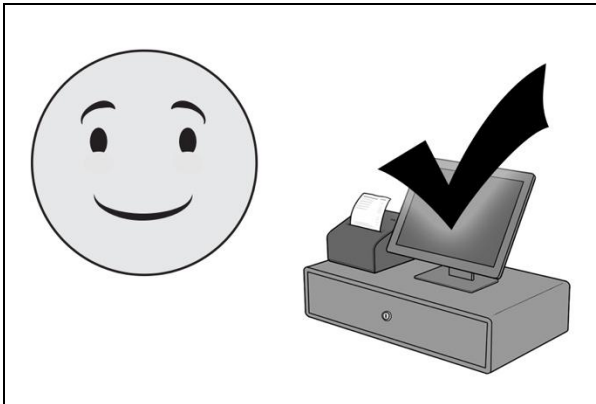
- Indicate the answer provided by the student.

### 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 parentheses ( ) are optional; they may replace or be read in addition to the word(s) immediately preceding.

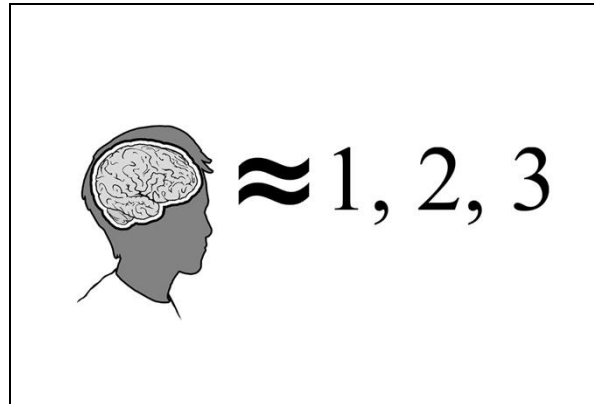
a.

Have you ever heard the quote, “The greatest satisfaction is a job well done?”



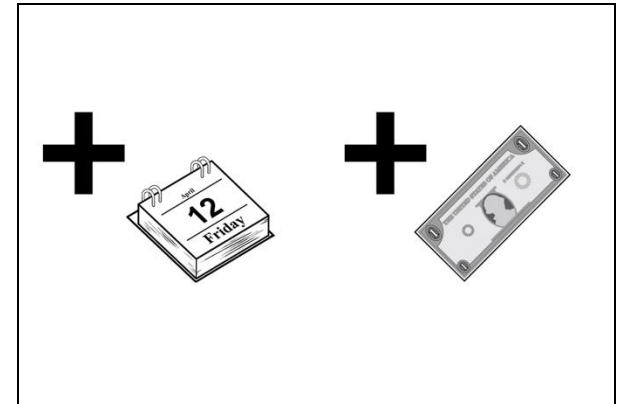
b.

Have you ever heard the saying, “Work smarter, not harder?”



c.

Have you ever heard the idiom, “Another day, another dollar?”



*Before beginning task administration, please ensure that all conditions specified in the administration protocol (starting on page 9 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 material Writing 11 D Attainment Task Questions for Student Use.*

*Present the student with Writing 11 D Teens and Part-time Jobs (Writing 11 D Teens and Part-time Jobs Picture Board may be presented as a support for the student). Have the student read, or read to the student, the passage Writing 11 D Teens and Part-time Jobs.*

“Jayna is writing an argumentative essay to support the claim that teens should have part-time jobs after school. She is writing the introductory paragraph using the article ‘Teens and Part-time Jobs’.”

“A hook is something that grabs the reader’s attention.”

1. “Which of the following sentences would make the **best** hook for the opening of Jayna’s essay?”

| Response Option                                                                                    | Response Rationale                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a. Have you ever heard the quote, “The greatest satisfaction is a job well done?” <b>(Correct)</b> | <i>The student identifies the hook that makes a connection between supporting teens working and the benefits work can provide.</i>                                     |
| b. Have you ever heard the saying, “Work smarter, not harder?”                                     | <i>The student identifies the word work but does not recognize this is related to making tasks easier, not about employment.</i>                                       |
| c. Have you ever heard the idiom, “Another day, another dollar?”                                   | <i>The student recognizes this idiom as being related to earning money but does not understand that this does not support the argument for allowing teens to work.</i> |
| <b>Depth of Knowledge (DOK) 2</b>                                                                  |                                                                                                                                                                        |

### Writing 11 D Teens and Part-time Jobs

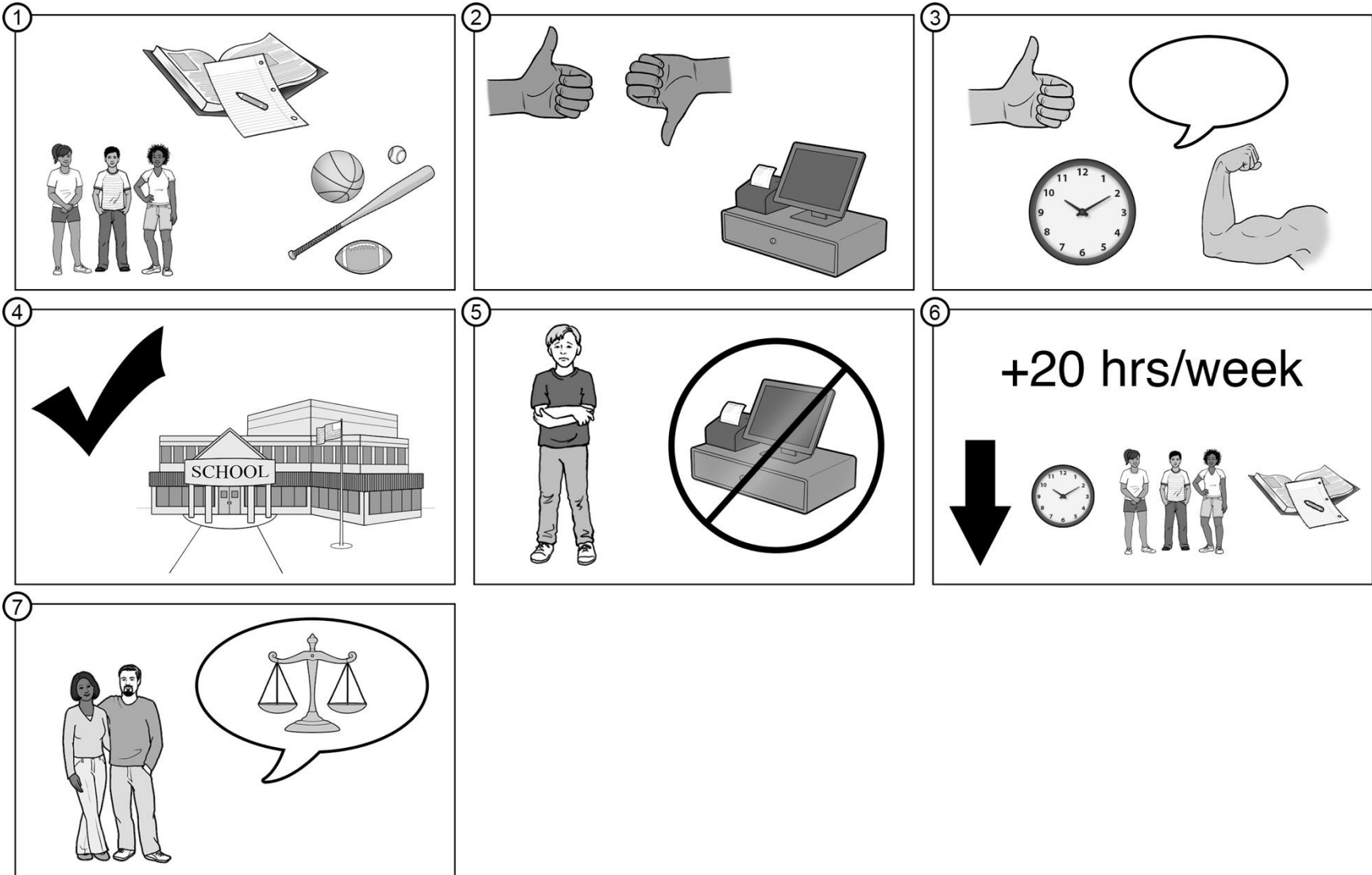
Students in high school have many responsibilities. <sup>1</sup>Students have homework, clubs and extracurricular activities, friends, and social activities. Many parents worry about their teen trying to add a part-time job to their list of demands. However, a job may create chances for training and opportunities they cannot find at school. <sup>2</sup>Still there are pros and cons to teens working after school.

A part-time job offers teens more than just money. Research shows that teens who work fewer than 20 hours a week while in school get other benefits too. <sup>3</sup>Working teens have a sense of responsibility, communicate better, have more self-confidence, and learn time management skills. Working teens make and keep commitments to show up and do a specific job at a specific time. They take responsibility for that commitment and understand the impact it has on others. <sup>4</sup>Additionally, teens who work are less likely to drop out of school and are more likely to be involved in school. Finally, working part-time expands their social network in positive ways.

<sup>5</sup>Unfortunately, not all teens are ready for part-time jobs. Personal challenges like caring for a sibling or other responsibilities at home may be too demanding to work. When a teen needs support in areas like emotional, academic, or social development they should focus on those areas without the pressure of work. <sup>6</sup>Some teens work more than 20 hours a week. Working too much reduces the time they can study, participate in extracurricular activities, and hang out with friends. If parents notice changes in teen behavior, study habits, or social activities they should re-evaluate whether a job is right for their teen.

There are many pros and cons to teenage jobs. <sup>7</sup>Parents must talk openly with their teen about expectations of work, school, and life balance. The experience of working part-time is different for all teens but can be beneficial in the right circumstances.

Writing 11 D Teens and Part-time Jobs Picture Board



**Writing 11 D Attainment Task Questions for Student Use**

1. Which of the following sentences would make the **best** hook for the opening of Jayna's essay?

**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:** *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 g. No further limitations*

| Student Group                       | Number of Students* | Percent Correct #5 |
|-------------------------------------|---------------------|--------------------|
| <b>All Students</b>                 | 510                 | 44.12%             |
| <b>Gender</b>                       |                     |                    |
| Female                              | 187                 | 45.99%             |
| Male                                | 323                 | 43.03%             |
| <b>Ethnicity</b>                    |                     |                    |
| African American                    | 72                  | 38.89%             |
| American Indian or Alaska Native    | <10                 | Not Reported       |
| Asian                               | <10                 | Not Reported       |
| Hispanic of Latino                  | 41                  | 39.02%             |
| Native Hawaiian of Pacific Islander | <10                 | Not Reported       |
| White (Non-Hispanic)                | 362                 | 45.58%             |
| Two or More Races                   | 26                  | 46.15%             |
| <b>English Learner</b>              | 31                  | 35.48%             |
| <b>Economically Disadvantaged</b>   | 325                 | 45.54%             |

\*Number of students that attempted the item