

Reading Grade 8 E

Grade Level Standard(s):

RI.8.2

RI.8.5

Materials:

- Reading 8 E Adam Smith’s Speech
- Reading 8 E Adam Smith’s Speech Picture Board
- Reading 8 E Attainment Task Questions for Student Use

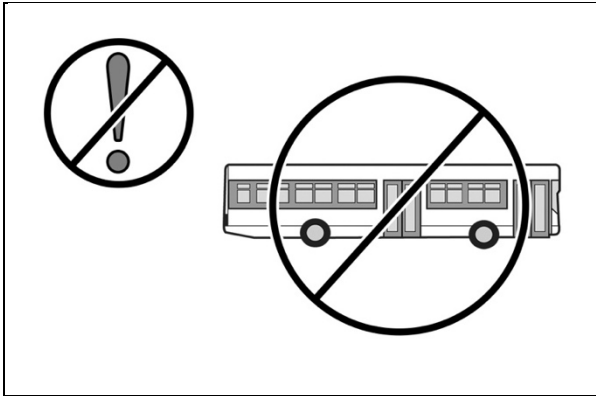
Response Code:

- Indicate the answer provided by the student.

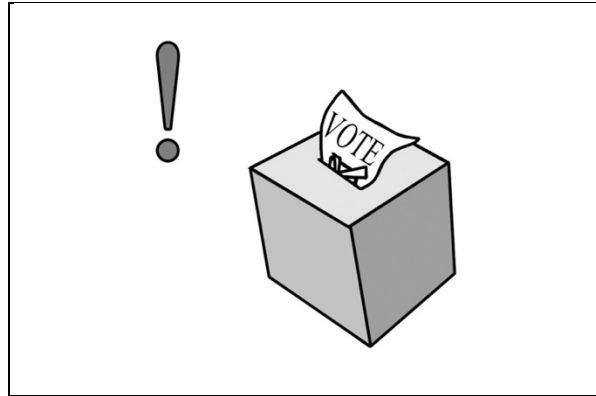
Text Coding:

- “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.

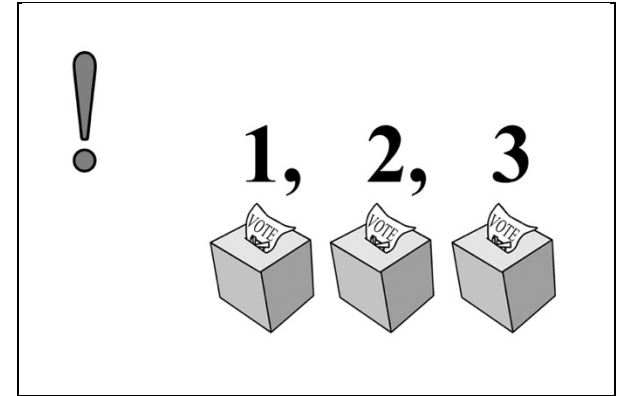
a. It is not important to vote if you can't get to the polling place.



b. It is important to vote.



c. It is important to wait for your vote to be counted.



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.”

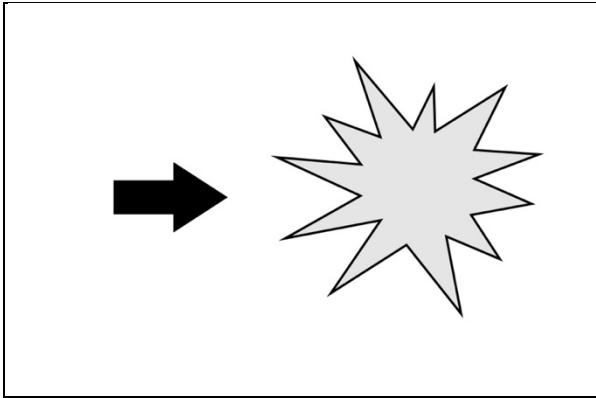
All questions from this task are available for presentation to the student in the supplemental material Reading 8 E Attainment Task Questions for Student Use.

Explain to the student that they will be reading a passage and will then answer a few questions about the passage. Present the student with Reading 8 E Adam Smith’s Speech (Reading 8 E Adam Smith’s Speech Picture Board may be presented as a support for the student). Have the student read, or read to the student, the passage Reading 8 E Adam Smith’s Speech.

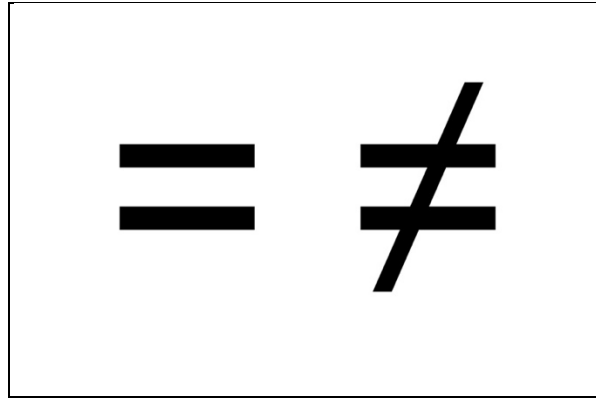
1. “What is the central idea of the speech?”

Response Option	<i>Response Rationale</i>
a. It is not important to vote if you can’t get to the polling place.	<i>The student uses textual evidence to draw a conclusion, but the central idea of the speech is not that it is not important to vote if you can’t get to the polling place.</i>
b. It is important to vote. (Correct)	<i>The student draws the conclusion that the central idea of the speech is that it is important to vote by using textual evidence.</i>
c. It is important to wait for your vote to be counted.	<i>The student uses textual evidence to draw a conclusion, but the central idea of the speech is not that it is important to wait for your vote to be counted.</i>
<i>Depth of Knowledge (DOK) 3</i>	

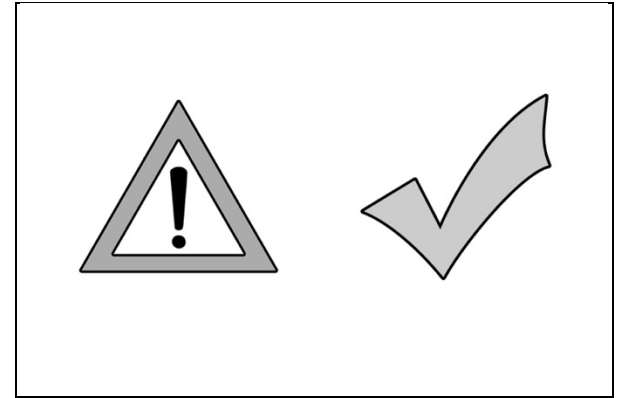
a. Cause and effect because it determines the cause of poor election participation and the effect it has on the results.



b. Compare and contrast because it compares problems voting to problems traveling and contrasts the differences.



c. Problem and solution because it presents the problem of being away from the polls and proposes a solution.



If needed, reread Reading 8 E Adam Smith’s Speech to the student.

Reread paragraph four of Reading 8 E Adam Smith’s Speech to the student.

“I am going to read paragraph four of Adam Smith’s Speech to you. It says, ‘People say to me that they are going to be out of town. To that, I say, baloney! All you have to do is vote by absentee ballot.’”

3. “Which text structure is used to organize the paragraph and support the key idea that it is important to vote?”

Response Option	Response Rationale
a. Cause and effect because it determines the cause of poor election participation and the effect it has on the results.	<i>The student attempts to identify the text structure but does so incorrectly. It is not clear that the concept in the response supports the key idea.</i>
b. Compare and contrast because it compares problems voting to problems traveling and contrasts the differences.	<i>The student attempts to identify the text structure but does so incorrectly. The concept in the response does not support the key idea.</i>
c. Problem and solution because it presents the problem of being away from the polls and proposes a solution. (Correct)	<i>The student identifies the role of this paragraph by explaining the text structure and reasons that this paragraph supports the key idea.</i>
Depth of Knowledge (DOK) 3	

Reading 8 E Adam Smith's Speech

¹Adam Smith is running for city council, and he made this speech:

Neighbors,

While I feel it is important that you cast your vote for me in this November's election, that is not why I have come here today to talk. I want to discuss something even more important than my campaign. ²I want to talk about your right to vote. Yes, my friends, your right— your privilege.

People say to me that their vote won't count. To that, I say, hogwash! ³Every single vote counts. Elections can be won or lost by just one vote.

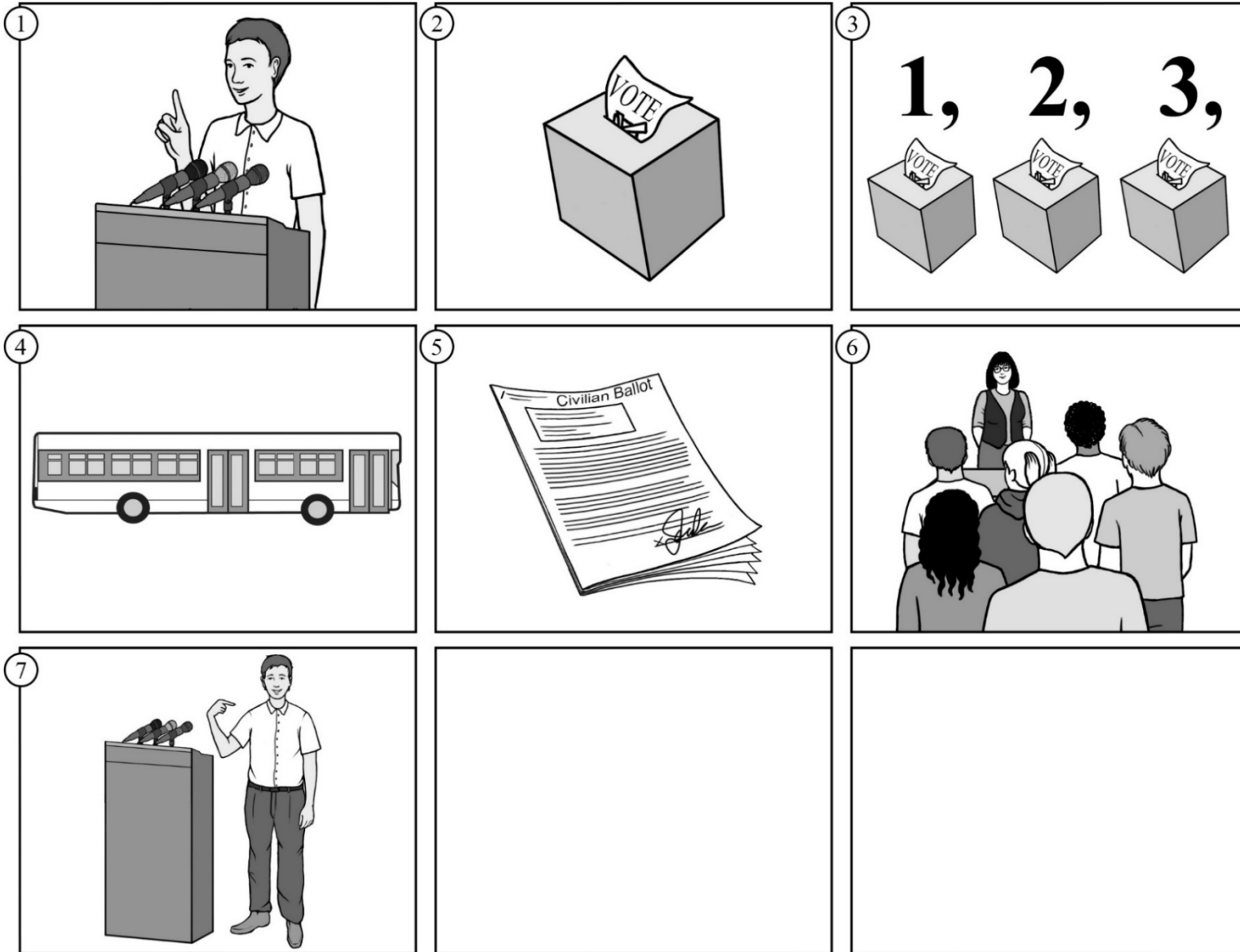
People say they are injured and can't make it to the polling place. To that, I say, rubbish! ⁴All a person has to do to vote is call their political party's headquarters for a ride.

People say to me that they are going to be out of town. To that, I say, baloney! ⁵All you have to do is vote by absentee ballot.

⁶Now, people say to me that they don't want to stand in line to vote. To that, I say, nonsense! We stand in line almost every day for things that are not nearly as important as voting.

Well, I'm getting worked up on this matter, so I guess it's time for me to sit down. ⁷But one last thought: if you vote—be sure to vote for me!

Reading 8 E Adam Smith's Speech Picture Board



Reading 8 E Attainment Task Questions for Student Use

1. What is the central idea of the speech?
3. Which text structure is used to organize the paragraph and support the key idea that it is important to vote?

Kentucky Academic Standard: RI.8.2 Determine central ideas of a text and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.

Alternate Assessment Target: *No limitations, all parts of the Kentucky Academic Standard are eligible to be included as an assessment item.*

Student Group – Item 1	Number of Students*	Percent Correct
All students	515	49.90%
Gender		
Female	182	53.30%
Male	333	48.05%
Ethnicity		
African American	53	49.06%
American Indian or Alaska Native	< 10	Not Reported
Asian	< 10	Not Reported
Hispanic or Latino	37	48.65%
Native Hawaiian or Pacific Islander	< 10	Not Reported
White (non-Hispanic)	392	49.74%
Two or More Races	25	64.00%
English Learner	22	40.91%
Economically Disadvantaged	413	48.67%

* Number of Students that attempted the item

Kentucky Academic Standard: RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Alternate Assessment Target: *No limitations, all parts of the Kentucky Academic Standard are eligible to be included as an assessment item.*

Student Group – Item 3	Number of Students*	Percent Correct
<i>All students</i>	515	49.13%
<i>Gender</i>		
Female	182	46.15%
Male	333	50.75%
<i>Ethnicity</i>		
African American	53	47.17%
American Indian or Alaska Native	< 10	Not Reported
Asian	< 10	Not Reported
Hispanic or Latino	37	59.46%
Native Hawaiian or Pacific Islander	< 10	Not Reported
White (non-Hispanic)	392	48.47%
Two or More Races	25	48.00%
<i>English Learner</i>	22	50.00%
<i>Economically Disadvantaged</i>	413	50.36%

* Number of Students that attempted the item