

Writing Grade 8 E

Grade Level Standard(s):

C.8.1

Materials:

- Writing 8 E Recess Facts
- Writing 8 E Recess Facts Picture Board
- Writing 8 E Reasons for Recess Introduction
- Writing 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.

In closing...

b.

And then...

c.

One reason why...

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 E 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 E Recess Facts (Writing 8 E 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 E 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 body paragraph.”

Have the student read, or read to the student, Writing 8 E Reasons for Recess Introduction.

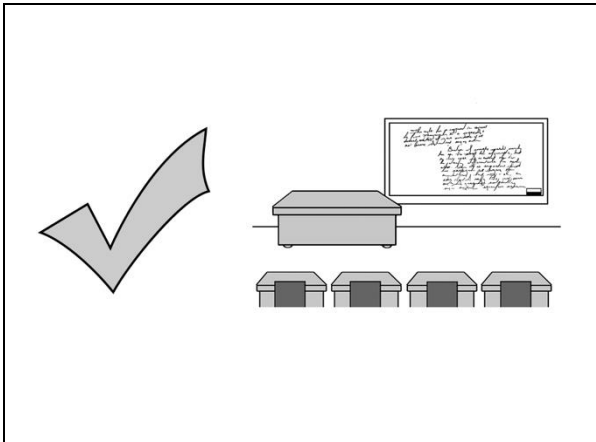
Present the student with the **student response options (on opposite page)**.

1. “Which of the following would be an appropriate transition phrase to begin the first body paragraph of Jessica’s writing?”

Response Option	Response Rationale
a. In closing...	<i>The student selects a transition phrase but incorrectly selects a phrase that is a transition to a closing paragraph.</i>
b. And then...	<i>The student selects a transition phrase but incorrectly selects a phrase that introduces an additional thought, not a closing paragraph.</i>
c. One reason why... (Correct)	<i>The student correctly selects a phrase that supports the introduction and introduces the first supporting detail.</i>
Depth of Knowledge (DOK) 2	

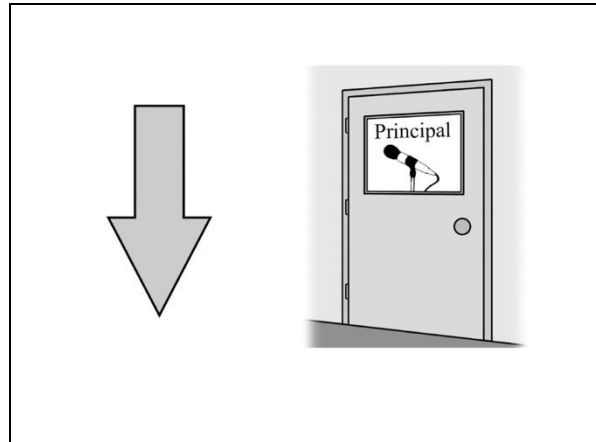
a.

Recess is a good substitute for instructional time.



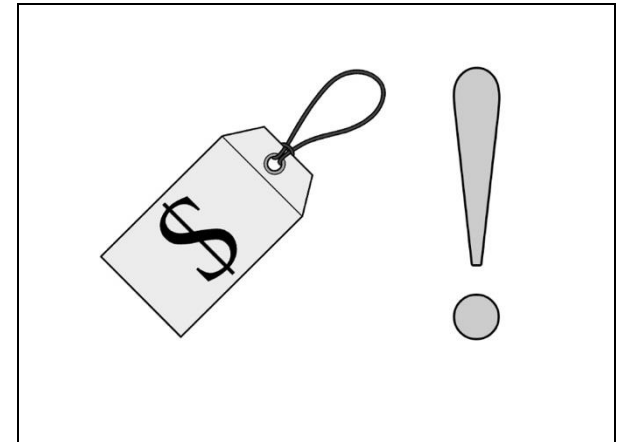
b.

Recess decreases the number of referrals to the principal.



c.

Recess costs too much money.



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 body paragraph.”

If needed, reread Writing 8 E Recess Facts and Writing 8 E Reasons for Recess Introduction to the student.

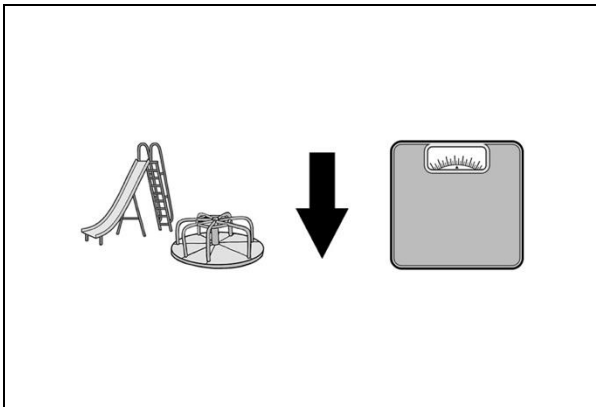
“Jessica writes: ‘One reason why our middle school should add recess is that having recess reduces classroom disruptions.’”

2. “Based on *Recess Facts*, what evidence supports Jessica’s claim that her middle school should add recess to the daily schedule?”

Response Option	Response Rationale
a. Recess is a good substitute for instructional time.	<i>The student selects evidence to support the writer’s claim but incorrectly selects a response that is not a true claim.</i>
b. Recess decreases the number of referrals to the principal. (Correct)	<i>The student selects evidence that supports the claim that recess should be added to the daily schedule by naming a benefit of recess in school.</i>
c. Recess costs too much money.	<i>The student selects evidence to support the writer’s claim but incorrectly selects evidence that argues against recess because of its’ cost.</i>
Depth of Knowledge (DOK) 2	

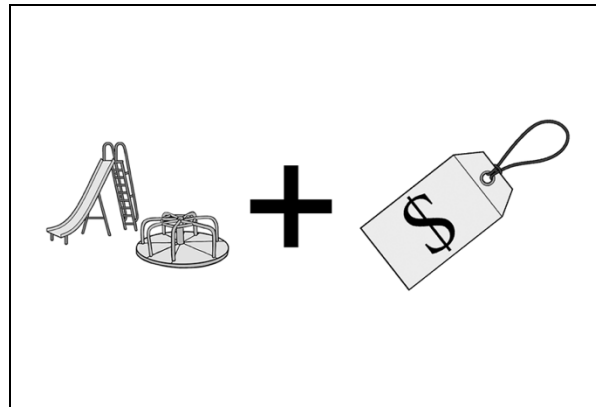
a.

Additionally, recess provides physical activity which reduces levels of obesity.



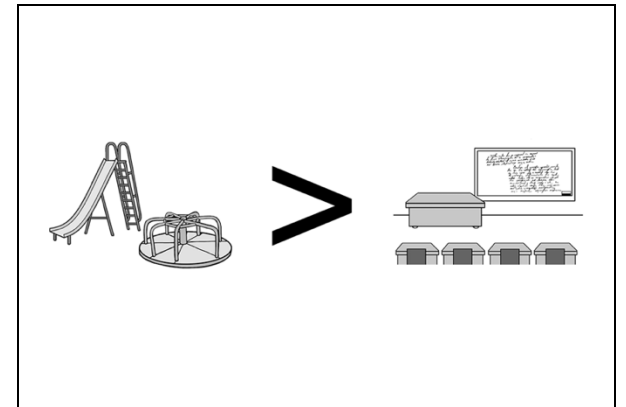
b.

Besides, recess is another way to make schools spend more money.



c.

Also, recess is more important than spending time in the classroom.



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 body paragraph.”

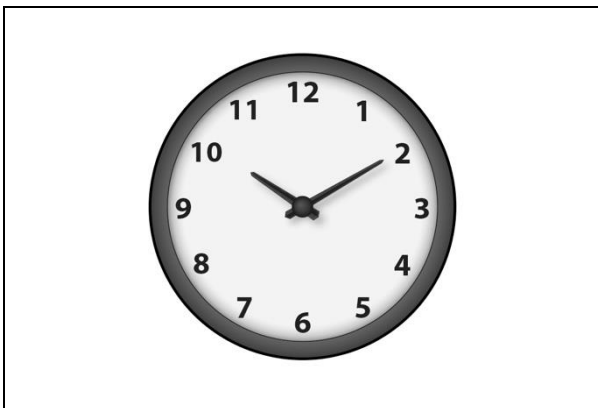
If needed, reread Writing 8 E Recess Facts and Writing 8 E Reasons for Recess Introduction to the student.

3. “Which sentence could Jessica add to support her argument?”

Response Option	Response Rationale
a. Additionally, recess provides physical activity which reduces levels of obesity. (Correct)	<i>The student explains why the writer includes the detail by correctly selecting information that positively supports the writer’s argument that recess will be beneficial for students.</i>
b. Besides, recess is another way to make schools spend more money.	<i>The student selects an explanation but incorrectly selects a response that states having recess will cause schools to spend more money, which is not a supporting detail.</i>
c. Also, recess is more important than spending time in the classroom.	<i>The student selects an explanation but incorrectly selects a response that is not an accurate statement supporting the writer’s argument.</i>
Depth of Knowledge (DOK) 2	

a.

www.breaktime.net



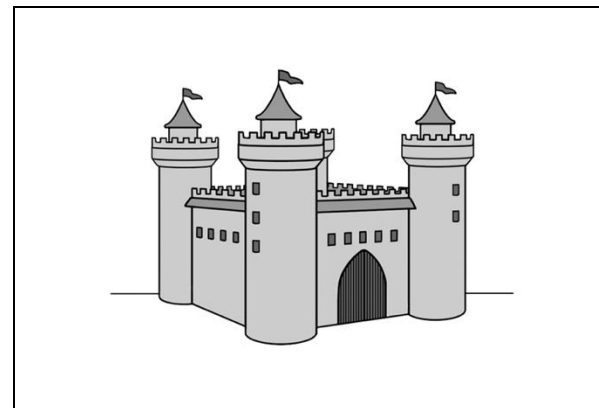
b.

www.health.gov



c.

www.playstructure.com



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 body paragraph.”

If needed, reread Writing 8 E Recess Facts and Writing 8 E Reasons for Recess Introduction to the student.

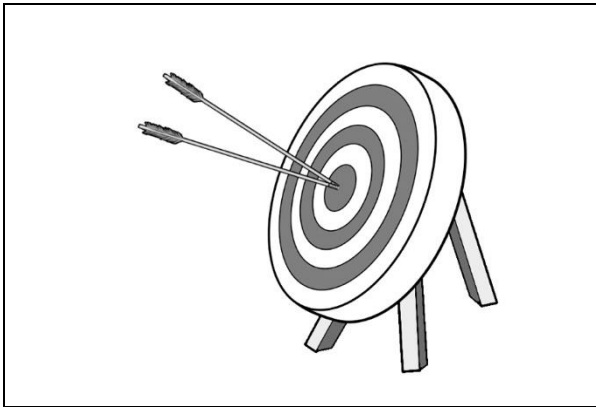
“Jessica wants to gather more information about the benefits of recess.”

4. “On which website would Jessica find the **most** credible information?”

Response Option	Response Rationale
a. www.breaktime.net	<i>The student selects a resource for finding facts about the benefits of recess but does not realize the website from an unverifiable source.</i>
b. www.health.gov (Correct)	<i>The student correctly selects a website that is sponsored by a government agency and would be considered credible for researching details about student health.</i>
c. www.playstructure.com	<i>The student selects a resource for finding facts about the benefits of recess but does not realize the website sells playground equipment.</i>
Depth of Knowledge (DOK) 1	

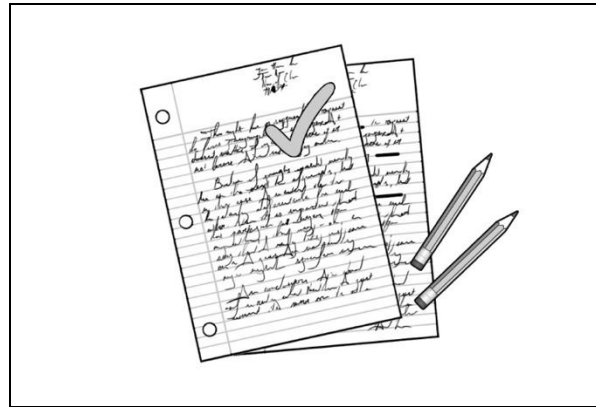
a.

Physical activity during recess promotes students' ability to focus.



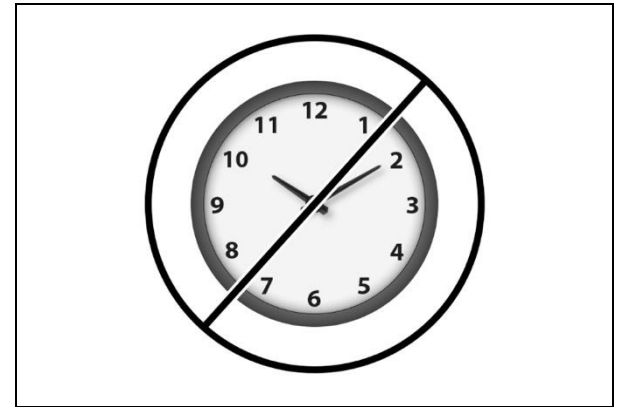
b.

School policies require students to pass year-end recess testing.



c.

There is not enough time in the day for students to have recess.



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 body paragraph.”

If needed, reread Writing 8 E Recess Facts and Writing 8 E Reasons for Recess Introduction to the student.

5. “Based on *Recess Facts*, what is the **best** counterclaim (argument against) the statement ‘some teachers may argue that recess at the middle school level is a waste of instructional time’?”

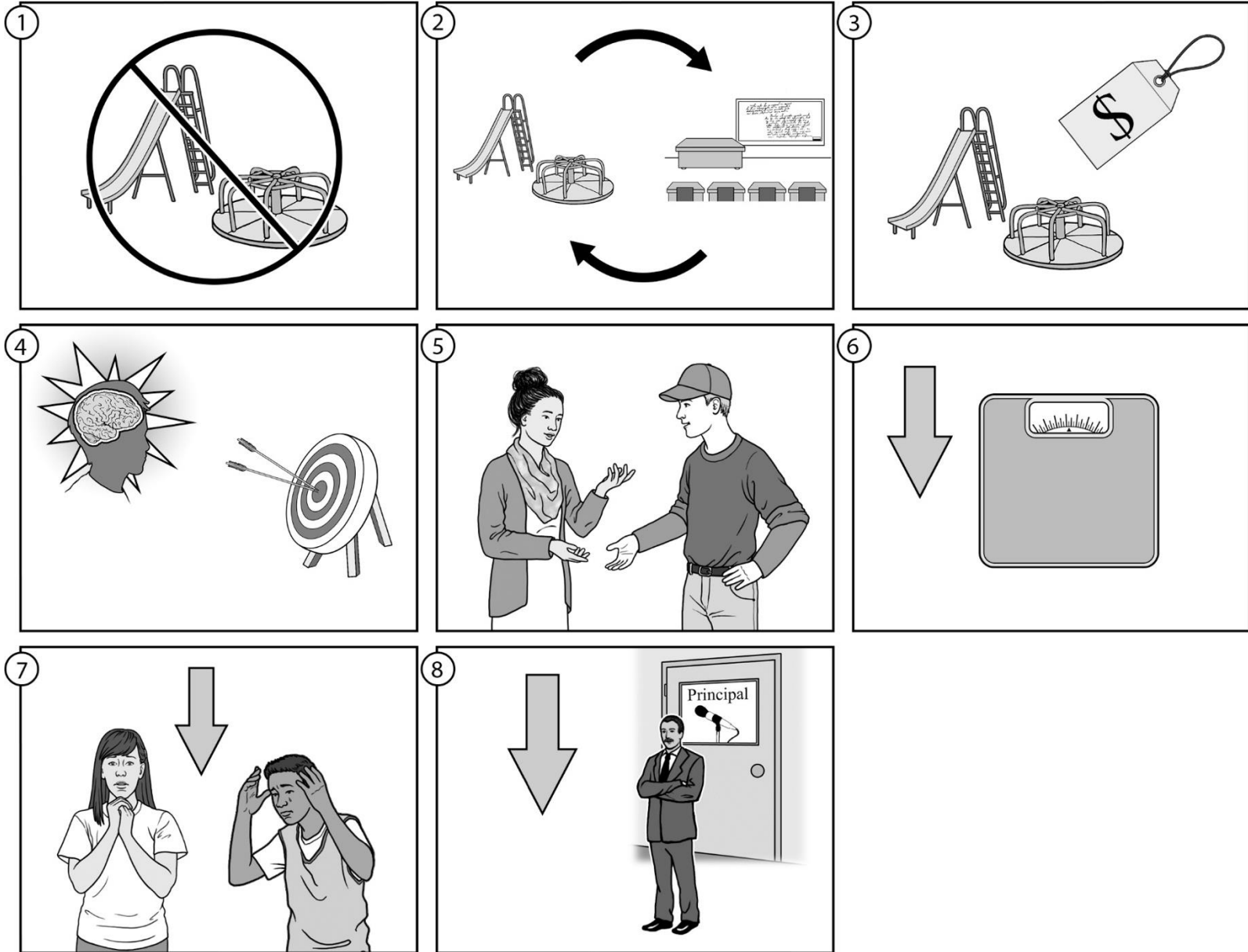
Response Option	Response Rationale
a. Physical activity during recess promotes students’ ability to focus. (Correct)	<i>The student correctly chooses the best counterclaim to the argument some teachers may make that recess is a waste of instructional time.</i>
b. School policies require students to pass year-end recess testing.	<i>The student selects a counterclaim to the teacher’s argument that recess is a waste of instructional time however selects a statement that is plausible but incorrect.</i>
c. There is not enough time in the day for students to have recess.	<i>The student selects a counterclaim to the teacher’s argument that recess is a waste of instructional time however selects a statement that is plausible but incorrect.</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).

https://teens.lovetoknow.com/Middle_School_Recess
<https://www.rasmussen.edu/degrees/education/blog/importance-of-recess/>

Writing 8 D Recess Facts Picture Board



Writing 8 E Reasons for Recess Introduction

Imagine being in school all day with no free time. That's exactly what's happening in our school right now; students do not have recess. Our middle school should add recess to the school schedule to reduce classroom disruptions, increase physical activities, and allow for socialization.

Writing 8 E Attainment Task Questions for Student Use

1. Which of the following would be an appropriate transition phrase to begin the first body paragraph of Jessica’s writing?
2. Based on *Recess Facts*, what evidence supports Jessica’s claim that her middle school should add recess to the daily schedule?
3. Which sentence could Jessica add to support her argument?
4. On which website would Jessica find the **most** credible information?
5. Based on *Recess Facts*, what is the **best** counterclaim (argument against) the statement “some teachers may argue that recess at the middle school level is a waste of instructional time”?

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	56.21%	42.26%	38.05%	32.12%	39.58%
Gender						
Female	160	52.50%	43.75%	41.88%	30.00%	33.13%
Male	363	57.85%	41.60%	36.36%	33.06%	42.42%
Ethnicity						
African American	71	52.11%	36.62%	33.80%	28.17%	30.99%
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	56.25%	44.53%	39.58%	33.07%	40.10%
Two or More Races	65	58.46%	32.31%	33.85%	27.69%	43.08%
English Learner	32	62.50%	28.13%	18.75%	28.13%	34.38%
Economically Disadvantaged	401	58.60%	42.89%	38.15%	33.17%	39.65%

*Number of Students that attempted the item