

Writing Grade 8 F

Grade Level Standard(s):

C.8.1

Materials:

- Writing 8 F Recess Facts
- Writing 8 F Recess Facts Picture Board
- Writing 8 F Reasons for Recess Paper
- Writing 8 F Attainment Task Questions for Student Use

Response Code:

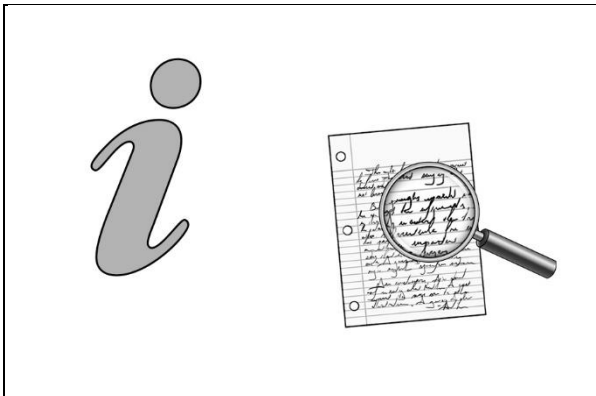
- Indicate the answer provided by the student.

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.

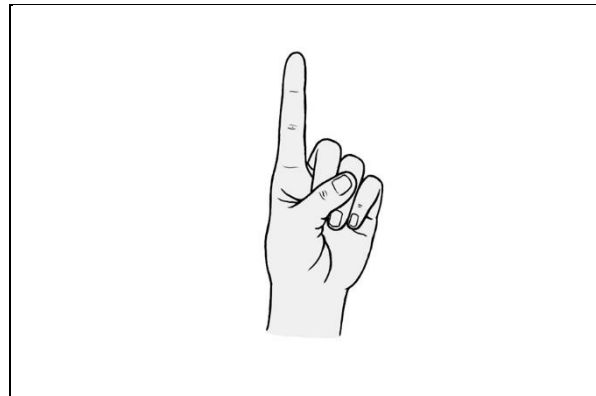
a.

To present new information and provide evidence



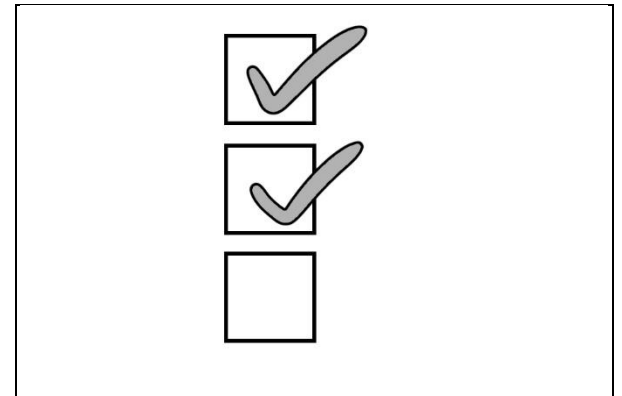
b.

To restate her claim and convince her audience



c.

To provide a plan for working with the principal



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 F 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 F Recess Facts (Writing 8 F 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 F Recess Facts.

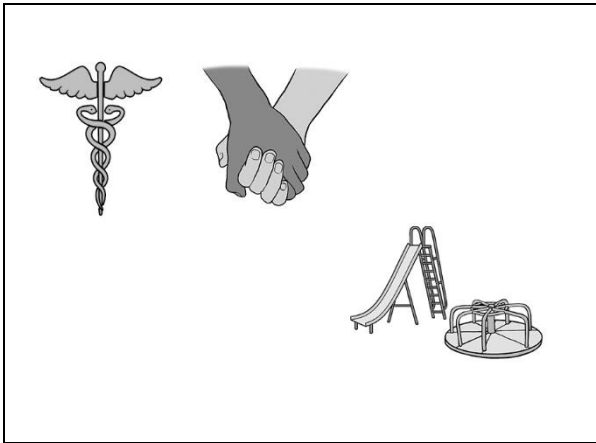
“Jessica is writing an argument about why her middle school needs to add recess to the school schedule. She wrote: ‘Our middle school should add recess to the school schedule to reduce classroom disruptions, increase physical activities, and allow for socialization.’ She is writing the concluding paragraph.”

1. “What is the main purpose of the concluding paragraph in Jessica’s essay?”

Response Option	Response Rationale
a. To present new information and provide evidence	<i>The student selects a purpose of the concluding paragraph but incorrectly selects a phrase that would describe a paragraph in the body of a paper.</i>
b. To restate her claim and convince her audience (Correct)	<i>The student correctly selects the correct purpose of the writer’s concluding paragraph.</i>
c. To provide a plan for working with the principal...	<i>The student selects a purpose of the concluding paragraph however selects a plausible but incorrect response.</i>
Depth of Knowledge (DOK) 1	

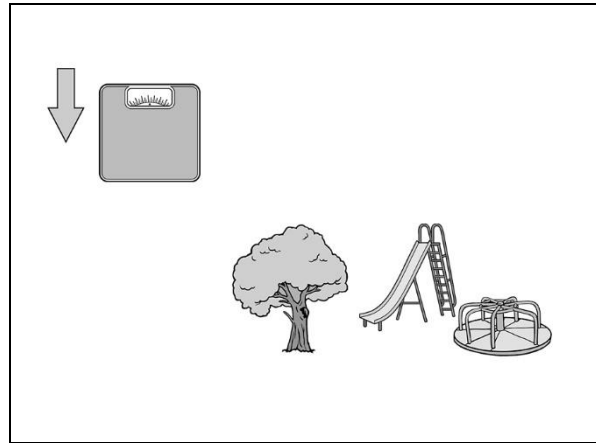
a.

To decrease disruptions and improve health and socialization, we should have recess.



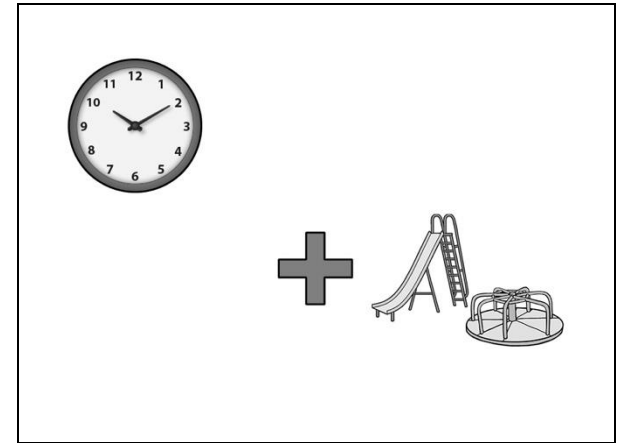
b.

To reduce obesity, we should all spend sufficient time outside during recess.



c.

To provide students with lots of free time, we should add recess to the schedule.



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 concluding paragraph.”

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

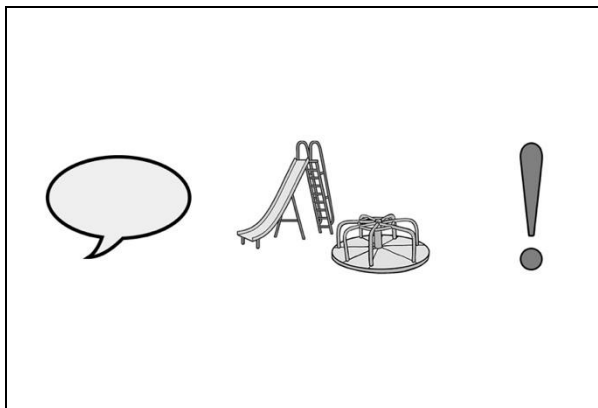
Explain to the student that they will be reading a passage and will then answer a question about the passage. Present the student with Writing 8 F Reasons for Recess Paper. Have the student read, or read to the student, the passage Writing 8 F Reasons for Recess Paper.

2. “Which of these sentences **best** restates the claim of Jessica’s writing?”

Response Option	Response Rationale
a. To decrease disruptions and improve health and socialization, we should have recess. (Correct)	<i>The student correctly selects a sentence that best restates the writer’s claim.</i>
b. To reduce obesity, we should all spend sufficient time outside during recess.	<i>The student selects a sentence but selects a plausible sentence that does not restate the writer’s primary claim.</i>
c. To provide students with lots of free time, we should add recess to the schedule.	<i>The student selects a sentence but incorrectly selects a sentence that does not restate the writer’s primary claim.</i>
Depth of Knowledge (DOK) 2	

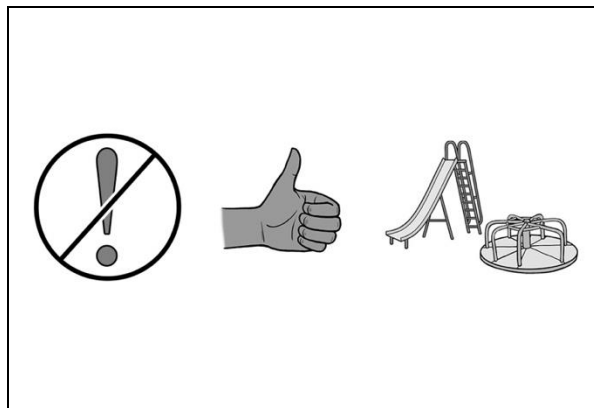
a.

I would like to tell you why recess is necessary.



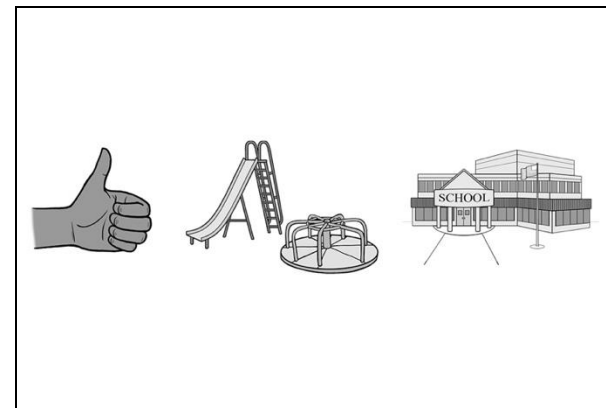
b.

It doesn't really matter, but it would be nice to have recess.



c.

These are all good reasons to have recess at school.



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 concluding paragraph.”

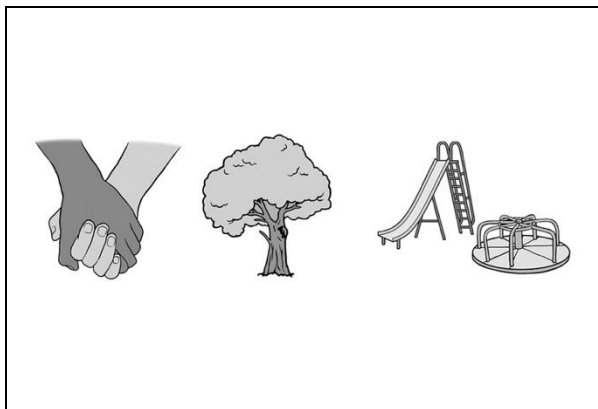
If needed, reread Writing 8 F Recess Facts and Writing 8 F Reasons for Recess Paper to the student.

3. “Which of the following is a sentence that would be appropriate (right) for Jessica’s concluding paragraph?”

Response Option	Response Rationale
a. I would like to tell you why recess is necessary.	<i>The student selects a sentence but incorrectly selects a sentence that would be appropriate for the introduction.</i>
b. It doesn’t really matter, but it would be nice to have recess.	<i>The student selects a sentence but incorrectly selects a sentence that is not an argument for having recess in school.</i>
c. These are all good reasons to have recess at school. (Correct)	<i>The student correctly selects the sentence that makes the point the writer is arguing.</i>
Depth of Knowledge (DOK) 2	

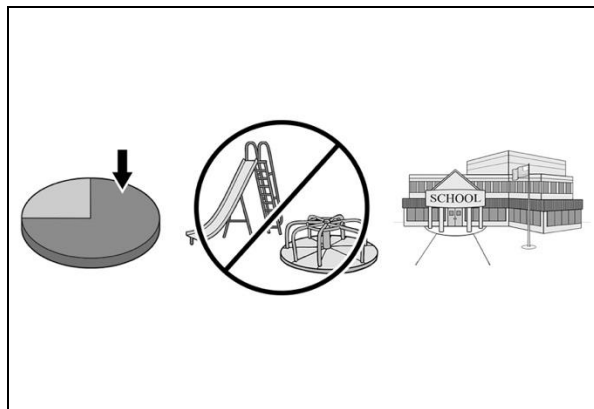
a.

The students at our middle school like seeing friends outside at recess.



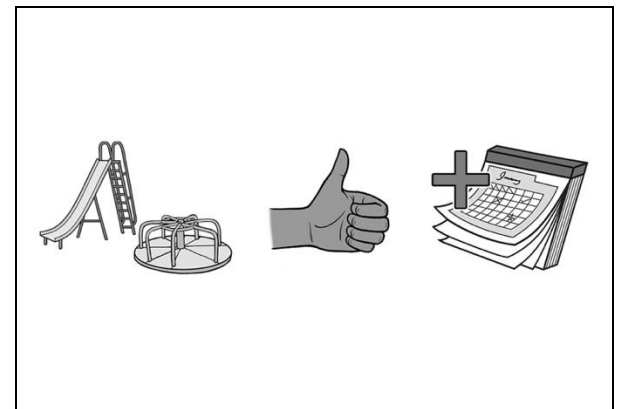
b.

Most students don't have recess at school.



c.

Recess is beneficial to our students, so I urge the administration to add it to our schedules.



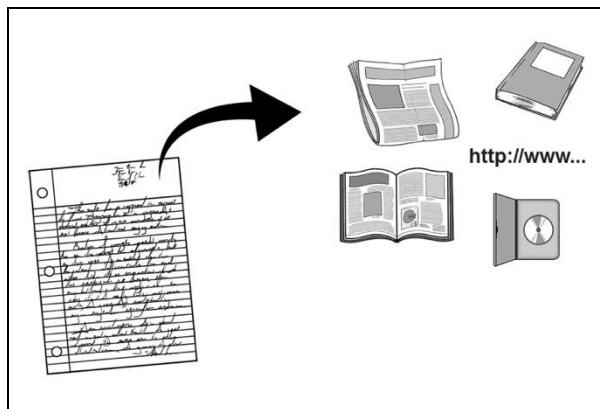
If needed, remind the student of the task scenario by rereading, “Jessica is writing an argument about why her middle school needs to add recess to the school schedule. She is writing the concluding paragraph.”

If needed, reread Writing 8 F Recess Facts and Writing 8 F Reasons for Recess Paper to the student.

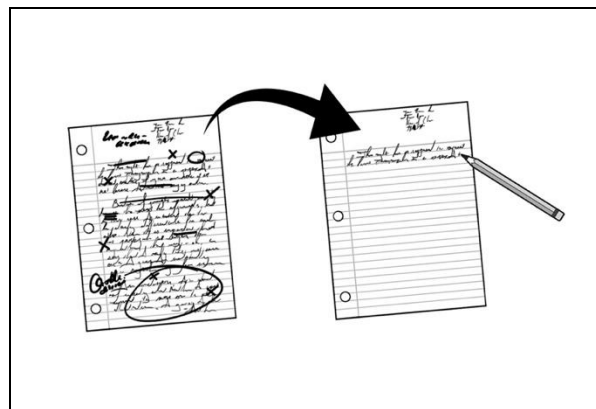
4. “Which sentence would be a good concluding sentence for this paragraph?”

Response Option	Response Rationale
a. The students at our middle school like seeing friends outside at recess.	<i>The student selects a sentence but selects a sentence that is not relevant with respect to the writer’s argument.</i>
b. Most students don’t have recess at school.	<i>The student selects a sentence but selects a sentence that is not relevant with respect to the writer’s argument.</i>
c. Recess is beneficial to our students, so I urge the administration to add it to our schedules. (Correct)	<i>The student correctly selects the sentence that restates the purpose of the writer’s argument.</i>
Depth of Knowledge (DOK) 3	

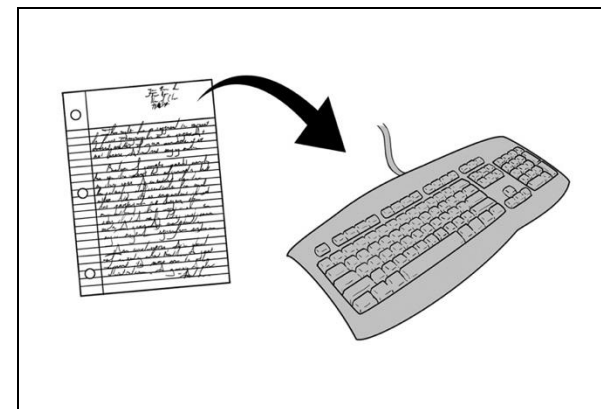
a.
Plan and publish her writing



b.
Edit and revise her writing



c.
Draft and type her writing



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 concluding paragraph.”

If needed, reread Writing 8 F Recess Facts and Writing 8 F Reasons for Recess Paper to the student.

“Jessica has finished the first draft of her paper.”

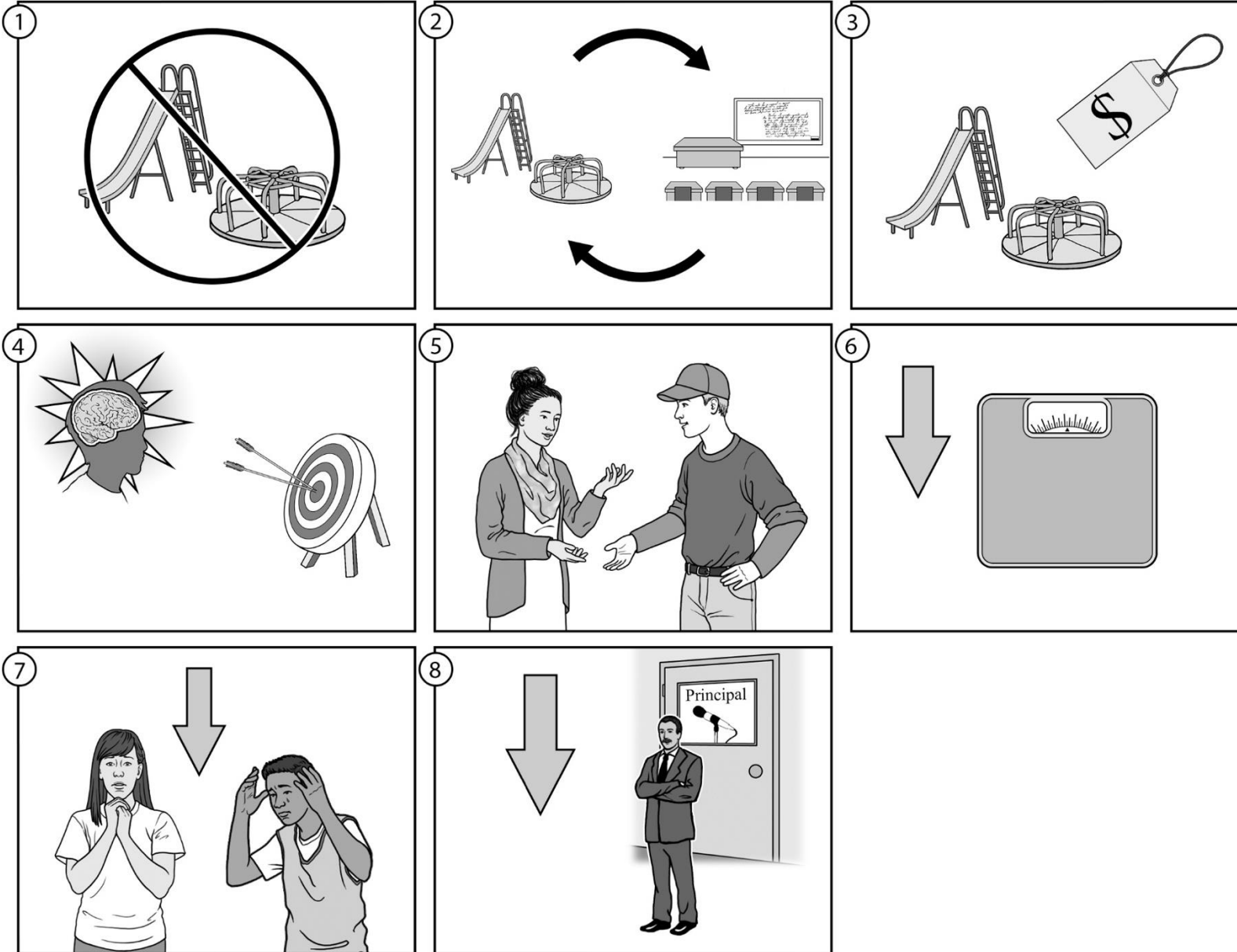
5. “What should she do next to strengthen her writing?”

Response Option	Response Rationale
a. Plan and publish her writing	<i>The student chooses a plan for the next step in the writing process, but incorrectly selects two steps in writing that would not follow completing the first draft.</i>
b. Edit and revise her writing (Correct)	<i>The student correctly selects two steps in the writing process that follow completing the first draft.</i>
c. Draft and type her writing	<i>The student chooses a plan for the next step in the writing process, but incorrectly selects two steps in writing that would not follow completing the first draft.</i>
Depth of Knowledge (DOK) 1	

Writing 8 F 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 F Recess Facts Picture Board



Writing 8 F Reasons for Recess Paper

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.

One reason why our middle school should add recess is that having recess reduces classroom disruptions. Recess decreases the number of referrals to the principal. Additionally, recess provides physical activity which reduces levels of obesity. Some teachers may argue that recess at the middle school level is a waste of instructional time, but physical activity during recess promotes students' ability to focus.

Writing 8 F Attainment Task Questions for Student Use

1. What is the main purpose of the concluding paragraph in Jessica's essay?
2. Which of these sentences **best** restates the claim of Jessica's writing?
3. Which of the following is a sentence that would be appropriate (right) for Jessica's concluding paragraph?
4. Which sentence would be a good concluding sentence for this paragraph?
5. What should she do next to strengthen her writing?

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	27.53%	31.36%	52.96%	44.93%	33.84%
Gender						
Female	160	29.38%	30.00%	47.50%	43.75%	34.38%
Male	363	26.72%	31.96%	55.37%	45.45%	33.61%
Ethnicity						
African American	71	18.31%	25.35%	52.11%	42.25%	21.13%
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	30.73%	31.51%	51.82%	45.31%	36.20%
Two or More Races	65	20.00%	32.31%	63.08%	44.62%	32.31%
English Learner	32	21.88%	37.50%	53.13%	46.88%	25.00%
Economically Disadvantaged	401	28.43%	31.67%	52.87%	46.63%	34.91%

*Number of Students that attempted the item