

SAMPLE ON-DEMAND PERFORMANCE ASSESSMENT PROMPT FOR WRITING AND READING

READING INFORMATIONAL TEXTS AND WRITING ARGUMENT

(For complete access to a version of this assessment, and others like it, including links to texts and a scoring rubric, please visit the Teachers College Reading and Writing Project website: readingandwritingproject.com.)

Grade 7

STANDARDS ASSESSED

These are the primary standards to be assessed with this task.

Common Core State Standards

- Students will write in response to prompts to analyze explicit and implicit information from the text. They will also cite textual evidence from sources and analyze that evidence when supporting their position in an argument essay—work aligned with RI.7.1.
- Students will read a grade-level text and respond to prompts to demonstrate comprehension of that text—work aligned with RI.7.10.
- Students will write an argument essay on the topic of whether or not to ban bottled water in schools. They will base their argument on evidence from the provided texts and will consider the counterargument in their essay—work aligned with W.7.1.

Depth of Knowledge: Levels 2–4

GETTING READY

Duration of administration is two class periods across one or two days.

Preview Materials

- Video to stream: “CNN: Most Bottled Water Is Tap” (YouTube)
- Text: “Goodbye, Bottled Water?” (TCRWP website)
- Text: “International Bottled Water Association Statement”
- Student booklets (at end of this sample prompt)

Prepare Materials

- Make one-sided copies of student booklet (see student booklet template following this description).
- Make copies of the article(s) you've chosen to use.
- Make loose-leaf paper available for essay writing.
- Cue the video "CNN: Most Bottled Water Is Tap."
- Prepare a chart to hang in the classroom, outlining expectations for argument writing. On it, write the following:

Expectations for Argument Writing

- *Quickly plan how your argument will go: how your reasons and evidence will be grouped and organized and how you'll acknowledge the opposing position.*
- *Introduce a position and acknowledge the opposing position.*
- *Support the position using accurate, relevant sources.*
- *Use words, phrases, and clauses to provide clear transitions and connections between ideas and evidence.*
- *Establish and maintain a formal style.*
- *Provide a concluding statement or section that follows from and supports your argument.*

SETTING STUDENTS UP TO WORK

- Assemble all materials before the assessment day.
- Inform the students in advance of the date and time of the assessment.
- To help students remain aware of their pacing, the teacher might write "Time Started" and "Time Remaining" and change to indicate current time remaining after every ten minutes.
- Students who receive time-and-a-half or double time should receive the same modification for this assessment.
- Students who receive scribing or directions read aloud should receive the same modification for this assessment. To facilitate multiple students hearing the text read aloud, teachers may record the directions and the text and have students listen to the recording on individual devices (if available).

- During the assessment, teachers should take the opportunity to observe students’ test-taking behaviors, recording observations that may lead to small-group instruction during test prep. (A sample observation sheet is available on the TCRWP website in the folder titled “assessment supports.”)

You will need to alter the prompts that follow based on the language you’ve used to teach reading and writing nonfiction in your own classroom. It might sound something like:

“You’re going to have a chance to show off what you know about doing quick, on-the-run, intensive research and composing an argument essay. Over the next couple of periods, you’ll encounter a few texts that will provide you with information and claims about the pros and cons of bottled water. It will be up to you to really analyze the information and ideas, so that you can state your own claim and justify it, using researched evidence.

“For each text, you’ll have a chance to respond to prompts that ask you to identify and explain key details in the text that support central ideas. Then you’ll have some time to look over your research. Then, we’ll imagine that our school is hosting a debate about whether or not schools should ban bottled water. You have to decide which side of the debate to argue. You can take the position that bottled water should be banned—in which case you want to gather convincing evidence from your research. Or you can make a claim to support bottled water in school—in which case you also want convincing evidence.

“One thing to tell you ahead of time—part of what makes a convincing argument is the ability to acknowledge the opposing claim and reasons, and refute those. So no matter which side you end up taking, be alert during your research for evidence that could be used for either side of the argument.

“This period is part one of this research project. You’ll have a chance to watch a video and read two texts today, and to write to explain key details that help support the different points of view on this topic. At a later time, you’ll write your position paper, or essay. You’ll have a chance then to look over your notes and any of the texts again.”

Task 1: Respond to Video “CNN: Most Bottled Water Is Tap”

“You’re about to watch a news video about the relationship between bottled water and tap water. As you watch, think about the important ideas and information in the video. After I show the video a second time, write a central idea that this video teaches us, and fill in the outline with specific examples or evidence that the video gives to support that idea.”

Task 2: Respond to Article “Goodbye, Bottled Water?”

“Now you’ll have a chance to study an article about bottled water. After reading this, write two reasons that the article gives for why bottled water is a problem. For each reason, write a quote from the article that explains or supports that reason.”

Task 3: Respond to “International Bottled Water Association Statement”

“Now you’ll have a chance to read a response from the International Bottled Water Association regarding a state attorney general’s decision to allow a town to ban bottled water. Read to find the strongest evidence that the Bottled Water Association gives in defense of bottled water. Write to explain why this evidence is convincing.”

Task 4: Argument Essay Topic: “Should We Ban Bottled Water in Schools?”

“Researchers, you’ve done some good research now by studying this information and the ideas of these authors. Imagine that you are preparing for a debate, and that you have to take a stance on whether schools should or shouldn’t ban bottled water, using evidence from the texts you’ve watched and read. Write an argument essay that you could read at the debate. First, you’ll want to look over your reading responses and the texts and take a clear position on this issue.

“You’ll want to clearly support one side of this argument, supporting that claim with convincing evidence you’ve gathered in your research. You’ll want to include relevant information and details from the articles and video to support your claim, citing the source accurately. You’ll also want to acknowledge the other side of the argument.

“Remember what’s expected in argument writing.” [*Read from chart.*] “Go ahead and start.”

ASSESSING STUDENT WORK

Create teacher teams to assess student work. Ideally, set aside an hour for teams on a grade to come together to reach consensus about the scores for a few representative pieces of writing. A scoring rubric will help you. The complete rubrics can be found on our website, www.readingand-writingproject.com, under “Performance Assessments.”

**Seventh-Grade Informational Reading/Argument Writing Performance Assessment
Student Booklet**

Name: _____ Date: _____

Task 1: Response to "CNN: Most Bottled Water Is Tap"

This video informs us about bottled water. What is a central idea in this video about bottled water?

What examples or specific evidence does the video give to explain or support this?

• Example or evidence: _____

• Example or evidence: _____

Name: _____ Date: _____

Task 2: Response to "Goodbye, Bottled Water?"

This article presents and explains many reasons why drinking bottled water is a problem. Complete the outline below with more than one reason that the article gives supporting this idea and at least one quote from the article to explain or support that reason.

According to the article, why is bottled water a problem?

One reason the article gives is . . . _____

Write a quote from the article that explains or supports this reason.

- _____
- _____
- _____
- _____

According to the article, what is another reason why bottled water is a problem?

Another reason the article gives is . . . _____

Write a quote from the article that explains or supports this reason.

- _____
- _____
- _____
- _____

Name: _____ Date: _____

Task 4: Argument Essay

Your task is to take a position on whether or not bottled water should be banned in schools. Write an argument essay in which you clearly state your position either for or against bottled water in schools, and then support that claim with evidence from the texts you've read and watched. Be sure to:

- Quickly plan how your argument will go: how your reasons and evidence will be grouped and organized and how you'll acknowledge the opposing position.
- Introduce a clear position and acknowledge the opposing position.
- Support the position by referring to and accurately citing relevant sources.
- Use words, phrases, and clauses to provide clear transitions and connections between ideas and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports your argument.

Plan for argument essay: