

GRADE: Sixth Grade

NAME OF ASSESSMENT:

Reading Informational Texts and Argument Writing Performance Assessment

STANDARDS ASSESSED:

- Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.6.1)
- By the end of the year, students will read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.6.10)
- Students will write arguments to support claims with clear reasons and relevant evidence. (W.6.1)

Depth of Knowledge Level of task: Levels 2-4

Task Details:

- **Duration of administration:** Two class periods across one or two days
- **Materials needed:**
 - Video to stream:
 - “*Why Dogs Reduce Stress in the Classroom*”
 - <http://www.youtube.com/watch?v=EA08i7s1uWU>
 - Text: “Should You Have a Pet in Your Classroom?” excerpted from article by The American Association for Laboratory Animal Science
 - Text: “Leave Animals Out of the Classroom,” adapted from an article by the World Society for the Protection of Animals
 - Alternate Text: “Pets in the Classroom,” adapted from globalanimal.org (this could be used either as a stand-alone pre-assessment text, or substituted for one of the other text/task sets in the post-assessment)
 - Student booklet for responses
 - Loose leaf paper

Important Note:

Here are three options for assessment plans using these texts and tasks. The same rubrics will apply across any of these assessment plans.

- Plan 1)
Give the same two texts and tasks as a pre-assessment and post-assessment.
- Plan 2)
Give two of the texts and tasks as a pre-assessment, and substitute the alternate text (with its reading task) for one text/task in the post-assessment.
- Plan 3)
Have students read one of the texts only as a pre-assessment, using the related reading task and the same writing task.

Explanation of Standards Alignment:

RI.6.1. Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- 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.

RI.6.10: By the end of the year, students will read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.6.10)

- Students will read a grade-level text and respond to prompts to demonstrate comprehension of that text.

W.6.1: Write arguments to support claims with clear reasons and relevant evidence.

- Students will write an argument essay on the topic of whether or not pets should be allowed in the classroom, prompted to support their position with clear reasons and relevant evidence from provided sources.

Suggested Teacher Prompts

Note: please alter and make note of alterations based on your own conversational style and the ways in which you've talked about reading and writing nonfiction in your own classroom. The tasks below could be administered in many different ways.

Preparation for video and readings:

- Cue the video: “*Why Dogs Reduce Stress in the Classroom*”
 - <http://www.youtube.com/watch?v=EAO8i7s1uWU>
- Make copies for every student of the article(s).
(See assessment plan options on first page of this document to choose article(s).)
- Make copies for every student of the student response booklet - one-sided copying so that students may write on the backs of pages if necessary.
(Booklet is attached to the end of this document.)

Possible Introduction to Assessment:

“You’re going to have a chance to show off what you know about doing quick, on-the-run, intensive research, and composing a persuasive argument. Over the next couple of periods, you’ll encounter a few texts that present different possible positions and supporting reasons and evidence about whether or not pets in the classroom are a good idea. 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 respond to questions that ask you to analyze the author’s claims and cite specific details from the text that support those claims. Then you’ll have some time to look over your research. Then, we’ll imagine that our school is taking a stand on whether or not to allow animals in classrooms. You will write a persuasive essay to send to the principal, arguing one side. You’ll want to acknowledge the sides of the argument, cite research that backs your claim, and make a persuasive claim for either allowing pets in classrooms, or banning pets in classrooms.

Today is part one of this research project. You’ll have a chance to watch a video and read two texts today, and to respond to questions that prompt you to analyze the texts and cite the important text details.”

Introduction and Tasks 1-2: Approximately 45 minutes total time

Introduction: Video text: watching and listening to gather information for essays

“You’re about to watch a video titled “Why Dogs Reduce Stress in the Classroom.” As you watch, think about the important ideas and information in the video. After the second viewing, fill in the outline in your booklet to capture one reason and more than one piece of evidence that the video offers to teach us why dogs reduce stress in classrooms. Be sure to include accurate text details – more than one - in your response. I’m showing it twice so that you have a chance to write down exact quotes the second time through. You may decide to use some of this evidence for your own essay.”

Task 1 – Reading to gather information for essays

Text: “Should You Have a Pet in Your Classroom?”

“Now you’ll have a chance to study an article about pets in classrooms. After reading this, fill in the outline in your booklet, finding a reason the article gives for why schools should allow pets in classrooms, and writing a quote from the article that explains that reason. Remember to quote directly so that you capture exactly what the text said. You may decide to use some of this evidence for your own essay.”

Task 2 – Reading to gather information for essays

Text: “Leave Animals Out of the Classroom”

“Now you’ll have a chance to study another article about pets in classrooms. After reading this, choose one piece of evidence the author gives to support the central idea of the article. Write to analyze how this evidence supports the author’s position on this topic. Again, you may decide to use some of this evidence for your own essay.”

Task 3: Approximately 45 minutes

Task 3: Argument Writing

“Researchers, you’ve done some good research now by studying this information and the ideas of these authors. Now you’ll want to take a position on whether or not to allow pets in classrooms. First, you’ll want to look over your summaries and notes, and the texts as well if you’d like, and decide, based on the best evidence from both articles, which side of the argument you will take up.

Then, imagine that you are writing an essay to send to the principal, clearly stating one side of this argument in a convincing way, and supporting that claim with strong evidence you’ve gathered in your research. You’ll want to include information and details from the articles and video to support your claim. Use as much loose leaf paper as you need for this writing.

You’ll want to take a few minutes to plan how your draft will go, and remember what you know about writing convincing arguments, including...”

Point to chart with standards...

- Introduce the claim and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons, such as for example, for instance, in addition, moreover, etc.
- Maintain the formal style of a persuasive essay/letter
- Provide a concluding statement or section that follows from the argument
- Cite the texts you read and watched – quote accurately and refer correctly to the text where you found the quote.

Name: _____ Class: _____

**Sixth Grade Informational Reading/Argument Writing Performance Assessment
Student Packet**

Response to video “Why Dogs Reduce Stress in the Classroom”

What is one important reason that this text gives for why dogs reduce stress? Name the reason and list more than one detailed example or other specific evidence the video gives to support that reason.

<p>According to the video, what is one important way that dogs reduce stress in the classroom?</p> <hr/> <hr/> <hr/> <hr/>

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

- Example or evidence: _____

- Example or evidence: _____

Name: _____ Class: _____

Task 1: Response to “Should You Have a Pet in Your Classroom?”

This article presents and explains many reasons for keeping pets in classrooms. The outline below shows one reason from the article, and a quote from the article that helps explain that reason. Complete the outline below with another reason from the article, and at least one quote from the article to explain or support that reason.

<p>According to the article, why should schools allow pets in classrooms?</p> <p>One reason the article gives is... <u>Pets in classrooms teach children responsibility.</u></p>

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

- “Raising pets in the classroom helps students to understand the needs of the animals and how much commitment is truly needed to keep animals comfortable and healthy.”

<p>According to the article, why should schools allow pets in classrooms?</p> <p>Another reason the article gives is..._____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--

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

- _____
- _____
- _____
- _____
- _____

Name: _____ Class: _____

Task 2: Response to “Leave Animals Out of the Classroom”

The author of this text takes a clear position on this topic. However, there are places in the text that mention the other side. Use the table below to record quotes from the text that show both sides of this argument.

<u>Animals should not be in classrooms</u>	<u>Animals should be in classrooms</u>
Quote from the text that show this side: 	Quote from the text that show this side:

The author of this text takes a clear position on this topic. What is one piece of **evidence** from the article that supports the author’s clear position on whether we should have animals in classrooms?

How does this evidence support the author’s position on whether or not we should have animals in classrooms? (Continue on the back of this page for more space.)

Name: _____ Class: _____

Task 3: (use looseleaf paper for this)

Imagine that your task is to convince your school principal either to allow pets in classrooms, or not allow pets in classrooms, based on the video and articles that you used for research. Write an argument essay stating and explaining your position on this issue.

Make sure you clearly state a claim supporting pets in classrooms or not allowing pets in classrooms, and then support that claim with evidence from the texts you've read and watched. Be sure to:

- Quickly plan how you will organize this letter – use the space below to plan.
- Introduce the claim and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons, such as *for example*, *for instance*, *in addition*, *moreover*, etc.
- Maintain the formal style of a persuasive essay/letter.
- Provide a concluding statement or section that follows from the argument.
- Quote directly from the texts you read and watched.

Plan for argument essay:

•

•

•