

# Inspect

# CCR Performance Tasks

**ELA Grade 8: Writing an Argument**  
The NIEHS



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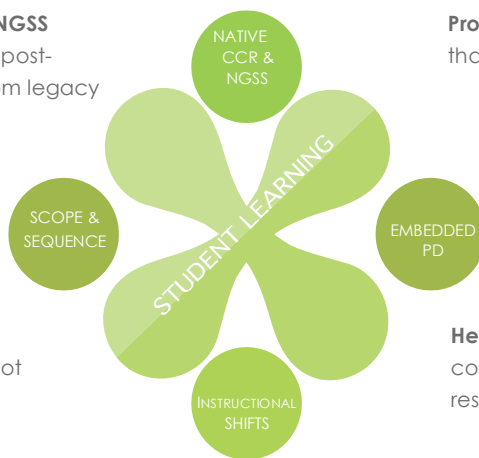
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# CCR Performance Tasks

## ELA Grade 8: Writing an Argument

The NIEHS

Student Test Booklet

**Name:** \_\_\_\_\_

## PART 1

**Directions:** Follow your teacher’s directions and answer the questions in your student booklet. As you read the article, think about whether you agree that working for environmental justice is important.

---

### Environmental Justice: What Does That Mean?

- <sup>1</sup> “Environmental justice” is a term that simply means making sure that everyone has a fair chance of living the healthiest life possible.
- <sup>2</sup> The chance to have a healthy life often depends on where someone lives, plays, and works — yes, it depends on the environment! So it is important that ALL environments are free of unhealthy materials. Unhealthy materials can cause illness and sometimes even death. Environmental justice means being sure that everyone has a fair chance of finding housing, employment, and a good education, all in a safe and protected environment.

### Where Are These Unhealthy Environments?

- <sup>3</sup> They can be anywhere where steps have not been taken to remove the dangers. An unhealthy environment can be a playground that is near a chemical plant or a waste disposal site, or land that was previously the site of a gas station. If you play near such areas you may come in contact with harmful substances that are still stored in the area, or that have seeped into the soil or water. You could be exposed to toxic (poisonous) gases released in the air from local plants or factories. You’ve probably heard of the dangers of chemical spills, or of chemical wastes being improperly dumped in an area, exposing the people who live nearby and polluting our water sources.
- <sup>4</sup> Employees of companies dealing with unhealthy materials are also at risk, since there are many things in the workplace that are hazardous to human health. For example, the people who work in chemical factories must be protected from being exposed to the chemicals they produce or handle.
- <sup>5</sup> Even farming can involve exposure to environmental dangers, such as insecticides or fertilizers. Livestock facilities (like poultry or hog farms) can harm our environment if not managed properly.
- <sup>6</sup> Work in seemingly health-conscious environments, like hospitals, may place employees at risk too. For example, although X-rays are important tools for identifying illnesses, people who work with X-rays may be harmed if they are not protected when using these machines. They either step behind a shield or wear protective coverings to prevent exposures.

### What Can Be Done About This?

- <sup>7</sup> The fact is that many people have to live, work, and play in environments that cause them to be sick. Because they do not have the ability to move to other areas or change jobs, they often remain exposed to harmful materials for long periods of time, and suffer from a variety of illnesses.
- <sup>8</sup> This isn’t fair, is it? I’m sure you agree that everyone should feel safe where they live, play, go to school, and work! Since something obviously needed to be done, in as early as the 1970s, an environmental justice movement was begun. Many community organizers and many people who were sick due to unhealthy environments led efforts to bring attention to the fact that some people were sharing an unequal amount of illness because of where they lived, worked, and played. But even with those efforts, little could be done since there were no existing laws that addressed environmental justice issues. Finally, in 1994, President Clinton signed an executive order that directed the federal government to address the environmental health threats caused by people having to live, play, and work in unhealthy environments.

- <sup>9</sup> There is a federal agency called the National Institute of Environmental Health Sciences that is dedicated to doing much of the research to identify environmental agents that cause illnesses and death. The information developed by NIEHS laboratories and NIEHS-supported research laboratories around the country is then used by the Environmental Protection Agency (EPA) to develop laws that help promote healthy environments. To do this properly, NIEHS and other similar research organizations must first identify appropriate environmental concerns.

[This article is adapted from the National Institute of Environmental Health Sciences web site.]

**OPTION A**

**Directions:** Prepare for a discussion on the following topic.

---

Using the information from the article, how would you make the argument that working for environmental justice is important?

You can use this organizer to help you prepare for the discussion.

**1. How does the author define environmental justice?**

**2. What examples does the author provide of unhealthy environments?**

**3. What explanation does the author give about why people started to work for environmental justice?**

**OPTION B**

**Directions:** Use this organizer to show the purpose of each section of the article. Use only as many boxes as you need.

---

**Paragraphs 1-2**

**How this section contributes to the whole article:**



**Paragraphs 3-6**

**How this section contributes to the whole article:**



**Paragraphs 7-9**

**How this section contributes to the whole article:**

### OPTION C

**Directions:** Write a summary of the passage in the space below.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

## PART 2

**Directions:** As you read the article, think about whether working at NIEHS would be an exciting career or not.

---

### Why and How Do We Study Environmental Health?

- <sup>1</sup> The environment is everything around us, so it has a big impact on our health and every part of our lives. Have you heard about people getting sick from water pollution or having trouble breathing because of air pollution? That can happen when there are substances in the environment that are bad for us.
- <sup>2</sup> That is why NIEHS studies the health effects of the environment. There are laws and regulations to help protect us from many of the things in our environment that might make us sick. This is because scientists at NIEHS and around the world have been studying everything around us in our environment.
- <sup>3</sup> Today, the fact that smoking causes lung cancer may seem obvious. But scientists had to do research for many years to compare smokers with non-smokers. They had to do this to make sure that it wasn't one of many other things that people might have been around that caused the cancer. Based on the results of those studies, people can be warned of the dangers of smoking. The government can make decisions as to whether or not to regulate the sale of cigarettes.
- <sup>4</sup> Research is also the way scientists found out that exercise reduces the risk of heart attacks. They had to study thousands of people over many years to see whether people who got enough exercise had fewer heart attacks than people who did not exercise. And there are many, many more things we know today because of the efforts of research scientists.
- <sup>5</sup> Environmental health research studies are valuable, but they have limits. Diseases such as cancer may not show up in our bodies for many years, so people may be exposed to harmful substances for a very long time before a problem is spotted. So another important research method is testing in animals. Those studies provide us with much faster answers. Mice and rats may show signs of health problems after only two years or so. It might take 30 or 40 years for health problems to appear in people after they have been exposed. Scientists can frequently check the mice for signs of disease and use that information to decide much more quickly if there is a risk to humans.
- <sup>6</sup> Some people don't believe that their bodies are enough like those of mice and rats to be hurt by the same materials. Humans are genetically very much like mice and rats, however. In fact, most factors known to cause cancer in mice and rats also cause cancer in people.
- <sup>7</sup> Our research methods are always being improved. At NIEHS, we are always working on new types of studies that use fewer animals and take less time and money to perform. NIEHS scientists are working on ways to help predict the harmful effects of chemicals using cell cultures, microorganisms, some types of small fish, and computer models. By combining old techniques with new, scientists can find out more quickly how things we are exposed to in our environment can result in sickness. Once we know where the dangers might be, we can reduce the number of diseases and deaths and help prevent people from being exposed to substances that can harm them.

## Grade 8: Writing an Argument

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- <sup>8</sup> Wouldn't you like to be a part of this exciting effort? You can be! One good way to get started is to ask your teachers for guidance when selecting your future classes and planning your college education. That way you can concentrate on courses that will prepare you for a career as a research scientist.

[This article is adapted from the National Institute of Environmental Health Sciences web site.]

**OPTION A**

**Directions: Write your answer in the space below.**

Think about this statement from the passage.

**Some people don't believe that their bodies are enough like those of mice and rats to be hurt by the same materials.**

Explain the arguments that the author of the article uses to support the use of mice and rats in testing.

[illegible]

### OPTION B

**Directions: Write your answer in the space below.**

The article asks the reader the question:

**"Wouldn't you like to be a part of this exciting effort?"**

Think about the evidence in the article that shows why a career in the NIEHS could be exciting. List evidence from the passage that shows that a career in the NIEHS could be exciting.

[illegible]

### OPTION C

**Directions: Reread both passages.**

Prepare a short, informational radio spot (3-5 minutes) that describes the work of the NIEHS to other eighth-graders. Your teacher will help you present or record the radio segment.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

## PART 3

**Directions:** As you read the article, think about what it shows you about the importance of the NIEHS.

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### Some Projects at NIEHS

#### Global Alliance for Clean Cookstoves

- <sup>1</sup> NIEHS is a part of the Global Alliance for Clean Cookstoves. The Global Alliance is helping people get clean household cooking stoves. Clean, efficient cookstoves can help save lives, improve people's daily routine, and fight climate change. The Alliance has a goal of "100 by 20." This means 100 million homes in the developing world should have clean and efficient stoves by 2020.
- <sup>2</sup> Three billion people, nearly half of the people in the world, use stoves that are not efficient when they cook their daily meals. They use cookstoves or open fires that burn wood, coal, or dung. The stoves produce smoke that causes 1.9 million deaths each year. Burning wood, coal, or dung also adds to climate change by releasing greenhouse gases.
- <sup>3</sup> Over the past eight years, NIEHS has invested an estimated \$9 million in research on cookstoves and their health effects.

#### Global Environmental Health

- <sup>4</sup> Two goals at NIEHS are to protect and to improve global environmental health.
- <sup>5</sup> Global Environmental Health at NIEHS includes conducting research around the world, training young scientists from foreign countries, and working with scientists from countries around the world.

#### National Children's Study

- <sup>6</sup> NIEHS is a partner in the National Children's Study. Scientists will gather data on 100,000 children from before birth until age 21. They will try to find out if and how genetic and environmental factors affect children during different parts of their lives. They will study the effects of things that are around the children, such as noise, air, water, and soil.
- <sup>7</sup> It is the largest long study of children's health ever performed in the United States. It includes:
  - Applying new knowledge to prevention, intervention, and treatment strategies.
  - Using new basic scientific knowledge to study how diseases develop and progress.

[This article is adapted from the National Institute of Environmental Health Sciences web site.]

**OPTION A**

**Directions:** Fill in the organizer by listing the important benefits of each of these projects.

---

Project	Benefits
<b>Global Alliance for Clean Cookstoves</b>	
<b>Global Environmental Health</b>	
<b>National Children's Study</b>	

**OPTION B**

**Directions:** Read the article again.

---

For the extended writing response, you will write an argument responding to this question.

**This year, the NIEHS is requesting about \$680,000,000 from the federal government to fund its activities. Should the work of the NIEHS continue to be supported by the government?**

Reread the texts and review your notes and responses to the earlier parts of this task.

As you plan your response, you should think about:

- The claim you will make,
- The argument you will make in support of that claim,
- The evidence you will draw from the passages to support your argument,
- The arguments that could be made against your claim and how you might
- respond, and The way you will organize your argument.

Use the space below and on the next page to make notes that prepare you to write your argument.

**NOTES**

**NOTES**

## EXTENDED WRITING PROMPT

**Directions:** Review the texts and review your notes and responses for the earlier parts of this task.

---

Respond to this prompt in the space below.

**This year, the NIEHS is requesting about \$680,000,000 from the federal government to fund its activities. Should the work of the NIEHS continue to be supported by the government?**

Write an argument to support your position on this question, using evidence supplied in the passages.

Your response will be scored using this rubric.

### 4 Point Response

Student will:

- Make a clear claim about the question;
- Include clear reasons and relevant, sufficient evidence that supports the claim;
- Recognize and respond to opposing claims, if appropriate;
- Create a logical organization which includes a concluding section that follows from and supports the argument.

### 3 Point Response

Student will:

- Make a clear claim about the question;
- Include at least a general reason and some relevant evidence that support the claim;
- Create an organization that includes a concluding section.

### 2 Point Response

Student will:

- Make a claim about the question that may lack clarity;
- Include at least one valid reason or some relevant evidence that supports the claim;
- Fail to provide a coherent organization or a conclusion.

### 1 Point Response

Student will:

- Include a claim and some support.

### 0 Point Response

Student provides no response, or the response is off topic.





# CCR Performance Tasks

## ELA Grade 8: Writing an Argument

The NIEHS

Teacher Guide

### Passage Summary

Title	Text Type	Word Count	Lexile	Levels of Meaning/	Text Structure	Language Features	Knowledge Demands
Environmental Justice: What Does That Mean? (Parts 1-3)	Informational Text	1471	1180L	2	3	2	3

### Passage Placement Rationale

Title	Placement Rationale
Environmental Justice: What Does That Mean? (Parts 1-3)	<ul style="list-style-type: none"> <li>The Lexile and the qualitative measures indicate that the text is appropriate for a grade 8 writing stimulus since the students will receive support as they work through the parts of the task.</li> </ul>

## Key to Qualitative Measures of Text Complexity

Measure	Levels of Meaning/Purpose	Text Structure	Language Features	Knowledge Demands
1	Theme or purpose of text is explicit.	Organization of text is obvious and generally chronological.	Language is explicit and literal; vocabulary is contemporary and familiar; the text contains mainly simple sentences.	The text describes familiar experiences or everyday knowledge.
2	Theme or purpose of text may be more complex or implied but still easy to identify.	<b>Literary text:</b> May include more than one storyline, and may be difficult to predict. <b>Informational text:</b> Connections between some ideas are implicit or subtle; organization of text is generally evident and sequential. Text features and graphics directly support comprehension of text.	Language is largely explicit and easy to understand; vocabulary is mostly contemporary and familiar; the text includes simple and compound sentences.	<b>Literary text:</b> The text describes experiences common to most readers and has a single theme. <b>Informational text:</b> The text includes some discipline- specific knowledge and both concrete and abstract ideas.
3	Theme or purpose of text is implicit and involves several layers of meaning.	<b>Literary text:</b> Organization may include subplots or time shifts. <b>Informational text:</b> Connections among an expanded range of ideas may be deeper and more subtle. Some text features and graphics may be essential to comprehension of text.	Language is complex and contains some abstract and/or figurative language; vocabulary is somewhat complex and is sometimes unfamiliar, archaic or academic; the text includes many complex sentences.	<b>Literary text:</b> The text describes experiences unfamiliar to most readers and includes complex themes. It may include some references to other texts or cultures. <b>Informational text:</b> The text contains moderate levels of discipline-specific content and may include challenging abstract concepts. It may make references to other texts or outside knowledge.
4	Theme or purpose of text is subtle, difficult to determine, and may involve several layers that are difficult to separate and interpret.	<b>Literary text:</b> Organization is intricate. <b>Informational text:</b> Organization is intricate. Connections among an extensive range of ideas are deep, and often implicit.	Language is dense and complex and contains abstract and/or figurative language; vocabulary is generally unfamiliar, archaic, or academic; the text includes mainly complex sentences, often containing multiple concepts.	<b>Literary text:</b> The text describes experiences that are distinctly different for the common reader and includes sophisticated themes. It may make many references to other texts or cultures. <b>Informational text:</b> The text contains extensive discipline- specific content and a range of challenging abstract concepts. It may make many references to other texts or outside knowledge.

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## About the Teacher Guide

This document contains support materials for the *Grade 8 Writing an Argument: The NIEHS* task. This includes:

- (a) An overview of the task
- (b) The standards addressed by this task, including detailed descriptions of the standards
- (c) The scoring rubrics, including sample student responses
- (d) Questions to stimulate further discussion
- (e) Optional extension activities

These specifications are included to help you find the specific causes of student errors and thus guide you in your intervention and reteach strategies.

### PTE13 Grade 8 Writing an Argument

## DOK Level and Consortia Claims

### DOK Level: 4

This performance task provides evidence to support the following claims:

#### SBAC claims

##### Primary claim

<b>Claim 2:</b> Students can produce effective and well-grounded writing for a range of purposes and audiences.
-----------------------------------------------------------------------------------------------------------------

##### Secondary claims

<b>Claim 1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	Parts 1, 2, and 3
<b>Claim 3:</b> Students can employ effective speaking and listening skills for a range of purposes and audiences.	Parts 1, 2, and 3

#### PARCC claims

##### Primary claim

<b>Major Claim II: Writing</b> —Students write effectively when using and/or analyzing sources.
-------------------------------------------------------------------------------------------------

##### Secondary claims

<b>Sub Claim I.2: Reading Informational Text</b> —Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational texts.	Parts 1, 2, and 3
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## Overview of Performance Task

**MAJOR OBJECTIVE:** Students will write extended responses to a prompt that asks them to write an argument drawing upon evidence presented in informational text.

**CORE TASKS:** Read three passages about the NIEHS.

### PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION
LA.8.W.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.8.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Grade 8 Writing an Argument: The NIEHS

The NIEHS is an environmental public health institute that works to create and share knowledge about the role of the environment in disease. This performance task includes several grade-level articles about the NIEHS; it asks students to use the information in the articles as evidence as they write an argument supporting their opinion about whether or not the NIEHS should continue to be supported by the government.

The task consists of three parts; all parts involve student production of work. Parts 1 and 2 may be completed independently of one another or done consecutively, depending on the instructional and assessment goals. Each part includes options for activities that may involve group activities or may be completed independently. Parts 1 and 2 lead to the major objective of the performance task: to have the student write an argument that draws evidence from informational text.

### TEACHER GUIDE

#### Part 1

#### CORE TASK

Read the article “Environmental Justice: What Does That Mean?”

In addition to performing the CORE TASK, select one or more of these options:

#### Option A

Students discuss the text.

#### Option B

Students analyze the structure of the text.

#### Option C

Students summarize the text.

**Part 2****CORE TASK**

Read the article “How and Why Do We Study Environmental Health?”

In addition to performing the CORE TASK, select one or more of these options:

**Option A**

Students explain the argument presented in the text.

**Option B**

Students identify evidence presented in support of an argument.

**Option C**

Students present information from the texts in parts 1 and 2, using speaking skills.

**Part 3****CORE TASK**

Read the article “Some Projects at NIEHS.”

In addition to performing the CORE TASK, select one or more of these options, and then select the writing prompt:

**Option A**

Students draw evidence from the text.

**Option B**

Students plan the writing response.

**Extended Writing Prompt**

Students write an argument.

## PART 1 Overview

Part 1 focuses on an informational article and addresses the following general objective.

**OBJECTIVE:** Analyze how an author develops and supports a viewpoint.

### CORE TASK

Read the article “Environmental Justice: What Does That Mean?”

In addition to performing the CORE TASK, select one or more of these options:

#### Option A

Students discuss the text.

#### Option B

Students analyze the structure of the text.

#### Option C

Students summarize the text.

### STANDARDS ALIGNMENT

The tasks in part 1 are aligned with the following standards.

#### PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.8.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	OPTION A, OPTION C
LA.7.RI.5 [Grade 8 focuses on paragraphs]	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the Gideas. Grade	OPTION B

#### SECONDARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.8.RI.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	OPTION A
LA.8.RI.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	OPTION A
LA.8.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	OPTION A

LA.8.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	OPTION A
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**PROCEDURE for Part 1****CORE TASK**

Ask the students to read the document in part 1.

**PROCEDURE for Part 1: Option A**

After the students complete the CORE TASK, organize a classroom discussion about the passage.

Ask students to take notes during the discussion. These discussion notes will be used to complete other parts of the overall task and as a work product that can be evaluated.

**Use the following questions to stimulate discussion.**

**1. How does the author define environmental justice?**

**Possible Response:** *Environmental justice means being sure that everyone has a fair chance of finding housing, employment, and a good education, all in a safe and protected environment.*

**2. What examples does the author provide of unhealthy environments?**

**Possible Response:**

- *Playgrounds located near sources of chemical contamination;*
- *Plants and factories releasing toxic substances;*
- *Chemical spills and chemical dumps;*
- *Companies that deal with chemicals and farms;*
- *Hospitals.*

**3. What explanation does the author give about why people started to work for environmental justice?**

**Possible Response:** *Many people were impacted by environmental dangers because of where they lived and where they worked. Community activists and people who were impacted by environmental hazards led a movement starting in the 1970s to press the government to protect people from these dangers.*

**SCORING RUBRIC for Part 1: Option A**

Use the following rubric to evaluate students' participation in the discussion.

**4 Point Response**

Student will:

- Have meaningful notes for each question addressed in the discussion, which may not be limited to the list in the prompt;
- Participate in the discussion by asking relevant questions and contributing meaningful responses.

**3 Point Response**

Student will:

- Have notes for most questions addressed in the discussion;
- Participate in the discussion by asking relevant questions and/or contributing meaningful responses.

**2 Point Response**

Student will:

- Have notes for some questions addressed in the discussion;
- Participate in the discussion by asking questions and/or contributing responses.

**1 Point Response**

Student will:

- Have few, if any, notes for the questions addressed in the discussion;
- Fail to participate in the discussion in a meaningful way.

**0 Point Response**

Student provides no response, or the response is off topic.

**PROCEDURE for Part 1: Option B**

Ask students to complete the organizer.

Probable student responses are shown below.

**Paragraphs 1-2**

**How this section contributes to the whole article:** This section introduces and defines “environmental justice.”

**Paragraphs 3-6**

**How this section contributes to the whole article:** This section describes a variety of unhealthy environments.

**Paragraphs 7-9**

**How this section contributes to the whole article:** Paragraph 7 transitions from the previous section to the new topic. Paragraphs 8 and 9 explain how activists and the government are taking action against environmental dangers.

**PROCEDURE for Part 1: Option C**

Tell students to follow the directions and write their answers in their test booklets.

**SCORING RUBRIC for Part 1: Option C**

Use the following rubric to evaluate the students' summaries.

**4 Point Response**

Student will:

- Provide a summary that is accurate and includes major ideas and details from the passage;
- Restate details largely in his or her own words;
- Exclude minor details that do not support the central ideas.

**3 Point Response**

Student will:

- Provide a summary that is largely accurate and includes most major ideas and details from the passage;
- Restate details mostly in his or her own words;
- Include a few details that do not clearly support the central ideas.

**2 Point Response**

Student will:

- Provide only a partial summary of the passage, excluding some major ideas or details;
- Use some original language but also include direct quotations from the text;
- Include details that do not clearly support central ideas.

**1 Point Response**

Student will:

- Retell the passage without summarizing; OR
- Use mostly direct quotations from the text in an attempt to summarize it.

**0 Point Response**

Student provides no response, the response is incorrect or irrelevant, or the student simply quotes from existing text.

## PART 2 Overview

Part 2 focuses on another article about the NIEHS; it addresses the following general objective.

**OBJECTIVE:** Analyze the information and arguments presented in a text.

Part 2 begins with reading the text. There are three options for student work based on the text. Each option may be completed independently from the others or in combination.

### CORE TASK

Read the article “How and Why Do We Study Environmental Health?”

In addition to performing the CORE TASK, select one or more of these options:

#### Option A

Students explain an argument presented in the text.

#### Option B

Students identify evidence presented in support of an argument.

#### Option C

Students present information from the texts in parts 1 and 2, using speaking skills.

### STANDARDS ALIGNMENT

The tasks in part 2 are aligned with the following standards.

#### PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.8.RI.6	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	OPTION A
LA.8.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	OPTION B
LA.8.SL.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	OPTION C

#### SECONDARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.8.RI.1	RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	OPTION A, OPTION B
LA.8.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	OPTION B

## **PROCEDURE for Part 2**

### **CORE TASK**

Ask the students to read the document in part 2.

**PROCEDURE for Part 2: Option A**

Tell students to complete the organizer in their student books.

**SCORING RUBRIC for Part 2: Option A**

Use the following rubric to evaluate students' responses.

**2 Point Response**

Student will:

- Explain arguments the passage uses in support of using animals in testing: they are similar genetically to human beings, and conditions appear much more quickly in them than in human beings.

**1 Point Response**

Student will:

- Explain one argument the passage uses in support of using animals in testing.

**0 Point Response**

Student provides no response, or the response is incorrect or irrelevant.

**PROCEDURE for Part 2: Option B**

After the students read the passage, tell the students to follow the directions in their student books.

**SCORING RUBRIC for Part 2: Option B**

Use the following rubric to evaluate students' responses.

**2 Point Response**

Student will:

- List reasons from the passage that show a career at the NIEHS could be exciting (e.g., the NIEHS helps develop laws that protect people, the NIEHS does research, and the NIEHS is developing new studies constantly).

**1 Point Response**

Student will:

- Identify one reason that a career at the NIEHS could be exciting

**0 Point Response**

Student provides no response, or the response is incorrect or irrelevant.

**PROCEDURE for Part 2: Option C**

After students read the passage, tell them to follow the directions in their student books. You may choose to record the presentations or divide the group into teams and ask the teams to vote on the presentations.

**SCORING RUBRIC for Part 2: Option C**

Use the following rubric to evaluate students' presentations.

**4 Point Response**

Student will:

- Provide a thorough description of the work of the NIEHS with well-chosen details in support;
- Present the description in a focused and coherent manner.

**3 Point Response**

Student will:

- Provide a general description of the work of the NIEHS with details in support;
- Present the description in an appropriate manner; the presentation shows some focus and cohesion.

**2 Point Response**

Student will:

- Provide a partial description of the work of the NIEHS with some details;
- Present the description, but the presentation lacks cohesion or focus.

**1 Point Response**

Student will:

- Provide a minimal or limited description of the work of the NIEHS.

**0 Point Response**

Student provides no response, the response is incorrect or irrelevant, or the student simply quotes the text.

## PART 3 Overview

Part 3 requires the student to read another short passage and to review the other texts. It addresses the following general objective.

**OBJECTIVE:** Write an argument that draws evidence from informational text.

Part 3 includes two options for student work and the final writing prompt.

### CORE TASK

Read the article “Some Projects at NIEHS.”

In addition to performing the CORE TASK, select one or more of these options, and then select the writing prompt:

#### Option A

Students draw evidence from the text.

#### Option B

Students plan the writing response.

#### Extended Writing Prompt

Students write an argument.

### STANDARDS ALIGNMENT

The tasks in part 3 are aligned with the following standards.

#### PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.8.W.1	Write arguments to support claims with clear reasons and relevant evidence.	OPTION B, PROMPT
LA.8.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	OPTION A, OPTION B, PROMPT

#### SECONDARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION	WHERE ADDRESSED
LA.8.RI.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	OPTION A, OPTION B, PROMPT

## **PROCEDURE for Part 3**

### **CORE TASK**

Ask the students to read the document in part 3.

**PROCEDURE for Part 3: Option A**

After students complete the CORE TASK, tell students to complete their organizers.

Project	Benefits
<b>Global Alliance for Clean Cookstoves</b>	The stoves will be more efficient, produce less smoke, save lives, and produce fewer greenhouse gases.
<b>Global Environmental Health</b>	The project promotes research to protect and improve global environmental health and trains scientists.
<b>National Children’s Study</b>	The study adds to the knowledge of how diseases develop and progress, develops new treatment and prevention strategies, and helps scientist understand genetic and environmental factors.

**PROCEDURE for Part 3: Option B**

Tell the students to follow the instructions in their test booklets.

**PROCEDURE for Part 3: Extended Writing Prompt**

Tell the students to respond to the writing prompt in their test booklets.

**SCORING RUBRIC for Part 3: Extended Writing Prompt**

Use the following rubric to evaluate students' responses.

**4 Point Response**

Student will:

- Make a clear claim about the question;
- Include clear reasons and relevant, sufficient evidence that supports the claim;
- Recognize and respond to opposing claims, if appropriate;
- Create a logical organization which includes a concluding section that follows from and supports the argument.

**3 Point Response**

Student will:

- Make a clear claim about the question;
- Include at least a general reason and some relevant evidence that support the claim;
- Create an organization that includes a concluding section.

**2 Point Response**

Student will:

- Make a claim about the question that may lack clarity;
- Include at least one valid reason or some relevant evidence that supports the claim;
- Fail to provide a coherent organization or a conclusion.

**1 Point Response**

Student will:

- Include a claim and some support.

**0 Point Response**

Student provides no response, or the response is off topic.

**OPTIONAL EXTENSION ACTIVITIES for Part 3**

LA.8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

Ask students to revise and edit their responses to the extended prompt based on teacher or peer reviews.

LA.8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LA.8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Lead a class discussion in which students identify the kind of information that might provide more support for or more counter-arguments to their arguments, and then identify credible sources for this information. Volunteers may wish to pursue this research and report back to the class, or volunteers may choose to represent both sides in a class debate.