

Inspect

CCR Performance Tasks

ELA Grade 8: Writing an Argument
Persuasive Speeches to Students

Inspect offers the following assessment products:

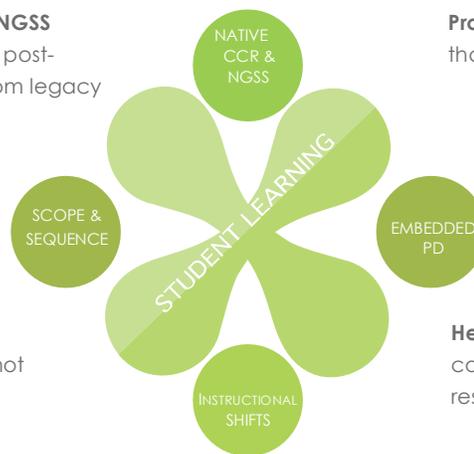
<p>Content Bank for English/Language Arts and Math Grades 2 – High School</p>	<ul style="list-style-type: none"> More than 36,000 items More 1500 complex texts, including authentic permissioned texts Includes Literacy in History, Social Science, Science, and Technical Subjects
<p>Quick Checks for English/Language Arts and Math Grades 2 – High School</p>	<ul style="list-style-type: none"> Fixed-form assessments with five to seven items including constructed response Key instructional concepts embedded in standards (clusters for Math, staircase of text complexity for ELA)
<p>Focused Interim Assessments for English/Language Arts and Math Grades 3 – High School</p>	<ul style="list-style-type: none"> Prebuilt assessments with up to 15 items that focus on groups of related standards within a Claim or domain More focused than summative assessments Flexible and customizable Mirrors SBAC IAB blueprints
<p>NGSS Formative Assessments Grades 5 – High School</p>	<ul style="list-style-type: none"> Prebuilt assessments with items linked to experimental contexts that assess the three dimensions of science learning Flexible and customizable Addresses the California Course Models and NGSS Bundles
<p>Observational Tasks for English/Language Arts and Math Grades K - 1</p>	<ul style="list-style-type: none"> Developmentally appropriate for individual students and small groups

Inspect Assessment Content is available through a variety of assessment administration and data analysis platforms.

Inspect assessment content offers these benefits:

Native college- and career-ready and NGSS content prepares students to meet their post-secondary goals. Content re-aligned from legacy standards cannot do this.

Content that addresses your scope and sequence so that your assessments do not waste valuable instruction time



Professional development embedded within content that

- shows the relationship between specific skills and higher-order thinking
- includes authentic, permissioned texts of appropriate complexity
- and documents student progress using DOK and learning progressions

Help for teachers addressing the instructional shifts with content that elicits evidence of learning from each response

CCR Performance Tasks

ELA Grade 8: Writing an Argument

Persuasive Speeches to Students

Student Test Booklet

Name:

PART 1

Directions: Read the article about writing techniques. Then follow your teacher’s directions and answer the questions in the test booklet.

You’re in eighth grade. By now, you’ve probably yawned your way through plenty of speeches and doodled in the margins of your imagination during plenty of lectures. Think for a moment, though: not all of them have been snoozers. Is there one that stands out in your mind as inspirational, funny, or moving? If so, the chances are that the speaker used one—or more likely, a combination—of the techniques described below.

Personal stories

Telling a personal story is among the most often used strategies because such a story is designed to make listeners feel a connection to the topic. A personal story can be used to evoke pure emotion, which can be more powerful than reason.

Prognostication

Prognostication is another word for seeing into the future. A speaker who uses prognostication asks listeners to imagine a future (either positive or negative) and then attempts to persuade them that certain actions will (or will not) lead them there.

Word choice and language use

Do words matter? Consider the difference between “good” and “unparalleled” or “new” and “innovative.” It’s not just a matter of using bigger words—it’s a matter of what they suggest, or connote, to those who hear them. Good speakers also use similes, metaphors, or other comparisons to make their messages more powerful.

Appeal to identity

An appeal to identity asks listeners to consider who they are, and often, who they would like to be. It encourages readers to reflect on or connect with what they value. An appeal to identity allows listeners to fill in the blank: “I am the kind of person, or we are the kind of people, who _____.”

Facts and data

Facts and data are like the seasonings in a persuasive stew. Too much of them can be overwhelming (or boring!), but a touch here and there enhances a speaker’s credibility and overall message.

Addressing objections

Sometimes, a speaker will anticipate objections to his or her message and then dismantle them. This can be a very powerful tool. It shows the speaker acknowledges other positions, understands them, and still stands by his or her beliefs.

Repetition

Repetition is not simply repeating words over and over; it is repeating and varying them to emphasize an idea. Among the famous examples of the power of repetition is Martin Luther King, Jr.'s "I Have a Dream" speech. Repeated phrases such as "we must" convey a sense of urgency, unity, and responsibility.

Quotes and expert opinions

As with facts and data, the trick with using other people's words and ideas is to do so sparingly. They can improve a message, especially if the person quoted is widely respected or admired or the quote is familiar.

None of these techniques are effective, of course, unless the speaker has otherwise established his or her trustworthiness or credibility along the way. And there are countless other ways to make a powerful point. What others can you think of?

Option A

Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare for the discussion.

1. Were any of the techniques mentioned new to you? Which ones?

2. Are some techniques better for certain kinds of speeches or audiences than others? Explain.

3. Are some techniques more powerful than others? Explain.

4. Can you think of famous speeches you have heard or read? What made them memorable?

Option B

Directions: Your teacher will now assign you to work with classmates to research and report on a famous speech. You may use the chart below to help organize your research and prepare your report.

Background information (author of the speech, audience, context)

Sources

Author's purpose

Strategies used and examples

Option C

Directions: Select one of the techniques described in the article and explain how you might use that technique in a speech to your classmates titled “Succeeding in School.”

A large rectangular box containing 20 horizontal lines for writing.

PART 2

Directions: The next passage is part of a speech that then-President George Bush gave to students in 1991. Read the passage. Then follow your teacher’s directions and answer the questions in the test booklet.

Remarks to Students and Faculty at Alice Deal Junior High School

Washington, D.C., October 1, 1991

- ¹ Thank you, Ms. Mostoller, and thanks for allowing me to visit your classroom to talk to you and all these students, and millions more in classrooms all across the country.
- ² You know, long before I became president I was a parent. I remember the times that my kids came up with a really tough question or a difficult decision. I tried my best never to shut them down with a quick “no.” I would simply say those three magic words that made that problem disappear: “Ask your mother.” [Laughter]
- ³ Let me tell you why I've made the trip up from the White House to Alice Deal Junior High. I'm not here to teach a lesson. You already have a very good teacher. I'm not here to tell you what to do or what to think. Maybe you're accustomed to adults talking about you and at you; well, today, I'm here to talk to you and challenge you. Education matters, and what you do today, and what you don't do, can change your future....
- ⁴ [W]hat we don't hear enough about are the success stories. You know, all over America, thousands of schools do succeed, even against tough odds, even against all odds. Kids from all over the District of Columbia petition to get into Alice Deal School here because parents know this school works. It works because of teachers like the one standing over here, Ms. Mostoller, who decided at the age of 25 — maybe you all know this, but a lot of people around the country don't — she decided at the age of 25 that she wanted to teach. She was standing in a supermarket checkout line when she saw a magazine ad about college. She went back to school, worked her way through in 7 years, waiting tables to pay tuition. She made it, and so can you.
- ⁵ This school here works because of students like the ones with me today, students like Rachel Rusch — where's Rachel? Right there, okay — a member of Alice Deal's award-winning “Math Counts” team. Rachel, you tell me if I'm wrong, but you and six other students in this class alone have taken part in the Johns Hopkins Talent Search. They took the college entrance exams on an experimental basis last year as seventh graders. Even in junior high, some of them scored well enough to get into college right now. So, let's just put it on the line. You've got the brains. Now, put them to work — certainly, not for me, but for you....
- ⁶ But what does all this mean, you might say, what is he doing, what does this all mean for the students right here in this room? Fast-forward — five years from now. Unless things change, between now and 1996, as many as one in four of today's eighth graders will not graduate with their class. In some cities, the dropout rate is twice that high or higher. Imagine: Out of a

total of nearly 3 million of your fellow classmates nationwide, an army of more than half a million dropouts.

- ⁷ I ask every student watching today: Look around you. Count four students. Start with yourself. No one dreams of becoming a dropout, but far too many do. Which one of you won't make it through school?
- ⁸ The fact is, every one of you can. Let's make a pact then right here. Let's work to see that five years from now, you and your friends will be more than sad statistics. Give yourself a decent shot at your dreams. Stay in school. Get that diploma.
- ⁹ Let's go back to the future. In the fall of 1996, five years from now, nearly half of today's eighth graders who get their diplomas will enter the working world. More than half the graduates will stay in school and become the college class of the year 2000.
- ¹⁰ The question each student watching today should ask is: Where will I be, where will I be five years from now? Will I be holding down a good job and maybe working toward a better one, or will I be out of school and out of work? Will I be on a college campus, or out running the streets?...
- ¹¹ I'm asking you to put two and two together: Make the connection between the homework you do tonight, the test you take tomorrow, and where you'll be five, 15, even 50 years from now. You see, the real world doesn't begin somewhere else, some time way down there in the distant future. The real world starts right here. What you do here will have consequences for your whole lives.
- ¹² Let me tell you something, many of you may find it very hard to believe this. You're in control. You're thinking: How can the president say that about kids like us when we don't even have our driver's license? But think about it, and you'll see what I mean....
- ¹³ When it comes to your own education, what I'm saying is take control. Don't say school is boring and blame it on your teachers. Make your teachers work hard. Tell them you want a first-class education. Tell them that you're here to learn.
- ¹⁴ Block out the kids who think it's not cool to be smart. I can't understand for the life of me what's so great about being stupid. If someone goofs off today, are they cool? Are they still cool years from now when they're stuck in a dead-end job? Don't let peer pressure stand between you and your dreams.
- ¹⁵ Take control — challenge yourself. Only you know how hard you work. Maybe you can fake, maybe, just maybe you can fake your way into a job, but you won't keep it for long if you don't have the know-how to get the job done. Maybe you can cram the week before that marking period ends, and turn that C into a B. But you can't con your way past the SAT and into college. If you don't work hard, who gets hurt? If you cheat, who pays the price? If you cut corners, if you hunt for the easy A, who comes up short? Easy answer to that one: You do.

- ¹⁶ You're in control, but you are not alone. People want you to succeed. They want to help you succeed. Here at Deal, teachers like your outstanding teacher standing here with us today, Ms. Mostoller, from your principal, Mr. Moss, to your custodian, Mr. Francis. Right now in classrooms across this country, in the communities you call home, when things get tough, when answers are hard to come by, there's a teacher, a parent, a friend or family member ready to help you. They want to see you make it.
- ¹⁷ If you take school seriously, you won't have to settle for a job, just any job. You'll have a career. If you make it your business to learn, one day you'll be a better parent. You may not think about it now, but one day your children will want to look up at you and say, "I've got the smartest mom and dad in the world." Don't disappoint them.
- ¹⁸ Let me leave you with a simple message: Every time you walk through that classroom door, make it your mission to get a good education. Don't do it just because your parents, or even the president, tells you. Do it for yourselves. Do it for your future. And while you're at it, help a little brother or sister to learn, or maybe even Mom or Dad. Let me know how you're doing. Write me a letter — and I'm serious about this one — write me a letter about ways you can help us achieve our goals. I think you know the address.

Option A

Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare for the discussion.

1. What are some of the key ideas in President Bush’s speech?

2. What techniques from the first article does he use in his speech?

3. Are there other techniques that he uses?

4. Did you find the speech persuasive? Why or why not?

Option B

Directions: Write a paragraph identifying one technique that President Bush used in this speech, and explain whether or not you found it persuasive.

A large rectangular box containing 20 horizontal lines for writing a paragraph.

Option C

Directions: Fill out the chart below for the speech by President Bush.

Main Idea

Key Idea	Key Idea	Key Idea

Supporting Idea and/or Persuasive Technique Used	Supporting Idea and/or Persuasive Technique Used	Supporting Idea and/or Persuasive Technique Used

Conclusion

PART 3

Directions: The next passage is part of a speech that President Obama gave to students in 2009. Read the passage. Then follow your teacher’s directions and answer the questions in the test booklet.

Prepared Remarks of President Barack Obama: Back to School Event

Arlington, Virginia, September 8, 2009

- ¹ Hello everyone — how’s everybody doing today? I’m here with students at Wakefield High School in Arlington, Virginia. And we’ve got students tuning in from all across America, kindergarten through twelfth grade. I’m glad you all could join us today....
- ² I’m here because I want to talk with you about your education and what’s expected of all of you in this new school year.
- ³ Now I’ve given a lot of speeches about education. And I’ve talked a lot about responsibility.
- ⁴ I’ve talked about your teachers’ responsibility for inspiring you, and pushing you to learn.
- ⁵ I’ve talked about your parents’ responsibility for making sure you stay on track, and get your homework done, and don’t spend every waking hour in front of the TV or with that Xbox.
- ⁶ I’ve talked a lot about your government’s responsibility for setting high standards, supporting teachers and principals, and turning around schools that aren’t working, where students aren’t getting the opportunities they deserve.
- ⁷ But at the end of the day, we can have the most dedicated teachers, the most supportive parents, and the best schools in the world — and none of it will matter unless all of you fulfill your responsibilities.... And that’s what I want to focus on today: the responsibility each of you has for your education. I want to start with the responsibility you have to yourself.
- ⁸ Every single one of you has something you’re good at. Every single one of you has something to offer. And you have a responsibility to yourself to discover what that is. That’s the opportunity an education can provide.
- ⁹ Maybe you could be a good writer — maybe even good enough to write a book or articles in a newspaper — but you might not know it until you write a paper for your English class. Maybe you could be an innovator or an inventor — maybe even good enough to come up with the next iPhone or a new medicine or vaccine — but you might not know it until you do a project for your science class. Maybe you could be a mayor or a senator or a Supreme Court justice, but you might not know that until you join student government or the debate team.
- ¹⁰ And no matter what you want to do with your life — I guarantee that you’ll need an education to do it. You want to be a doctor, or a teacher, or a police officer? You want to be a nurse or an architect, a lawyer or a member of our military? You’re going to need a good education for

every single one of those careers. You can't drop out of school and just drop into a good job. You've got to work for it and train for it and learn for it.

- ¹¹ And this isn't just important for your own life and your own future. What you make of your education will decide nothing less than the future of this country. What you're learning in school today will determine whether we as a nation can meet our greatest challenges in the future....
- ¹² We need every single one of you to develop your talents, skills and intellect so you can help solve our most difficult problems. If you don't do that — if you quit on school — you're not just quitting on yourself, you're quitting on your country....
- ¹³ [At] the end of the day, the circumstances of your life — what you look like, where you come from, how much money you have, what you've got going on at home — that's no excuse for neglecting your homework or having a bad attitude. That's no excuse for talking back to your teacher, or cutting class, or dropping out of school. That's no excuse for not trying.
- ¹⁴ Where you are right now doesn't have to determine where you'll end up. No one's written your destiny for you. Here in America, you write your own destiny. You make your own future.
- ¹⁵ That's what young people like you are doing every day, all across America.
- ¹⁶ Young people like Jazmin Perez, from Roma, Texas. Jazmin didn't speak English when she first started school. Hardly anyone in her hometown went to college, and neither of her parents had gone either. But she worked hard, earned good grades, got a scholarship to Brown University, and is now in graduate school, studying public health, on her way to being Dr. Jazmin Perez....
- ¹⁷ No one's born being good at things; you become good at things through hard work. You're not a varsity athlete the first time you play a new sport. You don't hit every note the first time you sing a song. You've got to practice. It's the same with your schoolwork. You might have to do a math problem a few times before you get it right, or read something a few times before you understand it, or do a few drafts of a paper before it's good enough to hand in....
- ¹⁸ And even when you're struggling, even when you're discouraged, and you feel like other people have given up on you — don't ever give up on yourself. Because when you give up on yourself, you give up on your country.
- ¹⁹ The story of America isn't about people who quit when things got tough. It's about people who kept going, who tried harder, who loved their country too much to do anything less than their best.
- ²⁰ It's the story of students who sat where you sit 250 years ago, and went on to wage a revolution and found this nation. Students who sat where you sit 75 years ago who overcame a depression and won a world war; who fought for civil rights and put a man on the

moon. Students who sat where you sit 20 years ago who founded Google, Twitter, and Facebook, and changed the way we communicate with each other.

- ²¹ So today, I want to ask you, what's your contribution going to be? What problems are you going to solve? What discoveries will you make? What will a president who comes here in twenty or fifty or one hundred years say about what all of you did for this country?
- ²² Your families, your teachers, and I are doing everything we can to make sure you have the education you need to answer these questions. I'm working hard to fix up your classrooms and get you the books, equipment, and computers you need to learn. But you've got to do your part too. So I expect you to get serious this year. I expect you to put your best effort into everything you do. I expect great things from each of you. So don't let us down — don't let your family or your country or yourself down. Make us all proud. I know you can do it.

Option A

Directions: Prepare for a discussion of the following questions. Use the chart below to help you prepare for the discussion.

1. What are some of the key ideas in President Obama’s speech?

2. What techniques from the first article does he use in his speech?

3. Are there other techniques that he uses?

4. Did you find the speech persuasive? Why or why not?

Option B

Directions: Complete the diagram below by selecting three examples from the speech, identifying which technique is used in each, and explaining why each example is or is not effective.

Example	Technique Used	Effective? Why or Why Not?

PLANNING EXERCISE

Directions: For the extended response, you will write an essay in which you argue whether the two speeches you have read are more alike or more different in content and technique.

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 similarities and differences in the speeches,
- The information you will use, and
- The way in which you will organize your writing.

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

Notes

Notes

A large, empty rectangular box with a thin black border, intended for students to take notes on the topic of writing an argument.

EXTENDED WRITING PROMPT

Directions: Review the texts and review your notes and responses for the earlier parts of this task. Respond to this prompt on the pages that follow.

Write an essay in which you argue that the two speeches you have read are more *alike* or more *different*. Be sure to consider both the content of the speeches and the techniques the speakers use.

Be sure that your response:

- Clearly states an argument as to whether the speeches are more alike or different in both content and technique;
- Provides specific reasons and examples to support your argument;
- Includes several paragraphs and a concluding section; and
- Is clearly organized.

Your response will be scored using this rubric.

4 Point Response

Student will:

- Clearly state an argument as to whether the speeches are more alike or different in both content and technique;
- Provide specific reasons and examples to support the argument;
- Write several paragraphs and a concluding section;
- Write a response that is well organized.

3 Point Response

Student will:

- Clearly state an argument as to whether the speeches are more alike or different in both content and technique;
- Provide reasons and examples to support the argument;
- Write several paragraphs and a concluding section;
- Write a response that shows some organization.

2 Point Response

Student will:

- State an argument as to whether the speeches are more alike in content and/or technique;
- Provide one or more reasons or examples to support the argument;
- Write at least one organized paragraph.

1 Point Response

Student will:

- State a vague or minimal argument about the speeches;
- Fail to provide reasons or examples;
- Fail to provide organization or a conclusion.

0 Point Response

- Student provides no response or does not answer the question.

A large rectangular box containing 20 horizontal lines for writing an argument.

A large rectangular box containing 20 horizontal lines for writing an argument.

CCR Performance Tasks

ELA Grade 8: Writing an Argument

Persuasive Speeches to Students

Teacher Guide

Passage Summary

Title	Text Type	Word Count	Lexile	Levels of Meaning/ Text Structure	Language Features	Knowledge Demands
Writing Techniques	Informational Text	452	960L	2	2	2
Remarks to Students and Faculty at Alice Deal Junior High School Washington, D.C. October 1, 1991	Informational Text	1288	810L	2	2	2
Prepared Remarks of President Barack Obama: Back to School Event Arlington, Virginia, September 8, 2009	Informational Text	1127	960L	2	2	2

Passage Placement Rationale

Title	Placement Rationale
Writing Techniques	<ul style="list-style-type: none"> Although the Lexile may suggest the text could be placed at a lower grade, both the subject matter and qualitative measures indicate that the text is appropriate for grade 8. The text is also appropriate as stimulus for a writing prompt at this grade level.
Remarks to Students and Faculty at Alice Deal Junior High School Washington, D.C. October 1, 1991	<ul style="list-style-type: none"> Although the Lexile may suggest the text could be placed at a lower grade, both the subject matter and qualitative measures indicate that the text is appropriate for grade 8. The text is also appropriate as stimulus for a writing prompt at this grade level.
Prepared Remarks of President Barack Obama: Back to School Event Arlington, Virginia, September 8, 2009	<ul style="list-style-type: none"> Although the Lexile may suggest the text could be placed at a lower grade, both the subject matter and qualitative measures indicate that the text is appropriate for grade 8. The text is also appropriate as stimulus for a writing prompt at this grade level.

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.	Literary text: May include more than one storyline, and may be difficult to predict. Informational text: 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.	Literary text: The text describes experiences common to most readers and has a single theme. Informational text: 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.	Literary text: Organization may include subplots or time shifts. Informational text: 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.	Literary text: The text describes experiences unfamiliar to most readers and includes complex themes. It may include some references to other texts or cultures. Informational text: 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.	Literary text: Organization is intricate. Informational text: 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.	Literary text: 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. Informational text: 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.

Table of Contents

About the Teacher Guide	3
Overview of Performance Task.....	4
PART 1 Overview.....	6
PROCEDURE for Part 1	7
PROCEDURE for Part 1: Option A.....	8
SCORING RUBRIC for Part 1: Option A.....	8
PROCEDURE for Part 1: Option B.....	10
PROCEDURE for Part 1: Option C.....	11
SCORING RUBRIC for Part 1: Option C.....	11
OPTIONAL EXTENSION ACTIVITIES for Part 1.....	12
PART 2 Overview.....	13
PROCEDURE for Part 2: Option A.....	15
SCORING RUBRIC for Part 2: Option A.....	15
PROCEDURE for Part 2: Option B.....	17
SCORING RUBRIC for Part 2: Option B.....	17
PROCEDURE for Part 2: Option C.....	18
PART 3 Overview.....	19
PROCEDURE for Part 3: Option A.....	21
SCORING RUBRIC for Part 3: Option A.....	21
PROCEDURE for Part 3: Option B.....	23
PROCEDURE for Part 3: Option C.....	24
PROCEDURE for Part 3: Planning Exercise	25
PROCEDURE for Part 3: Extended Writing Prompt.....	25
SCORING RUBRIC for Part 3: Extended Writing Prompt.....	25
OPTIONAL EXTENSION ACTIVITIES for Part 3.....	26

About the Teacher Guide

This document contains support materials for the “Grade 8 Writing an Argument: Persuasive Speeches to Students” 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

PTE29 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

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

Secondary claims

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	Parts 1, 2, and 3
Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	Parts 1, 2, and 3
Claim 4: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.	Part 1

PARCC claims

Primary claim

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

Secondary claims

Sub Claim I.2: Reading Informational Text —Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational texts.	Parts 1, 2, and 3
Sub Claim III.1: Research —Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.	Part 1

Overview of Performance Task

MAJOR OBJECTIVE: Students will write an extended response to a prompt that asks them to argue whether two speeches are more alike or different in both content and technique.

PRIMARY STANDARDS ALIGNMENT

STANDARD ID	STANDARD DESCRIPTION
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Grade 8 Writing an Argument: Persuasive Speeches to Students

The passages and activities in this task are centered around the concept of persuasion in speech. The passages include background information about persuasive techniques and two speeches by presidents of the United States that were delivered to students. Students will have the opportunity to discuss the information they have read and to investigate topics that may be new to them.

The task consists of three parts; all parts involve student production of work. Parts 1 and 2 include 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 multiple texts.

TEACHER GUIDE

Part 1

CORE TASK

Read the passage on persuasive techniques.

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

Option A

Students discuss the passage.

Option B

Students conduct research related to the passage.

Option C

Students write about a single aspect of the passage, focusing on a technique and how they might employ it in a speech.

Part 2**CORE TASK**

Students read an excerpt from a speech delivered by President George Herbert Walker Bush.

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

Option A

Students discuss the excerpt.

Option B

Students write essays relating the speech to the passage on persuasive techniques.

Option C

Students complete graphic organizers outlining the speech.

Part 3**CORE TASK**

Students read an excerpt from a speech delivered by President Barack Obama.

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

Option A

Students discuss the speech.

Option B

Students complete graphic organizers related to the speech.

Option C

Students complete diagrams comparing the speeches of the two presidents.

Planning Exercise for Extended Writing Prompt

Students plan their extended responses.

Extended Writing Prompt

Students respond to the writing prompt.

PART 1 Overview

Part 1 provides background information on a variety of persuasive techniques and addresses the following general objective.

OBJECTIVE: Students will show understanding of fundamental concepts in persuasive speech and begin to apply them.

CORE TASK

Read the passage on persuasive techniques.

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

Option A

Students discuss the passage.

Option B

Students conduct research related to the passage.

Option C

Students write about a single aspect of the passage, focusing on a technique and how they might employ it in a speech.

STANDARDS ALIGNMENT

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

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
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 Option C

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
SL.8.1	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
SL.8.4	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 B

W.8.7	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.	Option B
W.8.8	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.	Option B
RI.8.2	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 C

PROCEDURE for Part 1

CORE TASK

Provide students with a general overview of the task. Your overview should include the following points:

- There are techniques that writers deliberately employ to affect or persuade their audience.
- Students will read a passage that describes some of the most common techniques.

Instruct students to read the passage.

PROCEDURE for Part 1: Option A

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. Were any of the techniques mentioned new to you? Which ones? What are their definitions?

Possible Response: *Prognostication was new. It means imagining or telling about a possible future in order to persuade someone to do or not do something.*

2. Are some techniques better for certain kinds of speeches or audiences than others? Explain.

Possible Response: *Facts and data are better for a business speech and for people who want a logical argument.*

3. Are some techniques more powerful than others? Explain.

Possible Response: *The passage says that storytelling is powerful, which makes sense. It helps people see themselves or someone they know in the information the person is giving.*

4. Can you think of famous speeches you have heard or read? What made them memorable?

Possible Response: *We studied a speech by John Kennedy. It was memorable because he used repetition when he said "Ask not what your country can do for you; ask what you can do for your country."*

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

Tell the students that they will now work in small groups to research and analyze a speech and report back to the class. They should use the organizers in their test booklets to organize their research. You may provide students with specific speeches, or you may direct them to specific websites about speeches in order to conduct their research. This activity can replace Option A.

Use the following rubric to evaluate students' presentations.

4 Point Response

Student will:

- Provide a thorough report on the assigned topic with well-chosen details in support;
- Present the report in a focused and coherent manner.

3 Point Response

Student will:

- Provide a general report on the assigned topic with details in support;
- Present the report in an appropriate manner. The presentation shows some focus and cohesion.

2 Point Response

Student will:

- Provide a partial report on the assigned topic with some details;
- Present the report, but the report lacks cohesion or focus.

1 Point Response

Student will:

- Provide a minimal or limited report.

0 Point Response

- Student will provide no response, the response is incorrect or irrelevant, or the student simply reads from existing text.

PROCEDURE for Part 1: Option C

Ask students to select one of the techniques described in the article and explain how they could use that technique in a speech to their classmates titled “Succeeding in School.” This activity can replace Option A or Option B.

SCORING RUBRIC for Part 1: Option C

Use the following rubric to evaluate students’ writing.

4 Point Response

Student will:

- Provide a clear and complete response to the task;
- Include relevant supporting details from the passage and the student’s own ideas.

3 Point Response

Student will:

- Provide a mostly complete response to the task;
- Include supporting details from the passage and the student’s own ideas.

2 Point Response

Student will:

- Provide a limited response to the task;
- Include a supporting detail from the passage or the student’s own ideas.

1 Point Response

Student will:

- Provide a minimal response to the task;
- Include few if any supporting details.

0 Point Response

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

OPTIONAL EXTENSION ACTIVITIES for Part 1

RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Have students first read well-known speeches, then locate online videos or audio recordings of speeches. Conduct a discussion about the difference between reading, seeing, and listening to the speech.

PART 2 Overview

Part 2 focuses on an excerpt from a speech by President George Herbert Walker Bush and addresses the following general objective.

OBJECTIVE: Students will read and analyze components of a speech in light of what they learned in part 1.

CORE TASK

Read the excerpt from the speech.

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

Option A

Students discuss the speech.

Option B

Students write essays relating one of the techniques from part 1 to the speech.

Option C

Students complete graphic organizers about the speech and how its ideas are developed and supported.

STANDARDS ALIGNMENT

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

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
SL.8.1	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
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Option B
RI.8.2	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 C

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Option B
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 Option C

PROCEDURE for Part 2: Option A

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. What are some of the key ideas in President Bush’s speech?

Possible Response: *What you do today can change your future, schools work when there are motivated teachers and students, and you should control of your education.*

2. What techniques from the first article does he use in his speech?

Possible Response: *Storytelling, when he mentioned people by name, and prognosticating, when he says what your future will be like if you take school seriously.*

3. Are there other techniques he uses?

Possible Response: *He is sometimes funny, like at the beginning when he says “ask your mother.” That can help make people like him.*

4. Did you find the speech persuasive? Why or why not?

Possible Response: *It persuaded me because it made him seem like just a regular person who cares about kids. He made everything seem really clear and certain.*

SCORING RUBRIC for Part 2: 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 2: Option B

Tell students to write a paragraph identifying one technique that President Bush used in his speech and explaining whether or not it was persuasive. This activity can replace Option A.

SCORING RUBRIC for Part 2: Option B

Use the following rubric to evaluate students' writing.

4 Point Response

Student will:

- Provide a clear and complete response to the task;
- Include relevant supporting details from the passage and the student's own ideas.

3 Point Response

Student will:

- Provide a mostly complete response to the task;
- Include supporting details from the passage and the student's own ideas.

2 Point Response

Student will:

- Provide a limited response to the task;
- Include a supporting detail from the passage or the student's own ideas.

1 Point Response

Student will:

- Provide a minimal response to the task;
- Include few, if any, supporting details.

0 Point Response

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

PROCEDURE for Part 2: Option C

Tell students to complete the graphic organizer for the speech by President Bush. This activity can replace Option A or Option B.

Probable student response:

Main idea
You're in control of your own education

Key Idea	Key Idea	Key Idea
What you do today affects your future	Challenge yourself	You're not alone

Supporting Idea and/or Persuasive Technique Used	Supporting Idea and/or Persuasive Technique Used	Supporting Idea and/or Persuasive Technique Used
Repetition - "the real world"	Make your teachers work hard; ignore kids who think it's cool not to be smart Prognostication - you can't fake your way through the things that matter	People like your teachers, principals, and school staff want you to succeed. Identity - it makes you feel like part of a community of people with the same goal

Conclusion
Make doing well in school your mission for yourself, and help someone else if you can.

PART 3 Overview

Part 3 focuses on an excerpt from a speech by President Barack Obama and addresses the following general objective.

OBJECTIVE: Students will read and analyze components of a speech in light of what they learned in part 1.

CORE TASK

Read the excerpt from the speech by President Obama.

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

Option A

Students discuss the speech.

Option B

Students complete diagrams related to the speech.

Option C

Students compare the speeches from part 2 and part 3, considering both the contents and the techniques.

STANDARDS ALIGNMENT

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

PRIMARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
SL.8.1	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
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Option B
RI.8.8	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 Option C
RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Option C
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.	Writing Prompt

SECONDARY STANDARDS ALIGNMENT

Standard ID	Standard Description	Where Addressed
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Option B
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 Option C
RI.8.2	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 C
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Option C

PROCEDURE for Part 3: Option A

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. What are some of the key ideas in President Obama’s speech?

Possible Response: *Everybody is responsible for their own education, everybody has something they’re good at, and what you do is not just for you but for your country.*

5. What techniques from the first article does he use in his speech?

Possible Response: *Storytelling, when he mentioned people by name; prognosticating, when he says what your future will be like if you take school seriously; appeal to identity, when he wants students to identify with being Americans; and language and word choice, when he makes comparisons showing how hard you have to work to be good at something.*

6. Are there other techniques he uses?

Possible Response: *He makes you feel like you’re responsible for something serious when he says he expects you to get serious.*

7. Did you find the speech persuasive? Why or why not?

Possible Response: *It persuaded me because it made me feel like I have an important reason for working hard in school.*

SCORING RUBRIC for Part 3: 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 3: Option B

Tell students to complete a graphic organizer for the speech by President Obama. This activity can replace Option A.

Probable student response:

Example	Technique Used	Effective? Why or Why Not?
Paragraphs 3-6, using the word “responsibility” over and over	Repetition	Yes, because then he changes it and tells what he is going to talk about, which is OUR responsibility
Talking about “the story of America” and using the word “we”	Appeal to identity	Yes, because it makes you want to contribute to the country
Jazmin Perez	Storytelling	Yes, because it makes the ideas more personal

PROCEDURE for Part 3: Option C

Tell students to complete the graphic organizers comparing the two speeches. This activity can replace Option A or Option B.

Probable student response:

President Bush's Speech	President Obama's Speech
-------------------------	--------------------------

How are they alike?

They both have the same main idea—that you are in charge of your education.

- Bush says “You’re in control.”
- Obama says “You make your own future.”

They both use storytelling, repetition, appeal to identity, and words that are supposed to appeal to your emotions.

They both ask you to imagine your future.

How are they different?

Bush talks about how other people are there to support you and help you succeed.

Bush talks about the dropout rate and Obama doesn't.

Obama talks more about how you have to do well in school because you need to contribute to your country.

PROCEDURE for Part 3: Planning Exercise

Tell students they will now have a chance to plan their extended responses. They should follow the directions in their 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:

- Clearly state an argument as to whether the speeches are more alike or different in both content and technique;
- Provide specific reasons and examples to support the argument;
- Write several paragraphs and a concluding section;
- Write a response that is well organized.

3 Point Response

Student will:

- Clearly state an argument as to whether the speeches are more alike or different in both content and technique;
- Provide reasons and examples to support the argument;
- Write several paragraphs and a concluding section;
- Write a response that shows some organization.

2 Point Response

Student will:

- State an argument as to whether the speeches are more alike in content and/or technique;
- Provide one or more reasons or examples to support the argument;
- Write at least one organized paragraph.

1 Point Response

Student will:

- State a vague or minimal argument about the speeches;
- Fail to provide reasons or examples;
- Fail to provide organization or a conclusion.

0 Point Response

- Student provides no response, or does not answer the question.

OPTIONAL EXTENSION ACTIVITIES for Part 3

W.8.5 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 purpose and audience have been addressed.

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