



Argument Writing Performance Task

This is a sample generic argument writing performance task. Simply modify the highlighted text and add your articles or videos.

Teacher Version

Grade	8	Title/Subject	Type your title here
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The following sections are included in this Teacher Version:

- **Process: Day 1, 2 and 3**
- **Teacher Directions for Scoring Rubric**
- **Student Prompt & Articles**

Overview

On Day 1 students will engage in a shared reading and note-taking activity using opinion texts to learn about the argument. On Day 2, after the group activity, they will be directed to plan, and begin to draft an argument writing piece utilizing the information they read in the texts as well as notes they took during the shared lesson. On Day 3 students will finish their drafts, revise and edit their writing, and if they choose, produce a final copy.

Process

DAY 1: Shared Reading and Note-taking: Up to 60 minutes

Step 1: Connect to Background Knowledge

Provide an introduction to the classroom activity by indicating that after this activity, students will be writing an argument writing piece. Ask students to discuss this orally. Possible questions could include:

“Do you think _____? Why or why not do you believe they do? What do you categorize as _____? What do you consider is _____?”

For active engagement encourage pair or group sharing, before sharing out with whole group. You may also want to use the “take a stand” activity from our training handbook to generate discussion.

Step 2: Accessing the Information

1. Explain: *“Now we will read about the topic. You will be writing an argument paper to your teacher about the topic and you will include information from the articles provided in your reasons.”* Use the information from the texts to supply your reasons. Read the articles with the students and point out facts and features (pictures, captions, etc.) Use ONLY the sources provided in this prompt packet.
2. Lead a whole class discussion about the sources.
3. Think-Pair-Share: *“Tell your partner what you learned about the topic.”* Make sure both partners have time to share with each other.



Argument Writing Performance Task

DAY 2: Planning and Writing a Draft: Up to 60 minutes

Step 3: Clarify Expectations for the Writing Task:

Explain: *“In a few minutes you will have a chance to look at the sources, plan, and write a draft to explain to me why you agree or disagree with the topic. Tomorrow you will have a chance to change and edit your work from today or add more detail.”*

Review the student directions and checklist for the writing assignment and give each student a sheet of blank paper for planning and lined paper for writing.

Step 4: Clarify Expectations for the Writing Task:

Tell students to begin planning their writing on the blank sheet of paper. You can remind them of planning strategies you have taught in your classroom such as outlining, lists, or webs. Don't provide a plan yourself just remind them of the strategies for planning.

After 10 minutes suggest to students that they begin writing their drafts.

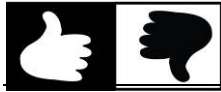
Collect all materials from Day 2.

DAY 3: Up to 60 minutes


1. Allow students to access the sources, their notes, the classroom activity charts/key word lists, and their draft.
2. Direct students to re-read their draft from Day 2. Review the task using the student checklist poster.
3. When students are finished writing, remind them to reread and edit.
4. Students may create a final draft or use word processing to publish their writing if time allows.
5. Collect all student writing materials.

Teacher Directions for Scoring Rubric:

Use the argument writing rubric to score the writing and enter a score for each student into the assessment log.



Argument Writing Performance Task

Grade		8		Argument Writing Rubric	
Level	ARGUMENT WRITING/PROCESS		LANGUAGE CONVENTIONS		WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	<input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Introduces precise claim(s) and distinguishes the claim for alternate/opposing claims <input type="checkbox"/> Maintains a formal style and objective tone in argument <input type="checkbox"/> Document is very well presented and documented with excellent organization		Mostly correct use of language conventions, and some above grade level skills used, for example: <input type="checkbox"/> Meets all expectations in level 3 <input type="checkbox"/> Uses parallel structure <input type="checkbox"/> Uses a semicolon to link related dependent clauses <input type="checkbox"/> Uses a colon to introduce a list or quotation		Guidance & Support  Level of guidance and support from adults before writing: Check off what was done before the student wrote the piece being scored. <ul style="list-style-type: none"> <input type="checkbox"/> Discussion <input type="checkbox"/> Read aloud or shared reading <input type="checkbox"/> Drawing <input type="checkbox"/> Vocabulary word bank <input type="checkbox"/> Shared or interactive writing <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Language frames
3 Meets	ARGUMENTATIVE WRITING (W1) <input type="checkbox"/> Introduces claim(s) and acknowledges and distinguishes the claim from alternate or opposing claims (W1a) <input type="checkbox"/> Organizes reasons and evidence logically (W1a) <input type="checkbox"/> Supports claims with logical reasoning and relevant evidence demonstrating understanding of topic/text (W1b) <input type="checkbox"/> Uses words, phrases, and clauses to create cohesion and clarify relationships among claims, reasons and evidence (W1c) <input type="checkbox"/> Establishes and maintains a formal style (W1d) <input type="checkbox"/> Provides a concluding statement or section that follows from and supports the argument presented (W1e) <hr/> WRITING PROCESS (W4-W8) <input type="checkbox"/> Writes clearly and coherently and organization and style are appropriate to task, purpose and audience (W4) <input type="checkbox"/> WGASFA* Develops and strengthens writing as needed, by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (W5) <input type="checkbox"/> Uses technology to produce writing and link to and cite sources (W6) <input type="checkbox"/> Assesses credibility of each source and quotes/paraphrases the data/conclusions of each source (W8) <input type="checkbox"/> Avoids plagiarism and follows a standard format for citation (W8)		Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <input type="checkbox"/> Uses verbs in indicative, imperative, interrogative, conditional, and subjunctive mood (L1c) <input type="checkbox"/> Recognizes and corrects inappropriate shifts in verb voice and mood (L1d) <input type="checkbox"/> Uses punctuation (comma, ellipsis, dash) to indicate a pause or break (L2a) <input type="checkbox"/> Uses an ellipsis to indicate an omission (L2b) <input type="checkbox"/> Spells correctly (L2c) <input type="checkbox"/> Uses verbs in active/passive voice and in conditional/subjunctive mood to achieve particular effects (3a)		
2 Almost Meets	<input type="checkbox"/> Claim is well stated but does not address opposing/alternate claims <input type="checkbox"/> Has some reasons and evidence but may not be logical or relevant <input type="checkbox"/> Does not establish or maintain a formal style <input type="checkbox"/> Concluding statement may be unclear or not well supported <input type="checkbox"/> Writing may not fully address audience, task, or purpose		Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <input type="checkbox"/> Contains some run-on sentences or fragments <input type="checkbox"/> Uses mostly simple or compound sentences <input type="checkbox"/> Does not use active/passive voice but otherwise consistent in expression <input type="checkbox"/> Contains some punctuation errors <input type="checkbox"/> Contains some capitalization or spelling errors		
1 Does Not Meet	<input type="checkbox"/> Limited information on topic <input type="checkbox"/> Does not state an argument or claim <input type="checkbox"/> Includes little to no facts or focus <input type="checkbox"/> Information is disorganized or missing		Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: <input type="checkbox"/> Contains many run-on sentences <input type="checkbox"/> Contains many punctuation errors <input type="checkbox"/> Contains many capitalization or spelling errors		

- **WGASFA:** “with guidance and support from adults”

This rubric was adapted from rubrics at sbused.org and information from Smarter Balanced Assessments (www.smarterbalanced.org) using the California Common Core Standards at www.cde.ca.gov.



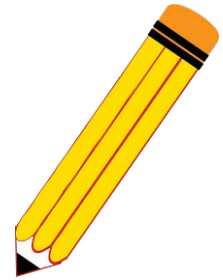
Argument Writing Performance Task

Student Version

Grade	8	Title/Subject	Type your title here
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Student Prompt:

Choose a position on the argument about the topic. Write a multi-paragraph essay to your teacher explaining your **argument**. Include information from the following articles as you write.



Writing Tips:

- Be sure to introduce your claim and group related facts together.
- Use evidence from the two sources to develop your argument.
- Include linking words and phrases to connect your ideas, create cohesion, and clarify relationships among claims, reasons, and evidence.
- Maintain a formal style throughout.
- End with a conclusion.

Reminders:

- You can look at the two sources and your key word list to help you with your writing.
- You might begin by making a plan or drawing a graphic organizer to help you with your thinking.
- Do not plagiarize; do not copy sentences from the sources.

Step 1: Plan

Plan: review the texts and your notes

- Make a plan on the blank paper for your writing.

Step 2: Draft

- Introduce your claim or argument.
- Address opposing claims or arguments.
- Include relevant evidence to support your claim.
- Support your claims with logical reasoning.
- Group information together as you write into paragraphs.
- Write a concluding paragraph or section.
- Write a bibliography of sources for your paper using a standard format for citation.



Argument Writing Performance Task

Student Version			
Grade	8	Title/Subject	Do violent video games contribute to violent behavior?

Step 3: Reread and Revise

- Does it make sense?
- Have you used evidence from the texts to support your claim?
- Have you used linking words to organize your writing?
- Have you used a variety of simple, compound, and complex sentences to signal relationships between ideas?
- Have you maintained a formal style?
- Checked for wordiness and redundancy?
- Is it right for your task, purpose and audience?

Step 4: Edit

Reread your writing and revise:

- Capitals
- Punctuation: (end points) . ! ?
- Commas , quotation marks " " underlining and *italics*
- Spelling
- Complete sentences; avoid run-ons and fragments.
- Precise and concise language to express your ideas

Step 5: Final Draft

- Recopy and fix your mistakes.

Good work!





Argument Writing Performance Task

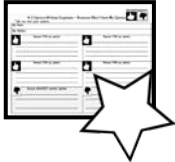
Writing an Argument Poster



1. *Research a topic.*



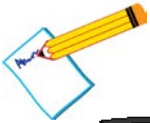
2. *State your claim: choose an argument which is well supported with evidence.*



3. *List evidence you will use. Focus on the most credible sources.*



4. *Choose your best evidence.*



5. *Write a topic sentence that states your claim.*



6. *Write paragraphs outlining your argument with evidence.*



7. *Use linking words to connect your ideas.*



8. *Write a conclusion to remind the reader of your claim and/or call for action.*



9. *Reread and revise: Does it make sense? Sound convincing? Any missing information?*



10. *Reread and edit: Check*

- *capitals*
- *spelling*
- *punctuation*

★	★	★	★	★
Punctuation	Capitals only where they go	Spelling	Spaces between all words	Paper is Neat
. ? ! " ,	<ul style="list-style-type: none"> • Beginning of sentence • Names • Months • Days of the week 	<ul style="list-style-type: none"> • All word wall words • Harder words spelled using the sound cards and/or attempted spelling 		<ul style="list-style-type: none"> • Handwriting • No smudges

11. *Type or write a final draft!*



12. *Celebrate your hard work!*



Argument Writing Performance Task

Student Reading Text			
Grade	8	Title/Subject	Type your title here

Add your articles here.