



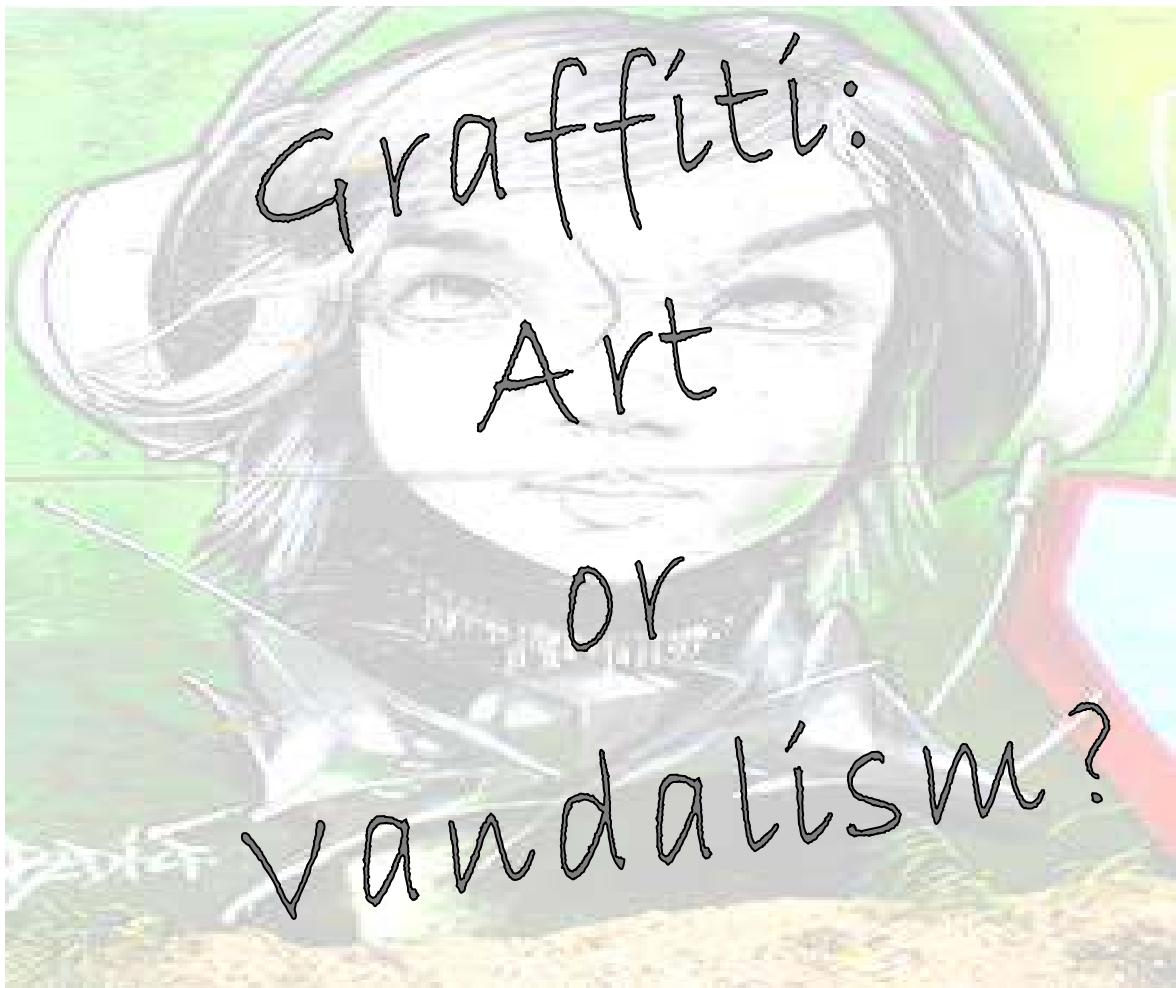
English Language Arts (ELA)

Common Core State Standards (CCSS) Aligned

PERFORMANCE WRITING TASK (PWT)

7TH GRADE

2012-2013





TEACHER VERSION

Overview of the Performance Writing Task

Title	Graffiti: Art or Vandalism?
Assessment Type	Performance Task
SBAC Assessment Claims	<p>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> <p>Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>
Common Core Standards	<p>W.8.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), and acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>e. Provide a concluding statement or section that follow from and supports the argument presented.</p> <p>RI 8.1: Cite the textual evidence that most strongly supports and analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>RI 8.6: 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.</p>
Task Description	<p>In Part One, the planning tasks involve reading, note taking, speaking, listening, and answering constructed response questions. All of these activities are designed to prepare the student for writing a successful argumentative essay. Part one consists of three 50 minute sessions:</p> <p>Session One: Review of Definitions, Photos and Articles. Complete My Notes Organizer.</p> <p>Session Two: Review of videos. Complete the My Notes Organizer.</p> <p>Session Three: Complete the My Thoughts Organizer. Answer the Constructed Response Questions.</p> <p>In Part Two, the prewriting and assessment tasks involve drafting an argumentative essay which will be scored. Part two consists of two 50 minute sessions:</p> <p>Session Four: Review the Formative Argumentative Writing Rubric. Orally rehearse student arguments. Complete the My Arguments Organizer.</p> <p>Session Five: Complete the Performance Writing Task.</p>

LIST OF MATERIALS / TABLE OF CONTENTS


Part One/Session 1	Teacher Version	Student Version
<input type="checkbox"/> Definitions of graffiti and art	p4	p2
<input type="checkbox"/> Photographs of graffiti	p4	p3-4
<input type="checkbox"/> Article: <i>Is Graffiti Art?</i> by Steve Dolan	P4	p5
<input type="checkbox"/> Article: <i>What is Graffiti?</i> by City of San Diego	p4	p6
<input type="checkbox"/> DVD/ Flash Drive /Google Document		

Part One/Session 2		
<input type="checkbox"/> Video 1: <i>Graffiti... Art or Vandalism?</i>	p5	
<input type="checkbox"/> Video 2: <i>Graffiti as an Art Form</i>	p5	
<input type="checkbox"/> My Notes Organizer	p4-5	p7
<input type="checkbox"/> DVD/ Flash Drive /Google Document		

Part One/Session 3		
<input type="checkbox"/> My Thoughts Organizer	p6	p8
<input type="checkbox"/> Constructed Response Questions	p6	p9-10

Part Two /Session 4:		
<input type="checkbox"/> Formative Argumentative Writing Rubric	p7	p11
<input type="checkbox"/> My Arguments Organizer	p7	p12

Part Two /Session 5:		
<input type="checkbox"/> Performance Writing Task	p7	p13
<input type="checkbox"/> Lined Writing Paper		

 **Technology Help:**

Videos are available to you in the following ways:

1. DVDs with the videos copied on them will be provided by your teacher leader.
2. A Flash Drive with the videos will be provided by your teacher leader so you can download them onto your computer.
3. A Google Drive with the videos will be shared with you by your teacher leader.

If you are projecting the video from your computer, be sure you have checked that your projector and speakers are properly setup before beginning the assessment.

Please let your teacher leader know if you do NOT have access to the video.

Directions to Teacher

This Common Core-aligned ELA Performance Task can be given over three to five 50 minute sessions depending on class schedules. The directions below outline the steps to follow for a five session administration; however this may be adjusted to fewer sessions to meet the different bell schedules at each site.

Part One: Prewriting and Planning Activities

(2 to 3 sessions for approximately 150 minutes total)

SESSION 1

1. **Definitions and Photos**

(Approximately 25 minutes)

Materials Needed: Student Booklet, pages 2-4

Activity 1: In pairs, have students define two words: **Graffiti** and **Art**. Ask 3-5 students to share out their partners' responses with the whole group. Have students turn to page 2 to read the two definitions. Guide a class conversation using the following question: According to the definitions, how are "graffiti" and "art" different?

Activity 2: Ask students to cut out photos or have pre cut photos available in envelopes. Have students, according to the definitions; sort the photos into two categories: **Graffiti** and **Art**. In pairs, have 2 students compare their photo sorts.

NOTE: Be sure to emphasize that any answer can be "right" as long as there is a reasonable justification.

2. **Articles: *Is Graffiti Art? and What is Graffiti?***

(Approximately 25 minutes)

Materials Needed: Student Booklet, pages 5-7

Activity 1: Ask students to turn to pages 5-7 and individually read and annotate the first article and then the second article. Have students use the letter **A** to code for arguments that support **graffiti as an art form** and the letter **V** to code for arguments that support **graffiti as vandalism**. In pairs, have students share annotations.

Activity 2: Ask students to turn to page 7 and individually complete the first and second row of the My Notes Organizer using annotations from the article.

SESSION 2

1. Video 1: Graffiti...Art or Vandalism?

(Approximately 25 minutes)

Materials Needed: DVD/Flash Drive/Google Drive, Student Booklet, page 7

Activity 1: Explain to students that they will see the video, *Graffiti...Art or Vandalism?* twice so they can watch it once for pleasure and once to take notes. Ask the students to notice what people are saying about graffiti in the video and be prepared to share their observations with a partner. Show the class the video. In pairs, have students discuss 2-3 observations.

Activity 2: Ask students to turn to page 7 and individually complete the third row of the My Notes Organizer while watching the video for a second time.

2. Video 2: Graffiti as an Art Form

(Approximately 25 minutes)

Materials Needed: DVD/Flash Drive/Google Drive, Student Booklet, page 7

Activity 1: Explain to students that they will see the video, *Graffiti as an Art Form*, twice so they can watch it once for pleasure and once to take notes. Ask the students to notice what people are saying about graffiti in the video and be prepared to share their observations with a partner. Show the class the video. In pairs, have students discuss 2-3 observations.

Activity 2: Ask students to turn to page 7 and individually complete the fourth row of the My Notes Organizer while watching the video for a second time.

SESSION 3

1. **My Thoughts Organizer**

(Approximately 25 minutes)

Materials Needed: Student Booklet, pages 5-8

Activity 1: Ask students to turn to page 8 and individually complete the 'My Thoughts' and 'Source Evidence' columns as directed in the My Thoughts Organizer. Encourage students to re-visit their annotations on pages 5-6 and their notes on page 7 to help them cite the source of the evidence.

Activity 2: In pairs, have students discuss the questions listed in the first column of the My Thoughts Organizer. Ask each question aloud and select students to report out the answer their partner shared earlier.

2. **Constructed Response Questions**

(Approximately 25 minutes)

Materials Needed: Student Booklet, pages 2-10

Activity 1: Ask students to turn to pages 9-10 and individually write their responses to the three questions listed using 2-5 complete sentences. Encourage students to refer to all of their student booklet materials to help them answer the questions.

1. **Key Details:** In *What is Graffiti?*, how does the author define graffiti? What evidence is given?
2. **Central Idea:** Compare and contrast the purpose of the two articles. What is the author's purpose in *Is Graffiti Art?* What is the author's purpose in *What is Graffiti?* How are they the same or different? Give examples from each article to support your answer.
3. **Reasoning / Evaluation:** From all of the sources given, which two pieces of evidence are the most convincing? In other words, which examples, quotes, or images convince you that graffiti is either art or vandalism? Explain why the evidence is convincing.

Part Two: Pre-Writing and Performance Writing Tasks

(2 sessions for approximately 100 minutes total)

SESSION 4

1. Pre-Writing Tasks

(Approximately 50 minutes)

Materials Needed: Student Booklet, page 11-13

Activity 1: Ask students to turn to page 13 and review the writing prompt in pairs. Have students turn to page 11 to review levels 3 and 4 of the Formative Argumentative Writing Rubric. Ask students to highlight/underline one or two phrases from each row to indicate the writing skills they want to focus on in this writing task. Have students share these writing goals/skill areas with a classmate.

Activity 2: Ask students to turn to page 12. Have students take time to organize their thoughts using the My Arguments Organizer to outline their claims and the major reasons/evidence they will use to support their claim. Ask students to divide into two groups based on their position/claim. Then, in pairs, have students orally rehearse the arguments outlined in their My Arguments Organizer.

SESSION 5

1. Performance Writing Task

(Approximately 50 minutes)

Materials Needed: Student Booklet, pages 2-13, and lined writing paper

Activity 1: Read the writing prompt to the students. Have students write an essay with a minimum of 5 paragraphs. Let them know the amount of time they have to complete the task. Encourage students to use their organizers and answers to the constructed response questions to inform their writing.

Writing Prompt

The City of Oakland is preparing a position statement on whether graffiti is an art form, or whether it is vandalism. The mayor has invited the public to join in the debate before they write the statement.

Is graffiti art or vandalism?

After reading the provided texts and viewing the videos on the topic, write an argumentative essay (at least 5 paragraphs) that addresses the question and support your position with evidence from the texts and videos. Be sure to acknowledge competing views.

After 50 minutes, collect all student booklets and essays.

ASSESSMENT DOCUMENTS COVER SHEET

Directions: Please collect all student booklets, essays, and Scantron answer sheets by class/period. Put the class set of assessment documents in a file folder, place a copy of this cover sheet on top of the **folder** and secure it with a large rubber band or giant clip. Turn in the **folder** to your site's ELA teacher leader. Thank you.

School Name: _____

Teacher Name: _____

Room #: _____ **Class Period** _____

Date: _____

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