

Title:	Going Green, how can Waterbury get on board?
Grade/Model:	8/1
Standards:	<p>W.8, according to Unit 6 Gather relevant information from multiple print and digital sources, using search times 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.</p> <p>W.9b, according to Unit 6 Apply grade 8 Reading Standards to literary nonfiction (e.g., “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”).</p>
DOK:	4
How this task contributes to the sufficient evidence for the claims:	<p>In order to complete the performance task, students must</p> <ol style="list-style-type: none"> 1. Gather, select, and analyze information in a series of sources 2. Write a third-person narrative effectively demonstrating <ul style="list-style-type: none"> • effective organization of ideas • adherence to conventions and rules of grammar, usage, and mechanics • control of language for purpose and audience
Item Type:	Performance Tasks
Target-specific attributes (e.g., accessibility issues):	Students with visual and hearing impairments will need to be provided with transcripts of video material. Students with visual impairments will need to be provided with a description of the chart.

<p>Stimuli:</p>	<p>Sources (3 videos, 1 article presented in the order in which they are used)</p> <p>Video 1 http://teachertube.com/viewVideo.php?video_id=23787 Ninth grade broadcasting students made this video testing people's trivia about the environment and giving tips on how to be more green.</p> <p>Video 2 http://teachertube.com/viewVideo.php?video_id=179937 This tour looks at Kenton County's New Turkeyfoot Turkey foot Middle School is said to be "one of the most energy efficient Schools in the Country" and is Kentucky's fifth largest School District.</p> <p>Video 3 http://teachertube.com/viewVideo.php?video_id=233134 Based in Boca Raton, Fla., Atlantic University's (FAU) College of Engineering & Computer Science is committed to sustainability and green technology, especially the college's 97,000 square foot structure, which opened in 2010.</p> <p>Article 1 http://thechoice.blogs.nytimes.com/2009/10/07/despite-hard-times-colleges-are-still-going-green/ This article examines specific ways, including promoting bike riding, that some colleges are promoting as environmental-friendly or "green" despite the economy's challenges.</p>
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**Grade 8 English Language Arts
Performance Assessment
Task Overview (120 Minutes):**

Title: Going Green, how can Waterbury get on board?

Part 1 (35 minutes): Ultimately tasked with writing a third-person letter to the editor, students will view three videos and read one article that examine the way schools, students, and society have gone green or environmentally friendly.

Part 2 (85 minutes): Students will work individually to compose a third-person letter to the editor that makes a valid claim for using Green Technology in Waterbury schools. Students may refer to their notes as needed. Pre-writing, drafting, and revising will be involved.

Scorable Products: Student responses to the constructed-response questions and the narrative will be scored.

Teacher Preparation / Resource Requirements

The teacher should assure that sufficient blank paper and writing utensils are available for student note taking. Teacher should conduct standard preparation, registration, etc., for computer-based testing. The testing software will include access to spell check, but not to grammar check.

Teacher Directions:

Students are given the texts, research, and any additional information about the narrative.

Part 1 (35 minutes)

- Initiate the online testing session.
- Alert the students when 15 minutes have elapsed.
- Alert the students when there are 5 minutes remaining in part 1.

Stretch Break

Part 2 (85 minutes)

- Initiate the testing part 2.
 - Allow students to access the sources and their answers to the constructed response questions presented in part 1. They will not be allowed to change their answers.
- Once 20 minutes have elapsed, suggest students begin writing their essays.
- Alert the students when 45 minutes have elapsed.
 - After students have been writing for 45 minutes, alert them that there are 20 minutes remaining and suggest they begin revising their essays.
- Alert the students when there are 10 minutes remaining in the session.
- Close the testing session.

Pre-Task Activity: There are no specific pre-task activities to be conducted.

Time Requirements: The Performance Task will take 120 minutes in one session.

Student Directions:

Part 1 (35 minutes)

Your assignment:

Using information presented in the videos and article, write a third-person letter to the editor that makes a valid claim for using Green Technology in Waterbury schools.

Steps you will be following:

In order to plan and compose your essay, you will do all of the following:

1. Read a passage and two articles, watch a video, and review research statistics.
2. Answer three questions about the sources.
3. Plan and write your essay.

Directions for beginning:

You will now read the sources and watch a video. Take notes because you may want to refer back to your notes while writing your essay. You can refer back to any of the sources as often as you like.

(video 1)

(video 2)

(video 3)

(article 1)

Questions

Use your remaining time to answer the questions below. Your answers to these questions will be scored. Also, they will help you think about the sources you've read and viewed, which should help you write your essay. You may click on the appropriate buttons to refer back to the sources when you think it would be helpful. You may also refer to your notes.

Answer the questions in the spaces provided below them.

1. What tips did the freshmen provide that you find most valid?
2. How did the middle school convert itself and incorporate green technology in a way that

your school could follow?

3. What are colleges doing that work well despite money issues?

Part 2 (85 minutes)

You will now have 85 minutes to review your notes and sources, plan, draft, and revise your essay. You may also refer to the answers you wrote to the questions in part 1, but you cannot change those answers. Now read your assignment and the information about how your essay will be scored, then begin your work.

Your Assignment: After reading and viewing information regarding the way schools, students, and society have gone green or environmentally friendly. Using information presented in the videos and article, write a third-person letter to the editor that makes a valid claim for using Green Technology in Waterbury schools. Support your claim with evidence from what you have read and viewed.

How your essay will be scored: The people scoring your essay will be assigning scores for

- 1. *Statement of purpose/focus*** – how well you clearly state your claim on the topic, maintain your focus, and address the alternate and opposing claims
- 2. *Organization*** – how well your ideas logically flow from the introduction to conclusion using effective transitions and how well you stay on topic throughout the essay
- 3. *Elaboration of evidence*** – how well you provide evidence from sources about your opinions and elaborate with specific information
- 4. *Language and vocabulary*** – how well you effectively express ideas using precise language that is appropriate for your audience and purpose
- 5. *Conventions*** – how well you follow the rules of usage, punctuation, capitalization, and spelling

Now begin work on your essay. Manage your time carefully so that you can:

- plan your essay
- write your essay
- revise and edit for a final draft

Word-processing tools and spell check are available to you.

October 7, 2009

Despite Hard Times, Colleges Are Still Going Green By JACK KADDEN

The New York Times

Times may be tough, but colleges are not abandoning their efforts to be green, according to the 2010 College Sustainability Report Card, released on Wednesday morning by the Sustainable Endowments Institute.

Of the 322 schools evaluated this year, 56 percent earned higher grades than in previous years, while 13 percent showed slight declines.

“New financial realities encouraged saving money by adopting environmentally friendly innovations,” said the institute’s executive director, Mark Orlowski. “Colleges are now taking pride in greener campuses and sustainability-savvy investments — increasingly important concerns for parents and students in choosing a school.”

Twenty-six schools were recognized as Overall College Sustainability Leaders, having achieved grades of A-. They ranged from elite institutions like Brown, Harvard, Stanford, Wesleyan and Yale to public universities like Arizona State and the Universities of Minnesota, New Hampshire, North Carolina and Vermont. There were also smaller schools like Luther College in Decorah, Iowa.

Among the schools that showed the biggest improvement were the College of William & Mary, which went from a C to a B; The New School, which went from a D- to a C+, in part by reducing emissions 4 percent; and Worcester Polytechnic Institute, which jumped from a C- to a B+ by buying more food locally, eliminating trays in dining halls and installing a new campus energy management system.

The report card found that half the schools surveyed earned an overall grade of B- or better.

Mr. Orlowski said the survey revealed several trends, including a sharp rise in the number of schools with a sustainability office, to 45 percent, from 22 percent. He also said that bicycle-sharing programs are now offered by 46 percent of the schools surveyed, up from 36 percent.

He added that many schools have adopted policies to make their buildings more energy efficient and to reduce carbon emissions.

Readers can explore an interactive map that displays the grades for all 322 schools by clicking on [this link](#).

This is the fourth year that the institute has produced the report card, and the first time visitors to its Web site can access detailed survey results for most colleges.

The institute has a budget in the low six figures, Mr. Orlowski said, and relies on a 13-member research team that consists mostly of undergraduate and graduate students.