

## Using Cameras in School: Classroom Activity

This Classroom Activity introduces students to the context of using cameras during school events, classes and on school property. The purpose of this activity is to develop background information so that students are not disadvantaged in demonstrating the skills the task intends to assess. Contextual elements include: an understanding of the setting or situation in which the task is placed, potentially unfamiliar concepts that are associated with the scenario; and key terms or vocabulary students will need to understand in order to meaningfully engage with and complete the performance task. The Classroom Activity should be easy to implement with clear instructions.

Please read through the entire Classroom Activity before beginning the activity with students to ensure any classroom preparation can be completed in advance.

Throughout the activity it is permissible to pause and ask students if they have any questions.

### Resources Needed:

- Chart paper, whiteboard, or chalkboard
- Markers or chalk
- One piece of paper and pencil for each student. (Students who need an accommodation may use their preferred tool for writing.)
- **For Performance Task:**
  - Copies of Pages 1-10 (back) for each student
  - lined scratch paper for draft writing
  - additional lined paper for final copy should student request it

### Learning Goal:

- Students will understand the context of the key concepts related to the topic:
  - The right of privacy is not explicit in the Constitution under the 4<sup>th</sup> Amendment.
  - The expectation of privacy may be directly related to where and how information is collected and shared.

## Using Cameras in School: Classroom Activity

[Purpose: The facilitator's goal is to help students understand the key concept of privacy, how information that may be considered private may also help prevent crime and wrong doings, and how new technologies are continuing to change the way privacy is considered. This activity will allow students to be active participants as they explore the concept of privacy in the context of the performance assessment.]

Note: The following section can be codified to accommodate various teacher-student interaction types such as teacher-led discussion with the entire class, teacher-student discussion for remote locations with a single student, or small groups.

[Place the students in small groups of two to four students. Give each group a piece of paper and a pencil.]

**Facilitator says:** "Privacy is something that many Americans consider an important value of being a citizen of the United States. Even though the idea of privacy is important, the Constitution does not explicitly state that citizens have the right to privacy. In preparation for your performance task, we will discuss the different ways that information is made public, some of the new ways technology has made us safer, and some of the concerns citizens may have about violations of privacy. First let's use what we already know about how information is gathered and shared. On the sheet of paper provided, take three minutes to discuss with your group and write a response to this question: **When might information about you and your actions have been recorded?"**

Possible class discussion answers (*unscripted*):

- Written record
  - Birth Certificate
  - Social Security Card
  - Report Card
  - Sports activities in local newsletters and newspapers
  - Text messages
  - Handwritten notes
  - Web blog and social media
  - Diary
  - Cell phone records
- Visual/Audio record
  - Store cameras
  - Voice mail
  - Video/pictures from cell phone
  - Online video
  - School bus cameras
  - School pictures/yearbooks

[Ask students to share answers from the group discussions as you write the responses for students. Write the responses on the chart paper, chalk board, electronic board, etc..]

Read aloud the following from the Constitution Center  
(<http://constitutioncenter.org/constitution/issues/privacy>)

**Facilitator reads:** Now I will read to you a statement about privacy and the Constitution from the Constitution Center:

Although the word “privacy” is not specifically mentioned in the Constitution, the Supreme Court has recognized many aspects of a right to privacy, particularly through the 4th and 14th Amendments. The degree of protection afforded privacy rights is an enduring source of constitutional controversy, particularly as technology progresses in ways that might conflict with privacy.

**Facilitator says:** “Note that the passage refers to *how technology might conflict with privacy*. Think about the different ways we stated that information about each of us and our actions is recorded. Take three minutes to work with your group to answer the following question on the paper provided: **Which methods of data collection are most likely to conflict with privacy?**”

[Give students three minutes to discuss and to write down their thoughts.]

[After about three minutes, have students share their ideas with the class. Ask the students to share their responses to the question and by placing a check next to the methods that students feel are most likely to conflict with privacy. This discussion may take 5 minutes. ]

[Ask students to share out which methods conflict with privacy. As they share out, place a ✓ (checkmark) next to each item mentioned. If new methods are shared, add those to your list and place a ✓ next to the method. ]

Possible class discussion answers (*unscripted*):

- Written record
  - Birth Certificate ✓
  - Social Security Card ✓
  - Report Card ✓
  - Sports activities in local newsletters and newspapers
  - Text messages ✓
  - Handwritten notes ✓
  - Web blog and social media
  - Diary ✓
  - Cell phone records ✓

- Visual/Audio record
  - Store cameras
  - Voice mail ✓
  - Video/pictures from cell phone ✓
  - Online video
  - School bus cameras
  - School pictures/yearbooks

Facilitator says: “If you look at the methods that you said were most likely to conflict with privacy, the methods all fit in roughly the same idea: The expectation of privacy is often related to where and how the information is collected. When we are in public places like a park or on a street, then our expectations for privacy are not as high as they would be if we were in our own homes. If information is gathered while we are in public places is shared, we have some expectation that the information is less personal.

Remember also that information is gathered to ensure our safety and settle conflicts as well as recording personal information. Sign-in sheets, traffic cameras, and ATM or bank cameras are all examples of ways that can help us to be safe.

Take two minutes to discuss with your group to answer the following question: **How might the collection of information help us to be safe and secure?”**

[After about two minutes, have students share their ideas. Because the task is about cameras in schools, this discussion is expected to be mostly about stationary cameras. ]

Possible class discussion answers (*unscripted*):

- Cameras at public locations
- Traffic cameras
- School bus cameras
- ATM cameras
- Store cameras

Facilitator says: “These are all great examples. Remember that privacy and information collection methods have come in conflict. There are people who feel strongly one way or the other about information collection and sharing. You are now ready to complete your performance task. Please leave your recorded notes behind.”

[Distribute copies of the performance task to students. Time expected to complete Part 1 is approximately 35 minutes. Time expected to complete Part 2 is approximately 70 minutes.]

[Teachers and proctors may read the directions to the students, but not the sources or questions. Scratch paper may be given to students for this performance task.]

## Scoring Rubrics (Teacher Use Only)

### Part I – Research Questions (35 Minutes)

Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
1	7	4	4	3	RH-2	Determine the central ideas or information of a primary or secondary source

1. Place a check in the space on the grid to show the claim(s) that each source supports. Some sources will have more than one box selected.

Claim	Source #1	Source #2	Source #3
<b>Cameras will help parents of school age children.</b>	✓	✓	
<b>Cameras may be used to monitor student behavior.</b>	✓		✓
<b>Cameras may help teachers become better teachers.</b>	✓		✓

**Rubric:** (1 point) 6 cells completed correctly.

(0 points) Fewer than 6 cells completed correctly, any cell incorrect, or blank.

Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
2	7	4	3	3	RH-8	Distinguish among fact, opinion, and reasoned judgment in a text.

2. Source #1 and Source #2 provide facts about cameras in the classroom. Which source provides the most accurate information about cameras in the classroom? Justify and support your answer with **two** details from the source.

### Key Elements:

Source #1 (Why Are Some School Districts installing security cameras in their schools?)

- Facts are presented.
- Pros and Cons (comparative) are used.
- Opponents' and Proponents' viewpoints are used.

Source #2 (WSFCS Add Security Cameras to All Elementary Schools in the System)

- Use of personal accounts
- Use of primary sources
- Focus on "pro" cameras viewpoint

### Rubric:

Score Point	Description
2	Response is an identification and an adequate evidence-based justification of which source provides the most accurate information about cameras in the classroom supported by two details from the identified source.
1	Response is an identification and a limited/partial evidence-based justification of which source provides the most accurate information about cameras in the classroom supported by two vague or loosely related details from the most accurate source. <b>OR</b> Response is an identification and an adequate evidence-based justification of which source provides the most accurate information about cameras in the classroom supported by one detail from the most accurate source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

### Exemplar:

*(2 points) Both Source #1 and Source #2 present information about how cameras in schools are used. Source #1 begins by presenting facts and then proceeds to provide concerns from those that are against cameras and those that are for cameras. Source #2 is a news article that describes the how a public school system has installed cameras in all its schools and incorporates first-hand experiences and opinions from the school principal and several parents.*

*(1 point) Source #1 is better because it gives information for both sides. Source #2 only gives information from people who like cameras in schools.*

*(0 points) I don't think we should have cameras in schools because kids might not like being videotaped.*

Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
3	7	4	11	2	RH-6	Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).

3. Is Source #3 factual, an opinion, or both? How do you know? Cite 2 details from Source #3 to support your answer.

### Key Elements:

#### Facts:

- Refers to Bill Gates and source Fast Company
- Refers to states that have already installed cameras.
- Pierce College has video surveillance in the cafeteria

#### Opinions:

- Use of “future tense” in writing indicating the event has not happened
- Use of loaded language
- Refers to crimes that may not be crimes (e.g. passing notes)
- Gives opinion of inappropriate actions of professors (e.g. not engaging their students in classroom discussions)

### Rubric:

Score Point	Description
2	Response is an identification and an adequate evidence-based explanation of whether the source is factual, an opinion, or both supported by two pieces of evidence from the identified source.
1	Response is an identification and an partial evidence-based explanation of whether the source is factual, an opinion, or both supported by two vague or loosely related pieces of evidence from the identified source. <b>OR</b> Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by one piece of evidence from the identified source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

### Exemplar:

(2 points) The article by Kaelyn Anderson is mostly opinion. She is answering the question about whether cameras should be allowed in the classroom. She uses present tense words showing that something hasn't happened yet. For example in the first sentence she said, “Surveillance cameras *should be* installed...” Another example of where she is stating her opinion is in the last sentence, “surveillance cameras *could* also catch...”

(1 point) The article is fact because she references other sources like Fast Company and names states with cameras in schools.

(0 points) This article is her opinion.

Item #	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
4	7	2	7	4	W-1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.



**4-Point  
Argumentative  
Performance Task Writing Rubric (Grades 6-11)**

Score	4	3	2	1	NS
<b>Organization/Purpose</b>	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>effective introduction and conclusion</li> <li>logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> <li>alternate and opposing argument(s) are clearly acknowledged or addressed*</li> </ul>	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> <li>claim is clear, and the focus is mostly maintained for the purpose and audience</li> <li>adequate use of transitional strategies with some variety to clarify relationships between and among ideas</li> <li>adequate introduction and conclusion</li> <li>adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> <li>alternate and opposing argument(s) are adequately acknowledged or addressed*</li> </ul>	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience</li> <li>inconsistent use of transitional strategies and/or little variety</li> <li>introduction or conclusion, if present, may be weak</li> <li>uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas</li> <li>alternate and opposing argument(s) may be confusing or not acknowledged *</li> </ul>	<p>The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience</li> <li>few or no transitional strategies are evident</li> <li>introduction and/or conclusion may be missing</li> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have unclear progression</li> <li>alternate and opposing argument(s) may not be acknowledged *</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

\*Acknowledging and/or addressing the opposing point of view begins at grade 7.

**4-Point  
Argumentative  
Performance Task Writing Rubric (Grades 6-11)**

Score	4	3	2	1	NS
<b>Evidence/Elaboration</b>	<p>The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s) including reasoned, in-depth analysis and the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> <li>comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific</li> <li>clear citations or attribution to source material</li> <li>effective use of a variety of elaborative techniques*</li> <li>vocabulary is clearly appropriate for the audience and purpose</li> <li>effective, appropriate style enhances content</li> </ul>	<p>The response provides adequate elaboration of the support/evidence for the claim and argument(s) that includes reasoned analysis and the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general</li> <li>adequate use of citations or attribution to source material</li> <li>adequate use of some elaborative techniques*</li> <li>vocabulary is generally appropriate for the audience and purpose</li> <li>generally appropriate style is evident</li> </ul>	<p>The response provides uneven, cursory elaboration of the support/evidence for the claim and argument(s) that includes some reasoned analysis and partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied</li> <li>weak use of citations or attribution to source material</li> <li>weak or uneven use of elaborative techniques*; development may consist primarily of source summary or may rely on emotional appeal</li> <li>vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<p>The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied</li> <li>insufficient use of citations or attribution to source material</li> <li>minimal, if any, use of elaborative techniques*; emotional appeal may dominate</li> <li>vocabulary is limited or ineffective for the audience and purpose</li> <li>little or no evidence of appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

\*Elaborative techniques may include the use of personal experiences that support the argument(s).

<b>2-Point Argumentative Performance Task Writing Rubric (Grades 6-11)</b>				
<b>Score</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>NS</b>
<b>Conventions</b>	<b>The response demonstrates an adequate command of conventions:</b> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<b>The response demonstrates a partial command of conventions:</b> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<b>The response demonstrates little or no command of conventions:</b> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

## Cameras in Schools Argumentative Performance Task

**Task:**

Some schools have installed video cameras in classrooms to ensure student safety. Your district is considering installing them in your school. Do you agree or disagree with this idea?

You have been researching what other schools and districts around the country have said about cameras in the classroom. During your research, you found four articles about cameras in schools and the current state law about video cameras on public school property.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research. You may write on or annotate the sources.

In Part 2, you will an argument on a topic related to the sources.

**Directions for Beginning:**

You will now examine several sources. You can re-examine any of the sources as often as you like.

**Research Questions:**

After looking at the sources, use the rest of the time in Part 1 to answer three questions about the sources. Your answers to these questions will be scored. Also, your answers will help you think about the information have read and looked at, which should help you write your argument.

You may refer back to your annotated sources when you think it would be helpful. Answer the questions in the spaces below the items.

Your annotated sources will be available to you in Part 1 and Part 2 of the performance task.

## Part I

### Sources for Performance Task

#### Source #1

This is an article about security cameras in schools.

#### **Why are some school districts installing security cameras in their schools?**

by Ronald Holmes



School systems are installing security cameras in their schools. In a 2009-2010 School Survey on Crime and Safety of 3,500 public elementary and secondary schools conducted by the National Center for Education Statistics, 51 percent of primary schools, 73 percent of middle schools and 84 percent of high schools are using security cameras to monitor their schools. With school safety being the number one priority for schools, the critical questions to be asked are: Why are school districts installing security cameras in their schools? What are the pros and cons

of installing security cameras in the classroom?

Before academic learning can take place, school leaders have an overwhelming challenge to keep their schools safe to the highest level possible. This includes before, during and after school hours. In addition to helping provide a safe environment, proponents of using security cameras in the classroom believe it will improve instructional processes and accountability and eliminate the potential of inappropriate behavior by students as well as teachers. Some schools are using the cameras to help them assess the effectiveness of the classroom by creating a record for principals and teachers, and thus, minimizing any dispute regarding the evaluation process.

Proponents also feel that the recordings can show clear evidence for professional development in the areas of need. Critics, on the other hand, believe that classroom security cameras will create an atmosphere for catching a teacher doing something wrong whether intentional or unintentional. In addition, they believe that having cameras will add stress and take away the personal interaction of the principal, teacher and student in the evaluation process. Finally, there are concerns that cameras will violate student and teacher privacy.

It is apparent that security camera in schools can help improve safety in the educational environment. As school leaders ponder the merits, costs and benefits of camera, they must be mindful of students and teachers' privacy. While security cameras can help improve the level of safety in schools, students, teachers, parents and other stakeholders must be vigilant about reporting inappropriate incidents of wrongdoing to the authorities.

Dr. Ronald Holmes is publisher of "The Holmes Education Post," an education focused Internet newspaper. Holmes is a former teacher, school administrator and district superintendent.

Adapted from Holmes, R. (2013, Oct. 25). Why are some school districts installing security cameras in their schools?, *The Holmes Education Post*. Retrieved from <http://theholmeseducationpost.com/2013/10/why-are-some-school-districts-installing-security-cameras-in-their-schools/>

## Source #2

This is a news article about cameras in elementary schools in North Carolina

### **WSFCS Add Security Cameras to All Elementary Schools in the System**

by Meg Smith, reporter

WINSTON-SALEM — Students in Winston-Salem/Forsyth County Schools now have an extra layer of security as they head back to class.

The district's 43 elementary schools are now all outfitted with sophisticated camera systems. "We have eight cameras that are monitored by the police, administrators and district security," said Meadowlark Elementary principal Neil Raymer.

"We additionally have wiring to add eight more later." Raymer says the new high-tech system shows nearly everything going on in the main parts of the school.

"We have them at the front entrance, the main office, several corridors and the playground," Raymer said. "All of the cameras are constantly recording, and you can go back several days with data."

All doors to the school are also locked, so visitors have to check in first.

"I do really like it," said parent Kristina Schellinger. "It makes me a little more secure knowing people can't just walk into the school and at least there's some kind of a check to make sure kids are safe."

Parents and administrators say that even though the Sandy Hook Elementary School shootings were nearly two years ago, they're still very fresh and vivid in their minds.

They say this gives them extra peace of mind when their little ones go to school.

"Sandy Hook really raised the alarm in public schools, particularly elementary schools, that we need to take some further measures," Raymer said. "If kids don't feel safe, then it's hard for them to learn. It puts everyone at ease—that things aren't perfect, but at least there are measures in place to make us feel safer."

Winston-Salem/Forsyth County Schools has also outfitted all of its buses with a new GPS tracking system, allowing schools to pinpoint exactly where each bus is on its route.

Adapted from Smith, M. (2014, August 25). WSFCS Add Security Cameras to All Elementary Schools in the System - Time Warner Cable News. Retrieved from <http://coastalnc.twcnews.com/content/news/triad/711133/wsfcs-add-security-cameras-to-all-elementary-schools-in-the-system/>

### Source #3

This is an article about cameras in the college classroom

#### **Should Security Cameras be Allowed in the Classroom?**

by Kaelyn Anderson, student at Pierce College

Surveillance cameras should be installed in all classrooms in order to provide a better atmosphere for learning and safety.

If students and instructors know they are being recorded, they are more likely to behave appropriately.

Cameras also will protect students by providing evidence if something unexpected occurs. Cameras would keep students from committing crimes such as vandalism, initiating fights, passing notes, cheating during tests and doing drugs in class.

Video surveillance in classrooms not only will keep students in line but instructors also.

Cameras would catch professors who are insufficiently teaching class by providing video evidence of them doing inappropriate action such as canceling class frequently, showing videos multiple times a week or not engaging their students in classroom discussions.

According to Fast Company, Bill Gates believes all classrooms should have video surveillance cameras to serve as an aid in evaluating teachers. Gates said it would be worth investing in this because teachers are a key part that makes a school successful.

States that have installed cameras in classrooms include Texas, New York and Colorado. Although Gates' main goal is to evaluate teachers by using cameras, they can also be used after hours as a security device.

Since the cafeteria at Pierce College has video surveillance, people are less likely to steal food. Surveillance cameras could also catch vandalism after school hours or during school breaks.

Adapted from Anderson, K (2013, May 23). Should security camera be used in the classroom?, *The Puyallup Post*. Retrieved from <http://www.puyalluppost.com/should-security-cameras-be-used-in-the-classroom.htm/>

## **Source #4**

The following is the current law in Delaware regarding the use of video cameras on school property.

### **DEL CODE § 4121 : Delaware Code - Section 4121: VIDEO CAMERAS ON**

The school board of each school district shall have authority to establish and implement programs to use video cameras for surveillance on public school property, including, but not limited to, classrooms, halls, auditoriums, cafeterias, gymnasiums and parking areas, for the purpose of monitoring student behavior to help ensure the safety of students and teachers. However, no video camera shall be used for classroom surveillance, pursuant to this section, unless the principal of the school and the teacher of the classroom consent to the surveillance.

Before exercising its authority under this section, a school board shall promulgate [publish] rules and regulations governing the implementation and use of video cameras in classrooms. However, in no event shall video cameras be used at any time or at any location which would violate a student's reasonable expectation of privacy including, but not limited to, locker rooms, areas where students may disrobe and lavatories.

70 Del. Laws, c. 377, § 1.;



## Part I – Research Questions (35 Minutes)

1. Place a check in the space on the grid to show the claim(s) that each source supports. Some sources will have more than one box selected.

Claim	Source #1	Source #2	Source #3
There are arguments for and against cameras in the classroom.			
Cameras may be used to monitor student behavior.			
Cameras may help teachers become better teachers.			

2. Source #1 and Source #2 provide facts about cameras in the classroom. Which source provides the most accurate information about cameras in the classroom? Justify and support your answer with **two** details from the source.

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## Part 2 – Using Cameras in Schools Argumentative Writing Task (70 minutes)

You will now review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and refer to the sources. Now read your assignment and the information about how your writing will be scored; then begin your work.

### Your Assignment:

Some schools have installed video cameras in classrooms to ensure student safety. Your district is considering installing them in your school. Do you agree or disagree with this idea?

Write an essay for your School Board persuading them to support your position (claim) by providing arguments, clear reasons, and relevant evidence to support your position (claim), referring to the articles you read where relevant. Be sure to revise and edit your draft before submitting your essay.

### Essay Scoring:

Your essay will be scored on the following criteria:

1. **Statement of purpose/focus and organization**—How well did you clearly state your claim on the topic and maintain your focus? How well did your ideas logically flow from the introduction to conclusion using effective transitions? How well did you stay on topic throughout the article?
2. **Elaboration of evidence**—How well did you provide evidence from the sources to support your opinions? How well did you elaborate with specific information from the sources you reviewed? How well did you effectively express ideas using precise language that was appropriate for your audience and purpose?
3. **Conventions**—How well did you follow the rules of usage, punctuation, capitalization, and spelling?

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

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

Write your response in the space provided. Write as much as you need to fulfill the requirements of the task; you are not limited by the size of the response area. If you need additional writing paper, please raise your hand and your teacher will give you additional paper.

Name \_\_\_\_\_

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Name \_\_\_\_\_

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