

**GRADE:** Seventh Grade

**NAME OF ASSESSMENT:**

Reading Informational Texts and Argument Writing Performance Assessment

**STANDARDS ASSESSED:**

- Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1)
- By the end of the year, students will read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.7.10)
- Students will write arguments to support claims with clear reasons and relevant evidence. (W.7.1)

**Depth of Knowledge Level of task:** Levels 2-4

**Task Details:**

- **Duration of administration:** Two class periods across one or two days
- **Materials needed:**
  - Video to stream:  
“CNN: Most Bottled Water Is Tap”  
<http://www.youtube.com/watch?v=saSgpX186MM&feature=related>
  - Text: “Goodbye, Bottled Water?”
  - Text: “International Bottled Water Association Statement”
  - Alternate Text: “Bottled Versus Tap: Which Is Safer?”  
(this could be used either as a stand-alone pre-assessment text, or substituted for one of the other text/task sets in the post-assessment)
  - Student booklets (attached to the end of this document)

**Important Note:**

Here are three options for assessment plans using these texts and tasks. The same rubrics will apply across any of these assessment plans.

- Plan 1)  
Give the same two texts and tasks as a pre-assessment and post-assessment.
- Plan 2)  
Give two of the texts and tasks as a pre-assessment, and substitute the alternate text (with its reading task) for one text/task in the post-assessment.
- Plan 3)  
Have students read one of the texts only as a pre-assessment, using the related reading task and the same writing task.

## **Explanation of Standards Alignment**

**RI.7.1. Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

- Students will write in response to prompts to analyze explicit and implicit information from the text. They will also cite textual evidence from sources and analyze that evidence when supporting their position in an argument essay.

**RI.7.10: By the end of the year, students will read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.7.10)**

- Students will read a grade-level text and respond to prompts to demonstrate comprehension of that text.

**W.7.1: Write arguments to support claims with clear reasons and relevant evidence.**

- Students will write an argument essay on the topic of whether or not to ban bottled water in schools. They will base their argument on evidence from the provided texts, and will consider the counter-argument in their essay.

**Suggested Teacher Prompts (tips in italics, possible language to kids in quotes):**

**\*\*Note:** Suggested teacher prompts follow – please alter and make note of alterations based on your own conversational style and the ways in which you’ve talked about reading and writing nonfiction in your own classroom. The tasks below could be administered in many different ways.\*\*

**Preparation for the Assessment:**

- *Make one-sided copies of student booklet – (see student booklet template at the end of this document)*
- *Have loose leaf paper available for essay writing.*
- *Cue the video “CNN: Most Bottled Water is Tap” for streaming:*  
<http://www.youtube.com/watch?v=saSgpX186MM&feature=related>
- *Make copies of the articles for students:*
  - “Goodbye, Bottled Water?”
  - “International Bottled Water Association Statement”
- *Chart expectations for argument writing:*
  - Quickly plan how your argument will go: how your reasons and evidence will be grouped and organized and how you’ll acknowledge the opposing position.
  - Introduce a position and acknowledge the opposing position.
  - Support the position using accurate, relevant sources.
  - Use words, phrases, and clauses to provide clear transitions and connections between ideas and evidence.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports your argument.

**Introduction to the assessment:**

*Take a few minutes to introduce the whole of the assessment to the kids. It might sound something like:*

“You’re going to have a chance to show off what you know about doing quick, on-the-run, intensive research, and composing an argument essay. Over the next couple of periods, you’ll encounter a few texts that will provide you with information and claims about the pros and cons of bottled water. It will be up to you to really analyze the information and ideas, so that you can state your own claim and justify it, using researched evidence.

For each text, you’ll have a chance to respond to prompts that ask you to identify and explain key details in the text that support central ideas. Then you’ll have some time to look over your research. Then, we’ll imagine that our school is hosting a debate about whether or not schools should ban bottled water. You have to decide which side of the debate to argue. You can take the position that bottled water should be banned – in which case you want to really gather convincing evidence from your research. Or you can make a claim to support bottled water in school – in which case you also want convincing evidence.

One thing to tell you ahead of time – part of what makes a convincing argument is the ability to acknowledge the opposing claim and reasons, and refute those. So no matter which side you end up taking, be alert during your research for evidence that could be used for either side of the argument.

This period is part one of this research project. You’ll have a chance to watch a video and read two texts today, and to write to explain key details that help support the different points of view on this topic. At a later time, you’ll write your position paper, or essay. You’ll have a chance then to look over your notes and any of the texts again.

**Task 1: Response to video “CNN: Most Bottled Water is Tap”**

<http://www.youtube.com/watch?v=saSgpX186MM&feature=related>

“You’re about to watch a news video about the relationship between bottled water and tap water. As you watch, think about the important ideas and information in the video. After I show the video a second time, write a central idea that this video teaches us, and fill in the outline with specific examples or evidence that the video gives to support that idea.”

**Task 2: Response to “Goodbye, Bottled Water?”**

“Now you’ll have a chance to study an article about bottled water. After reading this, write two reasons that the article gives for why bottled water is a problem. For each reason, write a quote from the article that explains or supports that reason.”

**Task 3: Response to “Statement from International Bottled Water Association”**

“Now you’ll have a chance to read a response from the International Bottled Water Association regarding a state attorney general’s decision to allow a town to ban bottled water. Read to find the strongest evidence that the Bottled Water Association gives in defense of bottled water. Write to explain why this evidence is convincing.”

**Task 4 – Argument Essay: Should We Ban Bottled Water in Schools?**

“Researchers, you’ve done some good research now by studying this information and the ideas of these authors. Imagine that you are preparing for a debate, and that you have to take a stance on whether schools should or shouldn’t ban bottled water, using evidence from the texts you’ve watched and read. Write an argument essay that you could read at the debate. First, you’ll want to look over your reading responses and the texts, and take a clear position on this issue.

You’ll want to clearly support one side of this argument, supporting that claim with convincing evidence you’ve gathered in your research. You’ll want to include relevant information and details from the articles and video to support your claim, citing the source accurately. You’ll also want to acknowledge the other side of the argument.

Remember what’s expected in argument writing: *Read from chart*

Name: \_\_\_\_\_ Class: \_\_\_\_\_

**Seventh Grade Informational Reading/Argument Writing Performance Assessment  
Student Packet**

**Task 1: Response to “CNN: Most Bottled Water is Tap”**

This video informs us about bottled water. What is a central idea in this video about bottled water?

<p><b>What is a central idea about bottled water in this video?</b></p> <hr/> <hr/> <hr/> <hr/> <hr/>
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What examples or specific evidence does the video give to explain or support this?

- Example or evidence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Example or evidence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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Name: \_\_\_\_\_ Class: \_\_\_\_\_

**Task 2: Response to “Goodbye, Bottled Water?”**

This article presents and explains many reasons why drinking bottled water is a problem. Complete the outline below with more than one reason that the article gives supporting this idea, and at least one quote from the article to explain or support that reason.

<p><b>According to the article, why is bottled water a problem?</b></p> <p>One reason the article gives is..._____</p> <p>_____</p>
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Write a quote from the article that explains or supports this reason.

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<p><b>According to the article, what is another reason why bottled water is a problem?</b></p> <p>Another reason the article gives is..._____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Write a quote from the article that explains or supports this reason.

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_

**Task 3: Response to “International Bottled Water Association Statement”**

In this statement, the International Bottled Water Association attacks a town’s decision to ban bottled water and defends bottled water as a necessary product. What is the **strongest** piece of evidence that the International Bottled Water Association gives in support of bottled water? Quote directly to capture the exact words that the author uses.

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What makes this evidence convincing? Write to analyze how this quote supports the International Bottled Water Association’s position that bottled water should not be banned.

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Name: \_\_\_\_\_ Class: \_\_\_\_\_

**Task 5: (use loose leaf paper for this) Argument Essay:**

Your task is to take a position on whether or not bottled water should be banned in schools. Write an argument essay in which you clearly state your position either for or against bottled water in schools, and then support that claim with evidence from the texts you've read and watched. Be sure to:

- Quickly plan how your argument will go: how your reasons and evidence will be grouped and organized and how you'll acknowledge the opposing position.
- Introduce a clear position and acknowledge the opposing position.
- Support the position by referring to and accurately citing relevant sources.
- Use words, phrases, and clauses to provide clear transitions and connections between ideas and evidence.
- Establish and maintain a formal style.  
Provide a concluding statement or section that follows from and supports your argument.

Plan for argument essay:

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