



Interim Assessment Two: Grade 9 Overview

Purpose and Use:

The ELA assessments are designed as extended constructed response tasks that address the four strands of the Common Core State Standards (CCSS). Assessment items have been designed using the CCSS and CORE Assessments, and are similar in construction to the expectations outlined in the Smarter Balanced Assessment system. Each assessment will take approximately three to four class periods, though more time may be allotted if necessary. The assessment window closes on March 6, 2015.

Part of the assessment process is the *Plan-Deliver-Reflect-Refine/Revise* cycle. Teachers should analyze the assessments in grade-level teams in order to *plan* for instruction leading up to the delivery of the assessments; *deliver* the assessments; *reflect* on the student work produced, and also on the instruction and assessment processes; and, determine next steps for *refining/revising* instruction. Teachers should work together in professional development banked time or grade-level meeting time to engage in conversations around analysis of student work.

During the first part of the assessment the students are reading, discussing, analyzing, and synthesizing information from text(s). Even though these discussion activities are not being assessed, they are critical in this assessment process. Various scaffolds have been built into each grade-level's assessment in the form of graphic organizers. **Depending upon the needs of students, teachers may take some time to clarify any misconceptions or vocabulary that cannot be determined from context. Additional time may be taken to provide up front vocabulary instruction/study for English learners.**

Scoring:

The Smarter Balanced rubrics have been adapted to meet the task and grade level.

A Note on Argumentative Writing

This assessment is designed to be an instructional experience that uses writing an argumentative text as an assessment for learning. In other words, the assessment experience is not an end of instruction while assessment occurs. It is an instructional experience that contains a culminating writing task in which students demonstrate their levels of mastery of written argumentation. Their work will be based on reading, textual analysis and annotation, discussion, and writing with a purpose to create a logical argument

According to Glass (2013), on whose work much of the ongoing and developing LAUSD ELA Curriculum Maps is based, “Many of you are familiar with persuasive writing, which is akin to - but not to be confused with-argumentation. Argument writing is predicated on clear reasons and relevant evidence and not on emotional appeal” (p. 12).

In addition, the purpose of argumentative writing is clearly stated in Appendix A of the ELA Common Core Standards’ discussion, which compares persuasion with argument:

A logical argument...convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing (p. 24).

The authors of the Common Core also cite Fulkerson (1996):

...The proper context for thinking about argument is one ‘in which the goal is not victory but a good decision, one in which all arguers are at risk of needing to alter their views, one in which a participant takes seriously and fairly the views different from his or her own’ (pp. 16–17). Such capacities are broadly important for the literate, educated person living in the diverse, information-rich environment of the twenty- first century (p. 25).

References

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects*.

Retrieved from http://www.corestandards.org/assets/Appendix_A.pdf

Glass, K. T. (2013). *Mapping comprehensive units to the ELA Common Core Standards 6-12*. Thousand Oaks, CA: Corwin.



Los Angeles Unified School District
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|------------------------------------|---|
| Content Area | English Language Arts |
| Title | Digital Privacy in the 21 st Century |
| Grade Level | Grade 9 |
| Target Area | Extended Constructed Response - Argument |
| Common Core State Standards | <p>RI 9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI 9.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI 9.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RI 9.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>RI 9.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.</p> <p>W 9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W 9.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W 9.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>*SL 9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>*SL 9.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>L 9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> |
| 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> <p>Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.</p> |
| Assessment Overview | This assessment will be completed in two parts. The prewriting/planning in part one will involve reading, note-taking, speaking and listening, and text-dependent questions. In part two, students will be asked to draft an argumentative text. |
| Assessment Components | <ol style="list-style-type: none"> 1) Directions to Teacher 2) Text Passages (links) 3) Text-Dependent Questions Graphic Organizers 4) Constructed-Response Questions 5) Writing Task |

*Standard addressed but not explicitly assessed



Assessment and Teacher Materials

Assessment Materials:

Student Texts:

| NAME | LOCATION | USE ON DAY... |
|--|----------------------------|---------------|
| “U.S. Data Collection Fact Sheet” – adapted from “How does U.S. data collection affect me?” by Michael Pearson of CNN (1370L) | Included in student packet | Days 1-5 |
| “The Eternal Value of Privacy” – Bruce Schneier (1040L) http://www.wired.com/politics/security/commentary/securitymatters/2006/05/70886 | Online | Days 2-5 |
| “NSA’s phone snooping a different kind of creepy” – Douglas Rushkoff (1270L) http://www.cnn.com/2013/06/06/opinion/rushkoff-nsa-verizon/ | Online | Days 3-5 |

Graphic Organizers and Prompts: All of these documents are included in this packet

| NAME | USE ON DAY... |
|--|---------------|
| “U.S. Data Collection Fact Sheet” graphic organizer (2 sides) | All days |
| “The Eternal Value of Privacy” graphic organizer (1 page) | Days 2 -5 |
| “NSA’s phone snooping a different kind of creepy” graphic organizer (1 page) | Days 3-5 |
| Constructed Response Questions for texts | Days 4-5 |
| Writing Prompt (& Optional Writing Planner) | Day 5 |

Teacher Materials

Overview of the assessment: purpose, standards, general description (see opening page)

Day-by-day teacher instructions (see subsequent pages)

Teacher Notes:

- Student background knowledge
Students may have a little or no familiarity with the ongoing debate about the Federal Government’s collection of personal and public data relating to phone and internet usage. A brief introduction regarding this issue might be necessary. A list of resources to assist



teachers in providing background knowledge follows. **Please note: These materials are not for students to read. They are only to assist teachers in providing a very brief introduction to the issue.**

- Two of the student texts must be downloaded from the internet. See the “Student Materials” table. The links are also provided in the text information boxes for each day.
- During the first three days of the assessment the students are **reading, discussing, analyzing, and synthesizing** information from the articles. Even though these discussion activities are not being assessed, they are critical in this assessment process.
- Essay (Extended Constructed Response) structure suggestions:

The only essay template included in the assessment packet is the “Counterargument planning template.” This template was included to address challenges students often have with structuring a counterargument.

For the essay the students should have an introduction, argument/thesis statement, at least two claims with supporting evidence and explanation on how the evidence supports the claim and thesis, a counterargument, and a conclusion.

Optional additional resources on the topic of internet security for teachers’ reference:

- Bruce Schneier’s Blog – “Schneier on Security”
https://www.schneier.com/blog/archives/2008/01/security_vs_pri.html
- Joint Press Conference by President Obama and Prime Minister Erdogan of Turkey (referenced in the Cillizza article)
<http://www.whitehouse.gov/the-press-office/2013/05/16/joint-press-conference-president-obama-and-prime-minister-erdogan-turkey>
- “NSA collecting phone records of millions of Verizon customers daily” (referenced in the Cillizza article)
<http://www.theguardian.com/world/2013/jun/06/nsa-phone-records-verizon-court-order?view=mobile>
- “Public Remains Divided Over the Patriot Act” (referenced in the Cillizza article)
<http://www.pewresearch.org/2011/02/15/public-remains-divided-over-the-patriot-act/>
- “Security > privacy, in 1 poll question”
<http://www.washingtonpost.com/blogs/the-fix/wp/2013/06/11/security-privacy-in-1-poll-question/>
- “Privacy vs. Security? Privacy.”
http://www.huffingtonpost.com/marc-rotenberg/privacy-vs-security-privacy_b_71806.html
- New York Times Learning Network: What Is More Important: Our Privacy or National Security
<http://learning.blogs.nytimes.com/2013/09/17/what-is-more-important-our-privacy-or-national-security/>



Digital Privacy in the 21st Century Teacher Directions

This Interim Assessment should be administered over approximately five days (based on a 50-minute class period). There is an optional scaffold included for analyzing the prompt. If you choose to include this activity, you will need to add at least 30-40 minutes to the time allotted for the assessment. Additionally, there is an optional scaffold to assist students with planning their counterargument. Again, if you opt to include this activity, you should anticipate adding to the time allotted for the assessment.

The first three days of the assessment will focus on engaging with the texts. This work will include reading, gathering and synthesizing information, and discussion. On the fourth day of the assessment, students will be re-reading the texts and independently answering questions. On the final day, they will be writing their essay response to the prompt. The teacher instructions are organized by day.

Teacher Preparation: Students should have prior practice with identifying and analyzing how rhetorical devices, diction, organization, and syntax affect author’s meaning and tone. Students should have some background knowledge of current events, specifically, the ongoing media attention to government collection of personal and public data and records.

DAY 1

Text 1: U.S. Data Collection Fact Sheet. (Adapted from, “How does U.S. data collection affect me?” by Michael Pearson of CNN. <http://www.cnn.com/2013/06/06/politics/nsa-verizon-records-questions>)

Key Understanding: This document is intended to provide neutral information for students on the facts surrounding the government’s collection of telephone and internet data. The text has been adapted to limit language that might indicate bias and to reduce syntactical difficulty.

Materials:

Prompt
Text 1 (hard copy)
Graphic Organizer #1 – two sides



1. **Deconstructing the Prompt:**

(Approximately 15 minutes)

Share the prompt with students before they begin working, so that they can keep their purpose in mind as they read and discuss the texts. Help students break down the prompt, to be sure that they understand what is required for successful completion of the task.

Should digital privacy be an expectation in the 21st century? After reading three texts that deal with digital privacy, write an essay in which you address the question and argue whether we should be able to expect digital privacy in the 21st century. Support your position with evidence from all three texts.

(Optional Scaffold for analyzing the prompt):

(Approximately 30-40 minutes)

Either have students copy the task prompt above onto a piece of paper, or provide them with a copy. Tell them that they will work with a partner to analyze the task to determine what they will need to do to successfully complete it. They should highlight or underline each element or step of the task they need to consider, using a different color for each element. Once they have color coded each element of the task, they should create an “I will” statement to address what it is they will do to address each element as they work through the assessment process. (It may be useful to model the first one, or to model an entirely different prompt so students understand what they are to do.)

Once pairs have completed their “I will” statements, have them share around the room, noting similarities in their thinking about each element of the task.

Sample: *Should digital privacy be an expectation in the 21st century?*(pink)
After reading three texts that deal with digital privacy (yellow), *write a multi-paragraph essay*(blue) *in which you address the question* (pink) *and argue whether we should be able to expect digital privacy in the 21st century*(red). *Support your position with evidence from all three texts.* (green)

I will read three texts. (yellow)

I will write an essay with several paragraphs. (blue)

I will address the question (whether we should be able to expect digital privacy). (pink)

I will argue either for or against people being able to expect digital privacy (or to what extent we should have that expectation). (red)

I will use evidence from all three texts to support my argument. (green)



2. **Reading Text 1**(RI 9.1, RI 9.2):
(Approximately 20 minutes)

Give students the fact sheet on U.S. collection of data. Read once for the gist. Teachers may read the text out loud, or have students read independently or with partners. Then, instruct students to read the text a second time independently to annotate the text. They should underline/highlight any words and/or phrases that they have questions about or that they believe could be relevant to their understanding of the text. Have them discuss their annotations in small groups, working together to clarify confusing parts or define unfamiliar vocabulary. Depending upon the language needs of your students, you may take some time to clarify any misconceptions or vocabulary that cannot be determined from context.

3. **Note-taking and Discussion** (RI 9.1, RI 9.2, RI 9.4, RI 9.6, SL 9.1, SL 9.6) :
(Approximately 40-50 minutes)

Distribute the graphic organizer for the first text (“U.S. Data Collection Fact Sheet”). Instruct students to complete the sections of the organizer for evidence and their perspective on the appropriateness of the government’s action. For the moment, they should leave the section on their partner’s perspective blank, as their initial thinking should be done independently. Once they have gathered evidence to answer each question and recorded their own perspective on the government’s actions, they should discuss their responses with a partner, to discover where they are in agreement, where they differ, and where they have understood the text differently. They should record their partner’s perspective on the graphic organizer. They may also note any new information that has helped them understand or think about the text differently.

The process for completing the organizer is as follows:

- a. Answer each question individually, citing evidence to support your response.
- b. Write down your perspective on whether the action taken by the government seems reasonable. Include why you think the action is reasonable or not.
- c. Talk with a partner about his/her response to the questions; take notes on his/her thinking.

DAY 2

Text 2: Schneier, Bruce. “The Eternal Value of Privacy.” Wired. 18 May 2006. Web. 8 Oct. 2013.
<<http://www.wired.com/politics/security/commentary/securitymatters/2006/05/70886>>



Key Understanding: Privacy is an inherent human right that is fundamental to our liberty. The desire for privacy is not an indication of guilt or innocence. Without freedom from fear of observation and the resulting negative consequences of correction, judgment, and plagiarism of our uniqueness, we aren't truly free.

Materials:

Text 2 (link)
Text 1
Graphic Organizers 1 and 2

1. **Reading Text 2 (RI 9.1, RI 9.2):**

(Approximately 20 minutes)

Give students the article, “The Eternal Value of Privacy.” Read once for the gist. Teachers may read the text out loud, or have students read independently or with partners. Then, instruct students to read the text a second time independently to annotate the text. They should underline/highlight any words and/or phrases that they have questions about or that they believe could be relevant to their understanding of the text. Have them discuss their annotations in small groups, working together to clarify confusing parts or define unfamiliar vocabulary. Depending upon the language needs of your students, you may take some time to clarify any misconceptions or vocabulary that cannot be determined from context.

2. **Note-taking and Discussion (RI 9.1, RI 9.2, RI 9.4, RI 9.6, SL 9.1, SL 9.6) :**

(Approximately 30-40 minutes)

Distribute the graphic organizer for the second text (“The Eternal Value of Privacy”). Instruct students to complete the organizer independently. They should refer to texts 1 and 2 as necessary as they address the questions. Once students have completed the organizer, they should engage in a conversation with a partner or small group to share their responses. On the back of their organizers, students should add notes on their partners’ ideas, including:

- Ideas that resonate with them
- Ideas they disagree with
- Shared quotes that are different than their own that they find helpful
- Explanations that are clear or expressed particularly well

3. **Reflection**

(Approximately 5-7 minutes)

At the close of the discussion, have students return to their graphic organizer for Text 1. They should review their entries for “My perspective on the government’s actions.” Have students respond to the following question on a separate piece of paper:



After reading Schneier’s article, “The Eternal Value of Privacy,” and discussing your ideas with your classmates, how has your perspective on the government’s actions changed or stayed the same? Why?

Day 3

Text 3: Rushkoff, Douglas. “NSA’s phone snooping a different kind of creepy.” CNN. 6 June 2013. Web. 20 Nov. 2014.

< <http://www.cnn.com/2013/06/06/opinion/rushkoff-nsa-verizon/> >

Key Understanding: Everything we do in the digital realm creates a data trail that very likely will be accessed by someone at some time. Realistically we must assume this will happen, while at the same time, we should realize that our individual data is not the focus of data collection.

Materials:

Text 3 (link)
Text 1
Graphic Organizer #3

1. **Reading Text 3 (RI 9.1, RI 9.2):**

(Approximately 20 minutes)

Give students the article, “NSA’s phone snooping a different kind of creepy.” Read once for the gist. Teachers may read the text out loud, or have students read independently or with partners. Then, instruct students to read the text a second time independently to annotate the text. They should underline/highlight any words and/or phrases that they have questions about or that they believe could be relevant to their understanding of the text. Have them discuss their annotations in small groups, working together to clarify confusing parts or define unfamiliar vocabulary. Depending upon the language needs of your students, you may take some time to clarify any misconceptions or vocabulary that cannot be determined from context.

2. **Note-taking and Discussion (RI 9.1, RI 9.2, RI 9.4, RI 9.6, SL 9.1, SL 9.6) :**

(Approximately 30-40 minutes)

Distribute the graphic organizer for the third text (“NSA’s phone snooping a different kind of creepy”). Instruct students to complete the organizer independently. They should



refer to texts 1 and 3 as necessary as they address each question. Once students have completed the organizer, they should engage in a conversation with a partner or small group to share their responses. On the back of their organizers, students should add notes on their partners' ideas, including:

- Ideas that resonate with them
- Ideas they disagree with
- Shared quotes that are different than their own that they find helpful
- Explanations that are clear or expressed particularly well
-

3. **Reflection**

(Approximately 5-7 minutes)

At the close of the discussion, have students return to their graphic organizer for Text 1. They should review their entries for “My perspective on the government’s actions.” Have students respond to the following question on a separate piece of paper:

After reading Russkoff’s article, “NSA’s phone snooping a different kind of creepy,” and discussing your ideas with your classmates, how has your perspective on the government’s actions changed or stayed the same? Why?

Days 4-5

Materials:

Texts 1-3
Graphic Organizers and notes for each text
Constructed Response Evidence-Based Questions
Counter-argument Planning Template (Optional)
Writing Prompt
Lined paper

1. **Text-Dependent Questions** (RI 9.1, RI 9.2, RI 9.4, RI 9.6, RI 9.8) :

(Approximately 40–50 minutes)

Distribute the Evidence-based Questions sheet. Instruct students that they should respond to these questions independently, using the texts, their notes, and graphic organizers to help them.

EBQ’s:

“The Eternal Value of Privacy” – Bruce Schneier



1. Throughout the text, Schneier discusses “right and wrong” behavior, both on the part of the individual and on the part of the government. According to Schneier, whose “right and wrong” behavior should concern us more – the individual’s or the government’s? Why? Cite evidence from the text to support your response.
2. In paragraph 3 Schneier expresses his concerns about government surveillance with the Latin quote, “*Quis custodiet custodes ipsos?* (‘Who watches the watchers?’)”
 - a. How does the use of the Latin quote impact the reader’s understanding of Schneier’s central idea?
 - b. How might Rushkoff respond to Schneier’s concerns?Cite evidence from both texts to support your responses.
3. How are Schneier’s concerns reflected in the U.S. Data Collection Fact Sheet? Cite evidence from both Schneier and the fact sheet to support your response.

“NSA’s phone snooping a different kind of creepy” – Douglas Rushkoff

1. In paragraph 3, Rushkoff states that the idea that the government would invade our privacy through tracking of our personal conversations and data was once considered paranoid. In paragraph 4, he points out that “we’re all walking around with tracking devices in our pockets...” According to Rushkoff, who is tracking our data and for what purposes? (Consider how their purposes might be similar and/or different.) Cite evidence from the text to support your response.
2. Rushkoff suggests that the government only collects “big data” on us so they can understand general patterns of behavior to determine what is “normal” and what might indicate a threat. In paragraph 6, he states, “We are not the targets so much as the control group¹.”
 - a. What does this statement reveal about Rushkoff’s perspective on the public’s role in government data collection?
 - b. How would Schneier respond to Rushkoff’s statement?Cite evidence from both texts to support your responses.
3. How is Rushkoff’s perspective reflected in the U.S. Data Collection Fact Sheet? Cite evidence from both Rushkoff and the fact sheet to support your response.



2. **(Optional) Planning and Organizing the Essay: (W 9.1, W 9.9)**
(approximately 30 minutes)

Distribute the prompt sheet to students. Explain to them that they are now to use all their notes and the texts to help them organize their essay.

Distribute the “Counterargument Planning” template. Students should follow the directions on the template to develop their counterargument. Students should also have all their texts, graphic organizers, and text-dependent questions in front of them as they complete the template.

3. **Performance Task (Writing Prompt) (W 9.1, W 9.4, W 9.9)**
(Approximately 50 minutes)

Explain to students that they are now to use all their notes, organizers, responses to the questions and the texts to help them organize and write their essay.

Should digital privacy be an expectation in the 21st century? After reading three texts that deal with digital privacy, write an essay in which you address the question and argue whether we should be able to expect digital privacy in the 21st century. Support your position with evidence from all three texts.

U.S. Data Collection Fact Sheet

(CNN) -- Government surveillance of telephone records and conversations in the name of national security is a controversial topic that goes back decades. Recently there have been reports that the U.S. government is collecting data on private citizens. The data includes telephone records in the United States and some Internet traffic overseas.

The following information explains what the government is collecting, how it affects you, and what the legal debate is about.

1. **I live in the United States. What kinds of records is the government collecting on me?**
 - a. U.S. officials acknowledge collecting domestic telephone records. These records contain the time and date of calls and the telephone numbers involved. The Guardian newspaper also published a secret court order that indicates the government is getting some information that would show locations and specific handsets used in calls.

2. **I live overseas. What might the United States have?**
 - a. If you're a United States citizen or permanent resident overseas, the government says it's not collecting anything on you. Any data the government gets is incidental. Such data is kept under strict controls.
 - b. Director of National Intelligence James Clapper has indirectly confirmed a program called PRISM. This program collects data from overseas customers of large internet service companies like Microsoft, Yahoo, and Google and Apple. The program is designed to collect "audio and video chats, photographs, e-mails, documents" and other materials. The Wall Street Journal reported on the program and has said the data doesn't include the contents of messages.

3. **Is the government listening to my phone calls?**
 - a. Clapper says it's not.

4. **What happens to the records?**
 - a. The telephone records go into a database. They can't be accessed unless a judge gives approval in a national-security investigation.
 - b. Senator Dianne Feinstein is chairwoman of the Senate Intelligence Committee. She said that the records can't be accessed unless the government can show reasonable suspicion that they are relevant to terrorist activity.
 - c. Clapper said the Internet monitoring data is "used to protect our nation from a wide variety of threats."

5. **Why does the government need this information?**

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- a. A senior Obama administration official said that the government needs this information "to discover whether known or suspected terrorists have been in contact with other persons who may be engaged in terrorist activities, particularly people located inside the United States."
- b. Clapper said that the telephone records allow analysts to observe patterns over time and "make connections related to terrorist activities." The Internet data collected overseas is extremely important. It "is used to protect our nation from a wide variety of threats," he said.

6. Who approved these programs?

- a. Officials say both programs have been approved by all three branches of government.
- b. The telephone records collection program was authorized by the Foreign Surveillance Intelligence Court. Clapper said there are strict rules that apply to the program, and it is reviewed every 90 days.
- c. The court is a special judicial office set up as part of the 1978 Foreign Intelligence Surveillance Act (FISA). The court operates in secrecy. It reviews requests by intelligence agencies to conduct electronic surveillance and other activities as part of espionage, terrorism and national security investigations.

7. Is it legal?

- a. The FISA Court, Clapper and other administration officials obviously think so. But many privacy advocates and some lawmakers believe this sort of broad data collection goes too far.

8. Has this happened before?

- a. In 2006, reports revealed that the NSA was secretly collecting telephone records to help them discover possible terror plots.
- b. Other programs also raise concerns about government collection of data. Some of these programs go back decades. In fact, abuses by intelligence services led to the passage of the Foreign Intelligence Surveillance Act. Its passage was an effort to rein in domestic surveillance practices.

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(Adapted from, "How does U.S. data collection affect me?" by Michael Pearson of CNN.

<http://www.cnn.com/2013/06/06/politics/nsa-verizon-records-questions/>)

Smarter Balanced Argumentative Writing Rubric (Grades 9-10)

Sample Generic 4-point Argumentative Writing Rubric (Grades 9-10)

| Score | Statement of Purpose/Focus and Organization | | Development: Language and Elaboration of Evidence | | Conventions |
|-------|---|--|---|--|---|
| | Statement of Purpose/Focus | Organization | Elaboration of Evidence | Language and Vocabulary | |
| 4 | <p>The response demonstrates intention and focus in the inclusion of information:</p> <ul style="list-style-type: none"> • Extraneous information is omitted • Claim is clearly and succinctly stated • Cohesion from start to finish • A claim and counter claim on a either side of an issue are introduced; strengths and limitations of both are acknowledged | <p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> • Logical and cohesive progression of ideas from beginning to end • Strong connections and clear relationships among ideas • Identifies and explains instances of objective and subjective information | <p>The response provides thorough and convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> • Textual evidence strongly supports claim and reasoning • Analysis of evidence supports and extends reader’s understanding of the claim and reasoning • Significance of analysis is insightful, unambiguous, and pertinent • The response effectively presents evidence from multiple sources | <p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> • Effectively employs academic and domain specific vocabulary • Effectively employs a variety of sentence structures to shape the argument and engage the reader • Effectively establishes a formal, authoritative tone | <p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> • Few if any errors in conventions, spelling, and grammar |

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Smarter Balanced Argumentative Writing Rubric (Grades 9-10)

| Sample Generic 3-point Argumentative Writing Rubric (Grades 9-10) | | | | | |
|---|--|---|--|--|--|
| Score | Statement of Purpose/Focus and Organization | | Development: Language and Elaboration of Evidence | | Conventions |
| | Statement of Purpose/Focus | Organization | Elaboration of Evidence | Language and Vocabulary | |
| 3 | <p>The response demonstrates focus in the inclusion of information:</p> <ul style="list-style-type: none"> • Extraneous information is omitted • Claim is clearly stated • Response maintains cohesion through most of the text • A claim and counter claim on a either side of an issue are introduced; strengths and/or limitations of both are acknowledged | <p>The response has a clear organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> • Logical and cohesive progression of ideas from beginning to end • Clear connections and relationships among ideas • Identifies and attempts to explain instances of objective and/or subjective information | <p>The response provides convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves depth that is specific and relevant:</p> <ul style="list-style-type: none"> • Textual evidence clearly supports claim and reasoning • Analysis of evidence provides some support and extension for reader’s understanding of the claim and reasoning • Significance of analysis is reliable and pertinent • The response effectively presents evidence from multiple sources | <p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> • Effectively employs academic and domain specific vocabulary • Employs a variety of sentence structures to shape the argument and engage the reader • Establishes a formal, authoritative tone | <p>The response demonstrates a command of conventions:</p> <ul style="list-style-type: none"> • May contain some errors in conventions, spelling, and grammar, which do not interfere with reader’s understanding of the text |

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Smarter Balanced Argumentative Writing Rubric (Grades 9-10)

| Sample Generic 2-point Argumentative Writing Rubric (Grades 9-10) | | | | | |
|---|--|--|---|---|--|
| Score | Statement of Purpose/Focus and Organization | | Development: Language and Elaboration of Evidence | | Conventions |
| | Statement of Purpose/Focus | Organization | Elaboration of Evidence | Language and Vocabulary | |
| 2 | <p>The response demonstrates some focus in the inclusion of information:</p> <ul style="list-style-type: none"> • May include some extraneous information • Claim is stated • Limited cohesion throughout the text • A claim and counter claim on a either side of an issue are introduced | <p>The response has an organizational structure:</p> <ul style="list-style-type: none"> • Progression of ideas is inconsistent • Attempts to make connections among ideas • Distinguishes between fact and interpretation | <p>The response provides support/evidence for the writer’s claim that includes the use of sources, facts, and details. The response lacks depth:</p> <ul style="list-style-type: none"> • Some textual evidence supports claim and/or reasoning • Analysis of evidence provides some support for reader’s understanding of the claim and reasoning • Analysis of evidence is reliable and pertinent • The response presents evidence from at least one source | <p>The response expresses ideas using mostly clear language:</p> <ul style="list-style-type: none"> • Attempts to employ academic and domain specific vocabulary, but may have some errors in use • Very little variety of sentence structure • Attempts to establish a formal or authoritative tone | <p>The response demonstrates a command of conventions:</p> <ul style="list-style-type: none"> • Contains some errors in conventions, spelling, and grammar, which interfere with reader’s understanding of the text |

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Smarter Balanced Argumentative Writing Rubric (Grades 9-10)

Sample Generic 1-point Argumentative Writing Rubric (Grades 9-10)

| Score | Statement of Purpose/Focus and Organization | | Development: Language and Elaboration of Evidence | | Conventions |
|-------|--|---|---|---|--|
| | Statement of Purpose/Focus | Organization | Elaboration of Evidence | Language and Vocabulary | |
| 1 | <p>The response lacks focus:</p> <ul style="list-style-type: none"> Includes extraneous information Claim is not clearly stated Lacks cohesion throughout the text No counterclaim is introduced | <p>The response has limited or no organizational structure:</p> <ul style="list-style-type: none"> No progression of ideas No connections among ideas Does not distinguish between fact and interpretation | <p>The response fails to provide support/evidence for the writer's claim, and/or does not include the use of facts and details. The response lacks depth:</p> <ul style="list-style-type: none"> Little or no textual evidence is provided Analysis is lacking Evidence, if provided, lacks relevance The response fails to present evidence from at least one source | <p>The response expresses ideas using mostly vague or confusing language;</p> <ul style="list-style-type: none"> Does not attempt to employ academic and domain specific vocabulary, or has many errors in use Uses primarily simple sentences Does not establish a formal, authoritative tone | <p>The response demonstrates a limited command of conventions:</p> <ul style="list-style-type: none"> Contains many errors in conventions, spelling, and grammar, which interfere with reader's understanding of the text |

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