

Interim Assessment **Grade 8 Teacher Administration Guide**

This writing assessment is designed to be completed over a period of 2 - 3, 50 minute class periods. Students should begin by analyzing the documents in groups, with the teacher acting as facilitator. This analysis should take no longer than two days.

Students should be provided one entire class period to write a response to the prompt. All responses should use evidence to craft a well thought out response to the prompt. All evidence should be drawn from the primary and secondary sources included within this assessment.

Teachers are expected to share the scoring rubric with students before they begin a written response to the prompt.

Standards Alignment

Please note that while students might be incorporating other Common Core State Standards for Literacy in History/Social Studies, they are being assessed only on the standard(s) listed below.

History/Social Science Grade 8 Content Standards

8.2.4 Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.

Literacy in History/Social Studies Common Core State Standards **Reading Standards for Literacy in History/Social Studies**

Key Ideas and Details

6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

Text Types and Purpose

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain a topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

- b. Support claims(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text using credible sources.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Research to Build and Present Knowledge

- 9. Draw evidence from information texts to support analysis reflection, and research.

Range of Writing

- 10. Write routinely over extended time frames and short time frames for a range of discipline-specific tasks, purposes, and audiences.