Interim Assessment Overview: Grade 6

The Periodic Assessments for grades 6 through 8 are designed as extended constructed response tasks that have been embedded in units of instruction. These units and tasks address the four strands of the Common Core State Standards (CCSS), and focus on Argument writing. Units have been designed using the CCSS and the Expository Reading and Writing Course (ERWC) materials for middle school, designed by California State University faculty and secondary school teachers. The decision to provide units attached to the assessments was made in response to teacher feedback from the first periodic assessment this year, requesting more instructional support and more time. Existing ERWC middle school units were modified to provide more options for scaffolding, address vocabulary more directly, and in some cases, provide more authenticity and variety in texts. The units have been heavily scaffolded to address the needs of all learners. Teachers are encouraged to use the instructional tools provided, as well as any other tools at their disposal to differentiate instruction to best suit the needs of their students.

A key process in the delivery of these units and assessments is the *Plan-Deliver-Reflect-Refine/Revise* cycle. Prior to beginning the unit, teachers should meet during professional development banked time or grade-level meeting time to analyze the units/assessments in grade-level teams in order to *plan* for instruction. Planning should include conversations about whether to incorporate part or all of these Argument units into existing instructional units on Persuasion, or simply to replace the Persuasion units; which activities should be included, omitted or modified; pacing of the unit and its activities; and so on. It is important that teachers download the teacher directions in order to become familiar with the entire unit. It is also recommended that teachers read and annotate their copies of the texts before teaching the unit in order to anticipate difficult sections, plan instruction, and bolster student discussion. When considering pacing, remember that **the assessment window will close February 13, 2015**. Students should have completed the assessment by this date. After *delivery* of instruction and assessment, teachers should meet again to *reflect* on the student work produced, and also on the instruction and assessment processes, and to determine next steps for *refining/revising* instruction. Although the assessment must be completed by May 2, if further instruction is necessary, and/or if teachers wish to have students continue developing their essays into more polished pieces after the assessment, the units may be extended beyond the **February 13th assessment window**. Post-assessment activities are included in the units to help with further drafting and revision.

Every effort has been made to limit the amount of copying needed by schools. Unit documents are divided into three groups: "Teacher Directions," "Student Packet," and "Activities and Templates." The student packet, which should be reproduced for students, includes the texts, writing prompt, and scoring rubrics. Other useful materials that teachers may or may not wish to copy for students may be found under "Activities and Templates."

The Smarter Balanced rubrics have been adapted for each grade by the LAUSD Secondary Literacy team. The Smarter Balanced Assessment Consortium (SBAC) has not released revised rubrics for each secondary grade; however, we believe that teachers and students need a rubric that is more specific to the expectations at each grade level.

Lexile levels for the texts included in the unit have been provided. However, it is important to remember that lexile, a quantitative measure of text difficulty, is not the only determiner of text complexity. The CCSS approach to text complexity involves a three part model that incorporates: qualitative dimensions (levels of meaning or purpose, structure, language conventionality and clarity, knowledge demands); quantitative demands (word length or frequency, sentence length, and text cohesion); and, reader and task considerations (motivation, knowledge, experiences, complexity of task or questions posed). For further information on text complexity, please see Appendix A of the ELA/Literacy Common Core State Standards. You may also find helpful information, including the stretch bands for lexiles under the CCSS, on lexile.com. The middle school lexile range under the CCSS is 925L-1185L.

A Note on Argumentative Writing

This assessment is designed to be an instructional experience that uses writing an argumentative text as an assessment <u>for</u> 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.

Content Area	English Language Arts
Unit	Argument – *What is the role of parent involvement in education and adolescent development?*
Grade Level	Grade 6
Target Area	Extended Constructed Response - Argument
ELA Common Core State Standards (Assessed standards are indicated in bold)	**RI 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.** RI 6.2 Determine a central idea of a text and how it is conveyed through particular details, provide a summary of the text distinct from personal opinions or judgments. RI 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **RI 6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.** **RI6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.** **W 6.1 Write arguments to support claims with clear reasons and relevant experiences.** **W 6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** **W. 6.9 Draw evidence fom literary or informational texts to support analysis, reflection, and research.** SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **L 6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** **L6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SBAC Assessment Claims	**Claim 1**: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. **Claim 2**: Students can produce effective and well-grounded writing for a range of purposes and audiences. **Claim 3**: Students can employ effective speaking and listening skills for a range of purposes and audiences.
Assessment Overview	This assessment task will be completed over three days. The prewriting/planning in part one will involve reading, plus note-taking and speaking and listening. In part two, students will be asked to draft an argumentative speech.

Los Angeles Unified School District
Secondary Literacy/English Language Arts

6th Grade Argument Unit and Assessment

Adapted from "Helicopter Parents-Help or Hindrance?"

ERWC Grade 7 Middle School Module developed by Jennifer Fletcher

TEACHER VERSION   GRADE 6

Reading Selections for this Unit:

Los Angeles Unified School District's(LAUSD) 2013-2014 Parent-Student Handbook (pp. 16-17) http://home.lausd.net/pdf/Families_Forms/2013-2014_Parent_Student_Handbook.pdf (Lexile=810)

 Strauss, Valerie. "Putting Parents in Their Place: Outside Class." *Washington Post* 21 Mar. 2006. N. pag. Web. 7 Sep. 2011. <http://www.washingtonpost.com/wp-dyn/content/article/2006/03/20/AR2006032001167.html>. (Lexile=1430)

"Perseverance" Derek Redmond
https://www.dropbox.com/s/glbg74oqa1p7gk4/%27Perseverance%27%20Derek%20Redmond.mp4

Supplementary Reading Selections for this Unit:

Belkin, Lisa. "In Defense of Helicopter Parents." *Motherlode: Adventures in Parenting.* New York Times, 4 Mar. 2009. Web. 7 Sept. 2011. <http://parenting.blogs.nytimes. com/2009/03/04/in-defense-of-helicopter-parents/>. (Lexile=1190)

Jackson, Shirley "Charles," *Mademoiselle*, July 1948. (also available within the LTEL course materials for Grade 6. See Great Source Education Group. *Reader's Handbook*. Wilmington: Houghton Mifflin, 2001. 296-303. Print.)

Unit Description

This unit is designed as an addendum to the LAUSD Persuasion Unit in the Instructional Guide. The Persuasion Unit has generally been taught as the fourth component of the Instructional Sequence, but in this year of transition to the Common Core, Persuasion has been moved to the third component of the Instructional Sequence, and this focus on Argument has been added. This unit leads directly to a writing task that is intended to be the second periodic assessment for grade 6, which is a speech where students will defend their claim about whether or not their school should keep the parent center open all week.

Key Understanding/Essential Question

- What is the role of parent involvement in education and adolescent development?

Module Objectives

Students will:

- Transition from Persuasion to Argument

- Identify, describe, and respond to multiple perspectives on an issue

- Understand how authors make specific stylistic choices to strengthen their argument

- Use evidence to support and argument

Culminating Task

Review your notes and sources to plan, draft, and revise your writing. You may use your notes and refer to the sources. You may also refer to the answers you wrote to questions about the materials. Now read your assignment and the information about how your article will be scored; then begin your work.

Prompt: Due to budget cuts, the Parent Center at your school will only be open for two days per week, instead of five. You have been invited to speak about the role of parent involvement at the next Board of Education meeting. Your assignment is to write an argumentative speech on this topic. In your speech, you will defend a claim about whether or not your school should keep the Parent Center open all week. Support your position with information and analysis from the sources you have examined. The audience for your speech will be the superintendent, board members, teachers, parents, and students from the district.

Sequence of Activities

Activity Numbers	Content	Purpose
1-2	Parent Involvement	Offer a context for the unit of instruction and collect student data
3-7	Informational Text: LAUSD Parent Handbook section on Parent Involvement	Provide instructional support for close reading, text-dependent questions, synthesis and academic vocabulary.
8-15	Argumentative Text: Putting Parents in Their Place: Outside Class	Provide instructional support for close reading, text-dependent questions, synthesis, shades of meaning, and rhetorical devices.
16-17	Perseverance video	Provide a third text about parent involvement to further engage students in dialogue.
18	Post Reading Survey	Provide students with instruction about synthesis through paraphrasing in print or speech.
19-20	Culminating Task/Assessment	Students will write an argumentative speech, using text-based evidence, to defend a claim about parent involvement.
21-23	The Writing Process	Optional support for students to revise and edit their writing,
24	Reflecting on Writing	Provide students the opportunity to reflect on the process.

Reading Rhetorically

Prereading

Getting Ready to Read

One way to prepare students to read the excerpt from the LAUSD 2013-2014 Parent-Student Handbook is by using an Anticipation/Reaction Guide to assess their prior knowledge and attitudes on the subject of parent involvement in students' school lives. Students should complete Column I of the guide before they read; Column II is for the students' reactions to Strauss's article. Anticipation/ Reaction Guides thus offer students a powerful tool for assessing the extent to which their views have been impacted by their reading experiences.

Activity 1: Getting Ready to Read-Anticipation Guide

Directions: Read each statement. Then, in column one (labeled PRE), write a plus sign (+) if you agree with the statement, a minus sign (-) if you disagree, or a question mark if you are unsure about your opinion. For most statements there are no right answers. Towards the end of the unit, you will indicate your reactions in column two (labeled POST).

	Pre	Post	
1.	____	____	Sixth graders benefit from parent involvement at school.
2.	____	____	Schools should limit parents' access to classrooms.
3.	____	____	Parent volunteers have a positive impact on learning.
4.	____	____	It's a parent's job to smooth out life's bumps for their kids.
5.	____	____	Children should ask parents for help when they need it.

After students record their responses to the Anticipation Guide statements, invite them to deepen their thinking with a quickwrite or Take a Stand Activity. The quickwrite allows students with a low-stakes opportunity to explore one idea. The Take a Stand allows students to have a kinesthetic opportunity to engage in listening and speaking.

Activity 2:Getting Ready to Read Option 1- Quickwrite

Choose a statement from the Anticipation Guide and explain why you agree or disagree with this particular statement.

Activity 2 Option 2: Take a Stand

Your teacher will place a sign for "agree" on one side of the room and "disagree" on the other side. All students stand in the middle of the room.

1. After the teacher reads each statement aloud, walk to the side of the room that expresses your viewpoint.

2. Once you have taken a stand, create a trio and explain your reason for choosing this side.

3. The teacher will ask for 2-3 volunteers for each side to paraphrase their trios thinking.

4. Your teacher will repeat the process for each statement.

5. Return to your seats and talk about the results of the activity with your classmates in a large group dialogue.

Surveying the Text

Before you ask students to read Los Angeles Unified School District's (LAUSD) 2013-2014 Parent-Student Handbook (pp. 16-17), ask students to scan--or just glance over--the entire document. Students can then use their first impressions of the topic and style of the document to make predictions about its content.

Activity 3: Surveying the Text

Discuss the following questions:

1. What are you noticing about the structure of this document?

2. Look at the headings. Create a question based on the heading. For example, Parent Involvement is one of the headings. A question might be, "Why is parent involvement important?"

3. What do you think is the document's purpose?

4. Who is the intended audience?

Understanding Key Vocabulary

To support students with the key vocabulary, the following Vocabulary Quadrant from Student Achievement Partners is a resource for teachers. It identifies vocabulary to support instruction for close reading and analysis. After you have reviewed the vocabulary, choose one of the activities below to support vocabulary development. You may also bring in other vocabulary development strategies.

	These words require less time to learn (They are concrete or describe an object/event/ process/characteristic that is familiar to students)	These words require more time to learn (They are abstract, have multiple meanings, are a part of a word family, or are likely to appear again in future texts)
Meaning can be learned from context	conclusively primary* benefits quality isolation collaborate essential literacy confer express values*	com*= comprehensive /component evident ensure mutually supportive affirms advocating* assets recognizes*
Meaning needs to be provided	handbook institution School Experience Survey School Report Card	fear of reprisal critical dimension extent Education Code/Education Policy resolution integral* reprisal

*an Access to Core term which will support English Language Development

A concept sort is a vocabulary and comprehension strategy used to familiarize students with the vocabulary of a new topic. Students are provided with a list of terms or concepts from a reading. Students place words into different categories based on each word's meaning. Categories can be defined by the teacher or by the students. When used before reading, concept sorts provide an opportunity for teachers to assess what students already know about the given content.

Activity 4 Understanding Key Vocabulary option 1: Concept Sort

1. Group the words together based on their meanings.

2. With your group, develop categories for each group of words.

3. Based on the words and the categories, discuss what you think the text might be about. Be prepared to share the important points of your discussion with the class.

The words listed in the vocabulary self-assessment chart below are important to understanding the LAUSD Parent Involvement Policy. The chart will help students track their understanding of the words.

Activity 4 Understanding Key Vocabulary Option 2: Assessing Key Vocabulary

Review the list below and before you read, write the definition (if you know it) and mark if you know it (K), have an idea about it (I), or don't know it (D).

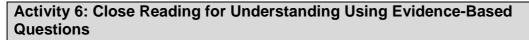| Word	Definition	Before Reading Know it well (K)	Have an idea (I)	Don't know it (D)	After Reading K, I, or D
asset					
ensure					
essential					
extent					
handbook					
integral					
reprisal					

Reading

Reading for Understanding

The first reading of a text is intended to help your students understand the text and confirm their predictions. This is sometimes called reading "with the grain" or "playing the believing game." Adding a teacher-modeled "Think Aloud" -along with opportunities for students to Think Pair Share- to the first reading can also help younger students understand the active meaning-making strategies that characterize fluent reading.

Activity 5: Reading For Understanding- Read to Get the Gist

Read the document independently and mark your text to support your understanding of its purpose. After you finish the document, discuss the following questions with your classmates:

1. What are some key ideas about parent involvement, parental rights and responsibilities?

2. What were some new ideas for you?

3. Look at the questions you created from question 2 for Activity 3: Survey the Text. Answer the questions you generated and quiz a partner to check understanding.

Students will re-read the document and answer the following evidence-based questions. A continued close reading will provide students with opportunities to deepen their understanding of the informational text. The following evidence-based questions should be used to engage students in a close reading of the text. These questions were designed to be completed in pairs or small groups. Students should have the opportunity to discuss their responses as a class.

Activity 6: Close Reading for Understanding Using Evidence-Based Questions

Work with your classmates to respond to the questions below.

1. The text states that, "A critical dimension of effective schools is parent involvement." What is meant by "critical dimension"? Why is parental involvement a critical dimension of effective schools?

2. How can parents and schools work as equal partners to ensure student success?

3. What is the difference between parents' rights to ensure their child's success and their responsibilities?

4. What is the purpose of this document?

Postreading

Summarizing and Responding

For Activity 7 students will be working independently, in pairs, and in groups of four to create a summary paragraph of the excerpt of the LAUSD 2013-2014 Parent-Student Handbook. This activity is adapted from the 95 Percent Group's "Eight Important Words." Each student will need eight index cards for this activity.

Activity 7: Summarizing and Responding- Eight Key Words

You are going to share the information that you just read from the text. You will need eight index cards for this activity.

1. Select at least eight key words that you feel will be the most useful for

   sharing information from the text.

2. Write one key word on each of the index cards.

3. Share your words with a partner. Select the eight key words that you both

   agree are significant or necessary for sharing information from the text.

4. Place the eight key words in a logical order.

5. With your partner, take turns sharing information from the text using the

   eight key words.

6. After you and your partner have shared, make any changes to the key

   words that you have selected by eliminating or adding words.

7. Return to your seat and use your eight words to write the main idea and

   the most important details of the text.

Students will read a second text about parental involvement.

Reading Rhetorically

Prereading

Surveying the Text

Before you ask students to read "Putting Parents in Their Place: Outside Class," ask them to scan—or just glance over—the entire article. Students can then use their first impressions of the topic and style of the article to make predictions about its content.

Activity 8: Surveying the Text

Write the answers to the following questions.

1. What does the title, "Putting Parents in Their Place: Outside Class," tell you

about Strauss's position on appropriate parent involvement in schools?

2. What does it mean to "put someone in his or her place"?

3. What do you think is the article's purpose?

4. Turn the subheading of "Putting Parents in their Place" into a question.

5. In what ways is the structure of this text different than the text you read from
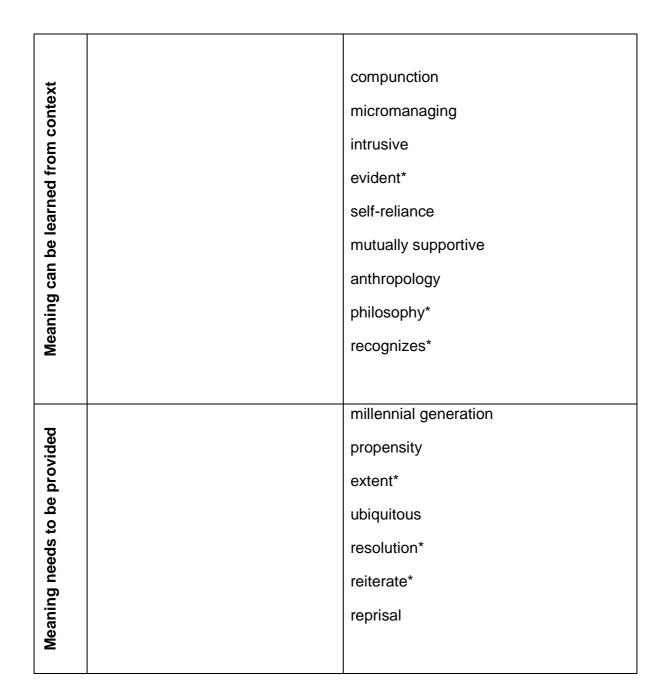
the Parent Handbook?

Understanding Key Vocabulary

To support students with the key vocabulary, the following Vocabulary Quadrant from Student Achievement Partners is a resource for teachers. It identifies vocabulary to support instruction for close reading and analysis. After you have reviewed the vocabulary, choose one of the activities below to support vocabulary development. You may also bring in other vocabulary development strategies.

	These words require less time to learn (They are concrete or describe an object/event/ process/characteristic that is familiar to students)	These words require more time to learn (They are abstract, have multiple meanings, are a part of a word family, or are likely to appear again in future texts)

Meaning can be learned from context		compunction
		micromanaging
		intrusive
		evident*
		self-reliance
		mutually supportive
		anthropology
		philosophy*
		recognizes*
Meaning needs to be provided		millennial generation
		propensity
		extent*
		ubiquitous
		resolution*
		reiterate*
		reprisal

The words listed in the vocabulary self-assessment chart below are important to understanding the text "Helicopter Parents." The chart will help students track their understanding of the words.

Activity 9: Assessing Key Vocabulary

Review the list below and before you read, write the definition (if you know it) and mark if you know it (K), have an idea about it (I), or don't know it (D).

		Before Reading			After Reading
Word	Definition	Know it well (K)	Have an idea (I)	Don't know it (D)	K, I, or D
helicopter parent					
self-reliant					
micromanaging					
intrusive					
mutually supportive					
pesky					
extent					

Reading

Reading for Understanding

The first reading of a text is intended to help your students understand the text and confirm their predictions. This is sometimes called reading "with the grain" or "playing the believing game." Adding a teacher-modeled "Think Aloud" -along with opportunities for students to Think Pair Share- to the first reading can also help younger students understand the active meaning-making strategies that characterize fluent reading.

Students will read the document independently and mark their texts to support their understanding of its purpose.

Activity 10: Reading for Understanding- Read to Get the Gist

Read the document independently and mark your text to support your understanding of its purpose. After you finish the document, discuss the following questions with your classmates:

1. What are some key ideas about the idea of helicopter parents from

   this text?

2. What were some new ideas for you?

3. What additional questions to you have about helicopter parents and how they

   affect their children?

Students will read the document and answer the following evidence-based questions. A close reading will provide students with opportunities to deepen their understanding of the argumentative text.

Activity 11: Close Reading for Understanding Using Evidence-Based Questions

1. A helicopter parent is defined as a parent who is overly involved in the life

   of his or her child. What is Strauss' claim about helicopter parents?

2. In the opening paragraph of the text, Strauss uses the terms needy,

   overanxious and pesky to describe some parents. What is the

   connotation of these terms? How do these terms establish the author's

   opinion?

3. In line 13, Donald Pollock, chairman of the Department of Anthropology at

   State University of New York, describes the millennial generation as "poor

   babies." How does Strauss' use of Pollock's quotation strengthen her

argument?

4. Is Strauss a credible source for the issue of helicopter parents? Why or

why not? Use evidence from the text to support your response.

Considering the Structure of the Text

Considering the structure of the text, or otherwise graphically representing different aspects of the text, helps students gain a clearer understanding of the writer's rhetorical approach to the text's content and organization. Such activities also often lead to further questions and predictions that will help students analyze and more effectively comprehend what they have read.

Activity 12-Considering the Structure of the Text- Descriptive Outlining

Read "Putting Parents in Their Place" again, this time silently. Draw a line where you think the introduction ends. Then draw a line above where you think the conclusion begins. As you reread the article, consider not only what each section says, but also how it says it.

Now answer the following questions:

1. What is the main idea of each section?

2. What words, sentences, and or phrases does the author use to support her claim?

3. Which section is the most persuasive? Least persuasive? Explain your answer.

4. What doe you think is the text's main argument?

*Note: You may chuck the text for your students if necessary for this activity.

Analyzing Stylistic Choices

During this stage of the reading process, students engage more deeply with the text. They analyze the writer's choices, relate parts to the whole, and practice annotating the text. One way to help students engage in deeper reading is by studying word connotations.

Activity 13: Analyzing Stylistic Choices: Looking Closely at Language

A connotation is an emotional or cultural association of a word that can significantly impact the tone (or attitude) of a writer's work. These associations are what we think and feel when we read a word, not necessarily what we see when we look up a definition in a dictionary. For example, the word "water" carries connotations of life, purity, and renewal—none of which would appear in a standard dictionary entry for the term.
Complete the following with the whole class:

What feelings does each of the following words or phrases from "Putting Parents in their Place" create? What images or situations could you associate with each word or phrase? The first one is an example of possible responses.

Word/phrase	Feelings	Associations
Pesky	Irritation, annoyance, exasperation	Trivial problems, insects (like a fly), or something that won't go away (like a rash, stain, or little brother)
Screaming		
Kicked out		

After students have completed the activity, have them discuss the following question: How does the author's word choice impact her argument?

You may want to review the ways writers use the words of other writers, including direct quotations, paraphrase, and summary. The purpose of this exercise is to help students identify the source of different viewpoints in the article and how the author is using that source.

Activity 14: Looking Closely at Language- Using the Words of Others

Directions: This exercise is designed to help you become aware of the language that writers such as Strauss use to talk about the writing of others. For each of the following examples from "Putting Parents in their Place," identify the source of the comment (who said it) ,whether the remark is a direct quotation or a paraphrase and evidence (how you know) . If necessary remind students that a direct quote is an account of the exact words used by a person in a conversation or in writing while a paraphrase is a restatement of the words used by a person in a conversation or writing. You may also want to consider modeling the first statement with students.

Statement	Speaker (Who said it?)	Is it a direct quotation or a paraphrase?	Evidence
Educators say the shift in parental engagement coincides with the rise of the millennial generation, kids born after 1982.			
"They have been the most protected and programmed children ever -- car seats and safety helmets, play groups and soccer leagues, cellphones and e-mail," said Mark McCarthy, assistant vice president and dean of student development at Marquette University in Milwaukee.			
Some parents who once had unlimited access to classrooms or school hallways are being kicked out, principals say.			
College officials say they, too, are trying to find ways to handle ubiquitous parents.			
A problem is presented and parents are asked, "Tell me what you've done already to solve this problem," said Patricia Chase.			

After you complete the chart, discuss the following question:
How does using the words of others impact the author's credibility?

Postreading

Thinking Critically

In this section, students move beyond initial reactions toward deeper evaluations of texts by analyzing the argument and claims presented by the author and making connections across the texts read during the unit.

Note: The work that students completed in Activities 13 and 14 provide the scaffold for the next activity. Encourage students to refer back to Activity 13 and 14 as they prepare to complete Activity 15.

Activity 15: Thinking Critically- Responding to a Prompt

Respond to the following prompt. Refer back the work that you did in Activity 13 and Activity 14 to help you.

What is Strauss' claim in "Helicopter Parents"? Do you agree with her claim? Use information from the texts that we have read thus far to support your response.

Students will watch a short video clip of the Olympic athlete Derek Redmond who tore his hamstring at the 1992 Olympic Games in Barcelona but was able to finish the race with the help of his father. Read the brief biography about Redmond below to prepare students to watch the video. After the video, students will respond to the question in Activity 16.

Derek Redmond Former Olympian Athlete

Derek Redmond is one of Britain's greatest ever 400m Olympic athletes. During his career, he held the British record for the 400m sprint, and won gold medals in the 4x400m relay at the World Championships, European Championships and Commonwealth Games. He is best remembered for his performance at the 1992 Olympic Games in Barcelona where he tore his hamstring in the 400m semi-final but fought through the pain and managed to complete a full lap of the track as the crowd gave him a standing ovation.

"One of Britain's greatest ever 400m Olympic athletes"
http://www.speakers.co.uk/our-speakers/profile/derek_redmond

Activity 16: Thinking Critically- Responding to the Video

Think and respond to the questions below. Be prepared to share your response with your partner.

1. Based on what you saw in the video, would you consider Derek Redmond's father a "helicopter parent?" Why or why not?

2. Do you agree with the action that Derek Redmond's father took? Explain your answer.

Now students will have the opportunity to discuss the issue explored throughout the unit. Use the statement in Activity 17 to propel the discussion. Give students time to prepare for the discussion. Arrange the classroom into three sections. Make sure that students can see each other. Ask students who agree with the statement to sit on one side and those who disagree to sit on the opposite side. Ask students who are undecided to sit the remaining section. For an added challenge, you may want to consider assigning each student a side of the issue to discuss. If this configuration is not conducive to your classroom layout, arrange your room in a manner in which students can engage in a conversation with ease.

Activity 17: Thinking Critically- Philosophical Chair

Discussion Statement: Parents that are too involved

1. Read the statement and decide if you agree or disagree.

2. Sit facing each other across the center of the room depending on your response to the statement.

3. If undecided, sit in the neutral zone so that you can see both sides.

4. Briefly summarize the previous speaker's points before stating your response.

5. Think before you speak and organize your thoughts.

6. After speaking, wait until two other students have spoken before speaking again.

7. If you are sitting in the neutral zone, take notes on both sides. If your position

changes, move to the appropriate side and state why you can to this conclusion.
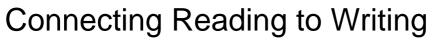
Reflecting on Your Reading Process

Reflection is an essential component in learning. Students benefit from sharing
and discussing with the class what they have learned about reading. Reflecting
on their own reading process helps students consolidate what they have learned
about being a thoughtful and active reader.

Activity 18: Reflecting on Your Reading Process- Post Reading Survey

Return to the survey that you completed at the beginning of the unit and mark your reaction to each
statement in the Post column. Be prepared to share with the class why your responses stayed the
same.

	Pre	Post	
1.	____	____	Sixth graders benefit from parent involvement at school.
2.	____	____	Schools should limit parents' access to classrooms.
3.	____	____	Parent volunteers have a positive impact on learning.
4.	____	____	It's a parent's job to smooth out life's bumps for their kids.
5.	____	____	Children should ask parents for help when they need it.

Connecting Reading to Writing

Discovering What You Think

Considering the Writing Task

In the workplace, the audience and purpose for writing are often very clear. While school is a preparation for various workplaces and real world activities, writing assignments frequently involve an invented audience and purpose.
As your students read the following assignment, help them imagine how the issue of parent involvement in schools impacts people they know, including themselves.

Activity 19: Considering the Writing Task- The Writing Assignment

Culminating Task:

Review your notes and sources to plan, draft, and revise your writing. You may use your notes and refer to the sources. You may also refer to the answers you wrote to questions about the materials. Now read your assignment and the information about how your article will be scored; then begin your work.

Prompt: Due to budget cuts, the Parent Center at your school will only be open for two days per week, instead of five. You have been invited to speak about the role of parent involvement at the next Board of Education meeting. Your assignment is to write an argumentative speech on this topic. In your speech, you will defend a claim about whether or not your school should keep the Parent Center open all week. Support your position with information and analysis from the sources you have examined. The audience for your speech will be the superintendent, board members, teachers, parents, and students from the district

Questions to Consider:

1. What is your claim-and why?

2. What evidence from reliable sources, would you offer to support your claim?

3. How will your conclusion connect all ideas, claims, and reasons in a logical way?

Remember: State Board of Education Policy #89-01A critical dimension of effective schooling is parent involvement. Research has shown conclusively that parent involvement in their children's education improves student achievement. Furthermore, when parents are involved at school, their children achieve at higher levels, and schools are more successful.

Writing Rhetorically

Entering the Conversation

Preparing to Write

To help students prepare to respond to the culminating task, have students complete the Parental Involvement Culminating Task Graphic Organizer. In the graphic organizer, students will identify their claim along with reasons and evidence to support their claim. After completing the graphic organizer, students will meet with a partner to share their ideas and receive feedback. The questions below can be used to help students provide meaningful feedback to their partners:

1. Is the claim clear and coherent? Does it make sense?

2. Are the reasons relevant to the claim?

3. Does the evidence adequately and appropriately support the claim?

After students have met with partners to discuss the graphic organizer, students can begin writing their speech.

Activity 20: Preparing to Write-Parental Involvement Graphic Organizer and Discussion

Directions: To prepare for the culminating task, complete the chart Parental Involvement Graphic Organizer provided to you by your teacher. You will share your claim, reasons and evidence with your partner. Your partner will provide feedback to you.

The following activities are not a required part of the assessment but can be used after the assessment to support students with editing and revising their speeches.

Writing Rhetorically

Entering the Conversation

Composing a Draft

For most writers, writing is a multi-draft process. As they create their first drafts, writers take risks, explore ideas, and think on paper, knowing that they will have an opportunity later to revise and edit. When students plan to turn in their first drafts as the final draft, they often pursue correctness and completion too early. If it is clear from the beginning that revision is an important part of the writing process, students can experiment with tentative positions and arguments that can be evaluated, refined, and sharpened in a later draft.

Activity 21: Composing a Draft

When you write an argumentative speech, choose an approach to the subject that matters to you. If you have strong feelings, you will find it much easier to gather evidence and convince your readers of your point of view. Keep in mind, however, that your readers might feel just as strongly about the opposite side of the issue. The following guidelines will help you write a good argumentative speech:

1. State your opinion on the topic in your thesis statement. To write a thesis statement for an argumentative speech you must take a stand for or against an action or an idea. In other words, your thesis statement should be debatable—a statement that can be argued or challenged and will not be met with agreement by everyone who reads it. Your thesis statement should introduce your subject and state your opinion about that subject.

2. Choose evidence that supports your thesis statement. Evidence is probably the most important factor in writing an argumentative speech. Without solid evidence, your speech is nothing more than opinion; with evidence, your speech can be powerful and persuasive. If you supply convincing evidence, your audience will not only understand your position but may agree with it.

Evidence can consist of facts, statistics, statements from authorities, and examples or personal stories. Examples and personal stories can be based on your own observations, experiences, and reading, but your opinions are not evidence. Other strategies, such as comparison/contrast, definition, and

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cause/effect, can be particularly useful in building an argument. Use any combination of evidence and writing strategies that supports your thesis statement.

Consider the opinions of people who might disagree with you. How will you address their concerns? Strauss expresses the views of involved parents when she writes about "the desire to protect youngsters from a tougher and more competitive culture." The quotation she chose for her final paragraph also offers a balanced view of the issue:

"Our aim is not to tell parents to let go completely because, of course, parents want to be an integral part of their children's entire lives," said Walter of Seton Hall, where orientation includes sessions for parents and students—both separately and together. "Rather, it is to discuss how to be involved in their children's lives, while allowing their children to learn the life skills they will need to succeed in college and beyond."

Introduction

• Background information

• Introduction of subject

• Statement of your opinion

Body Paragraphs

• Common ground

• Lots of evidence (both logical and emotional)

Conclusion

• Restatement of your position

• Call for action or agreement

Revising and Editing

Revising Rhetorically

A rhetorical approach to revision can help your students understand that revision is a strategic, selective process; what writers choose to revise depends on the ultimate purpose of their writing.

Activity 22: Revising Rhetorically

Write answers to the following questions to help you think about your audience, your purpose, your image as a writer, and your arguments and the evidence that supports them. Then revise your speech by clarifying and strengthening each of these areas:

1. Who will read your speech? What do your readers probably think or believe about your topic? How much background information will they need?

2. What is your purpose in writing? What questions are you trying to answer? What are you trying to accomplish?

3. What sort of image, or ethos, as Aristotle would say, do you want to project to your reader? How will you achieve it? What words or type of language might you want to use to help construct your ethos?

4. What are your main arguments? (Aristotle would call this logos.) What support do you have (for example, facts, statistics, quotes from authorities, personal experience, anecdotes, stories, scenarios, and examples)? What is your strongest evidence?

5. Are there any emotional appeals (pathos) you want to use?

6. If readers disagree with your thesis or the validity of your support, what would they say? How would you answer them?

Now work with the organization and development of your draft to make sure that your essay is as effective as possible.

Editing the Draft

While the first draft of a speech is generally writer-based, as writers revise, they create writing that has the reader in mind, writing that is, in other words, more reader-based. At this point, they will need to address surface- level issues, such as grammar and usage errors, sentence clarity, sentence variety, word choice, and various other stylistic features.

Students benefit from instruction that targets particular constructions and asks them to make observations about those constructions. Identifying and practicing these constructions and conventions constitutes a major part of an individual's editing knowledge.

Activity 21: Editing the Draft

You now need to work with the grammar and mechanics of your draft to make sure that your use of language is effective and conforms to the guidelines of standard written English.

Edit your draft based on the information you have received from your instructor or a tutor. Use the editing checklist provided by your teacher. The suggestions below will also help you edit your own work:

Editing Guidelines for Individual Work

1. If possible, set your speech aside for 24 hours before rereading to find errors.

2. If possible, read your speech aloud so you can hear your errors.

3. Focus on individual words and sentences rather than overall meaning. Take a sheet of paper and cover everything except the line you are reading. Then touch your pencil to each word as you read.

4. With the help of your teacher, figure out your own pattern of errors—the most serious and frequent errors you make.

5. Only look for one type of error at a time. Then go back and look for a second type, and if necessary, a third.

6. Use the dictionary to check spelling and confirm that you've chosen the right word for the context.

Reflecting on the Writing

Reflection is an essential component in learning. Students benefit from sharing and discussing what they have learned about writing with the class.

Activity 24: Reflecting on the Writing

When you have completed your own speech, answer these six questions:

1. What was most difficult about this assignment?

2. What was easiest?

3. What did you learn about arguing by completing this assignment?

4. What do you think are the strengths of your argument? Place a wavy line by the parts of your speech that you feel are very good.

5. What are the weaknesses, if any, of your paper? Place an X by the parts of your essay you would like help with. Write any questions you have in the margin.

6. What did you learn from this assignment about your own writing process — about preparing to write, writing the first draft, revising, and editing?

PARENT INVOLVEMENT

State Board of Education Policy #89-01

A critical dimension of effective schooling is parent involvement. Research has shown conclusively that parent involvement in their children's education improves student achievement. Furthermore, when parents are involved at school, their children achieve at higher levels, and schools are more successful.

IMPORTANT FACTS:

1. Families provide the primary education environment.

2. Parent involvement improves student achievement.

3. Parent involvement is most effective when it is comprehensive, supportive, long-lasting, and well-planned.

4. The benefits of parent involvement are evident at every level of schooling, from early childhood, at the elementary level, and there are continuing positive effects through high school.

5. Involving parents in supporting their children's education at home is not enough. To ensure the quality of schools as institutions serving the community, parents must be involved at all levels in the schools.

6. The extent of parent involvement in a child's education is more important to student success than family income or education.

7. The school and home must be partners and cannot be in isolation from one another, families and schools need to collaborate to ensure student success in school and in life.

PARENTAL RIGHTS
Education Code Section 51101 provides that parents/guardians of pupils enrolled in public schools have the right and should have the opportunity to work together in a mutually supportive and respectful partnership with schools to help their children succeed, to be informed in advance about schools rules, and to be informed of the procedures for visiting the schools and observing the classroom. The LAUSD Parent Bill of Rights and Responsibilities is an integral component of the *Parents as Equal Partners Resolution* which communicates the partnership role of families and schools in order to achieve student success. It also affirms the rights and responsibilities that parents have in advocating for their children's academic success.

Parent's Rights and Responsibilities
To Ensure Their Child's Success

***Parents as Equal Partners in the Education of Their Children**, a resolution adopted by the Board of Education in December 2010, embraces family strengths and assets as essential to the academic success of students and recognizes parents as the first and most important lifelong teachers of their children.*
To that end, families and schools assume their responsibility for student success and commit to a partnership that:
- *Maintains high expectations for student achievement*
- *Ensures all children are college and career ready*
- *Promotes productive conversation and collaboration*
- *Reflects mutual respect and support*

Parents Have the Right To:

- *A free education that honors their child's learning and prepares them for college and careers*
- *A welcoming environment that values family assets and contributions to learning*
- *Information about the school's expectations, educational programs, policies and procedures*
- *The School Report Card to assess the quality of their child's school*
- *Visit their child's classroom and develop partnerships with teachers and staff*
- *Opportunities to learn how best to support education at home and at school*
- *Tutoring services and other learning supports for their child*
- *Choose the best school/programs available for their child*
- *File a formal complaint without fear of reprisal*
- *Translation/interpretation services to communicate effectively with school staff*

***Parents Have the Responsibility to**:*

- *Promote literacy, high achievement, and a love for learning*
- *Ensure their child attends school every day, on time, and ready to learn*
- *Monitor and guide their child's academic progress to ensure success*
- *Confer with teachers and other school staff about their child's education*
- *Attend meetings and learning activities to be informed and support their child's education*
- *Express their level of satisfaction through the annual School Experience Survey*
- *Provide all information about their child as needed by the school*
- *Advocate for their child's education*

Motherload Adventures in Parenting

In Defense of Helicopter Parents

By LISA BELKIN
The New York Times *March 4, 2009, 3:56 pm*

I have helicoptering tendencies. I like to think that awareness of the problem is part of its prevention, but when it comes to my children I have been known to remind, help, smooth the way, add my two cents and check-up on them more than a less enmeshed mother might consider absolutely necessary.

I try not to be as extreme as some (I can never imagine calling a college professor to discuss grades, or coming along on a job interview, as some parents have been known to do.) And as they get older I am purposely sitting on my hands, biting my tongue and reining myself in, because I understand that independence (theirs) is a muscle that needs exercise.

Even so, I can understand how parents can go from helpful to hovering. For years the message we're given is "the world is scary and complicated; your kids need you to navigate." Then one day (their 18th birthday? The day the leave for college?) we are told: "Time is up. Pencils down."

So I read with interest, and more than a little reassurance, an article in the Boston Globe yesterday defending helicopter parenting.

Reporter Don Aucoin writes:

Beyond such undeniable excesses, a quiet reappraisal of helicopter parents is underway. Some researchers have begun to argue that late adolescence and young adulthood are such minefields today – emotional, social, sexual, logistical, psychological – that there are valid reasons for parents to remain deeply involved in their children's lives even after the kids are, technically speaking, adults.

Moreover, they say, with the economy in a deep swoon, helicopter parents may have a vital role to play as career counselors or even as providers of financial aid to their offspring.

Aucoin goes on to redefine the terms we use to describe "involved" parents, drawing a distinction between over-parenting and helicopter parenting.

"Over-parenting," explains social historian Barbara Dafoe Whitehead, "is not letting our kids take the consequences of their actions, swooping down to rescue them, and the result would be a spoiled brat. But helicopter parenting is entirely different, and I think it is a positive style of child-rearing."

Aucoin also provides data to show that a parent's fingerprints on a child's life does not *de facto* cripple that child, citing the 2007 research of Jillian Kinzie, the associate director of Indiana University's Center for Postsecondary Research, which looked the effects of so-called helicopter parents on students at 750 colleges. Those students "were more engaged in learning and reported greater satisfaction with their colleges," Aucoin writes. Adds Kinzie: "They tended to have more interactions with the faculty, they tended to be involved in active learning, collaborative learning, more often than their peers." (But, he adds, their grades were slightly lower.)

Kinzie's first response to the data, she says, was: "This can't be right. We have to go back and look at this again."

Not everyone agrees with that sunny conclusion, though. Susan Newman, the author of "Nobody's Baby Now: Reinventing Your Adult Relationship With Your Mother and Father," told Aucoin that helicopter parents "do their children an extreme disservice."

"When parents are making decisions for their children all the time and protecting them, when they get out on their own they don't know a thing about disappointment," Newman says.

"I've seen a lot of these children who are parented in the helicopter manner who can't make a decision. They are calling home constantly: 'I don't get along with my roommate, what should I do? My roommate ate my food, what should I do'?"

Are you a helicopter parent? Are you wary of becoming one? And does any of this new thinking make you feel any better?

Putting Parents in Their Place: Outside Class
Too Much Involvement Can Hinder Students' Independence, Experts Say

By Valerie Strauss
Washington Post Staff Writer
Tuesday, March 21, 2006

1   They are needy, overanxious and sometimes plain pesky—and schools at every level are trying to find ways to deal with them.

2   No, not students. Parents—specifically parents of today's "millennial generation" who, many educators are discovering, can't let their kids go.

3   They text message their children in middle school, use the cellphone like an umbilical cord to Harvard Yard and have no compunction about marching into kindergarten class and screaming at a teacher about a grade.

4   To handle the modern breed of micromanaging parent, educators are devising programs to help them separate from their kids—and they are taking a harder line on especially intrusive parents.

5   At seminars, such as one in Phoenix last year titled "Managing Millennial Parents," they swap strategies on how to handle the "hovercrafts" or "helicopter parents," so dubbed because of a propensity to swoop in at the slightest crisis.

6   Educators worry not only about how their school climates are affected by intrusive parents trying to set their own agendas but also about the ability of young people to become independent.

7   "As a child gets older, it is a real problem for a parent to work against their child's independent thought and action, and it is happening more often," said Ron Goldblatt, executive director of the Association of Independent Maryland Schools.

8   "Many young adults entering college have the academic skills they will need to succeed but are somewhat lacking in life skills like self-reliance, sharing and conflict resolution," said Linda Walter, an administrator at Seton Hall University in New Jersey and co-chairman of the family portion of new-student orientation.

9   Educators say the shift in parental engagement coincides with the rise of the millennial generation, kids born after 1982.

10   "They have been the most protected and programmed children ever—car seats and safety helmets, play groups and soccer leagues, cellphones and e-mail," said Mark McCarthy, assistant vice president and dean of student development at Marquette University in Milwaukee. "The parents of this generation are used to close and constant contact with their children and vice versa."

11   Academics say many baby boomer parents have become hyper-involved in their children's lives for numerous reasons. There is the desire to protect youngsters from a tougher and more competitive culture. And there is the symbolic value of children.

12   "It was just about 20 years ago that we started seeing those yellow 'Baby on Board' signs in cars, which arguably had little to do with safety and a lot to do with publicly announcing one's new status as a parent," said Donald Pollock, chairman of the Department of Anthropology at the State University of New York at Buffalo.

13   "I imagine that parents who displayed those 'Baby on Board' signs are the ones who are now intruding themselves into the college experience of those poor babies 18 years later," he said.

14   "There are a lot of things I can't control," said one Bethesda mother who asked not to be identified because, she said, her daughter would be mortified. "Terrorists, the environment. But I can control how my daughter spends her day."

15   Teachers and principals in the early grades began noticing changes in parents in the 1990s. Parents began spending more time in classrooms. Then they began calling teachers frequently. Then came e-mails, text messages—sometimes both at once. Today schools are trying to figure out how to take back a measure of control.

16   Some parents who once had unlimited access to classrooms or school hallways are being kicked out, principals say. Teachers are refusing to meet with parents they consider abusive, some say. A number of private schools have added language in their enrollment contracts and handbooks warning that a student can be asked to leave as a result of a parent's behavior. Some have tossed out children because their parents became too difficult to work with.

17   College officials say they, too, are trying to find ways to handle ubiquitous parents. Freshmen orientations incorporate lessons for parents on how to separate and let their children make their own hair appointments.

18   At Colgate University in Hamilton, N.Y., for example, administrators issue parents the university's philosophy on self-reliance when they drop off their children, spokeswoman Caroline Jenkins said.

19   Colgate administrators also send out a memo to department heads at the beginning of each semester reiterating that "we will not solve problems for students because it robs students of an opportunity to learn."

20   The Parent Program at Alma College in Michigan takes a comprehensive approach at orientation, complete with scripts that allow parents to role-play. A problem is presented and parents are asked, "Tell me what you've done already to solve this problem," said Patricia Chase, director of student development.

21   The answer often should be nothing, but inevitably parents offer lots of somethings.

22   "Our aim is not to tell parents to let go completely because, of course, parents want to be an integral part of their children's entire lives," said Walter of Seton Hall, where orientation includes sessions for parents and students — both separately and together. "Rather, it is to discuss how to be involved in their children's lives, while allowing their children to learn the life skills they will need to succeed in college and beyond."

Smarter Balanced
Argumentative Writing Rubric (Grade 6)

Sample Generic 4-point Argumentative Writing Rubric (Grade 6)				
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	The response demonstrates intention and focus in the inclusion of information • Claim is clearly stated • Cohesion from start to finish • A claim is introduced and stance is established	The response has a clear and effective organizational structure creating unity and completeness: • Clear progression of ideas from beginning to end • Strong connections among ideas, with syntactic variety • Conclusion connects all ideas, claims and reasons in a logical way	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: • Textual evidence is relevant and strongly supports analysis • Analysis demonstrates a deep understanding of the topic or text	The response clearly and effectively expresses ideas, using precise language; • Effectively uses language to make clear and relevant connections among claims and reasons • Effectively employs academic and domain specific vocabulary • Effectively establishes and maintains a formal, authoritative tone	The response demonstrates a strong command of conventions: • Few if any errors in conventions, spelling, and grammar

Adapted by LAUSD Secondary ELA

Smarter Balanced
Argumentative Writing Rubric (Grade 6)

Sample Generic 4-point Argumentative Writing Rubric (Grade 6)					
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	The response demonstrates focus in the inclusion of information • Claim is clearly stated • Response is mostly cohesive from start to finish • A claim is introduced and a stance is established	The response has a clear organizational structure creating unity and completeness: • Logical progression of ideas from beginning to end • Most connections among ideas are strong, with some syntactic variety • Conclusion connects most ideas, claims and reasons	The response provides mostly thorough and 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: • Textual evidence is relevant and mostly supports analysis • Analysis demonstrates an understanding of the topic or text	The response clearly and effectively expresses ideas, using precise language; • Uses language to make clear and relevant connections among claims and reasons • Employs academic and domain specific vocabulary • Establishes a formal, authoritative tone	The response demonstrates a strong command of conventions: • May contain some errors in conventions, spelling, and grammar. Errors do not interfere with the reader's ability to follow the argument

Adapted by LAUSD Secondary ELA

Smarter Balanced
Argumentative Writing Rubric (Grade 6)

Sample Generic 4-point Argumentative Writing Rubric (Grade 6)				
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	The response may lose some focus in the inclusion of information • Claim may be vaguely stated or implied • Response may lack cohesion • A claim on an issue is introduced and a stance is established.	The response has some organizational structure: • Inconsistent progression of ideas from beginning to end • Ideas may be loosely connected, and there is little syntactic variety • Conclusion loosely connects ideas, claims, and reasons	The response attempts to provide convincing support/evidence for the writer's claim that includes the use of at least one source, facts, and details. The response may lack depth: • Textual evidence may be provided, but lacks relevance and/or does not support analysis • Analysis demonstrates a limited understanding of the topic or text	The response expresses ideas using mostly clear language; • Attempts to employ academic and domain specific vocabulary, but may have some errors in use • Attempts to establish a formal or authoritative tone	The response may demonstrate a lack of command of conventions: • May contain many errors in conventions, spelling, and grammar, however, errors do not interfere with the reader's ability to follow the argument.

Smarter Balanced
Argumentative Writing Rubric (Grade 6)

	Sample Generic 4-point Argumentative Writing Rubric (Grade 6)				
	Statement of Purpose/Focus and Organization		**Development: Language and Elaboration of Evidence**		
Score	**Statement of Purpose/Focus**	**Organization**	**Elaboration of Evidence**	**Language and Vocabulary**	**Conventions**
1	The response lacks focus • Claim is unrelated to the prompt or is lacking altogether • Response lacks cohesion .	The response lacks organizational structure: • Inconsistent progression of ideas • Ideas may be loosely connected, and there is little or no syntactic variety	The response fails to provide support/evidence for the writer's claim, and/or does not include the use of at least one source, facts, and details. The response lacks depth: • Little or no textual evidence is provided • Analysis is lacking • Evidence, if provided, lacks relevance • Response lacks analysis • Response fails to demonstrate an understanding of the topic or text	The response expresses ideas using mostly vague or confusing language; • Does not attempt to employ academic and domain specific vocabulary, or has many errors in use • Does not establish a formal, authoritative tone	The response demonstrates a lack of command of conventions: • Contains many errors in conventions, spelling, and grammar; errors interfere with the reader's ability to follow the argument.

Adapted by LAUSD Secondary ELA