Kentucky Summative Assessments

Grade 8 On-Demand Writing
Released Items
2022

KSA Argumentation Rubric—8th Grade On-Demand Writing

Guiding Principle C1: Students will compose arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Clarity and Coherence

Novice: Makes claim(s) that may **lack** focus or be **unclear**. **Misses many or all** demands of the prompt.

Apprentice: Makes **general** claim(s) that address the prompt, but may have **lapses** in focus. **Attempts** to address **some** demands of the prompt.

Proficient: Introduces and maintains **clear and coherent** claim(s). Addresses **all** demands of the prompt.

Distinguished: Introduces and maintains clear, **credible** and coherent claim(s). **Thoroughly** addresses all demands of the prompt.

Counterclaims

Novice: Makes an **ineffective attempt or** makes **no attempt** to acknowledge opposing claim(s). Makes an **ineffective attempt or** makes **no attempt** to counter and/or refute opposing claim(s).

Apprentice: Attempts to acknowledge opposing claim(s), but lacks insight, interpretation or clarification. **Attempts** to counter and/or refute opposing claim(s).

Proficient: Acknowledges and distinguishes opposing claim(s) with insight, interpretation or clarification. **Counters and refutes** opposing claim(s).

Distinguished: Skillfully acknowledges and distinguishes opposing claim(s) with insight, interpretation or clarification. **Thoroughly** counters and refutes opposing claim(s) with **carefully selected evidence**.

Support

Novice: Includes **minimal or no purposeful** support of claim(s) with evidence. Provides **incomplete, inaccurate and/or irrelevant** explanations of evidence and ideas. Provides minimal or unrelated **reasoning** to support claim(s).

Apprentice: Attempts to support claim(s) with evidence. Provides **vague and/or general** explanations of evidence and ideas. Provides **vague and/or general** reasoning to support claim(s).

Proficient: Supports claim(s) with **logical reasons and relevant evidence**. Provides **logical** explanations of evidence and ideas. Provides reasoning that **clearly links evidence** to support claim(s).

Distinguished: Thoroughly supports claim(s) with logical reasons and **carefully selected**, relevant evidence that **strengthens the argument**. Provides **thorough and effective** explanations of evidence and ideas. Provides varied reasoning which **thoughtfully** links evidence to support claim(s).

Sourcing

Novice: Uses **one or none** of the provided sources or **ineffectively** uses a minimum of two provided sources to support the claim(s) and/or opposing claim(s). Cites **little or** no evidence. **Little or no** use of quotes and/or paraphrasing of details, examples and ideas.

Apprentice: Uses a minimum of two provided sources to **attempt** to support the claim(s) and/or opposing claim(s). **Inconsistently** cites evidence. **Attempts** to quote and/or paraphrase details, examples and ideas.

Proficient: Accurately and effectively uses a minimum of two provided sources to support the claim(s) and/or opposing claim(s). **Effectively** cites evidence by quoting and/or paraphrasing details, examples and ideas.

Distinguished: Accurately and **skillfully** uses a minimum of two provided sources to support the claim(s) and/or opposing claim(s). **Consistently and thoroughly** cites evidence by quoting and/or paraphrasing details, examples and ideas.

Organization

Novice: Builds **minimal or no overall** structure for the argument. **Ineffectively** organizes claim(s), counterclaims, evidence and reasoning, creating a lack of cohesion. Makes a **minimal attempt** or makes **no attempt** to use transitions to link claim(s), counterclaims, reasons and evidence. Provides a **weak conclusion or lacks a conclusion** to support the argument.

Apprentice: Attempts to build a structure for the argument. **Attempts** to organize claim(s), counterclaims, evidence and reasoning, but contains **some lapses that disrupt the cohesion or are inappropriate for the context. Attempts** to use transitions to link claim(s), counterclaims, reasons and evidence, but they are **simple and infrequent**. Provides a **basic** conclusion or **concluding statement** in **an attempt** to support the argument.

Proficient: Builds and **maintains a clear** structure to develop the argument. **Logically** organizes claim(s), counterclaims, evidence and reasoning. Uses **effective** transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. Provides a **logical** conclusion to support the argument presented.

Distinguished: Builds and maintains a **sophisticated** structure to develop the argument. **Skillfully** organizes claim(s), counterclaims, evidence and reasoning to **strengthen the argument. Consistently** uses a **variety** of transitions as well as **varied sentence structures** to create a **strong** cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. Provides a **thorough** conclusion to support the argument presented.

Language/Conventions

Novice: Lacks or uses an inappropriate formal tone or voice. **Lacks** a task appropriate writing style. Uses **simple or inappropriate** word choice. **Makes significant** errors in the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which **interfere** with understanding the writing.

Apprentice: Uses a weak formal tone or voice and/or has lapses in appropriate formal tone or voice. **Attempts** to establish a task appropriate writing style. **Attempts** to use appropriate word choice. Makes **frequent** errors in using the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which **may interfere** with understanding the writing.

Proficient: Establishes and maintains a formal tone or voice. **Establishes and maintains** a task appropriate writing style. **Effectively** uses appropriate word choice. **Effectively** uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with **minor** errors that **do not interfere** with understanding the writing.

Distinguished: Consistently establishes and maintains a **sophisticated** formal tone or voice. **Consistently** establishes and maintains a **sophisticated**, task appropriate writing style. **Consistently** uses **effective** and **varied** word choice. **Skillfully** uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with **few**, minor errors that do not interfere with understanding the writing.

DO NOT WRITE ON THIS PAGE

Writer's Reference Sheet
Grade 8

Focusing

- Read the prompt.
- Think about what the prompt is asking you to do.
- Read the provided text set (articles, pictures, charts, tables, maps, graphs).
- Think about key issues in the texts that will help you fulfill the purpose of writing your argument.

Pre-writing

- Based on evidence from the texts, think of your claim(s) and supporting reasoning and evidence. You may also use related personal knowledge/experiences/examples to support your argument and the evidence you extracted from the texts.
- Think of how you will counter/refute opposing claim(s).
- Use a pre-writing technique (brainstorming, webbing, drawing, outlining) to organize your ideas for the introduction, body paragraphs and conclusion of your essay.

Drafting

- Write your essay in the space provided in your student response booklet.
- Be sure to maintain a formal writing style and tone.

Reviewing

- Reread your essay to correct any errors that interfere with your ability to communicate your argument.

When writing my **argument**, did I . . .

- introduce claim(s)?
- acknowledge and distinguish claim(s) from counterclaims (alternate or opposing claims)?
- refute/counter opposing claim(s)?
- anticipate the audience's knowledge and concerns?
- provide relevant background information from the texts provided (using **at least 2** of the provided sources)?
- maintain a clear focus on the claim(s)?
- logically organize claim(s), counterclaims, reasons and evidence?
- support claim(s) with logical reasoning and relevant evidence (facts, details, direct/indirect quotes and examples) using **at least 2** of the provided sources?
- use transitional words and phrases to create cohesion and clarify the relationship among claim(s), counterclaims, reasons and evidence?
- provide a conclusion that supports the argument presented?

Writing

DIRECTIONS

Read the item carefully before beginning. You will have 90 minutes for this task. This is an individual activity; therefore, you are not allowed to work with or conference with anyone.

- **Start by thinking about what you plan to write.**
- **Use the Writer's Reference Sheet to aid in planning, revising, and editing your response.**
- **Review the Grade 8 Rubric as this is the rubric that will be used to score your work.**
- **It is advisable to use the pre-writing/planning activities, such as making notes, outlining, webbing, mapping, clustering or brainstorming on the pre-writing sheet in your test book.**
- **Create your pre-write piece in your test book. You may use a dictionary and/or thesaurus for this portion.**
- **Write your FINAL copy in the space provided in your student response booklet.**
- **When you finish, await further instruction.**

Remember: the pre-writing/planning activities in your test book will NOT be scored; only the final copy in your student response booklet will be scored.

Pre-writing

This page <u>will not be</u> scored.

Directions: Read the passages and answer the following question.

from "Why Space Exploration Is a Job for Humans"

by Jared Keller

1 When the Space Shuttle Atlantis rolled to a stop in July 2011, NASA bid farewell to the nation's symbol of manned spaceflight. The Obama administration has scrapped NASA's plan to return humans to the Moon by 2020, which was behind schedule because of technical and budgetary problems. As financial constraints threaten the possibility of future ventures into outer space, many in the astronomical community are advocating for the increased use of unmanned robotic spacecraft, arguing that they will serve as more efficient explorers of planetary surfaces than astronauts. The next giant leap, then, will be taken with robotic feet.

2 Dr. Ian A. Crawford thinks it should be otherwise. A professor of planetary sciences at Birkbeck College, London, Crawford makes the case for human space exploration in a new paper entitled "Dispelling the myth of robotic efficiency: why human space exploration will tell us more about the Solar System than will robotic exploration alone," published recently in the journal *Astronomy and Geophysics*. If the goal of space travel is to expand our knowledge of the universe, argues Dr. Crawford, exploration will be most effective when carried out by astronauts rather than robots on the surface of a planet.

3 At the core of Crawford's argument is that human beings are much better at performing the type of geological fieldwork that makes planetary exploration scientifically valuable: they're faster and significantly more versatile than even the most advanced autonomous probes. "People who argue for robotic exploration argue for more artificial intelligence, the capacity for robots to make more complex decisions that somehow leads to increased efficiency," explains Crawford. "But one of the things that make them cheap is miniaturization. You can make robots more intelligent and efficient to a certain point, but they won't get smaller and therefore cheaper." With miniaturization, he explains, comes a depletion in the number of scientific instruments a probe can carry, the number of samples it can collect, and its ability to cover more ground. "[Mars rovers] Spirit and Opportunity are fantastic things on Mars, but the fact that they've traveled as far in eight years as the Apollo astronauts traveled in three days speaks volumes." At a certain point, the costs of developing 'smarter' (but not better equipped) autonomous rovers will exceed the meager gains in scientific collection and outstrip existing scientific budgets.

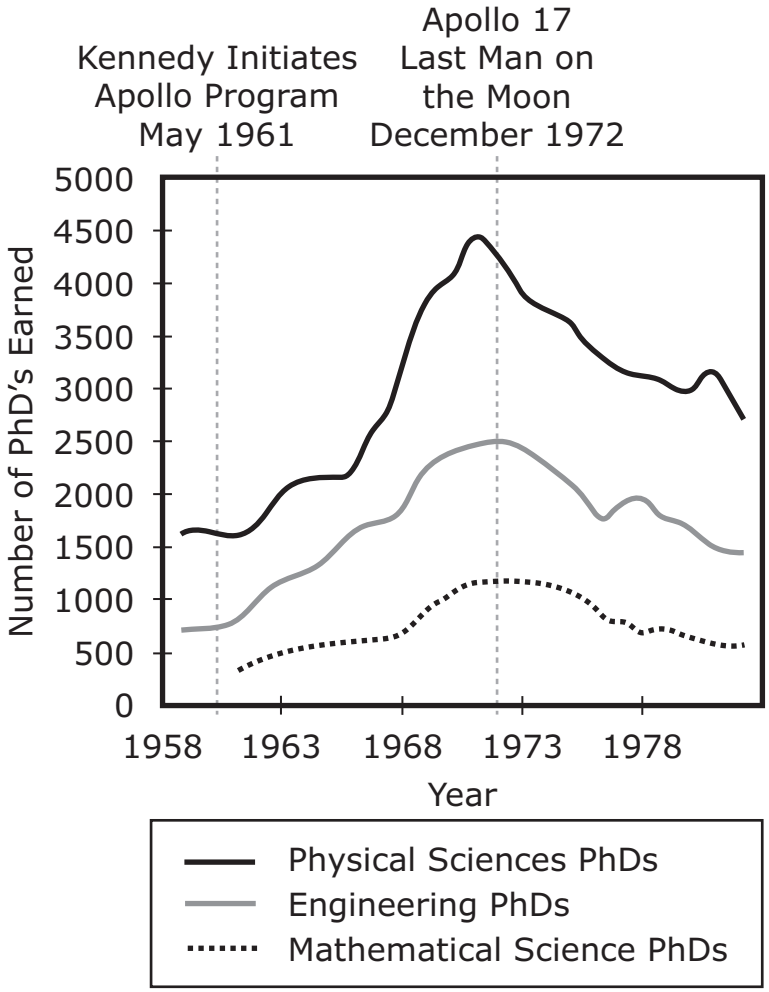
Keller, J. (2012, April 4). Why space exploration is a job for humans. *The Atlantic*. Retrieved from https://www.theatlantic.com

Directions: Read the passages and answer the following question.

from "Benefits Stemming from Space Exploration"

by the International Space Exploration Coordination Group

1 Investment in the Apollo Moon exploration programme in the 1960s correlates with the level of technical education later attained by students (Figure 3), suggesting that the programme's high public profile and dramatic achievements had a widespread influence on the level of US technical education.



Source: Siegfried, W.H., "Space Colonization—Benefits for the World," Space Technology and Applications International Forum, 2003

2 A 2009 survey found that fifty percent of the internationally renowned scientists who published in the prestigious journal *Nature* during the previous three years had been inspired by Apollo to become scientists; 89 percent of the respondents also agreed that human spaceflight inspires younger generations to study science.

3 One of the lessons from Apollo is that having a visible space exploration programme is important in encouraging young people to pursue science, technology, engineering, and mathematics (STEM) fields. Such a programme will also send a message to students that they have the possibility of long-term exciting careers in science and technology.

4 Today, many space exploration missions include components designed to stimulate young people's interest in STEM. More than 2 million teachers and 43 million students from 49 countries have participated in student experiments and activities associated with the International Space Station (ISS). In some cases, scientists enlisted the help of students to conduct their investigations aboard the ISS, and in other cases students designed space experiments themselves. For example, a programme inviting students to design scientific experiments for implementation on the ISS has attracted the interest of tens of thousands of young people.

International Space Exploration Coordination Group, NASA. (2013, September). Benefits stemming from space exploration. Retrieved from https://www.nasa.gov/sites/default/files/files/Benefits-Stemming-from-Space-Exploration-2013-TAGGED.pdf

Directions: Read the passages and answer the following question.

from "Debating Manned Moon Missions"

by Kenneth R. Fletcher

1 We asked experts in science and space policy to discuss their views on manned space missions.

John Logsdon
Director of Space Policy Institute, George Washington University

2 The main goal is sending people beyond earth's orbit starting with the moon, eventually getting to Mars, and perhaps beyond. The moon is the first step. We don't know how to go to Mars yet. The moon is a destination of value in its own right, because there is lots we can do there that will help us learn how to go to Mars.

3 This is not primarily about science, and therefore not primarily about the discovery of fundamental new knowledge. It is to test the belief that humans are destined to live in other places in addition to earth. In order to do that, they have to be able to live off the land and do something worthwhile. Exploration lets us find out whether both of these are possible. . . .

Steven Weinberg
Winner of the 1979 Nobel Prize in Physics
Cosmologist, University of Texas

4 Manned missions to space are incredibly expensive and don't serve any important purpose. It isn't a good way of doing science, and funds are being drained from the real science that NASA does. Sending people to space may be a great show, but so much of what you do has to be built around the necessity of keeping people safe and alive that science takes a second place. Above all, it's an incredible waste of money. For the cost of putting a few people on a very limited set of locations on Mars we could have dozens of unmanned, robotic missions roving all over Mars and still have money left over to allow the more astronomical sciences to go forward. Unmanned missions have been tremendously important in making this a golden age of astronomy.

5 Very often the case is made that putting people into space pushes technology and that's good for technology on earth. I think that's nonsense. The kind of technological stimulus we would get from unmanned space exploration is much greater. It would involve developing robotics and computer programs that could deal with things in real time without people around. That's the sort of thing that's tremendously useful on earth. The only thing you learn by developing the technology to put people into space, is how to put people into space.

Fletcher, K. (2008, July). Debating manned Moon missions. *Smithsonian Magazine*. Retrieved from https://www.smithsonianmag.com

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On-Demand Writing Directions: Carefully read the prompt below. Then read the provided texts. Enter your essay in the space provided.

Human Space Exploration

Write a well-organized essay arguing whether the people of Earth should continue to pursue manned exploration of space, or focus solely on robotic missions instead. Support your argument with evidence from the texts.

Investing in Kentucky's Future, One Student at a Time