

# Seventh Grade Spring Performance Task

**GRADE:** Seventh

**TOPIC:** Dodgeball Debate

**NAME OF ASSESSMENT:** Spring Informational Reading and Argument Writing Performance Task

**STANDARDS ASSESSED:**

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

**Explanation of Standards Alignment:**

**RI.7.1.** Students will cite several pieces of1 textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

**RI.7.10:** By the end of the year, students will read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.6.10)

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

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

- Students will write an argument essay on the topic of whether or not pets should be allowed in the classroom, prompted to support their position with clear reasons and relevant evidence from provided sources.

**Depth of Knowledge Level of task:** Levels 2-3

**Duration of administration:** Two to three class periods

**Materials needed:**

- Video-“Dodgeball Debate Part 1”  
<https://www.youtube.com/watch?v=L70L8qmiiYQ>
- Text: “Dodgeball Debate Continues in Windham”
- Text: “Dangerous Dodge Ball: 4 Lawsuits Stemming from P.E.”
- Student booklet for responses



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## Overview of Assessment-

**\*\*Note: please alter and make note of alterations based on your own conversational style and the ways in which you've talked about informational reading and argument writing in your own classroom. The tasks below could be administered in many different ways (scaffolding and differentiating as needed.)\*\***

### ***TEACHER SCRIPT:***

#### **Possible Introduction to Assessment:**

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

“You’re going to have a chance to show off what you know about doing quick, on-the-run, intensive research, and composing an argument. Over the next couple of periods, you’ll encounter a few texts that present different possible positions and supporting reasons and evidence about whether or not dodgeball should be allowed in our school. It will be up to you to really analyze the information and ideas, so that you can state your own claim and justify it, using researched evidence.

For each text, you’ll respond to questions that ask you to analyze the author’s claims and cite specific details from the text that support those claims. Then you’ll have some time to look over your research. Then, we’ll imagine that our school is taking a stand on whether or not to allow dodgeball. You will write an essay to send to the principal, arguing one side. You’ll want to acknowledge the sides of the argument, cite research that backs your claim, and make a persuasive claim for either allowing dodgeball in our school, or continuing the dodgeball ban in our school.

Today is part one of this research project. You’ll have a chance to watch a video and read two texts, and to respond to questions that prompt you to analyze the texts and cite the important text details.”

#### **Introduction and Tasks 1-2: Approximately 45 minutes total time**

Introduction: Video text: watching and listening to gather information for essays

“You’re about to watch a video titled “Dodgeball Debate Part 1.” As you watch, think about the important ideas and information in the video. After the second viewing, fill in the outline in your booklet to capture one reason and more than one piece of evidence that the video offers to teach us why dodgeball should or should not be allowed in schools. Be sure to include accurate text details –more than one-in your response. I’m showing it twice so that you have a chance to write down exact quotes the second time through. You may decide to use some of this evidence for your own essay.

#### **Task 1–Reading to gather information for essays**

Text: “Dodgeball Debate Continues in Windham”

“Now you’ll have a chance to study an article about dodgeball in schools. After reading this, fill in the outline in your booklet, finding reasons the article gives for why schools should or shouldn’t allow dodgeball, and writing



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a quote from the article that explains that reason. Remember to quote directly so that you capture exactly what the text said. You may decide to use some of this evidence for your own essay.

### **Task 2–Reading to gather information for essays**

Text: “Dangerous Dodge Ball: 4 Lawsuits Stemming from P.E.”

“Now you’ll have a chance to study another article about dodgeball in schools. After reading this, choose reasons and evidence the author gives to support the central idea of the article. Again, you may decide to use some of this evidence for your own essay.”


### **Task 3: Approximately 45 minutes**

Task 3: Argument Writing

“Researchers, you’ve done some good research now by studying this information and the ideas of these authors. Now you’ll want to take a position on whether or not to allow dodgeball in our school. First, you’ll want to look over your summaries and notes, and the texts as well if you’d like, and decide, based on the best evidence from both articles, which side of the argument you will take up.

Then, imagine that you are writing an essay/letter to send to the principal, clearly stating one side of this argument in a convincing way, and supporting that claim with strong evidence you’ve gathered in your research. You’ll want to include information and details from the articles and video to support your claim.

You’ll want to take a few minutes to plan how your draft will go, and remember what you know about writing convincing arguments, including...”

<b>“Dodgeball”</b>	
	<b>Checklist for Writing a 7<sup>th</sup> grade Argument Essay</b>
	Write an introduction
	Clearly state claim(s)
	Provide reasons and evidence from sources
	Organize your writing
	Acknowledge counterclaim
	Use transition words
	Write a conclusion



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## **Student Packet-Introduction**

- Response to video “**Dodgeball Debate Part 1**”  
<https://www.youtube.com/watch?v=L70L8qmiiYQ>

**According to the video, why is dodgeball a bad idea in school?**

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What examples or other specific evidence does the video give to support this?

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**According to the video, why is dodgeball a good idea in school?**

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What examples or other specific evidence does the video give to support this?

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## Student Copy-Task 1

### Dodgeball Debate Continues in Windham

Find out what other towns, school employees and business owners had to say.

By Suzanne Laurent (Open Post)

March 26, 2013 at 2:43am

<http://patch.com/new-hampshire/windham/dodgeball-debate-continues-in-windham>



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The debate about the School Board’s decision to ban “human target” games, including dodgeball has many people shaking their heads.

“I think it’s ridiculous,” said Lesa Mueller, a parent of two boys ages 9 and 12. “I’ve never heard of anyone getting hurt playing dodgeball.”

The School Board voted 4-1 last week to remove dodgeball and other human target games from the physical education curriculum as recommended by the National Association For Sport and Physical Education.

NASPE believes that dodgeball is not an appropriate activity for K-12 school physical education programs. While NASPE agrees kids need a daily dose of physical activity to combat the growing childhood obesity epidemic, it states this activity should include positive experiences so that kids want to be physically active outside of physical education class and throughout their lifetime.

“There are certainly pros and cons to this,” said Bill Raycraft, athletic director for Windham High School. “If dodgeball is done right, it’s safe and well worth the activity.”

Raycraft said the balls used are not the hard rubber balls used years ago. The game uses gator balls, which are foam balls lighter than a Nerf football.

“I think (the School Board’s) concern was not of injury, but of elimination,” Raycraft said. “The goal is to keep kids in the game and moving for physical activity.”

Raycraft said the rules could have been modified to accumulate points instead of eliminating kids from the game.

Windham High used to compete in dodgeball tournaments with surrounding towns as an extracurricular activity, but that, too, will be nixed.

“There are a lot of variations of dodgeball,” said Howard Sobolov, athletic director at Londonderry High School. “It’s a very strategic game by nature and there is a collaboration with teammates.”

Sobolov said dodgeball is still played in physical education classes throughout the Londonderry School District.

“They don’t play it too much, but sometimes it’s played for fun, like the day before the Christmas break,” he said.

Dodgeball is a regular activity at Kenpo Karate School in Derry. Students enjoy a game after the discipline of their karate class, said Senei Lenny Demers, owner of the school.

“It’s a great game for exercise and teaching quick reaction skills,” he said.



Raycraft, who said he enjoyed dodgeball growing up, said it was too bad the game was lumped together with all the human target games.



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## **Student Task 1: Response to “Dodgeball Debate Continues in Windham”**

The author of this text takes a clear position on this topic. However, there are places in the text that mention the other side. Use the table below to record quotes from the text that show both sides of this argument.

<b>Dodgeball should not be banned in schools</b> 	<b>Dodgeball should be banned from schools</b> 
Quote from the text that show this side:	Quote from the text that show this side:





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## Student Copy-Task 2

### **Dangerous Dodge Ball: 4 Lawsuits Stemming from P.E.**

By [Grace Chen](#)

<http://www.publicschoolreview.com/articles/280>



Physical education could mean much more than scrapped knees and bruised egos from being picked last. Learn about four lawsuits involving physical education that range from fights to even a tragic death. Ask any elementary-aged child what their favorite school subject is and many will either say recess or [P.E.](#) Children delight in the opportunity to run, play and compete with other students after sitting in [math](#) and language arts for most of their day. Unfortunately, that time in the school gym or on the playground isn't always the safest from a parent's perspective. We have a rundown on a number of lawsuits pending in school districts across the country, due to what has been perceived as [unsafe conditions](#).

#### **Dodge Ball Woes in Albany**

Another school in New York has also learned the dangers of the age-old schoolyard game dodgeball firsthand. A case from a number of years ago involved a seven-year-old girl who broke her elbow during a dodgeball game in the school gym. The suit did not fault the school for negligence in this case; instead, it questioned whether dodgeball was an appropriate game for elementary-aged students at all, according to a report on [MSNBC](#).

The game was being played on a hardwood court, and the students in the game had "safety zone" to run to for protection from thrown balls. The victim of the accident, Heather Lindamen, became tangled with another child and fell, breaking her elbow. The fracture required surgery, and there is some concern over whether the arm will continue to grow normally, since a growth plate was involved. The family took the case to court in an effort to





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get the game banned from the school permanently. Dodgeball is currently banned from many elementary and secondary schools across the country.

### **More Dodgeball Troubles in New York**

A [Bronx school](#) has also seen its share of dodgeball woes. Last year, a family threatened a lawsuit against a [Claremont school](#) that brought more than 100 students into the gym at one time for a dodgeball game during indoor recess. The middle-school students were given hard soccer balls instead of the rubber balls typically used for the game, according to a report in the [NY Daily News](#).

One student, Shane Reese, chose to sit out of the game because of recent dental work he had done after a car accident. Reese was sitting in the bleachers of the gym when a ball flew up and hit him directly in the mouth, shattering the bridge that had recently been placed. The school offered a settlement to the family, but a judge will decide if the settlement is sufficient for the injuries.

### **Not Enough P.E.?**

In an age where many parents are concerned about some of the activities that are taking place in a [physical education](#) class today, others are worried that their children aren't getting enough time during the school day for physical activity. In fact, in California, parents are learning that they can take action against a school district that doesn't provide sufficient physical education for students, according to [SF Gate](#).

In a recent suit filed against [Sacramento schools](#), parents were able to take schools to court to force them to provide ample time for physical activity during the school day. California's Education Code requires that students get 200 minutes of physical education every 10 days they are in school. For [middle and high school students](#), that amount goes up to 400 minutes. However, it is up to the school's discretion to determine how the time is used, whether in physical activity, health or teamwork.

Parents do have avenues to pursue when they believe their children are not getting adequate physical education at school. Whether you are concerned about school safety or sufficient physical activity for good health, legal options exist to ensure your children get the best education possible.



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## **Student Task 2:**

### **Response to “Dangerous Dodge Ball: 4 Lawsuits Stemming from P.E.”**

This article presents and explains many reasons for banning dodgeball in schools. Complete the outline below with reasons from the article, and at least one quote from the article to explain or support each reason



#### **Dangerous Dodgeball**




Reasons for banning dodgeball	Evidence from text



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## **Task 3-Argumentative Essay/Letter**

Imagine that your task is to convince your school principal either to lift the ban on dodgeball and allow it in our school, or to continue the ban on dodgeball, based on the video and articles that you used for research. Write an argumentative letter to your principal stating and explaining your position on this issue. Make sure you clearly state your claim supporting dodgeball and asking for the ban to be lifted, or against dodgeball and continuing the ban in school. Support that claim with evidence from the texts you've read and watched. Be sure to use the organizer and checklist below.....

<b>"Dodgeball"</b>	
	<b>Checklist for Writing a 7<sup>th</sup> grade Argument Essay</b>
	Write an introduction
	Clearly state claim(s)
	Provide reasons and evidence from sources
	Organize your writing
	Acknowledge counterclaim
	Use transition words
	Write a conclusion

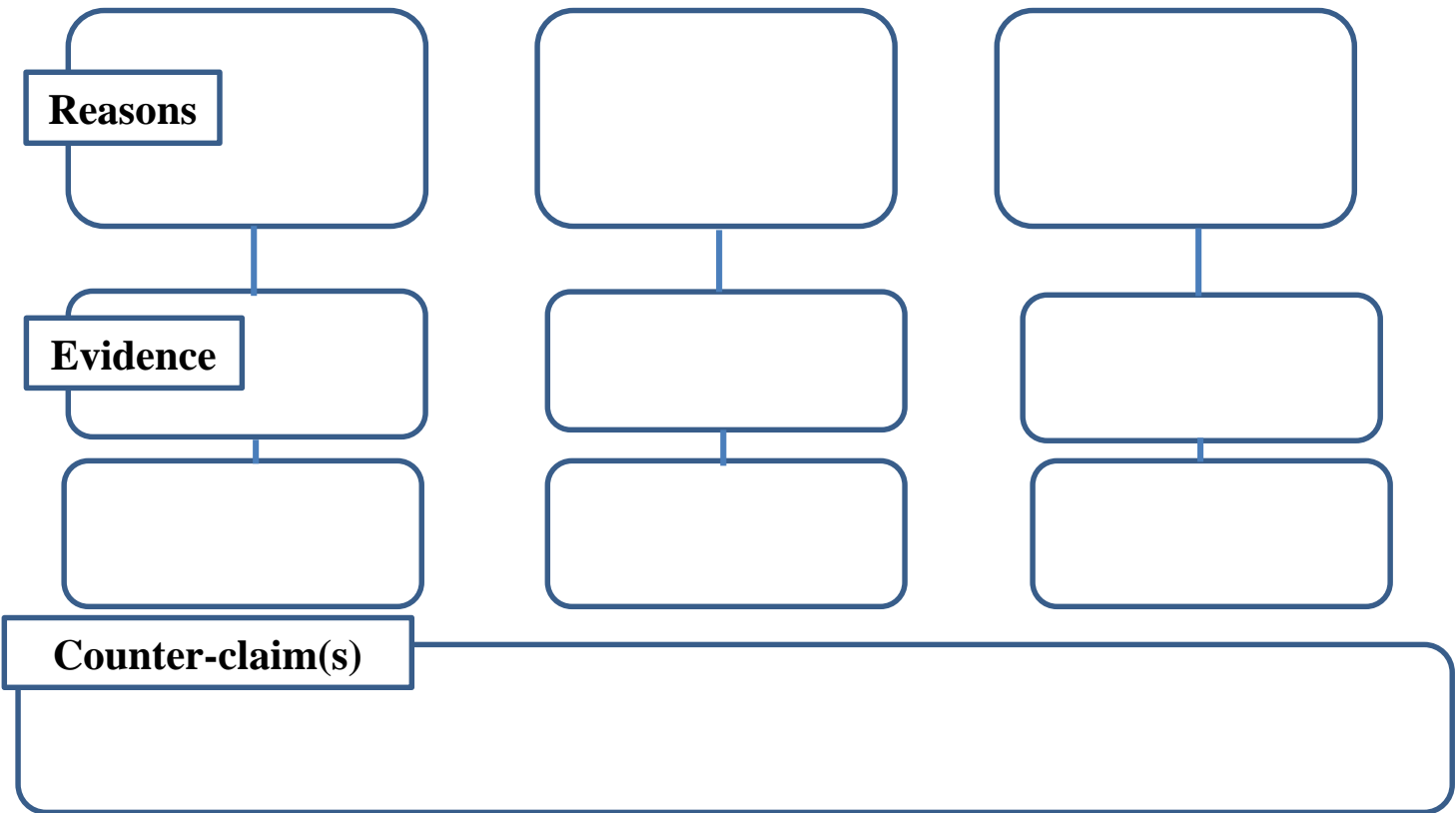


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## Argument Writing Graphic Organizer-7th

**Introduce** your claim(s), hooking your reader and establishing a formal style.

Support your claim(s) with more than one reason, introducing them in a logical order. Then, give more than one piece of evidence to support each reason. Remember, relevant, accurate data and evidence should demonstrate an understanding of the topic and come from credible sources.



Provide a **concluding** statement or section that follows from and supports the argument presented.











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SBAC 4 point Argument Writing Rubric Grades 6-12					
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	
<b>4</b>	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>-claim is clearly stated, focused and strongly maintained</li> <li>-alternate or opposing claims are clearly addressed*</li> <li>-claim is introduced and communicated clearly within the context</li> </ul>	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> <li>-effective, consistent use of a variety of transitional strategies</li> <li>-logical progression of ideas from beginning to end</li> <li>-effective introduction and conclusion for audience and purpose</li> <li>-strong connections among ideas, with some syntactic variety</li> </ul>	<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"> <li>-use of evidence from source is smoothly integrated, comprehensive, relevant and concrete</li> <li>-effective use of a variety of elaborative techniques</li> </ul>	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> <li>-use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</li> </ul>	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> <li>-few, if any, errors are present in usage and sentence formation</li> <li>-effective and consistent use of punctuation, capitalization, and spelling</li> </ul>
<b>3</b>	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> <li>-claim is clear and for the most part maintained, though some loosely related material may be present</li> <li>-context provided for the claim is adequate</li> </ul>	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</p> <ul style="list-style-type: none"> <li>-adequate use of transitional strategies with some variety</li> <li>-adequate progression of ideas from beginning to end</li> <li>-adequate introduction and conclusion</li> <li>-adequate, if slightly inconsistent, connection among ideas</li> </ul>	<p>The response provides adequate support/evidence for writer's claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominately general:</p> <ul style="list-style-type: none"> <li>-some evidence from sources is integrated, though citations may be general or imprecise</li> <li>-adequate use of some elaborative techniques</li> </ul>	<p>The response adequately expresses ideas employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> <li>-use of domain-specific vocabulary is generally appropriate for the audience and purpose</li> </ul>	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> <li>-some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed</li> <li>-adequate use of punctuation, capitalization, and spelling</li> </ul>
<b>2</b>	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>-may be clearly focused on the claim but is insufficiently sustained</li> <li>-claim on the issue may be somewhat unclear and unfocused</li> </ul>	<p>The response has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> <li>-inconsistent use of basic transitional strategies with little variety</li> <li>-uneven progression of ideas from beginning to end</li> <li>-introduction and conclusion, if present, are weak</li> <li>-weak connection among ideas</li> </ul>	<p>The response provides uneven, cursory support/evidence for the writer's claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:</p> <ul style="list-style-type: none"> <li>-evidence from sources is weakly integrated, and citations, if present, are uneven</li> <li>-weak or uneven use of elaborative techniques</li> </ul>	<p>The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> <li>-use of domain-specific vocabulary may at times be inappropriate for the audience and purpose</li> </ul>	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> <li>-frequent errors in usage may obscure meaning</li> <li>-inconsistent use of punctuation, capitalization, and spelling</li> </ul>
<b>1</b>	<p>The response may be related to the purpose but may offer little relevant detail:</p> <ul style="list-style-type: none"> <li>-may be very brief</li> <li>-may have a major drift</li> <li>-claim may be confusing or ambiguous</li> </ul>	<p>The response has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> <li>-few or no transitional strategies are evident</li> <li>-frequent extraneous ideas may intrude</li> </ul>	<p>The response provides minimal support/evidence for writer's claim that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> <li>-use of evidence from sources is minimal, absent, in error, or irrelevant</li> </ul>	<p>The response expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> <li>-uses limited language or domain-specific vocabulary</li> <li>-may have little sense of audience and purpose</li> </ul>	<p>The response demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> <li>-errors are frequent and severe and meaning is often obscure</li> </ul>
<b>0</b>	A response gets no credit if it provides no evidence of the ability to(fill in with key language from the intended target).				

