



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 4: Unit 1: Lesson 14**

## **End of Unit Assessment Parts 1 and 2: Evaluating Arguments and Claims**



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End of Unit Assessment Parts 1 and 2:  
Evaluating Arguments and Claims

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can determine a speaker’s argument and specific claims. (SL.8.3)
- I can evaluate the reasoning and evidence presented for soundness and relevance. (SL.8.3)
- I can identify when irrelevant evidence is introduced. (SL.8.3)
- I can identify the argument and specific claims in a text. (RI.8.8)
- I can evaluate the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). (RI.8.8)
- I can identify when irrelevant evidence is used. (RI.8.8)
- I can use my experiences and my knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (RI.8.9a)

Supporting Learning Targets

- I can determine the speaker’s argument and claims and evaluate the reasoning and evidence she has used to support her claim in the interview clip.
- I can identify irrelevant evidence that the speaker has used in the interview clip.
- I can evaluate Michael Pollan’s argument on pages 73–75 of *The Omnivore’s Dilemma* for sound reasoning and sufficient, relevant evidence to support the claim.
- I can identify irrelevant evidence.

Ongoing Assessment

- End of Unit 1 Assessment Part 1: Evaluating the Argument, Reasoning, and Evidence in a Speech
- End of Unit 1 Assessment Part 2: Evaluating the Argument, Reasoning, and Evidence in an Excerpt of *The Omnivore’s Dilemma*



End of Unit Assessment Parts 1 and 2:  
Evaluating Arguments and Claims

Agenda	Teaching Notes
<p>1. Opening</p> <p>    A. Reviewing Homework: Voting with Your Fork (3 minutes)</p> <p>    B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>    A. End of Unit 1 Assessment Part 1: Evaluating the Argument, Reasoning, and Evidence in a Speech (17 minutes)</p> <p>    B. Students Prepare to Advocate Persuasively (8 minutes)</p> <p>    C. Practice Advocating Persuasively Fishbowls (20 minutes)</p> <p>3. Closing and Assessment</p> <p>    A. Developing a Claim (5 minutes)</p> <p>4. Homework</p> <p>    A. Finish filling in the End of Unit 1 Assessment Part 3: Developing a Claim and practice using it to advocate persuasively to be ready for the assessed Fishbowl discussion in the next lesson. Refer to the Advocating Persuasively Checklist filled in by your peer in Lesson 13 to help you improve the way you advocate persuasively. Remember to try to keep your presentation to about 1 minute.</p>	<ul style="list-style-type: none"> <li>• In preparation for this assessment, make sure you've watched the video clip (<a href="http://www.youtube.com/watch?v=loOmlDW_9Wc">http://www.youtube.com/watch?v=loOmlDW_9Wc</a>) and read the excerpt from pages 73–75 of <i>The Omnivore's Dilemma</i>.</li> <li>• If you do not have the technology to play this clip in class, a transcript of the clip has been provided for you to read to students.</li> <li>• Students will evaluate the content based on your reading of the interview.</li> <li>• The portion of the clip for Part 1 of the assessment is 0:36-3:00.</li> <li>• When Part 1 of the assessment is over, either collect the Part 1 graphic organizers from the students so they can focus on Part 2 OR allow them to have both so that they can use any additional time to finish up work on either part. This depends on your judgment of your students.</li> <li>• At the end of the lesson, students work on their claim in preparation for advocating persuasively in the final part of the end of unit 1 assessment in the next lesson. As students prepare their claim, circulate to determine which meal each student is advocating for so you know how to group students for the final assessment Fishbowls in Lesson 15.</li> <li>• Depending on the size of your class, group your students into two or three groups, and mix up the groups to have students advocating for different meals in each group so that they have counterclaims to respond to.</li> <li>• Assess student responses on the end of unit 1 assessment using the NYS 2-Point Rubric—Short Response.</li> <li>• Post: Learning targets.</li> </ul>



End of Unit Assessment Parts 1 and 2:  
Evaluating Arguments and Claims

Lesson Vocabulary	Materials
<p>Do not preteach vocabulary in the assessment.</p>	<ul style="list-style-type: none"><li>• End of Unit 1 Assessment, Part 1: Evaluating the Argument, Reasoning, and Evidence in a Speech (one per student)</li><li>• “Organic Eggs vs. Conventional Farm Eggs, Free Range Chickens, &amp; Ethical Animal Treatment Vital Farms” interview clip 0:36-3:00, and the technology to play it to the whole group: <a href="http://www.youtube.com/watch?v=loOmlDW_9Wc">http://www.youtube.com/watch?v=loOmlDW_9Wc</a></li><li>• End of Unit 1 Assessment, Part 2: Evaluating the Argument, Reasoning, and Evidence in an Excerpt of <i>The Omnivore’s Dilemma</i> (one per student)</li><li>• End of Unit 1 Assessment Part 1: Evaluating the Argument, Reasoning, and Evidence in a Speech (answers, for teacher reference)</li><li>• End of Unit 1 Assessment Part 2: Evaluating the Argument, Reasoning, and Evidence in an Excerpt of <i>The Omnivore’s Dilemma</i> (answers, for teacher reference)</li><li>• <i>The Omnivore’s Dilemma</i>, Young Readers Edition (book; one per student)</li><li>• End of Unit 1 Assessment Part 3: Developing a Claim (one per student)</li><li>• Advocating Persuasively Checklist (filled in for students by peers in Lesson 13)</li><li>• NYS 2-Point Rubric—Short Response (for teacher reference).</li></ul>



End of Unit Assessment Parts 1 and 2:  
Evaluating Arguments and Claims

Opening	Meeting Students' Needs
<p><b>A. Reviewing Homework: Voting with Your Fork (3 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students of their homework focus: Name one way you can you “vote with your fork.”</li> <li>Select volunteers to share their ideas with the whole group.</li> </ul>	<ul style="list-style-type: none"> <li>Opening the lesson by asking students to share their homework holds students accountable. It also gives you the opportunity to monitor which students aren't completing their homework.</li> </ul>
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>Explain to students that today they will complete the first part of their end of unit assessment and that this assessment is directly related to the learning targets. Invite students to read the targets with you:             <ul style="list-style-type: none"> <li>“I can determine the speaker’s argument and claims and evaluate the reasoning and evidence she has used to support her claim in the interview clip.”</li> <li>“I can identify irrelevant evidence that the speaker has used in the interview clip.”</li> <li>“I can evaluate Michael Pollan’s argument on pages 73–75 of <i>The Omnivore’s Dilemma</i> for sound reasoning and sufficient, relevant evidence to support the claim.”</li> <li>“I can identify irrelevant evidence.”</li> </ul> </li> <li>Remind students that they have seen similar learning targets earlier in the unit when evaluating arguments and claims.</li> </ul>	<ul style="list-style-type: none"> <li>Learning targets are a research-based strategy that helps all students, especially challenged learners.</li> <li>Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li> <li>Reviewing academic vocabulary words benefits all students developing academic language.</li> </ul>



End of Unit Assessment Parts 1 and 2:  
Evaluating Arguments and Claims

Work Time	Meeting Students' Needs
<p><b>A. End of Unit 1 Assessment Part 1: Evaluating the Argument, Reasoning, and Evidence in a Speech (17 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students they are about to hear/watch an audio/video clip of someone being interviewed about organic eggs versus conventional farm eggs and that they are going to determine her argument and claims and evaluate the evidence and reasoning she has provided.</li> <li>• Distribute the <b>End of Unit 1 Assessment, Part 1: Evaluating the Argument, Reasoning, and Evidence in a Speech</b>. Give students 2 minutes to familiarize themselves with the organizer again. Make it clear that students will hear the excerpt multiple times, so they shouldn't try to record everything at once.</li> <li>• Play the <b>"Organic Eggs vs. Conventional Farm Eggs, Free Range Chickens, &amp; Ethical Animal Treatment Vital Farms" interview clip</b> once. Start at 0:36 and stop at 3:00.</li> <li>• Give students time to add any relevant information to their graphic organizers. Remind students they are to work independently without discussing their ideas.</li> <li>• Play the excerpt more times if students request it. Give students the rest of the time to finish completing the graphic organizer.</li> <li>• Circulate to support students, but as this is an assessment, they must complete this independently.</li> <li>• Collect Part 1 of the end of unit 1 assessment from students.</li> </ul>	<ul style="list-style-type: none"> <li>• If students receive accommodations for the assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.</li> <li>• For some students, this assessment may require more than the time allotted. Consider providing students time over multiple days if necessary.</li> </ul>
<p><b>B. End of Unit 1 Assessment Part 2: Evaluating the Argument, Reasoning, and Evidence in an Excerpt from The Omnivore's Dilemma (18 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>End of Unit 1 Assessment Part 2: Evaluating the Argument, Reasoning, and Evidence in an Excerpt from The Omnivore's Dilemma</b>.</li> <li>• Invite students to turn to pages 73–75 of <i>The Omnivore's Dilemma</i>. Tell students they will be evaluating the argument, reasoning, and evidence in this excerpt of the book, just as they have done in previous lessons.</li> <li>• Remind them they are to work independently without speaking to any other students.</li> <li>• Circulate to support students, but as this is an assessment, they need to complete this independently.</li> <li>• Collect Part 2 of the end of unit 1 assessment from students.</li> </ul>	



End of Unit Assessment Parts 1 and 2:  
Evaluating Arguments and Claims

Closing and Assessment	Meeting Students' Needs
<p><b>A. Developing a Claim (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that in the next lesson they will participate in the second part of this end of unit assessment, which will involve advocating persuasively in a Fishbowl, just as they have done previously in the unit. Remind students that to help them prepare for this Fishbowl exercise, they need to develop their claim, reasons, and evidence.</li> <li>• Distribute <b>End of Unit 1 Assessment Part 3: Developing a Claim</b>. Invite students to read the question at the top of the organizer with you:           <p>*“Now that you have read a lot of <i>The Omnivore’s Dilemma</i>, which of the four meals you were invited to choose from at the beginning of the unit would you choose to feed your family? Why?”</p> </li> <li>• Make it clear that students do not have to choose the same meal they chose before, but they can if they want to. Remind them to use their Food Chain graphic organizers and evidence from <i>The Omnivore’s Dilemma</i> or any other documents in preparation for this claim. However, during the Fishbowl, they will only have access to this graphic organizer.</li> <li>• As students fill in their graphic organizers, circulate to get an idea of which meal each student is advocating for, as this will help with groupings in the next lesson.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Finish filling in the End of Unit 1 Assessment Part 3: Developing a Claim and practice using it to advocate persuasively to be ready for the assessed Fishbowl discussion in the next lesson. Refer to the <b>Advocating Persuasively Checklist</b> filled in by your peer in Lesson 13 to help you improve the way you advocate persuasively. Remember to try to keep your presentation to about 1 minute.</li> </ul>	



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# Grade 8: Module 4: Unit 1: Lesson 14

## Supporting Materials



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Evaluating an Argument Graphic Organizer for Pages 275-276

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I can determine a speaker’s argument and specific claims. (SL.8.3)

I can evaluate the reasoning and evidence presented for soundness and relevance. (SL.8.3)

I can identify when irrelevant evidence is introduced. (SL.8.3)

<b>Evaluating an Argument Graphic Organizer</b>		
Speaker’s Claim:		
<b>Relevant Evidence 1</b>	<b>Relevant Evidence 2</b>	<b>Relevant Evidence 3</b>
Explain how this piece of evidence is relevant to the claim:	Explain how this piece of evidence is relevant to the claim:	Explain how this piece of evidence is relevant to the claim:
<b>Relevant Evidence 4</b>	<b>Relevant Evidence 5</b>	<b>Relevant Evidence 6</b>



Evaluating an Argument Graphic Organizer for Pages 275-276

**Evaluating an Argument Graphic Organizer**

Explain how this piece of evidence is relevant to the claim:

Explain how this piece of evidence is relevant to the claim:

Explain how this piece of evidence is relevant to the claim:

Did the speaker provide sufficient evidence? Explain why or why not.

Was the reasoning sound? Explain why or why not.

**Irrelevant Evidence**

What irrelevant evidence did the speaker provide? Explain what makes this evidence irrelevant.



**“Organic Eggs vs. Conventional Farm Eggs, Free Range Chickens, & Ethical Animal Treatment Vital Farms” Transcript (for Teacher Reference )**

If you look at the pasture-raised and free range eggs versus your commercialized eggs, you can see the nutritional facts for themselves. I'm sure there's commercialized industries out there that can't afford the organic layer ration so they go for the cheapest thing possible, which is just cracked corn. I mean, if you give an animal cracked corn, does that animal really get nutrition out of that cracked corn? Does that animal really get the full nutritional benefits that animal needs? I mean, if we were to eat just a little salad every day, we don't get the nutrition that we need. Sometimes we need Omega 3s, we need our vitamin As, Ds, and Bs. So here at Vital Farms we don't pump them with Vitamin D. Vitamin D is our sun and we give them oyster shells, which is their calcium. So we're not pumping them with antibiotics or chemicals or pumping our feed with chemicals or anything like that. It's real natural food at its best and, like I said, it's not pumped with chemicals or anything of the sort, so therefore the egg is just more nutritional because the chicken gets its nutrition how it should get its nutrition; so therefore the egg is more nutritional for you. Like I said, our cholesterol is way better in a pasture-raised organic egg versus a caged system setup.

A chicken generally lays an egg every 26 hours; and after that egg is laid, they literally take a 30-minute break (I probably would too) and don't do anything. Their body just literally doesn't do anything for 30 minutes, so they are just there. And after that 30 minutes has elapsed, that chicken then gets the queue to start her egg-laying process and then that takes a full 26 hours to produce an egg, so it's basically 1.3 days where she lays an egg, so it's not necessarily every day that she's laying an egg. So it really is, is the chicken happy? Is she not stressed? Is she getting enough protein? Is she getting enough water? Is she getting enough feed for that day? And if she did, then she will lay an egg more than likely that day. But a lot of things come into play. A lot of people think that the feed's the number-one thing; actually, the water is the number-one thing. Our eggs are made just like us, 70 percent water, so if that chicken does not have water, she will not lay an egg or even begin the process to lay an egg at all.



End of Unit 1 Assessment, Part 2:  
Evaluating the Argument, Reasoning, and Evidence in an Excerpt of  
*The Omnivore's Dilemma*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I can identify the argument and specific claims in a text. (RI.8.8)

I can evaluate the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). (RI.8.8)

I can identify when irrelevant evidence is used. (RI.8.8)

I can use my experiences and my knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. (RI.8.9a)

**Evaluating an Argument Graphic Organizer**

Page numbers of excerpt:

Author/Speaker's Claim:

**Relevant Evidence 1**

**Relevant Evidence 2**

**Relevant Evidence 3**

**Explain how this piece of evidence is relevant to the claim:**

**Explain how this piece of evidence is relevant to the claim:**

**Explain how this piece of evidence is relevant to the claim:**

End of Unit 1 Assessment, Part 2:



Evaluating the Argument, Reasoning, and Evidence in an Excerpt of  
*The Omnivore's Dilemma*

<b>Evaluating an Argument Graphic Organizer</b>		
<b>Relevant Evidence 4</b>	<b>Relevant Evidence 5</b>	<b>Relevant Evidence 6</b>
<b>Explain how this piece of evidence is relevant to the claim:</b>	<b>Explain how this piece of evidence is relevant to the claim:</b>	<b>Explain how this piece of evidence is relevant to the claim:</b>
<b>Did the author provide sufficient evidence? Explain why or why not.</b>		
<b>Was the reasoning sound? Explain why or why not.</b>		



Example of Irrelevant Evidence: Page 74 of *The Omnivore's Dilemma* Rewritten

Companies can also try to convince us that their food is healthier, even a sort of medicine. We're used to having vitamins added to our food. (Of course, manufacturers wouldn't need to add them if they hadn't been removed during processing.) And some manufacturers are going even further than adding vitamins. One company, called Tree Top, has developed a "low moisture, naturally sweetened apple piece infused with a red-wine extract." Natural chemicals in red wine called flavonoids are thought to fight cancer. Flavonoids are also found in many fruits and vegetables, including citrus fruits, berries, onions, parsley and pulses. Over 5,000 naturally occurring flavonoids have been found in various plants. Tree Top has added value to an apple by injecting it with flavonoids from red wine."

**Irrelevant Evidence**

What irrelevant evidence did the speaker provide? Explain what makes this evidence irrelevant.



End of Unit 1 Assessment, Part 1:  
Evaluating the Argument, Reasoning, and Evidence in a Speech  
(Answers, for Teacher Reference)

I can identify the argument and specific claims in a text. (RI.8.8)

I can evaluate the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). (RI.8.8)

I can identify when irrelevant evidence is used. (RI.8.8)

<b>Evaluating an Argument Graphic Organizer</b>		
<p>Speaker’s Claim: <i>Organic eggs are better for you nutritionally than eggs from caged hens.</i></p>		
<b>Relevant Evidence 1</b>	<b>Relevant Evidence 2</b>	<b>Relevant Evidence 3</b>
<p><i>“I’m sure there’s commercialized industries out there that can’t afford the organic layer ration so they go for the cheapest thing possible, which is just cracked corn. I mean, if you give an animal cracked corn, does that animal really get nutrition out of that cracked corn? Does that animal really get the full nutritional benefits that animal needs?”</i></p>	<p><i>“So we’re not pumping them with antibiotics or chemicals or pumping our feed with chemicals or anything like that. It’s real natural food at its best and, like I said, it’s not pumped with chemicals or anything of the sort, so therefore the egg is just more nutritional because the chicken gets its nutrition how it should get its nutrition; so therefore the egg is more nutritional for you.”</i></p>	<p><i>“Our cholesterol is way better in a pasture-raised organic egg versus a caged system setup.”</i></p>
<p><b>Explain how this piece of evidence is relevant to the claim:</b> <i>This implies that because hens in the commercialized industry eat cracked corn, they aren’t getting all the nutrition they need.</i></p>	<p><b>Explain how this piece of evidence is relevant to the claim:</b> <i>It explains how the chickens are being given the nutrition they need and aren’t being given chemicals or antibiotics; therefore the eggs they produce are better for you.</i></p>	<p><b>Explain how this piece of evidence is relevant to the claim:</b> <i>It explains how organic eggs are better for you—they contain less cholesterol.</i></p>



**End of Unit 1 Assessment, Part 1:**  
Evaluating the Argument, Reasoning, and Evidence in a Speech  
(Answers, for Teacher Reference)

**Evaluating an Argument Graphic Organizer**

**Did the author provide sufficient evidence? Explain why or why not.**

*There isn't enough evidence about how the eggs are better for you. She mentions lower cholesterol, but that is it.*

**Was the reasoning sound? Explain why or why not.**

*I don't think she linked the nutritional value of the egg with the chemicals. How do chemicals affect the nutritional value of the egg or make the egg healthier? She needs to explain that more clearly.*

**Irrelevant Evidence**

**What irrelevant evidence did the speaker provide? Explain what makes this evidence irrelevant.**

*The evidence about how often chickens lay eggs and how long they rest after laying an egg isn't linked to the claim. It doesn't support the claim. To make it support the claim, she would need to explain how organic hens are given the rest they need.*





End of Unit 1 Assessment, Part 2:  
Evaluating the Argument, Reasoning, and Evidence in a Speech  
(Answers, for Teacher Reference)

<b>Evaluating an Argument Graphic Organizer</b>		
<p><b>Speaker's Claim:</b> <i>Companies can charge more money for their foods by claiming that they have added some kind of value to the food.</i></p>		
<b>Relevant Evidence 1</b>	<b>Relevant Evidence 2</b>	<b>Relevant Evidence 3</b>
<p><i>"Consumers will only pay so much for an ear of corn. But they can be convinced to pay a lot more for the same corn if it has been turned into a funny shape, sweetened, and brightly colored" (73).</i></p>	<p><i>"Companies can also try to convince us that their food is healthier, even a sort of medicine" (74).</i></p>	<p><i>"One company, called Tree Top, has developed a 'low-moisture, naturally sweetened apple piece infused with a red wine extract.' Natural chemicals in red wine are thought to fight cancer. So Tree Top has added value to an apple by injecting it with flavonoids from red wine" (74).</i></p>
<p><b>Explain how this piece of evidence is relevant to the claim:</b> <i>This explains how people will pay more money for food if they think it has some kind of "added value."</i></p>	<p><b>Explain how this piece of evidence is relevant to the claim:</b> <i>This is an example of "added value" and how companies can charge us more for food by claiming it contains additional health benefits.</i></p>	<p><b>Explain how this piece of evidence is relevant to the claim:</b> <i>This is a specific example of a company that has "added value" to a food item.</i></p>
<b>Relevant Evidence 4</b>	<b>Relevant Evidence 5</b>	<b>Relevant Evidence 6</b>
<p><i>"It seems that an old-fashioned apple just isn't enough anymore. We need an apple that fights cancer! We need orange juice with calcium that builds strong bones. We need cereal that keeps us from having a heart attack." (74)</i></p>		



End of Unit 1 Assessment, Part 2:  
Evaluating the Argument, Reasoning, and Evidence in a Speech  
(Answers, for Teacher Reference)

Evaluating an Argument Graphic Organizer		
<p><b>Explain how this piece of evidence is relevant to the claim:</b> <i>These are examples of “added value” and how companies can charge us more for food by claiming it contains additional health benefits.</i></p>	<p><b>Explain how this piece of evidence is relevant to the claim:</b></p>	<p><b>Explain how this piece of evidence is relevant to the claim:</b></p>
<p><b>Did the author provide sufficient evidence? Explain why or why not.</b> <i>The author provides a lot of general examples of how companies can add value to food, but to make it more sufficient I think it needs additional specific examples and more proof that companies actually charge more money for food when they have “added value” to it.</i></p>		
<p><b>Was the reasoning sound? Explain why or why not.</b> <i>Yes—the argument makes sense because he explains how all the evidence he provides is relevant to the claim.</i></p>		

Irrelevant Evidence
<p><b>What irrelevant evidence did the speaker provide? Explain what makes this evidence irrelevant.</b></p> <p><i>The evidence about where flavonoids are found and how many different flavonoids there are is irrelevant because it doesn’t support the claim that companies can charge more money by claiming they have added some kind of value to food. It says, “Flavonoids are also found in many fruits and vegetables, including citrus fruits, berries, onions, parsley and pulses. Over 5,000 naturally occurring flavonoids have been found in various plants.” These are facts about flavonoids, but the excerpt isn’t about flavonoids—that was just an example of how companies make money by claiming they add value to food.</i></p>

End of Unit 1 Assessment, Part 3:  
Developing a Claim

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Name:

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Date:

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Based on the evidence gathered in the Evaluating an Argument graphic organizer and other evidence you have learned in this unit, make a claim based on the question:

Now that you have read a lot of *The Omnivore's Dilemma*, which of the four meals you were invited to choose from at the beginning of the unit would you choose to feed your family? Why?

**Meal 1**

McDonald's cheeseburger  
Large fries  
Large Coke

**Meal 2**

Roasted organic chicken  
Roasted organic veggies (yellow potatoes, purple kale, and red winter squash)  
Steamed organic asparagus  
Spring mix salad  
Organic ice cream with organic blackberries

**Meal 3**

Brined and applewood-smoked barbecue chicken  
Roasted sweet corn  
Rocket (arugula) salad  
Chocolate soufflé

**Meal 4**

Fava bean toasts and Sonoma boar pâté  
Egg fettuccine with power fire morels, braised leg, and grilled loin of wild Sonoma pig  
Wild East Bay yeast levain  
Local garden salad  
Fulton Street Bing cherry tart



End of Unit 1 Assessment, Part 3:  
Developing a Claim

Name:

Date:

Student Claim			
Reason 1		Reason 2	
Evidence A	Evidence B	Evidence A	Evidence B



NYS 2-Point Rubric—Short-Response

<b>Score</b>	<b>Response Features</b>
<b>2 Point</b>	<p>The features of a 2-point response are</p> <ul style="list-style-type: none"><li>• Valid inferences and/or claims from the text where required by the prompt</li><li>• Evidence of analysis of the text where required by the prompt</li><li>• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt</li><li>• Complete sentences where errors do not impact readability</li></ul>
<b>1 Point</b>	<p>The features of a 1-point response are</p> <ul style="list-style-type: none"><li>• A mostly literal recounting of events or details from the text as required by the prompt</li><li>• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Incomplete sentences or bullets</li></ul>
<b>0 Point</b>	<p>The features of a 0-point response are</p> <ul style="list-style-type: none"><li>• A response that does not address any of the requirements of the prompt or is totally inaccurate</li><li>• No response (blank answer)</li><li>• A response that is not written in English</li><li>• A response that is unintelligible or indecipherable</li></ul>

If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 1.