

7th Grade
Assessment 2

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Seventh Grade Performance Assessment

You will listen to an information text called “Blood in Boston: The Mob Picks a Fight With the king’s soldiers,” from *King George III: America’s Enemy* by Philip Brooks. You’ll also get a chance to reread the text on your own. [As you listen, think about how the author crafts this part of the text to demonstrate how the Townshend Acts led to increased violence in Boston.] *note – the bracketed comment may be necessary to provide extra support and accessibility for students reading below grade level text complexity. This may set them up to be able to demonstrate the standard that is the focus of this assessment: RI 7.5.

Task 1: (Reading Standard 5, Writing Standard 2)

Write an essay in which you answer these questions:

In “Blood in Boston: The Mob Picks a Fight” the author describes the reaction of the Boston colonists to the Townshend Acts, and the response by the King and his army to that violence. Write an explanatory essay in which you analyze how the author has structured this passage and the effect of that structure on the reader. Be sure to answer these questions:

- How do the major sections in this passage help the reader understand central ideas about The Townshend Acts and the Boston Massacre?
- How does the order of the sections add to the tone and meaning of the piece as a whole?

In your response, be sure to:

- introduce the topic: how the structure of this text supports a central idea
- Organize your writing into clear sections
- Develop your analysis by citing textual evidence accurately and explaining its role in the larger passage
- Make clear connections between your discussion of different sections
- Make clear connection between your discussion of parts of the passage and a central idea
- Use specific language related to the topic to inform and explain
- Provide a concluding statement that supports your explanation

Task 2 (Reading Standard 4)

“When the smoke cleared, 11 Bostonians lay wounded. Within two weeks, five of them were dead and pamphlets had begun to circulate announcing the ‘bloody massacre’ in Boston.” (p. 64)

Explain the meaning of the phrase *bloody massacre* in this text, including how it connects to central ideas in the passage.

TCRWP Informational Reading and Information Writing Rubric-Seventh Grade

Seventh Grade Reading Rubric	<u>Level 1- Novice</u>	<u>Level 2- Intermediate</u>	<u>Level 3- Proficient</u>	<u>Level 4- Above Proficient</u>
<p>Determine meaning of general academic and domain-specific vocabulary</p> <p>R. Standard 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>Wrongly determines the meaning of terms. Alternatively, the student may attempt to determine, rephrase and elaborate on meaning of terms given by the text and discussion may be confusing, showing student does not grasp meaning of words and phrases.</p> <p>Does not analyze the impact of a specific word choice on meaning and tone.</p>	<p>Discusses the meaning of a term, gained from synthesizing multiple parts of a text but discussion may reveal only a surface understanding of term, showing for example, that the student grasps only one meaning rather than multiple connotations.</p> <p>Attempts to discuss the impact of a word on the meaning and/or tone of the text but analysis is confusing or not fully supported by the text.</p>	<p>Determines meaning of word as it is used in a text, including figurative, connotative and technical meaning; analyzes the impact of a specific word choice on meaning and tone.</p> <p>Demonstrates ability to synthesize information to determine a nuanced understanding of a word, discussing multiple connotations.</p> <p>Analysis of the impact of including a word in the text is somewhat elaborated, with the student discussing how a word impacts both meaning and tone and providing textual evidence to support ideas.</p>	<p>Demonstrates ability to synthesize information to determine a nuanced understanding of a word, discussing multiple connotations.</p> <p>The student provides an analysis of the impact of including a word, perhaps discussing effect on the reader, author’s craft, what the effect might have been of not including the word or using different words. The discussion takes into account its multiple connotations, describing the consequences of including a word.</p>
<p>Delineating and Evaluating Argument and Claims</p> <p>R. Standard 7.8 Trace and 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.</p>	<p>Names the overall argument and discusses how particular claim is supported by reasons and evidence from the text. Has difficulty communicating clearly how claim is supported or not supported. Does not trace or evaluate overall argument in light of claim. May include evidence not related to claim.</p>	<p>Attempts to evaluate the overall argument by assessing how a particular claim is supported. May discuss two reasons and provide text evidence for the claim but have difficulty assessing whether this is relevant enough or sufficient enough evidence.</p>	<p>Trace and 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.</p> <p>Discusses the development of the argument and evaluates the degree to which a particular claim is supported, describing whether evidence is relevant and sufficient. Explains the effect of the author’s supporting and/or not supporting a claim on the overall argument.</p>	<p>Analyzes the reasoning of the overall argument in light of the way claims are supported, describing what the author might have done to strengthen the overall argument. In some cases, the writer may make mention of irrelevant evidence and/or mention other claims.</p>

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Seventh Grade Writing Rubric	<u>Level 1- Novice</u>	<u>Level 2- Intermediate</u>	<u>Level 3- Proficient</u>	<u>Level 4- Above Proficient</u>
	W. Standard 7.2 <i>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</i>			
<p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g. headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>Begins with reasons that support the topic or author’s claim, without naming a topic. OR Names a topic but does not preview what is to follow. i.e. “One reason that the author says that King George III was more stubborn than wicked is...”</p> <p>Provides examples, ideas, and concepts, but does not group information in related paragraphs or sections or does so in a way that is disorganized or unclear (i.e., does not use strategies such as definition, classification,</p>	<p>Introduces the topic (the author’s argument) and either: moves into a discussion of one reason without previewing all of the reasons that are to follow OR does not provide information that contextualizes the topic. i.e. “The author, Philip Brooks, claims that King George III was more stubborn than wicked. One reason is...”</p> <p>Attempts to group related information in paragraphs or sections, though there are several instances where this is not done perfectly, i.e. includes extraneous details in a paragraph or section. In one or two instances, uses</p>	<p>Introduces the topic (the author’s argument) clearly and previews specific claims.</p> <p>Organizes ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.</p> <p>Introduces the argument clearly by naming the author’s claim in one, clear statement and provides information to contextualize the topic. i.e. “In <i>Wicked Histories: King George III</i>, the author Philip Brooks claims that King George wasn’t intending to be cruel, but he was very stubborn. Three of the main reasons he gives for this are...”</p> <p>Groups related information into paragraphs or sections, and presents the information in a logical order (e.g. least to most compelling details, or chronological order). In several sections, uses strategies such as definition,</p>	<p>Crafts an introduction that orients the reader to the topic (the author’s argument) in a sophisticated way (imagery, allusion, a compelling fact or statistic); introduces the topic clearly, and previews larger categories that provide the structure for the writing. “It seems hardly possible that a leader’s personality could start a war. But Philip Brooks proves otherwise. In his book, <i>Wicked Histories: King George III</i>, he writes about King George’s role in the creation and continuation of the Revolutionary War. In it, Brooks claims that King George wasn’t intending to be cruel, but he was very stubborn. Three of the main reasons he gives for this are...”</p> <p>Groups related information into paragraphs or sections, and presents the information in a logical order, uses strategies such as definition, classification, comparison/contrast, and cause/effect to organize ideas.</p>

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	comparison/contrast, and cause/effect to organize ideas.	strategies such as definition, classification, comparison/contrast, and cause/effect to organize ideas.	classification, comparison/contrast, and cause/effect to organize ideas.	Orients the reader to each section with an introductory statement and ends each section with a concluding statement or a link to the following section.
<i>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</i>	<p>Develops the topic in one or two of the following ways: relevant facts, definitions, concrete details, quotations, or other information and examples from the text provided.</p> <p>Includes no direct quotations or quotations seem misplaced. May instead make general references to the text as a whole.</p>	<p>Develops some of the sections using a variety of the following: relevant facts, definitions, concrete details, quotations, or other information and examples from the text provided.</p> <p>Includes at least one direct quotation, cited properly, and integrated into the text appropriately.</p>	<p>Develops each section with several of the following: relevant facts, definitions, concrete details, quotations, or other information and examples from the text provided.</p> <p>Includes direct quotations, cited and integrated properly; refers directly to sources when including information from them.</p>	<p>Develops each section using a wide, balanced variety of the following: relevant facts, definitions, concrete details, quotations, or other information and examples from the text provided. Names connections between supporting pieces of information and supporting points.</p> <p>Develops the topic using inferred information, as well as information pulled from multiple parts of the text.</p> <p>Includes direct quotations in multiple sections, cited and integrated properly; refers directly to sources when including information from them.</p>
<i>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</i>	<p>Links ideas within sections using low-level words and phrases (e.g. another, for example, also, because) but does not make connections across categories of information or does so sporadically.</p>	<p>Links ideas within sections using appropriate words, phrases, and clauses (e.g. in contrast, especially, therefore). May use these mostly to connect information within sections or paragraphs and only sporadically to connect information across sections.</p>	<p>Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>Uses transitional phrases to connect ideas within sections as well as between sections</p>	<p>Uses transitional phrases to connect ideas within sections as well as between sections and uses transitional phrases to link non-adjacent but related portions of the response (e.g. going back to, returning to, further support for).</p>

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<p><i>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p><i>e. Establish and maintain a formal style</i></p>	<p>Attempts to use precise, domain-specific vocabulary from the text, though sometimes incorrectly or awkwardly.</p> <p>Uses an informal tone and style inappropriate to the genre of academic information writing, and may cross over into the style of other genres.</p>	<p>Uses precise, domain-specific vocabulary from the text. This vocabulary is often (though not always), integrated smoothly.</p> <p>Attempts to establish and maintain an essayist’s tone and style appropriate to the genre, but may waver between formal and informal styles.</p>	<p>Uses precise, domain-specific vocabulary to inform about or explain the topic.</p> <p>Incorporates this language skillfully, even when words are unfamiliar.</p> <p>Maintains a formal style of writing throughout the piece.</p>	<p>Uses precise, domain-specific vocabulary to inform about the topic in all sections of the text.</p> <p>Attempts to angle the use of vocabulary to emphasize key points and ideas.</p> <p>Maintains a formal style of writing throughout the piece.</p>
<p><i>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</i></p>	<p>Provides a concluding statement or section that does not clearly connect to the topic, or conclusion is not present.</p> <p>i.e. “That is the final reason that the author gave.”</p>	<p>Provides a concluding statement or section that attempts to circle back to or reflect on the original topic.</p> <p>i.e. “These were some of the reasons that the author gave to say King George III was stubborn.”</p>	<p>Provides a concluding statement or section that follows from and supports the information presented.</p> <p>Provides a conclusion that is related to the topic and to the text as a whole.</p> <p>i.e. “If King George III were not so stubborn in the ways Brooks explains, such as . . . , many years of the war could have been prevented and many lives could have been saved.”</p>	<p>Provides a concluding statement or section that follows from and supports the information presented and may also place the information in a larger context or attempt to connect to a larger audience.</p> <p>i.e. “Brooks, by explaining that King George III’s actions led to the war in the following important ways . . . , gives a convincing argument that King George was not cruel, but rather stubborn. The author offers a powerful way to think about the underlying causes for the Revolutionary War and hopefully will lead to greater understanding and even the prevention of future wars.”</p>

King George III

Blood in Boston

The mob picks a fight with the king's soldiers.

King George and Parliament passed The Townshend Acts in November 1767, placing new taxes on certain household goods imported into the country. This was a way to once again try to raise more money from the Americans. Among the items taxed were paper, glass and tea. To enforce the law, British officials in America redoubled their efforts to catch smugglers. They boarded the ships of American merchants and tore through the cargo holds looking for taxable goods.

In the summer of 1768, British soldiers in Boston Harbor seized a cargo ship owned by an American merchant named John Hancock. Angry mobs rioted in the streets in protest. One group stormed the Customs House and demanded the release of Hancock's ship. British officials had no choice but to let the vessel go.

At that point, George could have called for negotiations with rebel leaders. But the violence seemed inexcusable to him. So instead of looking for compromises, he called on the British army.

In October, General Thomas Gage sent two regiments of British soldiers from Canada to Boston to stamp out protests and enforce the tax laws. For the next year and a half, the city hung on the brink of violence. When the red-coated soldiers patrolled the streets, colonists gathered in doorways to yell insults at them. Week after week, tempers grew shorter and conflicts more frequent.

Finally, on the night of March 5, 1770, the tension erupted into violence. It began when a wig maker's apprentice taunted a British officer for failing to pay a bill to his master. Another soldier joined the argument and eventually hit the apprentice with his musket. A crowd gathered to throw snowballs at the soldier. Church bells rang around the city as word of the confrontation spread.

More British soldiers arrived, and within hours they faced a jeering crowd of 300 or 400 on the steps of the Customs House. The frightened soldiers formed a semicircle, bayonets at the ready. Suddenly, a man hit one of the soldiers with a club. The soldier struggled to his feet and fired his musket into the crowd. "Damn you, fire!" he shouted to his fellow soldiers. They did.

When the smoke cleared, 11 Bostonians lay wounded. Within two weeks, five of them were dead and pamphlets had begun to circulate announcing the "bloody massacre" in Boston.

By now it was clear to the king and to Parliament that the rebels had made it impossible to enforce the Townshend Acts. Royal officials in the colonies feared for their lives. Boycotts were putting British merchants out of business. A month after the Boston Massacre, Parliament voted to repeal all taxes except one – the tax on imported tea.

"There must always be one tax to keep up the right [to tax]," George told his ministers. "And as such I approve of the tea duty."