

WELCOME PARENTS AND STUDENTS TO NJASK (New Jersey Assessment of Skills and Knowledge) FAMILY NIGHTS

TONIGHT'S AGENDA PERSUASION

- PLEASE SIGN IN
- FIND A SEAT
- BRAINTEASER
- HELP YOURSELF TO DINNER
- LEARN HOW TO PERSUADE



NJ ASK

**CHANGES,
STRATEGIES**

&

TIPS

For Persuasion

NJ ASK 7-8

2011 Assessment Schedule



Grades 7 and 8

- NJ ASK 7
- May 3, 4, 5 & 6
- May 9, 10, 11, 12 & 13 **MAKE UP**
- Language Arts Days 1 & 2, Math Days 1 & 2
- NJ ASK 8
- May 3, 4, 5 & 6
- May 9, 10, 11, 12 & 13 **MAKE UP**
- Language Arts Days 1 & 2, Math & Science



See DOE web site for full details:

<http://www.nj.gov/education/assessment/schedule.shtml>

New Jersey Assessment of Skills and Knowledge (NJ ASK) Grades 3-8 2011-2012



What's New for 2011?

- More Language Arts Literacy (LAL) reading passages
- Shorter LAL reading passages
- Two LAL writing prompts in grades 3-7
- New types of LAL writing prompts
- Elimination of the LAL picture prompt
- Two days of mathematics testing in grades 3-7
- New math item type: the short constructed-response item
- Spanish versions of tests at grades 3-8, all content areas





NJ ASK 5-8

Language Arts Literacy

“More About Writing”



- Students may respond to a task that is presented through the use of a brief passage that students will read. The given passage will provide students with information that may be used as a springboard for students to write a story, actual or fictional. Students will use the information from the passage to make decisions, solve problems, and create original works.
- Writing tasks will require students to respond in a variety of ways (e.g., narrative, expository, persuasive, speculative)

NJ ASK 6-8

Language Arts Literacy

Text types/Strand (additional field test content embedded throughout)	Reading Selections	MC (Number of Items)	OE (Number of Items)	Writing Tasks (Number of Items)	Time on Task(s) in Approximate Minutes	Total Points
Persuasive Prompt				1	45	12*
Explanatory Prompt				1	25	6*
Reading Passages	4	36	4		120	52**
Total	4	36	4	2	190	70

***Grades 6-8 utilize a 6-point rubric. **O/E items in the reading passages are scored on a 0 – 4 scoring rubric.**

THE PERSUASIVE ESSAY IS WORTH DOUBLE POINTS

There will be one persuasive prompt, and you will have 45 minutes to write. You will be scored on a specific persuasive 6 point rubric. (Included in your folder)

Persuasion Strategies

“Be Clear”



Begin giving the statement to be argued, making clear what your position is on the issue.

“It’s all about the facts”



Follow by presenting your arguments, making sure to back up with details and elaborations. This persuades your reader that your opinion is valid.

Who are you?



Keep your tone reasonable, professional, and trustworthy.

“ IF YOU FAIL TO PLAN, YOU PLAN TO FAIL.”



Organize your ideas (You have 45 minutes) You wouldn't have a party without planning, so please do not write without planning.

(3-5 minutes)

SUPPORT



Support your ideas with details and elaborations to help the reader understand what you are saying.

Transition “Bridges”



Follow a sequence. Use “HOT” Higher Order transition words to serve as a bridge between paragraphs.

(paper included)

Entering and Exiting your paper



Opening (state your thesis) Do not announce... “ I am going to tell you...” 😞

Closing (restate your thesis) Do not announce.... “ Well, there you have it”

Finally



- Do not use these words: got, stuff, kids, because, I, mad, sad, happy!!!!
- Use word and sentence variety.

If you had Frosted Flakes every day for a month, it would be pretty boring.

- An easy way to change this is by beginning with the action or a preposition.
- Ex. Exiting the room, I heard a noise.
- Ex. After the game, we went for pizza.

Rubrics



- WHAT IS IN A RUBRIC?
- Make your rubrics your friend!

- How do I score a 6?
- How do I score a 24?

- Why would I score a 4 or a 5 when I think it should be a 6?

Persuasive Essay Rubric

Paragraph	Criteria	Score 4: excellent 3: good 2: fair 1: poor
Paragraph 1 <i>(Introduction)</i>	<ul style="list-style-type: none"> • Introduction includes a hook to get the reader's attention • Thesis statement is clear 	
Paragraph 2 <i>(First Argument)</i>	<ul style="list-style-type: none"> • Topic sentence states the reason • Explanation to back up the reason is clear and persuasive 	
Paragraph 3 <i>(Second Argument)</i>	<ul style="list-style-type: none"> • Topic sentence states the reason. • Explanation to back up the reason is clear and persuasive 	
Paragraph 4 <i>(Third Argument)</i>	<ul style="list-style-type: none"> • Topic sentence states the reason • Explanation to back up the reason is clear and persuasive 	
Paragraph 5 <i>(Conclusion)</i>	<ul style="list-style-type: none"> • Say again what you want the reader to believe or to do • Closing sentence (personal comment or a call to action) 	
Mechanics	<ul style="list-style-type: none"> • Sentence fluency • Spelling and grammar 	
TOTAL		

SUGGESTED GRADING KEY:

20 – 24 = A

15 – 19 = B

10 – 14 = C

6 – 9 = D

Below 6 Points = F

New Jersey Registered Holistic Scoring Rubric Used for the "Writing to Speculate" and Persuasive Writing Items

	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score:	1	2	3	4	5	6
Content and Organization	May lack opening and/or closing	May lack opening and/or closing	May lack opening and/or closing	Generally has opening and/or closing	Opening and closing	Opening and closing
	Minimal response to topic; uncertain focus	Attempts to focus May drift or shift focus	Usually has single focus	Single focus	Single focus Sense of unity and coherence Key ideas developed	Single, distinct focus Unified and coherent Well-developed
	No planning evident; disorganized	Attempts organization Few, if any, transitions between ideas	Some lapses or flaws in organization May lack some transitions between ideas	Ideas loosely connected Transitions evident	Logical progression of ideas Moderately fluent Attempts compositional risks	Logical progression of ideas Fluent, cohesive Compositional risks successful
	Details random, inappropriate, or barely apparent	Details lack elaboration, i. e., highlight paper	Repetitious details Several unelaborated details	Uneven development of details	Details appropriate and varied	Details effective, vivid, explicit, and/or pertinent
Usage	No apparent control Severe/ numerous errors	Numerous errors	Errors/ patterns of errors may be evident	Some errors that do not interfere with meaning	Few errors	Very few, if any, errors
Sentence Construction	Assortment of incomplete and/ or incorrect sentences	Excessive monotony/ same structure Numerous errors	Little variety in syntax Some errors	Some variety Generally correct	Variety in syntax appropriate and effective Few errors	Precision and/or sophistication Very few, if any, errors
Mechanics	Errors so severe they detract from meaning	Numerous serious errors	Patterns of errors evident	No consistent pattern of errors Some errors that do not interfere with meaning	Few errors	Very few, if any, errors

Content/ Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> • Communicates intended message to intended audience • Relates to topic • Opening and closing • Focused • Logical progression of ideas • Transitions • Appropriate details and information 	<ul style="list-style-type: none"> • Tense formation • Subject-verb agreement • Pronouns usage/ agreement • Word choice/ meaning • Proper Modifiers 	<ul style="list-style-type: none"> • Variety of type, structure, and length • Correct construction 	<ul style="list-style-type: none"> • Spelling • Capitalization • Punctuation

Non-Scorable Responses	NR	No Response	Student wrote too little to allow a reliable judgement of his/her writing.
	OT	Off Topic/Off Task	Student did not write on the assigned topic/ task, or the student attempted to copy the prompt.
	NE	Not English	Student wrote in a language other than English.
	WF	Wrong Format	Student refused to write on the topic, or the writing task folder was blank.

If you develop a thesis; the rest will
come.



- **A good thesis includes the three “p’s.” It is a three-pronged-parallel preview of your essay.**
- **The thesis (or three reasons) will develop your following paragraphs**
- **Each reason will become the topic sentence for your next 3 paragraphs.**
- **The final paragraphs will be a restatement of your thesis.**

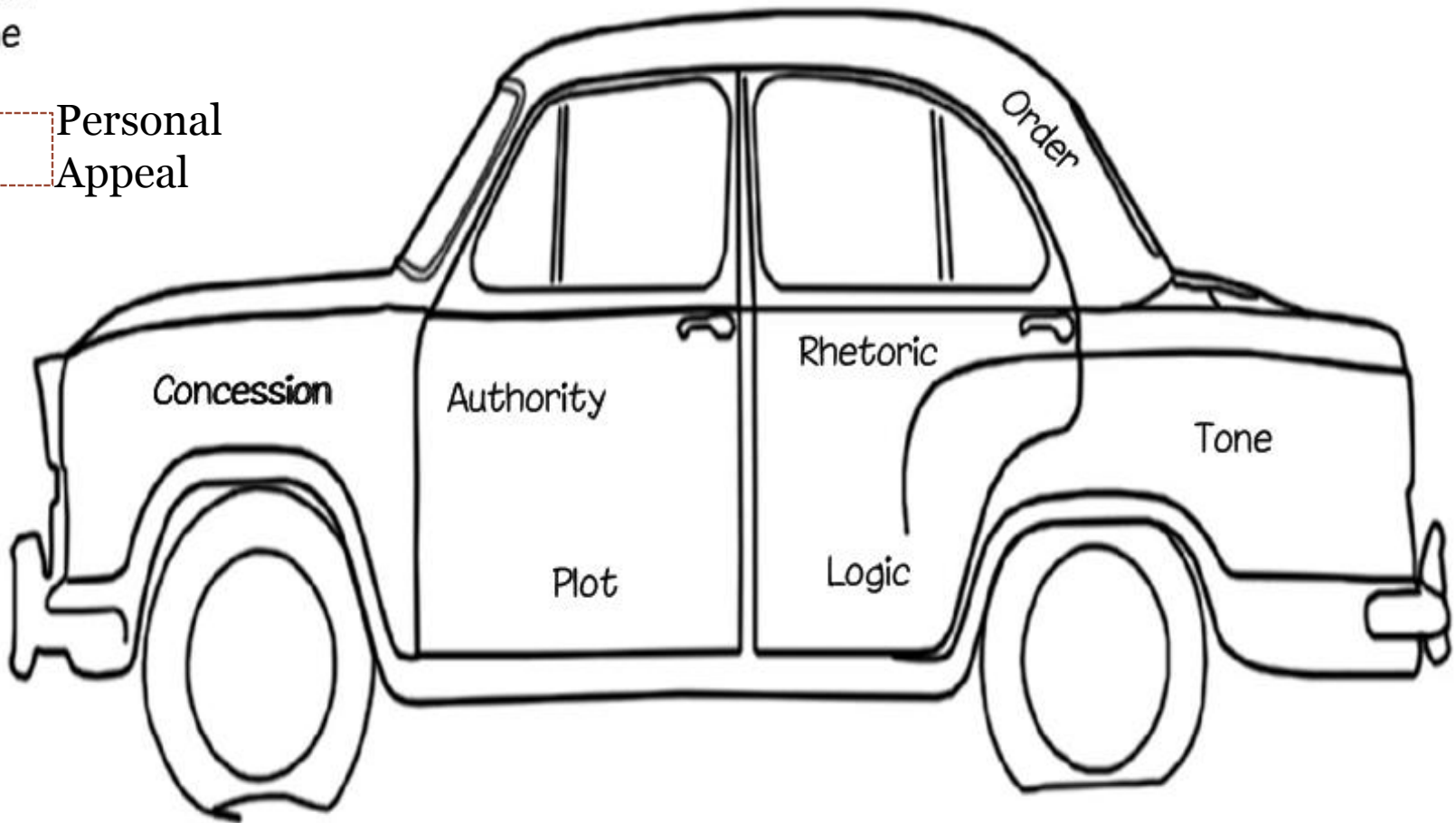
CAR LOT P



Concession
Authority
Rhetoric

Logic
Order
Tone

Personal Appeal



Concession

- **Concession:**
Acknowledge opposing points of view and offer your rebuttal.



Authority



- **Authority:** Speak from personal experience, or if you have none, then provide facts, figures, and quotes from authorities to support your opinion

Rhetoric



- **Rhetorical Questioning:** A rhetorical question can be phrased so that the only answer is in favor of your opinion. Ex: Dog is man's best friend. Who doesn't want a loyal best friend?



Logic



- **Logic:** If A equals B, and B equals C, then A must equal C. If the statements in your equation are true, then your conclusion must be true as well. A great example of logic

ORDER



- Order of importance organization: present your argument so you progress from the least important detail to the most important detail

Tone



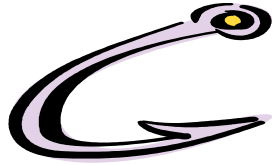
Tone: The tone of the piece can alienate a reader if too harsh or sarcastic. The writer wants the reader to like them and to approve of their idea.

Personal Appeal

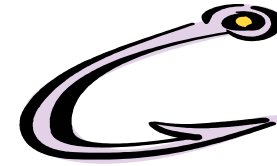


- **Personal appeal:** Human beings are emotional; establish common ground that your audience can relate to. This is also known as empathy
- Make your reader laugh or cry. Do not make them yawn!





HOOK IT!



1. Begin with a simile or a metaphor.

My life has been a carnival. My family is like an open book

3. Begin with a definition.

Amiable is the best way to describe my personality: I am friendly and caring. Perfect is the best adjective to describe me: I am flawless in every aspect of my life.

4. Begin with a quotation.

“Learn to laugh” is something my kindergarten teacher told me after Ralph spilled paint on my daffodil picture.

5. Begin with a comparison to a well-known person or celebrity.

I am as photogenic as Tyra Banks.

HOOK IT!



6. Begin with placing yourself in the future.

In the year 2012 I see myself as a supreme ballerina performing in Camelot at the Kennedy Center in Washington, D.C.

7. Begin with a dilemma.

Deciding to attend Hampton Roads Academy, a private school, was one of my most difficult decisions.

8. Begin with a scene.

The day of my birth began with Hurricane Charlie pounding at our door in Charleston, South Carolina.

9. Begin with the best advice you have ever received.

“Butch, did you practice the piano?” Since I was six years old, this has been a daily reminder from my dear mother. “Be all you can be” has been my inspiration from my grandfather who is a retired Marine Corps colonel and my mentor.

10. Begin with an anecdote.

As my cousin and I pedaled our new bikes to the beach, 6 years old, suntanned and young, we met an old, shaggy-haired man weaving unsteadily on a battered old bike.

The Edible Persuasion Game



Step 1: Choose a side. Will you be sitting on the left or right side of the bookcase?

Step 2: Sit in a group of 3 or more people.

Step 3: Introduce yourself.

Step 4: Wait for the chips. If the presenters take too long, stomp your feet!!

Step 5: Analyze and gather evidence

Step 6: Go beyond the bookshelf and get to know the “opposing” team’s product (concession)

Step 7: In your group, think and write down 5-6 different reasons why your “chip” is better.

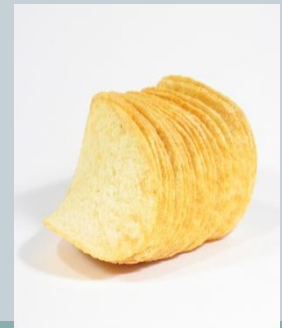
Step 8: Choose the “best” reasons in which you can build details. (Thesis Statement)

Step 9: Write down 3 details for each reason.

Step 10: Write down 1 elaboration for each detail.

Congratulations!! This is the persuasive thinking

Step 11: Now try to persuade the teacher on the opposing side.



Persuasion Made Simple



PERSUASIVE POTATO CHIPS

Your Job!

- Your bag of potato chips is the best value, and it is your job to come up with as many "logical" reasons why your potato is the best value.
- Focus on the question, "Why are my potato chips better?"
- Work together to make a list of the top 5-6 points for why your chips are the best.



The Result



Using your background knowledge about potato, nutrition, packaging, and logic, try to construct a thesis statement (including transitional elements) to disprove the other side.

- If you think you can convince the teacher on the other side, bring you essay up to the teacher.
- Bring your "cut-out" chip. The teacher will take the chip if you have successfully created a persuasive essay.
- The "side" with the most chips, wins.
- If you are successful, you will also receive a pin.

Check the bottom of your chair



**If you have a taped chip on the bottom of your chair,
the Pringles are yours!**

Give yourself an applause, hard workers!

**Thank you for
joining us!**

