

My father told me that you where  
going to take my dog away. Well I'm going  
to tell you some <sup>reasons</sup> ~~example~~ <sup>why</sup> that you should  
take my dog away

If you take my dog away, I will  
have a broken heart. For example if you  
have a sister and she died how would you  
feel? Dad that how I would feel.

Another is <sup>that</sup> "there would not be best  
friend <sup>any</sup> no more. For an example when  
I was crying she came over and cheered  
me up.

My dog for me is like big  
sister. Like I was little and I was taking

a nose and woke up and I was crying  
my dog and tell my mom. My  
dog good care of me.

For all <sup>these</sup> ~~this~~ <sup>of</sup> reasons  my dog should  
stay with me. I love her so much  
nobody can replace her!

# OPINION/POSITION

That my dog is going to be taken  
this dog is special to me and my  
family,

## REASONS

If you  
take my dog  
away then I  
will go crazy  
and heart brok  
en.

If you  
take my dog  
away I would  
never have best  
to friend,

My dog  
is my other  
brother and  
she  
d and how  
he take care  
of me,

## DETAILS OR EXAMPLES

She is like my  
big sister

For an exam  
ple when I  
was sad he  
came over and  
play with me

When I was  
little and a  
woke up from  
my nap and  
cry he will  
get parents

## CONCLUSION - RESTATE YOUR POSITION

For all this reason my dog should stay  
with me I love her nobody can replace  
her and she is a value

## ELA Performance Task: 4-2

### The Task:

Students were informed that their neighborhood council had registered a complaint with the police department regarding their barking dog. They had to select a strategy to persuade the council to withdraw the complaint. Students were to use a graphic organizer to organize their thoughts and to prepare a draft presentation. The final presentation was to be presented to the class.

### Circumstances of Performance:

The student work is produced under the following conditions:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> alone            | <input type="checkbox"/> in a group                          |
| <input checked="" type="checkbox"/> in class         | <input type="checkbox"/> as homework                         |
| <input type="checkbox"/> with teacher feedback       | <input checked="" type="checkbox"/> with peer feedback       |
| <input type="checkbox"/> timed                       | <input type="checkbox"/> extended project                    |
| <input type="checkbox"/> no opportunity for revision | <input checked="" type="checkbox"/> opportunity for revision |

### What the Work Shows:

**E3c—The student prepares and delivers an individual presentation in which the students:**

E3c.1—shapes the information to achieve a particular purpose (A) (B) (C)

E3c.4—engages the audience with appropriate verbal cues and eye contact.

E2a.5—excludes extraneous and inappropriate information.

E2a.7—provides a sense of closure to the writing.

- (A) Information is provided in a personal way, using “you” to refer to the audience. The writer uses emotional appeal effectively as a persuasive strategy. She also utilizes questions such as “How would you feel?” to establish a personal connection with the audience.
- (B) The use of the graphic organizer helps the student clarify their position and identify details and examples as support. The student uses the graphic organizer to develop and organize information to construct their argument.
- (C) Teacher editing is evident on written draft. However, since the task requires only a draft for presentation to the class and does not assess the editing standard, the errors are insignificant. The student is able to construct a convincing argument, and the work does meet the standard for E3c.1.

**E5a—The student responds to non-fiction, fiction, poetry and drama using interpretive, critical and evaluative processes.**

**DoDEA Rubric Bank Traits Used:** Communication, Ideas, and Voice