FCPS Standards Benchmark
ELA Grade 8, On Demand Writing Prompt 2

These tests are designed to be experienced in an online environment,not through a printed format. The computer screen is 16x9 or 4x3 and these formats don't render well to an 8.5x11 PDF. Consequently, images are often cut off on the PDFs and any dynamic features will obviously not be available in the PDFs. There is no efficient way for students **to take the test "on paper."** Additionally, the Common Unit Assessments were designed to replicate the experience of taking the Kentucky Summative Assessment. Data accumulated is for classroom use, and PLC discussions, and for teacher planning purposes only.

This printable copy is intended for reteaching and reassessment purposes.

Focusing

- Read the prompt.
- Think about what the prompt is asking you to do.
- Read the provided text set (articles, pictures, charts, tables, maps, graphs).
- Think about key issues in the texts that will help you fulfill the purpose of writing your argument.

Pre-writing

- Based on evidence from the texts, think of your claim(s) and supporting reasoning and evidence. You may also use related personal knowledge/experiences/examples to support your argument and the evidence you extracted from the texts.
- Think of how you will counter/refute opposing claim(s).
- Use a pre-writing technique (brainstorming, webbing, drawing, outlining) to organize your ideas for the introduction, body paragraphs and conclusion of your essay.

Drafting

- Type your essay in the text box provided.
- Be sure to maintain a formal writing style and tone.

Reviewing

- Reread your essay to correct any errors that interfere with your ability to communicate your argument.

When writing my **argument**, did I...

- introduce claim(s)?
- acknowledge and distinguish claim(s) from counterclaims (alternate or opposing claims)?
- refute/counter opposing claim(s)?
- anticipate the audience's knowledge and concerns?
- provide relevant background information from the texts provided (using **at least 2** of the provided sources)?
- maintain a clear focus on the claim(s)?
- logically organize claim(s), counterclaims, reasons and evidence?
- support claim(s) with logical reasoning and relevant evidence (facts, details, direct/indirect quotes and examples) using **at least 2** of the provided sources?
- use transitional words and phrases to create cohesion and clarify the relationship among claim(s), counterclaims, reasons and evidence?
- provide a conclusion that supports the argument presented?

On-Demand Directions: Carefully read the prompt below. Then read the provided texts. Enter your essay in the space provided.

Gaming as Sport

Write a well-organized essay arguing whether or not video gaming should be considered a sport. Support your argument with evidence from the texts.

Source 1: Graph
Pew Research CenterVideo: Games are designed to be addictive.

Percentage of U.S. teens who say that they spend too much, too little, or the right amount of time playing video games

	Boys	Girls
Too little time	14	30
About the right time	41	42
Too much time	41	11
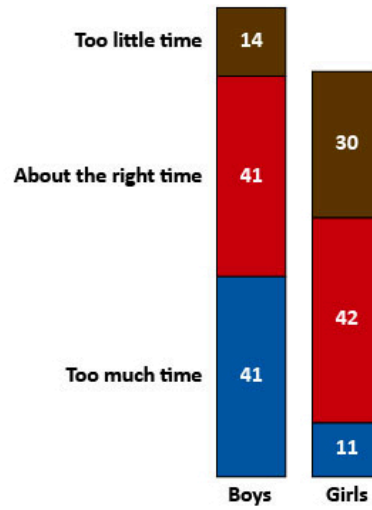
Source 2: eSports are sport
by Seth E. Jenny, Ph.D. - Winthrop University

In this short essay I will briefly defend why eSports, or organized video game competitions, should be considered a sport. Jenny, Manning, Keiper, and Olrich (2016) note seven definitive characteristics a sport must possess in order to be considered a sport as derived from sport philosophy (Suits, 2007) and sport sociology (Guttmann, 1978).

First, play forms the foundation for all sports and there is little doubt eSport players voluntarily play video games for enjoyment. Second, eSports are organized goal-directed activities adhering to rules. For example, see ESL One (2016) for its eSports event 30 page rulebook which covers event, player and game-specific regulations. Next, not only do eSports include competition resulting in a winner or loser, but eSports uniquely permit global competition through online gaming. Fourth, eSports include skillful play where chance or luck is not the sole reason for winning. In addition to the technical dexterity utilized with individual controller or computer button inputs, skillful eSports players and teams must utilize "sporting intelligence" (Hemphill, 2005) where excellent communication skills and the ability to adapt to the opposing team's strategies must occur in order for success (Rambusch, Jakobsson, & Pargan, 2007).

Moreover, sports must include physical skills and professional eSports players have been known to skillfully perform more than 300 keyboard or mouse actions a minute (some up to 10 per second) (Heaven, 2014b). In addition, as motion-based video gaming (Jenny, Hushman, & Hushman, 2013) – which track players' gross motor body movements through motion-capture software and camera devices (e.g., Xbox Kinect, Nintendo Wii, etc.) – gain popularity, these more physical video games may be utilized more into eSports. Sixth, there is no doubt eSports is beyond a local fad and has a broad following as over 70 million people watch eSports via the internet or television globally (Wingfield, 2014) and, for example, in 2013 *League of Legends* (the most popular eSports video game) had over 70 million registered players, including 32 million monthly active players (Snider, 2013).

Major television networks now air eSports (e.g., TBS, ESPN, X-Games) and dedicated eSports stadiums have been or are being built around the world (e.g., United States, South Korea, China, etc.) (Heaven, 2014a). Finally, eSports are being institutionalized by several agencies where the rules are standard and formalized

with governing bodies. This will always be a fluid process in eSports as new video games are constantly created. On the world's stage, the International eSports Federation has been created while in the United Kingdom, the UK eSports Association and in South Korea the Korean Esports Association (KeSPA) have been created to standardize the sport in those respective countries. In the United States, this is being done by Major League Gaming (MLG) and ESports League (ESL). Like it or not, eSports is a sport!

Source 3: Gamers are Not Athletes
By Zaid Fattah, Scholastic Adviser

I play basketball both online and in real life. The difference is, I can comfortably sit on my living room couch and play the basketball video game NBA 2K20 for hours on end while barely breaking a sweat. On the other hand, I can't even last an hour on the basketball court without needing a water break. By the end of the game, my T-shirt is drenched in sweat, my arms feel heavier than the Titanic, and my legs are on the verge of collapsing. This is why I believe that even though it's a fun hobby, playing video games is not a real sport. Pushing buttons on a controller is simply not physically demanding enough to meet the Oxford English Dictionary's definition of a sport: "an activity involving physical exertion and skill."

Not only are video games too sedentary[1] to qualify as real sports, they also negatively affect the health of players. In a 2019 survey of e-sports athletes, the American Osteopathic Association found that 56 percent of the gamers who responded experienced eye fatigue, 42 percent reported back and neck pain, and 36 percent reported severe wrist pain. Even worse, almost half of the e-sport athletes surveyed got no physical activity in a given day.

While it's true that traditional athletes can sustain injuries while playing games like basketball, volleyball, and football, the health benefits of traditional sports offset the risks. These benefits include improved cardiovascular health, a reduced risk for diabetes, and greater joint flexibility. The Centers for Disease Control and Prevention recommends that teens get an hour of physical activity daily. Playing any traditional sport is a great way to meet this requirement.

Some video game connoisseurs[2] might argue that gaming is a real sport because spectators watch you compete. But many games that can be watched by spectators are not sports. Competitive chess matches, for example, can be observed both online and in real life, but chess is a game, not an athletic event. Only games requiring extreme physical exertion qualify as true sports.

As both a gamer and traditional athlete, I'm interested in the future of e-sports. However, video games are not traditional sports and should not be held in the same regard as sports like football, baseball, and soccer.

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[1] **Sedentary (adj.)** tending to spend too much time seated; somewhat inactive
[2] **Connoisseurs (n.)** an expert judge in matters of taste

Source 4: How Do Teens Feel about Video Games?
written for educational purposes by Pearson

As video games become increasingly embedded into our devices—and thus our lives—there is a growing body of research about their impact. In a 2020 study, almost 9 in 10 parents agreed that teens spend too much time playing video games. Some researchers blame video games for a host of problems. One recent study followed teen video game players for six years. Most enjoyed playing without any harmful effects, but 10 percent developed problems. As they reached adulthood, the group who played video games more often displayed higher levels of depression, aggression, shyness, problematic phone use, and anxiety than less avid players.

Not everyone agrees that video games are problematic, however. Some experts believe that video games provide opportunities for children and teens to build skills. Studies suggest that multiplayer strategy games, for example, may build cognitive and interpersonal skills. Some researchers suggest that competitive gaming, or esports, have the same advantages as other competitive sports, with the added benefit of enabling anyone to play.

What do teens themselves say? Research suggests that they are as divided as the researchers. Many teens find video games to be a source of enjoyment and entertainment. They may play games to relax, have fun, and escape from the stresses of daily life. Video games may also provide a platform for social interaction. Teens can connect with friends online and may even make new friends in gaming communities. For some, gaming is a crucial aspect of their social life.

However, it is important to note that some teens feel that they play too many video games. In fact, in a 2018 study undertaken by Pew Research Center, 26 percent of respondents between 13 and 17 years of age reported that they "spend too much time" playing video games. The difference between boys and girls is notable: 41 percent of boys, compared to just 11 percent of girls. . In addition, almost two-thirds of boys say they have cut back on the amount of time they spend playing games.

The system of rewards and play time is designed to make people craving more. The fact that so many teens feel that they spend too much time playing games or are trying to cut back on their play time suggests that video games may be more problematic that many people think.

Passage Lexile Range

Grade 8 Band: 985L to 1295L

- eSports are Sport **1010L-1200L**
- Gamers are Not Athletes **1010L-1200L**
- How Do Teens Feel about Video Games? **1010L-1200L**

KSA Argumentation Rubric--8th Grade On-Demand Writing

Guiding Principle C1: Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Scoring Elements	Novice	Apprentice	Proficient	Distinguished
Clarity and Coherence	Makes claim(s) that may **lack** focus or be **unclear.** **Misses many or all** demands of the prompt.	Makes **general** claim(s) that address the prompt, but may have **lapses** in focus. **Attempts** to address **some** demands of the prompt.	Introduces and maintains **clear and coherent** claim(s). Addresses **all** demands of the prompt.	Introduces and maintains clear, **credible** and coherent claim(s). **Thoroughly** addresses all demands of the prompt.
Counterclaims	Makes an **ineffective attempt** or makes **no attempt** to acknowledge opposing claim(s). Makes an **ineffective attempt** or makes **no attempt** to counter and/or refute opposing claim(s).	**Attempts** to acknowledge opposing claim(s), but lacks insight, interpretation or clarification. **Attempts** to counter and/or refute opposing claim(s).	**Acknowledges and distinguishes** opposing claim(s) with insight, interpretation or clarification. **Counters and refutes** opposing claim(s).	**Skillfully** acknowledges and distinguishes opposing claim(s) with insight, interpretation or clarification. **Thoroughly** counters and refutes opposing claim(s) with **carefully selected evidence.**
Support	Includes **minimal or no purposeful** support of claim(s) with evidence. Provides **incomplete, inaccurate and/or irrelevant** explanations of evidence and ideas. Provides **minimal or unrelated** reasoning to support claim(s).	**Attempts** to support claim(s) with evidence. Provides **vague and/or general** explanations of evidence and ideas. Provides **vague and/or general** reasoning to support claim(s).	Supports claim(s) with **logical reasons and relevant evidence.** Provides **logical** explanations of evidence and ideas. Provides reasoning that **clearly links evidence** to support claim(s).	**Thoroughly** supports claim(s) with logical reasons and **carefully selected,** relevant evidence that **strengthens the argument.** Provides **thorough and effective** explanations of evidence and ideas. Provides varied reasoning which **thoughtfully** links evidence to support claim(s).
Sourcing	Uses **one or none** of the provided sources or **ineffectively** uses a minimum of two provided sources to support the claim(s) and/or opposing claim(s). Cites **little or no** evidence. **Little or no** use of quotes and/or paraphrasing of details, examples and ideas.	Uses a minimum of two provided sources to **attempt** to support the claim(s) and/or opposing claim(s). **Inconsistently** cites evidence. **Attempts** to quote and/or paraphrase details, examples and ideas.	**Accurately and effectively** uses a minimum of two provided sources to support the claim(s) and/or opposing claim(s). **Effectively** cites evidence by quoting and/or paraphrasing details, examples and ideas.	Accurately and **skillfully** uses a minimum of two provided sources to support the claim(s) and/or opposing claim(s). **Consistently and thoroughly** cites evidence by quoting and/or paraphrasing details, examples and ideas.
Organization	Builds **minimal or no overall** structure for the argument. **Ineffectively** organizes claim(s), counterclaims, evidence and reasoning, creating a lack of cohesion. Makes a **minimal attempt** or makes **no attempt** to use transitions to link claim(s), counterclaims, reasons and evidence. Provides a **weak conclusion or lacks a conclusion** to support the argument.	**Attempts** to build a structure for the argument. **Attempts** to organize claim(s), counterclaims, evidence and reasoning, but contains **some lapses that disrupt the cohesion or are inappropriate for the context. Attempts** to use transitions to link claim(s), counterclaims, reasons and evidence, but they are **simple and infrequent.** Provides a **basic** conclusion or **concluding statement in an attempt** to support the argument.	Builds and **maintains a clear** structure to develop the argument. **Logically** organizes claim(s), counterclaims, evidence and reasoning. Uses **effective** transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. Provides a **logical** conclusion to support the argument presented.	Builds and maintains a **sophisticated** structure to develop the argument. **Skillfully** organizes claim(s), counterclaims, evidence and reasoning to **strengthen the argument. Consistently** uses a **variety** of transitions as well as varied sentence structures to create a **strong** cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. Provides a **thorough** conclusion to support the argument presented.
Language/ Conventions	**Lacks** or uses an **inappropriate** formal tone or voice. **Lacks** a task appropriate writing style. Uses **simple or inappropriate** word choice. **Makes significant** errors in the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which **interfere** with understanding the writing.	Uses a **weak formal tone or voice and/or has lapses** in appropriate formal tone or voice. **Attempts** to establish a task appropriate writing style. **Attempts** to use appropriate word choice. Makes **frequent** errors in using the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which **may interfere** with understanding the writing.	**Establishes and maintains** a formal tone or voice. **Establishes and maintains** a task appropriate writing style. **Effectively** uses appropriate word choice. **Effectively** uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with **minor** errors that **do not interfere** with understanding the writing.	**Consistently** establishes and maintains a **sophisticated** formal tone or voice. **Consistently** establishes and maintains a **sophisticated,** task appropriate writing style. **Consistently** uses **effective** and **varied** word choice. **Skillfully** uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with **few,** minor errors that do not interfere with understanding the writing.