

Alignment of Performance Tasks with Common Core Standards  
ELA Performance Task Template Draft

**1) Title:** Video Cameras in Classrooms **Source:** Appendix C, Common Core State Standards for English Language Arts  
**Description of task setting** (For example, students working alone or in groups?): Day 1, individual and group work; Day 2, individual work  
**Duration of the activity:** Day 1, 2 hours; Day 2, 2 hours; total time, 4 hours  
**Operational logistics and Materials Required:** Paper for notes/prewriting; computer; access to word processing tools such as spell check and a thesaurus  
**Writing Text Type:** Argumentative  
**Reading Texts:** Informative/explanatory  
**Speaking:** Collaborative group discussion  
**Listening:** Collaborative group discussion  
**Grade Level:** 7

**2) The item/task sample**

**Video Cameras in the Classroom**

**Task Summary:** This task is to be completed over two days, with day 1 giving students an opportunity to think and prepare for writing an argumentative essay on day 2. The prewriting/planning exercises on day 1 involve speaking, listening, reading, and writing notes. These prewriting/planning exercises provide an opportunity for students to decide on a claim as well as explore supporting and opposing arguments. Nothing produced on day 1 is scored. At the end of Day 1, the students' notes are collected and then returned to them at the beginning of day 2 so that they may use them while writing their argumentative essays on day 2. The argumentative essay will be scored as part of the summative assessment.

**Day 1**

- Students are asked to read two informational texts: *U.S. Schools Resort to Security Cameras* from the International Herald Tribune and *Video Cameras in School? A look at Video Surveillance in Schools from the DOJ Viewpoint*; source, the US Department of Justice
- A. After they have read both texts, the students are asked to list the writers' arguments for and against placing cameras in classrooms.
- B. Then, the students review the list of arguments from the texts and add their own arguments to their list of pros and cons.
- C. Students then meet in pairs. The first student will argue for video cameras in the classroom and the second will argue against having video cameras. **Round 1:** The first student gives an argument to support video cameras in the classroom, followed by the second student offering a counter argument. Then, the first student counters that argument if possible. **Round 2:** The second student starts the second round with a new argument against video cameras in the classroom, which is in turn countered by the first student. The debate continues in this manner for 20 minutes.
- D. After the debate, the students are asked to make any changes they wish to their lists of pros and cons.
- E. Then, the students are asked to look over their lists and weigh the pros and cons by asking themselves the following questions:
  - How logical are the arguments for each side?
  - What evidence supports each argument?
  - Do you think placing video cameras in classrooms is a good or a bad idea?
- F. Finally, each student writes a claim at the bottom of his or her notes.
- G. The teacher collects each student's notes.

**Day 2**

- The teacher passes out the notes from the previous day to each student.
- The students are directed to read the following writing performance task: *Some schools have installed video cameras in classrooms to ensure student safety. Your district is considering installing them in your school. Do you agree or disagree with this idea? Write an essay for your School Board persuading them to support your position (claim) by providing arguments, clear reasons, and relevant evidence to support your position (claim), referring to the articles you read where relevant. Be sure to revise and edit your draft before submitting your essay.*

**Comment [NE1]:** Writing tasks should designate an audience.

**Comment [NE2]:** Writing tasks should state the purpose.

**Comment [NE3]:** Revision and editing

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ELA Performance Task Template Draft

<ul style="list-style-type: none"> <li>The students draft, revise, and edit their argumentative essays.</li> <li>The students submit their final drafts. All notes are collected and destroyed.</li> </ul>
<b>3) Rubric or scoring criteria for the item/ task</b> —To be determined. The argumentative essays will be scored for the effectiveness of the support of claims with clear reasons and relevant evidence; clear and coherent writing in which the development, organization, and style are appropriate for the task, purpose, and audience; and the use of conventions for standard English.
<b>Primary Scoring Focus:</b> Argumentative Writing
<b>4) Common Core Standards measured by this task (CCS standard number, description of standard)</b>
<p><b>Reading Standards:</b> RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as what inferences drawn from the text; RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence relevant and sufficient to support the claims</p> <p><b>Writing Standards:</b> W.7.1 Write argument to support claims with clear reasons and relevant evidence (also sub-points a-f); W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; W.7.5 With some guidance and support from peers and adults, develop an strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.); W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources; W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Language Standards:</b> L.7.1 Demonstrate command of the conventions of standard English grammar and usage; L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</p> <p><b>Speaking and Listening Standards:</b> SL.7.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on each other's ideas and expressing their own clearly; SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of evidence</p>
<b>5) Additional Comments about the task</b>
<p>List of Descriptive Features Required of All Performance Tasks —Use Comments to annotate the Performance Task above to show where each feature is included in the task.</p> <ul style="list-style-type: none"> <li><b>Integrates knowledge and skills across multiple strands and standards</b>—Yes, students are required to demonstrate knowledge and skills across multiple strands and standards for reading, writing, listening, and speaking.</li> <li><b>Measures capacities such as depth of understanding, research skills and/or complex analysis with relevant evidence</b>—yes, depth of understanding and research and analysis. Students are asked to analyze and synthesize information from the texts they read as well as from the debate. They demonstrate their depth of understanding of argumentative writing.</li> <li><b>Requires student-initiated planning, management of information and ideas, interaction with other materials and/or people</b>—yes, student-initiated planning, management of information and ideas from texts and other students.</li> <li><b>Reflect a real-world task and/or scenario-based problem</b>—yes, both real world and scenario based. Students work in groups to gather information.</li> <li><b>Lends itself to multiple approaches</b>—yes, multiple ways to develop arguments and students may argue either for or against the proposition.</li> <li><b>Represents content that is relevant &amp; meaningful to students</b>—yes, a timely issue. There are many references on the Internet.</li> <li><b>Allows for demonstration of important knowledge &amp; skills, including those that address 21<sup>st</sup> century skills</b>—yes, argumentative writing, research, and group work.</li> <li><b>Allows for multiple points of view &amp; interpretations</b>—yes, students may choose a claim, and arguments, and evidence.</li> </ul>

- **Requires scoring that focuses on the essence of the task**—yes, argumentative writing, language, conventions
- **Reflects one or more of the Standards for Mathematical Practice, Reading and Writing, (or Speaking and Listening) Process**—yes, writing process
- **Seems feasible for the school/classroom environment**—yes, students should be able to work within the classroom environment for both days.

## Day 1: Reading Text #1

### U.S. schools resort to security cameras

International Herald Tribune

A digital camera hangs over every classroom here, silently recording students' and teachers' every move. The surveillance system is at the leading edge of a trend to equip U.S. public schools with the same cameras that Wal-Mart stores use to catch thieves.

Fearful of violence, particularly in light of America's history of schoolhouse shootings, educators are rushing to install ceiling-mounted cameras in hallways, libraries and cafeterias. But no other district has gone as far as this community, which, flush with casino revenue, has hung the cameras not only in corridors and other common areas but also in all of its 500 classrooms.

That has made virtually everything that happens at any of Biloxi's 11 public schools subject to instant replay. So far, principals report, they have used such replays to solve only humdrum problems like clarifying the disappearance of a child's ice cream money or ensuring that students do not sleep in class.

"It's like truth serum," said Laurie Pitre, principal of North Bay Elementary, who frequently peeks in on her classrooms from a computer monitor in her office. "When we have a he-said, she-said situation, nine times out of 10 all we have to do is ask children if they want us to go back and look at the camera, and they 'fess up."

Pitre and other administrators said the classroom cameras, which Biloxi started phasing in two years ago, had helped improve discipline and, as a result, raise test scores, a view also voiced by some teachers, parents and students. But teachers' unions and civil libertarians have called Biloxi's system an Orwellian intrusion.

"Putting cameras on children trains them to believe that being watched every minute of the day is O.K., that Big Brother is O.K.," said Steve Lilienthal, a director at the Free Congress Foundation, a research group based in Washington. "They should be teaching them to behave not because a camera is

Alignment of Performance Tasks with Common Core Standards  
ELA Performance Task Template Draft

on them, but because it's the right thing to do."

The Biloxi school district is not the only one where surveillance cameras are provoking controversy. In January, cameras at a school in Livingston, Tennessee, recorded 10- to 14-year-old boys and girls undressing in adjacent changing areas in preparation for basketball, and stored the images on a computer accessible through the Internet, according to a federal lawsuit filed by parents.

William Needham, the director of schools in Livingston, said in an interview that the camera system had been installed in a utility room that was later converted to a locker area, and that after the incident he removed it and delivered the images to law enforcement authorities. But the plaintiffs accuse school officials of "callous indifference" to the children's privacy.

In many towns, though, cameras are becoming a routine schoolhouse fixture, installed above drinking fountains and laboratory tables, with little or no public notice. No specific laws appear to regulate their use in schools, some of which, as in Canton, Mississippi, are financing their purchase with federal money.

When officials are drawing up plans for schools, "there's not one that doesn't want cameras," said Todd Walker, chief financial officer of Camera Watch, a company that has installed surveillance equipment in schools from North Carolina to California.

About 950 new public schools opened across the United States in 2002, and school architects estimate that three-quarters were equipped with surveillance cameras.

School administrators are enthusiastic because digital technology makes the cameras far easier to use than the analog cameras that recorded images to videotape when educators first began experimenting with surveillance a decade ago. Today's digital cameras use computer hard drives, allowing school principals to conduct a replay of a cafeteria food fight at the click of a mouse.

Most districts install cameras only in interior common areas such as hallways and in parking lots, said Greg Chase, technology director for SHW, a Dallas-based architectural firm that specializes in schools. Many districts deem cameras too invasive for classrooms, he said, and in any case the costs can be prohibitive.

Civil libertarians and many educators have expressed outrage over Biloxi's surveillance experiment.

"I shuddered," said Paul Abramson, a school-design consultant in Larchmont, New York. "Kids are kids. What are we telling them when we put them under surveillance?"

Lee Tien, a lawyer for the Electronic Frontier Foundation, which monitors legal issues related to technology, called the Biloxi experiment "a Kafkaesque civil liberties nightmare."

But Allison Buchanan, head of the parent-teacher association at North Bay Elementary, said, "In my two years on the PTA, I've not heard one parent say anything bad about the cameras."

### Day 1: Reading Text #2

## Video Cameras in School? *A look at video surveillance in schools from the DOJ viewpoint.*

Source: US Department of Justice

The peace of mind of both students and faculty at a school can often be quickly enhanced by the installation of video cameras as part of a closed circuit television (CCTV) system. This change of attitude may result in even further-reaching effects on a campus than would be expected by the use of cameras alone.



As mentioned in the introductory chapter of this guide, a sense of safety and authority will directly influence people's opinions and impressions, which will ultimately contribute to the overall order maintenance of a facility and how that facility is treated by occupants and outsiders.



To the school's security personnel who must handle day-to-day security issues, the best thing about cameras is the deterrence factor they introduce to outsiders who do not belong on campus and to students and employees who do.

Information regarding security measures, such as cameras at the local school, will generally spread through a community. This type of reputation can make outsiders reconsider an unwelcome visit to the historically easy mark of the neighborhood—the school. It can be assumed that most kids are not going to step way out of bounds if they believe they will likely be caught, which is often possible through the appropriate application of cameras.

In a school security system, the ideal goal should be to convince kids not to even attempt to do something that is unacceptable. Addressing an incident after it occurs is good, but not as good as if it had never happened. Once a perpetrator is caught, there is

## Alignment of Performance Tasks with Common Core Standards

### ELA Performance Task Template Draft

a chain of events involving confrontation, denial, parental involvement, consequences, and perhaps even the involvement of law enforcement and the legal system. School administrators will be forced to spend a great deal of time on the matter, and all participants will find the process distasteful.

Another strength of cameras is the strong evidence they can preserve on tape or digital video. Even if law enforcement is not brought in regarding an incident, the recorded video can be invaluable to a school administration. Many schools report that when students are brought into the school office after an incident and shown a video of themselves in an illegal or unacceptable act—even if the tape might not have been of sufficient resolution and detail to use for prosecution purposes in a court of law—the student will usually admit to the incident.



The ultimate usability of a video recording is dependent on many variables. It is possible for a camera system to produce video on which individuals are unidentifiable or their actions are indiscernible. Be certain that a camera system provides the kind of information you need before you pay for it. These requirements should be clearly spelled out in the purchase agreement, along with a specified time period during which the school can adequately test it.



Video recordings are also beneficial for use with parents. Although nearly all parents want to believe their children are innocent of wrongdoing, some parents will deny their child's guilt despite the credible testimony of others to the contrary.

However, as many school administrators and teachers have discovered, parents quickly accept their child's role in an incident when shown a videotape of the incident. Most parents want to do the right thing, but hard evidence is often required for some to concede over a matter involving their own child. From a cost standpoint, the use of CCTV in public areas on school grounds can free up manpower. If cameras are covering a large patio area where students congregate during breaks, adults who normally would be assigned to oversee that area can instead be made available to monitor other areas of concern.

Finally, the solid documentation that a video recording provides can be invaluable in situations involving liability claims. Although it is possible that this may occasionally work against a school, most schools welcome this concrete evidence so that testimony regarding an incident does not consist solely of hearsay.

