8th Grade ELA Common Formative Assessment

Learning Target: I can delineate the argument and specific claims in a text.

In his column, The Easy Problem, David Brooks lays out the argument that immigration is an easy problem to solve. What are the claims he provides to support his argument?

a. Immigration helps our economy.
b. Immigration is the moral thing to do.
c. The United States is a country of immigrants.
d. Immigration helps more people than it hurts.

What evidence does David Brooks provide to support his claim that fears associated with immigration are overblown?

a. Immigrants pay more in taxes than they cost in benefits.
b. Immigrants are less likely to end up in prison that native-form Americans.
c. Immigrants don't lower the wages paid to Americans.
d. All of the above

What is David Brooks perspective on this issue of immigration?

a. Illegal immigrants take jobs away from native born Americans.
b. Immigrants should learn and speak English.
c. Native born Americans should be paid higher wages than immigrants
d. Immigration is our best chance to help keep America's economy thriving.

Learning Target: I can assess whether the reasoning is relevant and sufficient

2. Read the attached argument about immigration written by an editor from the New York Times.
Identify the specific claims the author is making and for each claim determine what evidence is provided. For each claim evaluate whether the evidence used is relevant and sufficient.

Claim	Evidence Provided	Relevant Y or N	Sufficient Y or N
1.			
2.			
3.			

The Easy Problem, New York Times, January 31, 2013

Over here in the department of punditry, we deal with a lot of hard issues, ones on which the evidence is mixed and the options are all bad. But the immigration issue is a blessed relief. On immigration, the evidence is overwhelming; the best way forward is clear.
The forlorn pundit doesn't even have to make the humanitarian case that immigration reform would be a great victory for human dignity. The cold economic case by itself is so strong.

Increased immigration would boost the U.S. economy. Immigrants are 30 percent more likely to start new businesses than native-born Americans, according to a research summary by Michael Greenstone and Adam Looney of The Hamilton Project. They are more likely to earn patents. A quarter of new high-tech companies with more than $1 million in sales were also founded by the foreign-born.

A study by Madeline Zavodny, an economics professor at Agnes Scott College, found that every additional 100 foreign-born workers in science and technology fields is associated with 262 additional jobs for U.S. natives.
Thanks to the labor of low-skill immigrants, the cost of food, homes and child care comes down, living standards rise and more women can afford to work outside the home.

The second clear finding is that many of the fears associated with immigration, including illegal immigration, are overblown.

Immigrants are doing a reasonable job of assimilating. Almost all of the children of immigrants from Africa and Asia speak English and more than 90 percent of the children of Latin-American immigrants do. New immigrants may start out disproportionately in construction and food-service jobs, but, by second and third generation, their occupation profiles are little different from the native-born.
Immigrants, including illegal immigrants, are not socially disruptive. They are much less likely to wind up in prison or in mental hospitals than the native-born.
Immigrants, both legal and illegal, do not drain the federal budget. It's true that states and localities have to spend money to educate them when they are children, but, over the course of their lives, they pay more in taxes than they receive in benefits. Furthermore, according to the Congressional Budget Office, giving the current illegals a path to citizenship would increase the taxes they pay by $48 billion and increase the cost of public services they use by $23 billion, thereby producing a surplus of $25 billion.

It's also looking more likely that immigrants don't even lower the wages for vulnerable, low-skill Americans. In 2007, the last time we had a big immigration debate, economists were divided on this. One group, using one methodology, found immigration had a negligible effect on low-skill wages. Another group, using another methodology, found that the wages of the low-skilled were indeed hurt.

Since then, as Heidi Shierholz of the Economic Policy Institute explains, methodological advances suggest that the wages of most low-skill workers are probably not significantly affected. It turns out that immigrant workers are not always in direct competition with native-born workers, and, in some cases, they push the native-born upward into jobs that require more communication skills.

Shierholz found that between 1994 and 2007 immigration increased overall American wages by a small amount ($3.68 per week). It decreased the wages of American male high school dropouts by a very small amount ($1.37 per week). And it increased the wages of female high school dropouts by a larger amount ($4.19 per week).

The argument that immigration hurts the less skilled is looking less persuasive.

Because immigration is so attractive, most nations are competing to win the global talent race. Over the past 10 years, 60 percent of nations have moved to increase or maintain their immigrant intakes, especially for high-skilled immigrants.

The United States is losing this competition. We think of ourselves as an immigrant nation, but the share of our population that is foreign-born is now roughly on par with Germany and France and far below the successful immigrant nations Canada and Australia. Furthermore, our immigrants are much less skilled than the ones Canada and Australia let in. As a result, the number of high-tech immigrant start-ups has stagnated, according to the Kauffman Foundation, which studies entrepreneurship.

The first big point from all this is that given the likely gridlock on tax reform and fiscal reform, immigration reform is our best chance to increase America's economic dynamism. We should normalize the illegals who are here, create a legal system for low-skill workers and bend the current reform proposals so they look more like the Canadian system, which tailors the immigrant intake to regional labor markets and favors high-skill workers.
The second big conclusion is that if we can't pass a law this year, given the overwhelming strength of the evidence, then we really are a pathetic basket case of a nation.

Name:_____ Period:_____

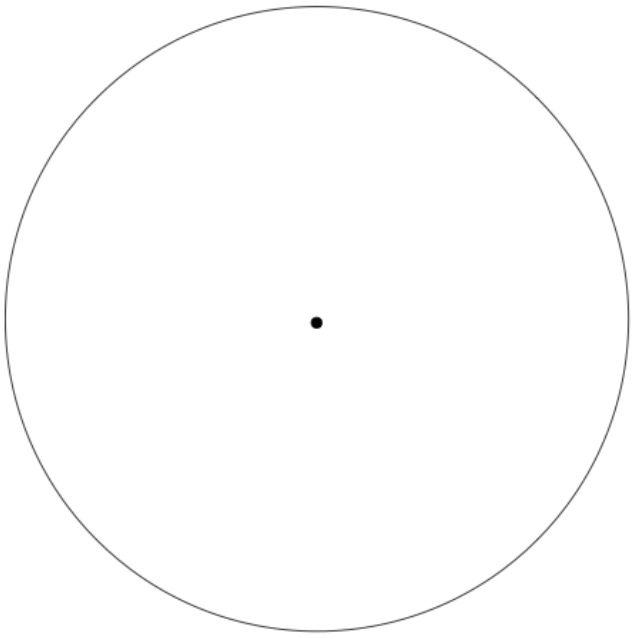
Mitigating the Effects of an Earthquake

United States Geological Survey: Worldwide Earthquake Data April 2014

Magnitude	Tally	Fraction	Percent	Degrees of Circle
>8.4	0	0	0	0
8.0 - 8.4	0	0	0	0
7.5 - 7.9	0	0	0	0
7.0 - 7.4	0	0	0	0
6.5 - 6.9	0	0	0	0
5.5 - 5.9	0	0	0	0
5.0 - 5.4	0	0	0	0
4.5 - 4.9	8	8/965	0.82%	2.98
4.0 - 4.4	45	45/965	4.66%	16.79
3.5 - 3.9	112	112/965	11.61%	41.78
2.5 - 2.9	177	177/965	18.34%	66.03
< 2.5	623	623/965	64.56%	232.42
Total:	965			

2.0 Questions

Make a circle graph of the data.



2. What magnitude appears to be the most frequently occurring?_____

3.0 Questions

3. From the data, make a prediction about the number of earthquakes with a magnitude greater than or equal to 8.0 that will occur during the next ten days. State your prediction as a claim. Support your prediction with evidence from the data.

Claim:

_____

Evidence:_____

_____

_____

_____

4. Based on the Map of Earthquake Probabilities, make a claim stating which city (*Sacramento, San Francisco, Los Angeles, or San Diego*) would be the safest place to build. Use evidence to support your answer.

Claim:_____

Evidence:_____

_____

_____

_____

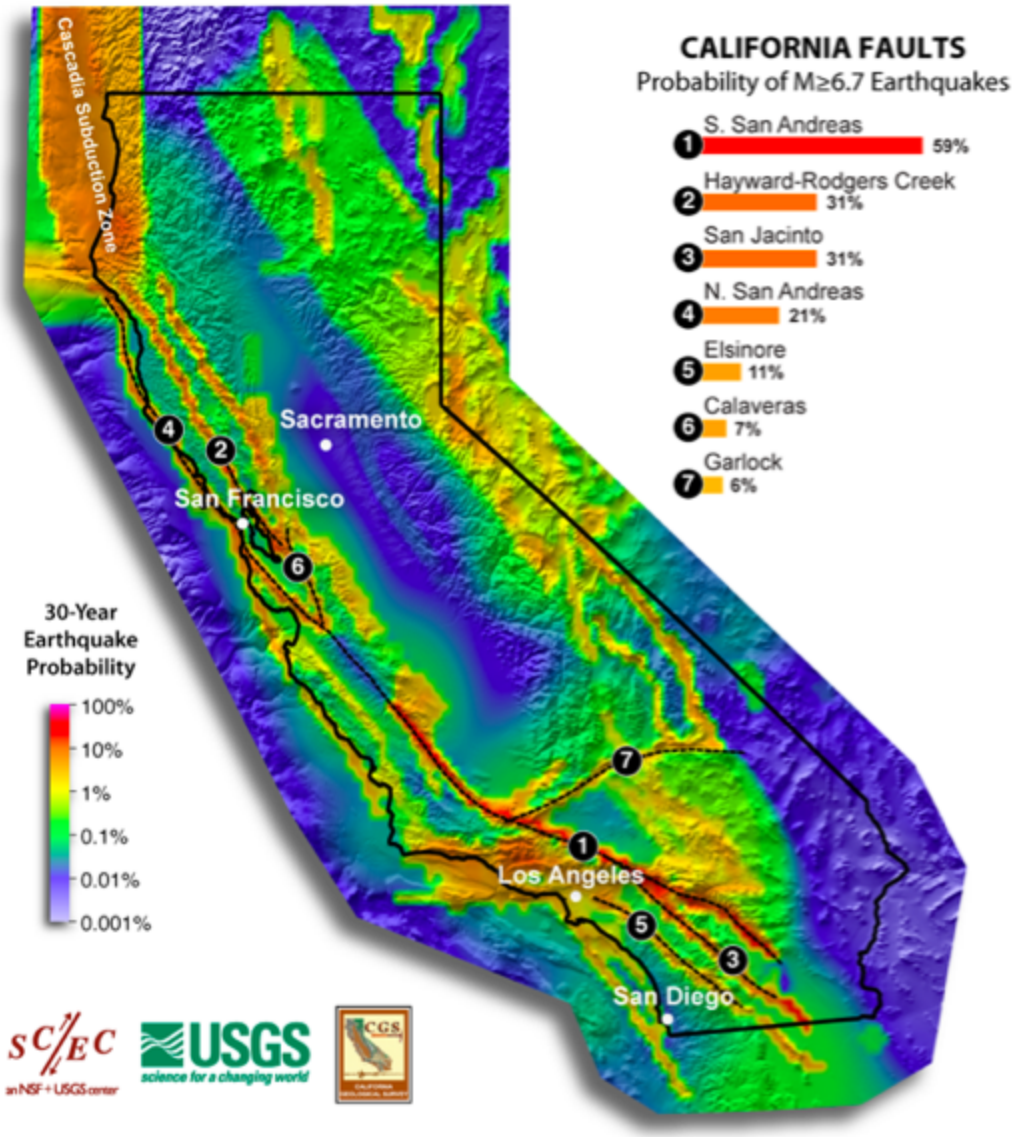
Target ESS3-2: Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

3.0 Mastery	2.5 Partial Mastery	2.0 Developing	1.0 Below
Student can analyze data to construct an well-developed explanation to forecast future catastrophic events.	Student can analyze data to construct a partially developed explanation to forecast future catastrophic events.	Student can construct an accurate graph to help interpret data.	Student is unable to can construct an accurate graph to help interpret data.

Target: Develops a claim that is supported with data analysis and/or evidence that demonstrates an understanding of the topic.

3.0 Mastery	2.5 Partial Mastery	2.0 Developing	1.0 Below
Student can make an accurate claim which is fully analyzed and supported with evidence.	Student can make an accurate claim which is partially supported with evidence.	Student can make an accurate claim which is not supported with evidence.	Student cannot make an accurate claim and does not support with evidence.

UCERF: Map of Earthquake Probabilities, Major California Faults



-8th Grade Social Studies

Learning Target: Cite textual evidence for analysis of primary source documents.

Read the primary source document below and complete the attached template.

August 6, 1945
THE WHITE HOUSE
Washington, D.C.
STATEMENT BY THE PRESIDENT OF THE UNITED STATES

Sixteen hours ago an American airplane dropped one bomb on Hiroshima and destroyed its usefulness to the enemy. That bomb had more power than 20,000 tons of TNT. It had more than two thousand times the blast power of the British "Grand Slam" which is the largest bomb ever yet used in the history of warfare.

The Japanese began the war from the air at Pearl Harbor. They have been repaid many fold. And the end is not yet. With this bomb we have now added a new and revolutionary increase in destruction to supplement the growing power of our armed forces. In their present form these bombs are now in production and even more powerful forms are in development.

It is an atomic bomb. It is a harnessing of the basic power of the universe. The force from which the sun draws its power has been loosed against those who brought war to the Far East.

Before 1939, it was the accepted belief of scientists that it was theoretically possible to release atomic energy. But no one knew any practical method of doing it. By 1942, however, we knew that the Germans were working feverishly to find a way to add atomic energy to the other engines of war with which they hoped to enslave the world. But they failed. We may be grateful to Providence that the Germans got the V-1's and V-2's late and in limited quantities and even more grateful that they did not get the atomic bomb at all.

The battle of the laboratories held fateful risks for us as well as the battles of the air, land, and sea, and we have now won the battle of the laboratories as we have won the other battles.

Beginning in 1940, before Pearl Harbor, scientific knowledge useful in was pooled between the United States and Great Britain, and many priceless helps to our victories have come from that arrangement. Under that general policy the research on the atomic bomb was begun. With American and British scientists working together we entered the race of discovery against the Germans.

The United States had available the large number of scientists of distinction in the many needed areas of knowledge. It had the tremendous industrial and financial resources necessary for the project and they could be devoted to it without undue impairment of other vital war work. In the United States the laboratory work and the production plants, on which a substantial start had already been made, would be out of reach of enemy bombing, while at that time Britain was exposed to constant air attack and was still threatened with the possibility of invasion. For these reasons Prime Minister Churchill and President Roosevelt agreed that it was wise to carry on the project here. We now have two great plants and many lesser works devoted to the production of atomic power. Employment during peak construction numbered 125,000 and over 65,000 individuals are even now engaged in operating the plants. Many have worked there for two and a half years. Few know what they have been producing. They see great quantities of material going in and they see nothing coming out of these plants, for the physical size of the explosive charge is exceedingly small.

We have spent two billion dollars on the greatest scientific gamble in history -- and won.
But the greatest marvel is not the size of the enterprise, its secrecy, nor its cost, but the achievement of scientific brains in putting together infinitely complex pieces of knowledge held by many men in different fields of science into a workable plan. And hardly less marvelous has been the capacity of industry to design and of labor to operate, the machines and methods to do things never done before so that the brainchild of many minds came forth in physical shape and performed as it was supposed to do. Both science and industry worked under the direction of the United States Army, which achieved a unique success in managing so diverse a problem in the advancement of knowledge in an amazingly short time. It is doubtful if such another combination could be got together in the world. What has been done is the greatest achievement of organized science in history. It was done under pressure and without failure.

We are now prepared to obliterate more rapidly and completely every productive enterprise the Japanese have above ground in any city. We shall destroy their docks, their factories, and their communications. Let there be no mistake; we shall completely destroy Japan's power to make war.

It was to spare the Japanese people from utter destruction that the ultimatum of July 26 was issued at Potsdam. Their leaders promptly rejected that ultimatum. If they do not now accept our terms they may expect a rain of ruin from the air, the like of which has never been seen on this earth. Behind this air attack will follow sea and land forces in such number that and power as they have not yet seen and with the fighting skill of which they are already well aware.

The Secretary of War, who has kept in personal touch with all phases of the project, will immediately make public a statement giving further details.

His statement will give facts concerning the sites at Oak Ridge near Knoxville, Tennessee, and at Richland, near Pasco, Washington, and an installation near Santa Fe, New Mexico. Although the workers at the sites have been making materials to be used producing the greatest destructive force in history they have not themselves been in danger beyond that of many other occupations, for the utmost care has been taken of their safety.

The fact that we can release atomic energy ushers in a new era in man's understanding of nature's forces. Atomic energy may in the future supplement the power that now comes from coal, oil, and falling water, but at present it cannot be produced on a bases to compete with them commercially. Before that comes there must be a long period of intensive research. It has never been the habit of the scientists of this country or the policy of this government to withhold from the world scientific knowledge. Normally, therefore, everything about the work with atomic energy would be made public.

But under the present circumstances it is not intended to divulge the technical processes of production or all the military applications. Pending further examination of possible methods of protecting us and the rest of the world from the danger of sudden destruction.

I shall recommend that the Congress of the United States consider promptly the establishment of an appropriate commission to control the production and use of atomic power within the United States. I shall give further consideration and make further recommendations to the Congress as to how atomic power can become a powerful and forceful influence towards the maintenance of world peace.

Source: Harry S. Truman Library, "Army press notes," box 4, Papers of Eben A. Ayers.

Primary Source Documents

Learning Target: Cite textual evidence to support analysis of primary source documents.

Question	Answer	Evidence from Document to Support Answer
1. What kind of document is this?		
2. When was this document written?		
3. What do you know about what was happening at this time in history?		
3. Who is the author of this document?		
4. Who is the audience for this document?		
5. What is one question the author left unanswered?		No answer needed

Name: _____ **Date:** _____

Check for Understanding

I can solve linear equations.

Solve each linear equation. Show how you know each answer is correct.

1. $x + 2x - \frac{1}{2}x = 15$ (2 points)

2. $-4(2x - 0.5) = 10x - 1$ (3 points)

3. $\frac{2}{5}\left(x+10\right)+3=2+2\left(\frac{1}{5}x+5\right)$ (3 points)

4. $15x - 3x = -\frac{3}{4}x$ (3 points)

5. Charlie solved the equation below and he made a mistake. Circle the line where the error occurred and complete the solution correctly. (3 points)

$$14x-3-4x=14-\frac{1}{3}(6x-3)$$
$$10x-3=14-\frac{1}{3}(6x-3)$$
$$10x-3=14-2x-1$$
$$10x-3=13-2x$$
$$12x=16$$
$$x=1\frac{1}{3}$$

Reflection – Circle the sentence that best explains your understanding of solving linear equations. Explain your choice.

I can do this with some help I can do most of this I've got this!