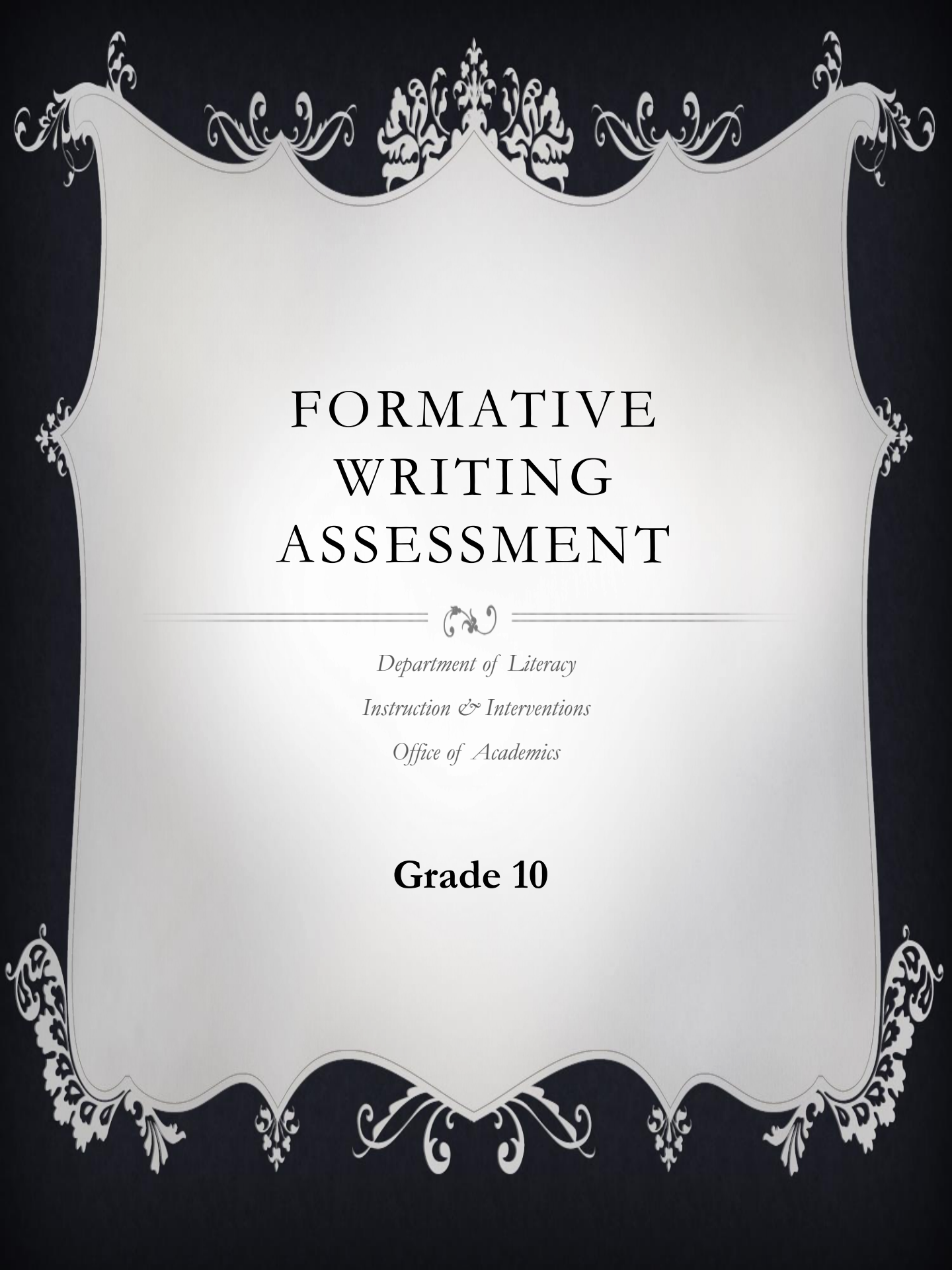




FORMATIVE WRITING ASSESSMENT

Department of Literacy
Instruction & Interventions
Office of Academics

Grade 10

Text-Based Writing Prompts:

Administration and Scoring Guidelines

Teacher Directions:

Students will read a stimulus about a single topic. A stimulus consists of several texts written on a single topic. The stimulus may include informational or literary fiction or nonfiction texts and can cover a wide array of topics. After reading the stimulus, the students will respond to a writing prompt in which they will provide information on a topic, develop a narrative, or take a stance to support an opinion or argument. Students will be required to synthesize information from the text sets and must cite specific evidence from the texts to support their ideas. Students' informative/explanatory responses should demonstrate a developed and supported controlling idea. Students' opinion/argumentative responses should support an opinion/argument using ideas presented in the stimulus. Students will have 90 minutes to read the passages, and plan, write, revise and edit their essay. **Students should read the prompt first.** They should be encouraged to highlight, underline, and take notes to support the planning process.

Scoring:

The attached text-based rubric should be used to score student responses. While the total possible points on the rubric is ten, it is recommended that three individual scores be given—one score for each of the three domains on the rubric. This will allow the teacher to determine specific areas of need within individual student responses, thus allowing for differentiation in the writing instruction that follows these formative writing tasks. The three domains are: Purpose, Focus, Organization (PFO), Evidence and Elaboration (EE), and Conventions of Standard English (CSE). Teachers should score **holistically** within each domain—PFO (4-points), EE (4-points), and CSE (2-points).

Each level of scoring within a domain is based on the overarching statement for the score found in the rubric. For example, on the grades 6-11 rubric for argumentation, the overarching statement for a score of 4 in the Purpose, Focus, Organization domain is, "The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear and effective organizational structure creating coherence and completeness." The bulleted points that follow the statement must be considered as factors in the scoring, but should not be utilized as a checklist. Most, but not all, of the bulleted points will be evident in the student writing for a score at a specific level.

Teachers should keep in mind that a score of 3 on the rubric for a domain signals student proficiency in the addressed writing standard with a score of 4 representing mastery. In the CSE domain, a score of two represents student proficiency in the standard.

Tenth Grade: Argumentative Prompt #2

Write an essay in which you take a position on government regulation of what we eat and drink. Remember to use textual evidence to support your claim.

Manage your time carefully so that you can:

- Read the passages
- Plan your essay
- Write your essay
- Revise and edit your essay

Be sure to:

- Include a claim
- Address counterclaims
- Use evidence from multiple sources
- Avoid overly relying on one source

Your written response should be in the form of a multi-paragraph essay. Remember to spend time reading, planning, writing, revising, and editing.

Sugary Drinks over 16-Ounces Banned in New York City, Board of Health Votes

by Ryan Jaslow, CBS News

September 13, 2012

Large sugary drinks are on their way out of New York City restaurants. New York City's Board of Health today passed a rule banning super-sized, sugary drinks at restaurants, concession stands and other eateries.

The ban passed Thursday will place a limit of 16-ounces on bottles and cups of sugar-containing sodas and other non-diet sweetened beverages beginning in March 2013.

The ban will apply in restaurants, fast-food chains, theaters, delis, office cafeterias and most other places that fall under the
10 Board of Health's regulation. People who buy sugary drinks at such establishments will still have an option to purchase an additional 16-ounce beverage.

Exempt from the ban are sugary drinks sold at supermarkets or most convenience stores and alcoholic and dairy-based beverages sold at New York City eateries.

City health officials called for the ban to combat the obesity epidemic. According to the NYC Department of Health and Mental Hygiene, more than half of adults are overweight or obese and nearly one in five kindergarten students are obese.

20 The restaurant and beverage industries have slammed the plan in ad campaigns and through public debates. The American Beverage Association has previously criticized that soda is being targeted as a culprit in the obesity epidemic over other factors.

"It's sad that the board wants to limit our choices," Liz Berman, business owner and chairwoman of New Yorkers for Beverage Choices, said in an emailed statement to CBSNews.com. "We are smart enough to make our own decisions about what to eat and drink."

Some medical professionals applauded the ban.

30 "For the past several years, I've seen the number of children and adults struggling with obesity skyrocket, putting them at early risk of

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diabetes, heart disease, and cancer,” Dr. Steven Safyer, President and CEO of Montefiore Medical Center, said in an emailed statement to CBSNews.com. “This policy is a great step in the battle to turn this health crisis around.”

Nutritionist Karen Congro, director of the Wellness for Life Program at the Brooklyn Hospital Center, told CBSNews.com, “There are pockets of the population who have no idea what a proper serving size is, so this will help reign them in.” However she added
40 without educating New Yorkers about obesity risks, the ban may not be as effective as officials hope, given people will still be able to buy sugary drinks such as Big Gulps at 7-11 convenience stores.

“Unless they get the educational portion along with it, they won’t understand why it’s being a banned and how it relates to them personally,” Congro said.

Some New Yorkers have ridiculed the rule as a gross government intrusion.

“This is not the end,” Eliot Hoff, spokesman for New Yorkers for Beverage Choices, said in a statement to CBSNews.com. “We are
50 exploring legal options, and all other avenues available to us. We will continue to voice our opposition to this ban and fight for the right of New Yorkers to make their own choices.”

Am I on Track?



ANCHOR TEXT

Food Politics

San Francisco Chronicle

In these columns from the San Francisco Chronicle, Marion Nestle, a nutrition and public policy expert, answers readers' questions about food regulation.

Soda-Size Cap Is a Public Health Issue

February 1, 2013

Q: You view New York City's cap on any soda larger than 16 ounces as good for public health. I don't care if sodas are bad for us. The question is "Whose choice is it?" And what role should the nanny state play in this issue?

A: As an advocate for public health, I think a soda cap makes sense. Sixteen ounces provides two full servings, about 50 grams of sugars, and 200 calories—10 percent of daily calories for someone who consumes 2,000 calories a day.

10 That's a generous amount. In the 1950s, Coca-Cola advertised this size as large enough to serve three people.

You may not care whether sodas are bad for health, but plenty of other people do. These include, among others, officials who must spend taxpayer dollars to care for the health of people with obesity-related chronic illnesses, employers dealing with a chronically ill workforce, the parents and teachers of overweight children, dentists who treat tooth decay, and a military desperate for recruits who can meet fitness standards.

Poor health is much more than an individual, personal problem. If you are ill, your illness has consequences for others.

20 That is where public health measures come in. The closest analogy is food fortification. You have to eat vitamins and iron with your bread and cereals whether you want to or not. You have to wear seat belts in a car and a helmet on a motorcycle. You can't drive much over the speed limit or under the influence. You can't smoke in public places.

Would you leave it up to individuals to do as they please in these instances regardless of the effects of their choices on themselves, other people and society? Haven't these "nanny state" measures, as you call them, made life healthier and safer for everyone?

NOTES

NOTES

30 All the soda cap is designed to do is to make the default food choice the healthier choice. This isn't about denial of choice. If you want more than 16 ounces, no government official is stopping you from ordering as many of those sizes as you like.

What troubles me about the freedom-to-choose, nanny-state argument is that it deflects attention from the real issue: the ferocious efforts of the soda industry to protect sales of its products at any monetary or social cost.

Regulations Do Change Eating Behavior

August 31, 2012

Q: I still don't get it. Why would a city government think that food regulations would promote health when any one of them is so easy to evade?

40 **A:** Quick answer: because they work.

Regulations make it easier for people to eat healthfully without having to think about it. They make the default choice the healthy choice. Most people choose the default, no matter what it is. Telling people cigarettes cause cancer hardly ever got anyone to stop. But regulations did. Taxing cigarettes, banning advertising, setting age limits for purchases, and restricting smoking in airplanes, workplaces, bars and restaurants made it easier for smokers to stop. Economists say, obesity and its consequences cost our society \$190 billion annually in health care and lost productivity, so health
50 officials increasingly want to find equally effective strategies to discourage people from over-consuming sugary drinks and fast food.

Research backs up regulatory approaches. We know what makes us overeat: billions of dollars in advertising messages, food sold everywhere—in gas stations, vending machines, libraries and stores that sell clothing, books, office supplies, cosmetics and drugs – and huge portions of food at bargain prices.

Research also shows what sells food to kids: cartoons, celebrities, commercials on their favorite television programs, and toys in Happy Meals. This kind of marketing induces kids to want the products,
60 pester their parents for them, and throw tantrums if parents say no. Marketing makes kids think they are supposed to eat advertised foods, and so undermines parental authority.

Public health officials look for ways to intervene, given their particular legislated mandates and authority. But much as they

might like to, they can't do much about marketing to children. Food and beverage companies invoke the First Amendment to protect their "right" to market junk foods to kids. They lobby Congress on this issue so effectively that they even managed to block the Federal Trade Commission's proposed nonbinding, voluntary nutrition standards for marketing food to kids.

Short of marketing restrictions, city officials are trying other options. They pass laws to require menu labeling for fast food, ban trans fats, prohibit toys in fast-food kids' meals and restrict junk foods sold in schools. They propose taxes on sodas and caps on soda sizes.

Research demonstrating the value of regulatory approaches is now pouring in.

Studies of the effects of menu labeling show that not everyone pays attention, but those who do are more likely to reduce their calorie purchases. Menu labels certainly change my behavior. Do I really want a 600-calorie breakfast muffin? Not today, thanks.

New York City's 2008 ban on use of hydrogenated oils containing trans fats means that New Yorkers get less trans fat with their fast food, even in low-income neighborhoods. Whether this reduction accounts for the recent decline in the city's rates of heart disease remains to be demonstrated, but getting rid of trans fats certainly hasn't hurt.

Canadian researchers report that kids are three times more likely to choose healthier meals if those meals come with a toy and the regular ones do not. When it comes to kids' food choices, the meal with the toy is invariably the default.

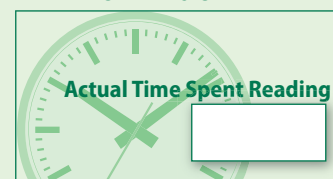
A recent study in *Pediatrics* compared obesity rates in kids living in states with and without restrictions on the kinds of foods sold in schools. Guess what—the kids living in states where schools don't sell junk food are not as overweight.

Circulation has just published an American Heart Association review of "evidence-based population approaches" to improving diets. It concludes that evidence supports the value of intense media campaigns, on-site educational programs in stores, subsidies for fruits and vegetables, taxes, school gardens, worksite wellness programs and restrictions on marketing to children.

The benefits of the approaches shown in these studies may appear small, but together they offer hope that current trends can be reversed.

NOTES

Am I on Track?



Should the Government Regulate What We Eat?

by Bert Glass

In December of 2006, New York City's Board of Health voted to become the nation's first city to ban the use of trans fats in restaurants. The new law, which officially went into effect in July of 2008, aims to eliminate the artery-clogging fat used in the preparation of many popular food items around the city, including pizza, French fries, and various baked goods. However, the ban raises several interesting questions in regard to the level of government involvement in regulating what we eat. When faced with the facts about the dangers of consuming foods prepared with trans fats, 10 shouldn't it ultimately be each citizen's right to choose whether or not to consume foods prepared with the controversial item? Or is our government doing us a favor by making a universal decision to force us to find an alternative means of preparing food without the life-threatening ingredient?

Trans fats are formed when oils that are liquid at room temperature are mixed with hydrogen (a process called hydrogenation) and become solid fats. Many companies and restaurants choose to use trans fats in their food because they significantly increase the shelf life of their products. Also, trans fats 20 are instrumental in creating a specific taste and texture in many foods that some consumers find desirable. Trans fats are also much easier to transport and ship than other oils and fats due to their unique solid state. However, all of these positives come with a dark side.

Advocates that support the ban on trans fats are quick to point out the negative health effects of consuming food prepared with the banned item. For example, trans fats can raise our level of "bad" cholesterol while also lowering our "good" cholesterol levels, both of which can contribute to heart disease. Also, the artery-clogging 30 properties of trans fats can lead to a number of health problems requiring medical care, which can cost taxpayers billions of dollars each year.

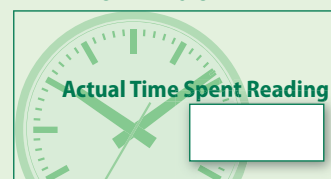
The real issue at hand, however, revolves around the government's ability to regulate what we eat based on a number of unreliable health studies. Does this open the door to the government being able to regulate even the most minute details of our lives? For example, will the government soon be able to regulate what kinds of movies we're allowed to see in the theater, based on their arbitrary judgment of whether or not a film is dangerous to our mental health?

- 40 Will the government soon regulate our consumption of red meat, under the assumption that vegetables provide a much healthier alternative to the artery-clogging properties of a steak?

While it is easy enough to view the ban on trans fats as an isolated incident, such a ban ultimately puts the American values of freedom and individualism in jeopardy. If we no longer have the right to have a plate of French fries and a hamburger prepared with the ingredients we are used to, our American right to make informed decisions on our own without the government's intervention is in very big trouble.

NOTES

Am I on Track?



FINAL

English Language Arts
Text-based Writing Rubrics
Grades 6–11: Argumentation



Grades 6–11 Argumentation Text-based Writing Rubric (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear claim and effective organizational structure creating coherence and completeness. The response includes most of the following: • Strongly maintained claim with little or no loosely related material • Clearly addressed alternate or opposing claims* • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end with a satisfying introduction and conclusion • Appropriate style and tone established and maintained	The response provides thorough, convincing, and credible support, citing evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response includes most of the following: • Smoothly integrated, thorough, and relevant evidence, including precise references to sources • Effective use of a variety of elaborative techniques to support the claim, demonstrating an understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility	
3	The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear claim and evident organizational structure with a sense of completeness. The response includes most of the following: • Maintained claim, though some loosely related material may be present • Alternate or opposing claims included but may not be completely addressed* • Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas • Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion • Appropriate style and tone established	The response provides adequate support, citing evidence for the writer’s claim that includes the use of sources, facts, and details. The response includes most of the following: • Generally integrated and relevant evidence from sources, though references may be general or imprecise • Adequate use of some elaborative techniques • Adequate expression of ideas, employing a mix of precise and general language • Domain-specific vocabulary generally appropriate for the audience and purpose • Some variation in sentence structure	
<i>Continued on the following page</i>			

FINAL ELA Text-based Writing Rubrics, Grades 6–11: Argumentation
Florida Standards Assessments

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
2	The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a claim with an inconsistent organizational structure. The response may include the following: • Focused claim but insufficiently sustained or unclear • Insufficiently addressed alternate or opposing claims* • Inconsistent use of transitional strategies with little variety • Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion	The response provides uneven, cursory support/evidence for the writer’s claim that includes partial use of sources, facts, and details. The response may include the following: • Weakly integrated evidence from sources; erratic or irrelevant references or citations • Repetitive or ineffective use of elaborative techniques • Imprecise or simplistic expression of ideas • Some use of inappropriate domain-specific vocabulary • Most sentences limited to simple constructions	The response demonstrates an adequate command of basic conventions. The response may include the following: • Some minor errors in usage but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling
1	The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have no discernible claim and little or no discernible organizational structure. The response may include the following: • Absent, confusing, or ambiguous claim • Missing alternate or opposing claims* • Few or no transitional strategies • Frequent extraneous ideas that impede understanding • Too brief to demonstrate knowledge of focus or organization	The response provides minimal support/evidence for the writer’s claim, including little if any use of sources, facts, and details. The response may include the following: • Minimal, absent, erroneous, or irrelevant evidence or citations from the source material • Expression of ideas that is vague, unclear, or confusing • Limited and often inappropriate language or domain-specific vocabulary • Sentences limited to simple constructions	The response demonstrates a partial command of basic conventions. The response may include the following: • Various errors in usage • Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0			The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.

*Not applicable at grade 6