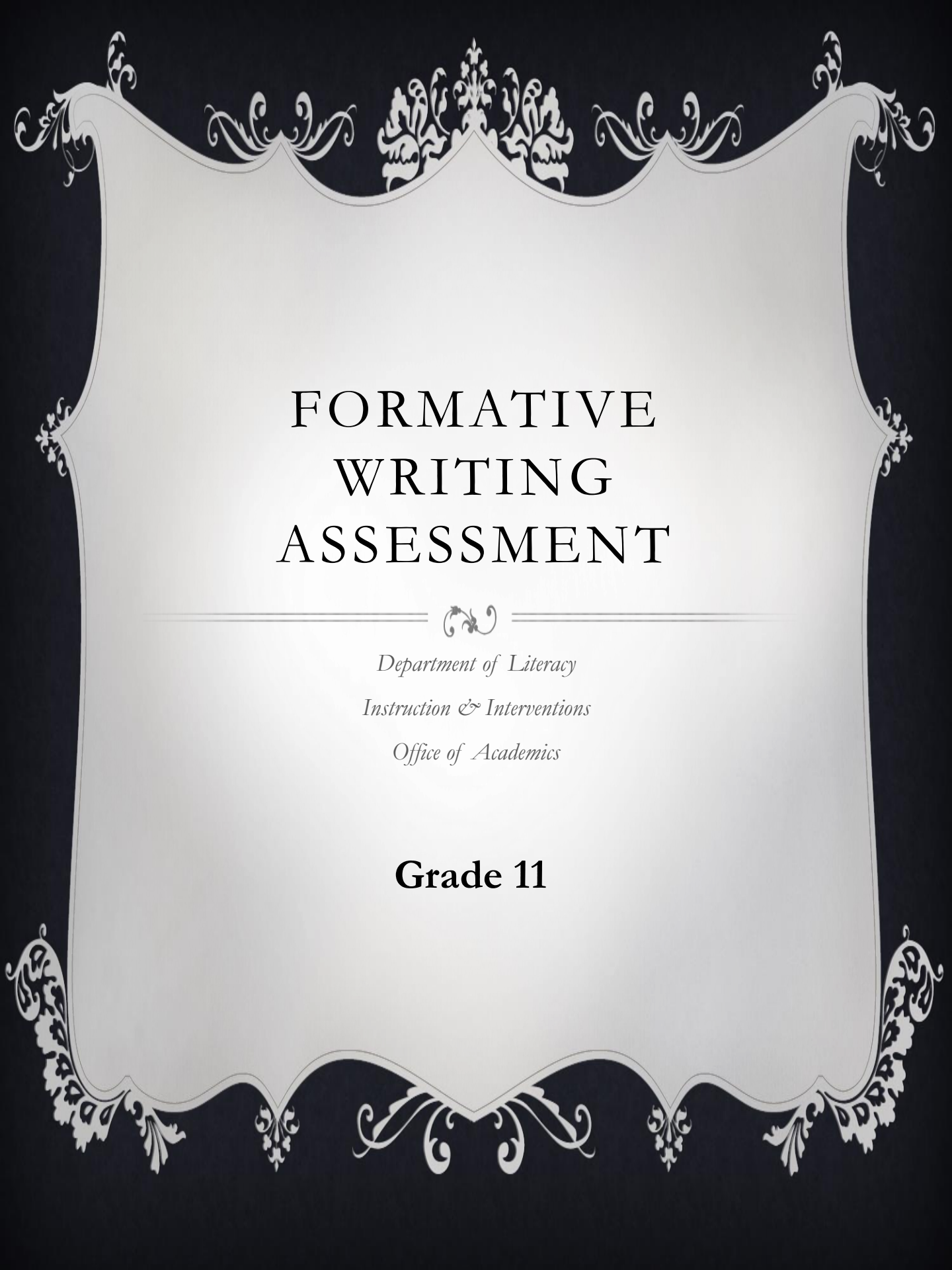




FORMATIVE WRITING ASSESSMENT

Department of Literacy
Instruction & Interventions
Office of Academics

Grade 11

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.

Eleventh Grade: Informative Prompt #1

Synthesize the information from the articles to answer the questions: How have different peoples created calendars to reflect time within their cultures? Include evidence from texts to support your response.

Manage your time carefully so that you can:

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

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

Part 1: Read Sources

Source 1: Informational Article

Ancient Calendars

from National Institute of Standards and Technology

AS YOU READ Identify key terms that you might be able to use in your essay. For example, “celestial bodies” is likely to be a term used in all of the texts.

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Celestial bodies—the Sun, Moon, planets, and stars—have provided us a reference for measuring the passage of time throughout our existence. Ancient civilizations relied upon the apparent motion of these bodies through the sky to determine seasons, months, and years.

We know little about the details of timekeeping in prehistoric eras, but wherever we turn up records and artifacts, we usually discover that in every culture, some people were preoccupied with measuring and recording the passage of time. Ice-age hunters in Europe over 20,000 years ago scratched lines and gouged holes in sticks and bones, possibly
10 counting the days between phases of the moon. Five thousand years ago, Sumerians in the Tigris-Euphrates valley in today’s Iraq had a calendar that divided the year into 30 day months, divided the day into 12 periods (each corresponding to 2 of our hours), and divided these periods into 30 parts (each like 4 of our minutes). We have no written records of Stonehenge, built over 4000 years ago in England, but its alignments show its purposes apparently included the determination of seasonal or celestial events, such as lunar eclipses, solstices and so on.

The earliest Egyptian calendar was based on the moon’s cycles, but later the Egyptians realized that the “Dog Star” in Canis Major,
20 which we call Sirius, rose next to the sun every 365 days, about when the annual inundation of the Nile began. Based on this knowledge, they devised a 365-day calendar that seems to have begun around 3100 BC, which thus seems to be one of the earliest years recorded in history.

30

Before 2000 BC, the Babylonians (in today's Iraq) used a year of 12 alternating 29 day and 30 day lunar months, giving a 354 day year. In contrast, the Mayans of Central America relied not only on the Sun and Moon, but also the planet Venus, to establish 260 day and 365 day calendars. This culture and its related predecessors spread across Central America between 2600 BC and AD 1500, reaching their apex between AD 250 and 900. They left celestial-cycle records indicating their belief that the creation of the world occurred in 3114 BC. Their calendars later became portions of the great Aztec calendar stones. Our present civilization has adopted a 365 day solar calendar with a leap year occurring every fourth year (except century years not evenly divisible by 400).



The ancient Egyptian calendar shows the signs of the zodiac.

Source 2: Informational Article



How 1582 Lost Ten Days

from the *Smithsonian*

NOTES

The Gregorian calendar corrected a major error in the existing Julian calendar, which Julius Caesar introduced in 46 BC. The Julian calendar was 365 $\frac{1}{4}$ days long and the actual solar year was 365.2422 days. This meant that the Julian calendar exceeded the solar year by eleven minutes and fourteen seconds each year. This difference grew with each successive century, and by the late sixteenth century, the Julian calendar was ten full days longer than the solar calendar.

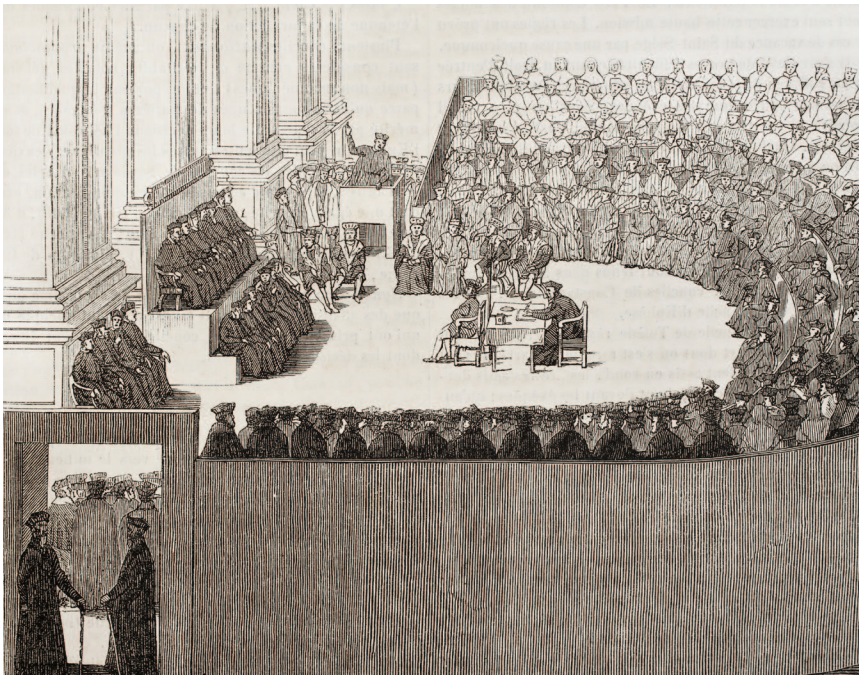
The Council of Trent (1545–1563) recognized that this growing deviation affected the liturgical calendar of the Catholic Church.

- 10 Religious feast days no longer conformed to the guidelines established by the Council of Nicaea, AD 325. For example, Easter, intended as a spring observance, would ultimately occur in the summer.

Pope Gregory XIII (1502-1585), elected in 1572, organized the necessary reform of the calendar. In 1577, he formed an international commission of distinguished experts to determine the necessary corrections. The commission approved a calendar worked-out by Luigi Lilius (d. 1576), a Neapolitan astronomer who had discovered that the Julian Calendar was ten days too long. In 1579, the pope ordered the construction of the first astronomical observatory at the Vatican.

- 20 Here the commission completed the final details of calendar reform, including a more accurate lunar almanac. These details were largely the work of the German Jesuit Christopher Clavius (1537?-1612), a noted astronomer and mathematician.

Papal edict proclaimed the new Gregorian Calendar in February of 1582. This edict declared that the day after Thursday, October 4, 1582, would be Friday, October 15, thus dropping ten days and bringing the calendar in line with the solar year. The pope also approved an important reform involving leap years. Every fourth year would continue as a leap year, with an extra day in February. However, years ending in two zeros would be leap years only if divisible by 400. In this manner, three days dropped every four centuries, thus avoiding major deviation from the solar year.



The Council of Trent recognized the need to reform of the Julian calendar. The changes made marked the introduction of the Gregorian calendar, still in use today.

Source 3: News Report

Oldest Known Mayan Calendar Debunks December 2012 Myth

by Jennie Cohen for HISTORY

NOTES

May 10, 2012

Archaeologists excavating at Xultún, a Maya site in Guatemala, have discovered a room thought to have served as a workshop for scribes and calendar priests more than 1,200 years ago. Its walls are adorned with remarkably preserved paintings and writing, including calculations related to the Mayan calendar. The scrawled numbers confirm what experts have been proclaiming for years: the Mayan calendar does not predict that the world will end on December 21, 2012.

Discovery at Xultún Battered by time and largely uncharted, the archaeological site known as Xultún sprawls over 16 square miles in Guatemala's Petén rainforest. It was home to tens of thousands of people in the age of the Maya, the powerful Mesoamerican empire that reached the peak of its influence around the sixth century AD and collapsed several hundred years later. Discovered in 1915, the once-thriving metropolis features the remains of thousands of structures, including buildings up to 115 feet high. Looters have robbed the site of many of its treasures and exposed previously sheltered ruins to the destructive elements.

Oddly enough, it was a looters' trench that two years ago led to one of the most remarkable finds in the recent history of Maya archaeology. In 2010, while participating in an excavation directed by Boston University professor William Saturno, an undergraduate student spied faint traces of pigment on a wall bared by looters. Saturno examined the spot, located just several feet below the surface, but didn't expect to find anything substantial. "Maya paintings are incredibly rare, not because the Maya didn't paint them often but because they rarely preserve in the tropical environment of Guatemala," he explained.

Venturing deeper into what appeared to be a surprisingly intact house, Saturno spotted additional murals more unspoiled than the first. Once he and his team decided the structure warranted a closer look, the race was on to protect it from the oncoming rainy season. The National Geographic Society provided grants for the conservation work as well as further excavations in 2010 and 2011. The resulting discoveries are being reported in the June issue of *National Geographic* magazine and in the May 11 issue of the journal *Science*.

Figures on the Wall Only 56 square feet in size, the room is decorated with murals dating back to roughly 800 AD on each of its three intact walls. The north wall features a seated king wearing an elaborate headdress with blue feathers, an attendant peeking out from behind the plumes. Painted on a recessed surface, this image could be hidden behind a curtain that hung from a partially preserved bone rod. Kneeling beside the king is a man holding a stylus, possibly to identify him as a scribe, Saturno said. The meaning of an accompanying label, which roughly translates to “Younger Brother Obsidian” or “Junior Obsidian,” remains unclear.

Three male figures painted in black appear on the west wall, each sporting identical feathered headdresses and medallions. One of them is labeled “Older Brother Obsidian” or “Senior Obsidian,” a title whose significance has yet to be understood. The east wall of the room features a figure painted in black that has badly eroded due to its proximity to the exterior.

An Astronomer’s Whiteboard While the paintings are rare and intriguing, another element festooning the north and east walls proved even more astonishing to the researchers. Scrawled in red and black are charts of numbers represented by bars and dots in the typical Maya fashion. After examining the figures, experts realized they denoted time spans corresponding to cycles of the Mayan calendar. “This was a calculator, so to speak, for a calendar priest or a Maya astronomer to calculate moon ages,” said David Stuart, a professor of Mesoamerican art and writing at the University of Texas at Austin, who helped decipher the hieroglyphs.

NOTES

Until now, Mayan astronomical tables have only been found in books, most famously the 1,000-year-old text known as the Dresden Codex. But the newly discovered examples, which predate the Dresden Codex by at least 200 years, appear on the walls of a dwelling, scribbled alongside artwork. For this reason, the researchers believe the room once served as a workshop for scribes, calendar priests, mathematicians, astronomers or others who would have been observing the heavens. While puzzling over a formula or predicting the next eclipse, they would have conveniently worked out their calculations right on the wall.

70 “It’s kind of like having a whiteboard in your office,” Stuart said.

Debunking the 2012 Myth In recent years, popular culture has latched on to theories that the Maya predicted an apocalypse on December 21, 2012. That date corresponds to the end of the Mayan calendar’s current cycle, which lasts for 13 of the 144,000-day intervals known as baktuns. But scholars have long argued that, while Mayan astronomers saw each cycle’s conclusion as significant, they never foresaw an apocalypse. According to the researchers who studied the Xultún house, the calculations on the walls confirm once again that the Mayan calendar stretches far beyond this December. One notation

80 in particular records an interval of 17 baktuns, a period of time that extends past the alleged doomsday.

“This sort of popular culture conception of the Maya calendar having an expiration date on it is in and of itself a fallacy,” Saturno said. He compared the system to odometers that reset to zero after 99,000 miles because they can’t display more than five digits. “If we’re driving a car, we don’t anticipate that at 100,000 miles the car will vanish from beneath us,” he said. Stuart said that, rather than covering a finite period of time, “the Maya calendar is going to keep going and keep going for billions, trillions, octillions of years into the future.”

90 Saturno acknowledged that the new discovery might not sway people with absolute confidence in the December 2012 prediction. “I think that as a general rule, if someone is a hardcore believer that the world is going to end in 2012, no painting is going to convince them otherwise,” he said. What may do the trick, however, is waking up on December 22, he added.

FINAL

English Language Arts
Text-based Writing Rubrics
Grades 6–11: Informative/Explanatory



Grades 6-11 Informative/Explanatory 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 controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following: • Strongly maintained controlling idea with little or no loosely related material • 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 objective tone established and maintained	The response provides thorough and convincing support, citing evidence for the controlling idea or main idea 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 (including but not limited to definitions, quotations, and examples), 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 controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following: • Maintained controlling idea, though some loosely related material may be present • 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 objective tone established	The response provides adequate support, citing evidence for the controlling idea or main idea 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: Informative/Explanatory
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 controlling idea with an inconsistent organizational structure. The response may include the following: • Focused controlling idea but insufficiently sustained or unclear • 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 controlling idea or main idea 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 little or no controlling idea or discernible organizational structure. The response may include the following: • Confusing or ambiguous ideas • 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 controlling idea or main idea, 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.