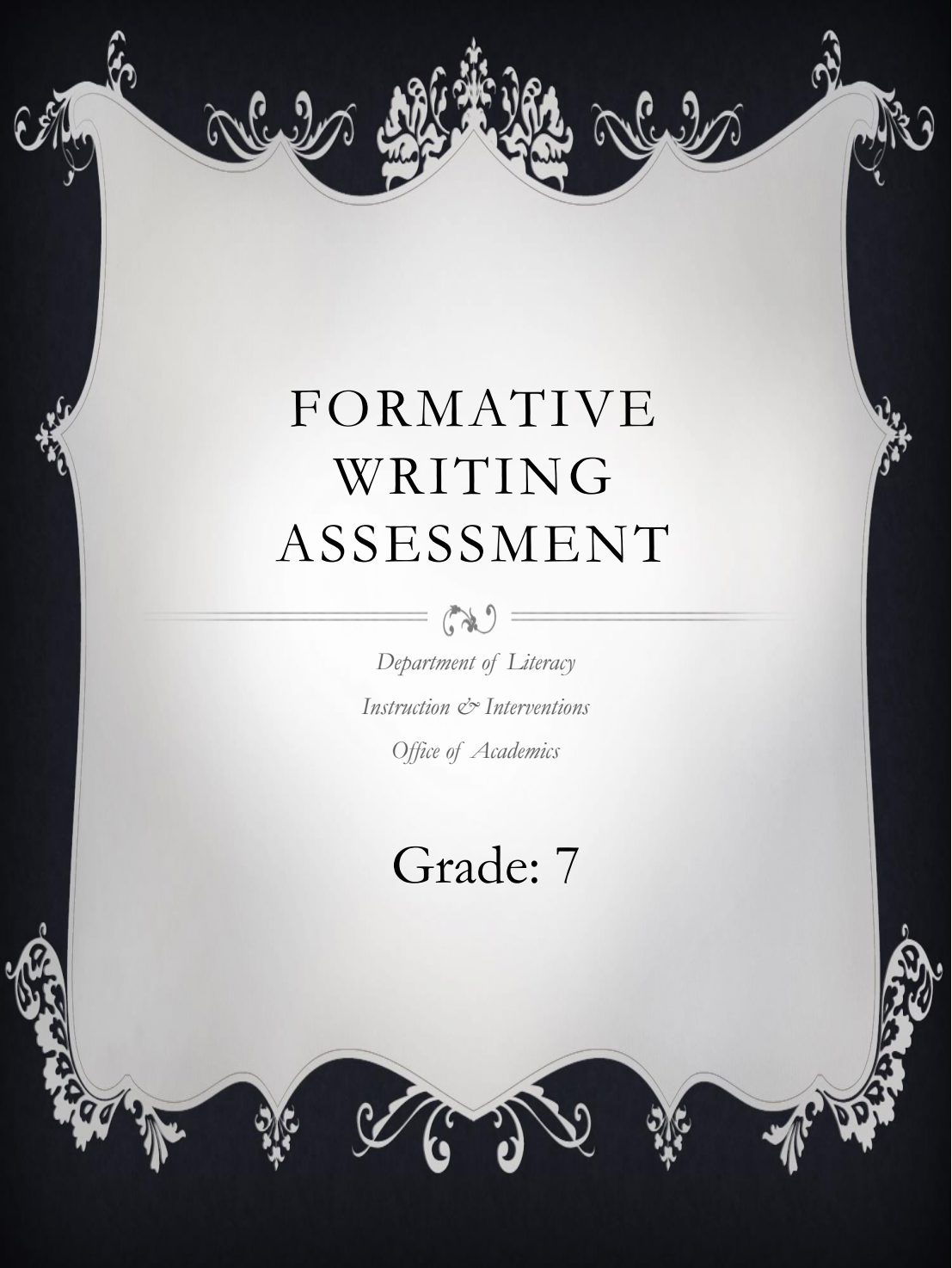




FORMATIVE WRITING ASSESSMENT

Department of Literacy
Instruction & Interventions
Office of Academics

Grade: 7

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.

Seventh Grade: Informative Prompt #2

Write an essay that explains the effect that the water supply has on the Everglades National Park. 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

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

Past and Present: *The Florida Everglades*

by Tobey Haskell

The Florida Everglades is a subtropical wilderness filled with grass marshes, hardwood hammocks (broad-leafed trees packed densely together that grow to be only a few inches tall), and mangrove forests. These wetlands were once the home to many rare, endangered, and exotic species. However, this is no longer the case due to changes in the environment. The Everglades have always existed in a delicate balance—even the smallest change can have a large impact.

Though the Seminole and Miccosukee tribes lived in the Everglades prior to 1882, they did not attempt to alter the lush landscape. But when settlers from outside of Florida came to the Everglades, they considered it useless swampland. They had the idea of draining the Everglades.

From 1905–1910, the settlers began to covert the land so that it could be used for agricultural purposes. They laid rails for a railroad system, and more and more settlers came to the wetlands. The U.S. Army Corps of Engineers and government officials authorized the digging of canals, the creation of water storage facilities, and the regulation of the flow of water. The streams were dredged, and the Everglades was nearly drained entirely.

The construction and population increase in the Everglades upset its fragile ecosystem, and cut off the flow of fresh water to the Everglades. As a result, the quantity and diversity of the wetlands' wildlife decreased and 50% of the original wetlands of South Florida no longer exist today.

Some people tried to defend and preserve the Everglades. In 1934, Congress designated the Everglades as a national park and in 1947 the park officially opened. The creation of the park was a win for those who had worked toward protecting land in

NOTES

NOTES

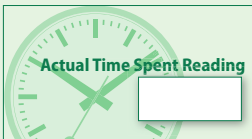
the area. However, they knew that changes to the land outside the park's boundary might create problems that would affect the land within the park.

In the 1960s, environmentalists came to the Everglades' aid, protesting the construction of an international airport in the area. From that time on, conservationists have been working to reverse the damage done to the wetlands by human actions.

Agribusinesses, government agencies, and conservation groups are working to restore Everglades National Park.

- 40 Improving and increasing the water supply is their first priority. Once a plan of action has been agreed on, the issue of money will come into play. How will the project be financed? Who will pay for it? The answers to these questions will determine what will become of the Everglades.

Am I on Track?



ANCHOR TEXT

Can We Fix the Water Supply?

by Caleb Hughes

Imagine that, after a long afternoon spent working in the hot sun, you rush inside to pour yourself a nice, crisp glass of water. Upon turning on the faucet, nothing comes out. No bother, you'll just try another faucet in the house. Unfortunately, the water running from the other faucets in the house contains phosphorous, mercury, and other hazardous elements, making the water polluted and undrinkable. Does this sound like a nightmare?

10 This nightmare is a reality for one of our nation's most beloved environmental treasures. Since 1900, drainage of the Everglades for development and farming has eroded the original wetlands by 50%. However, changes have been implemented to ensure that the Everglades will soon have access to all of the clean water that it and its millions of animal inhabitants need to survive.

20 The Everglades, which provides water to nearly 7 million people living in Florida, has fallen victim to three extended droughts over the last ten years. When a fragile ecosystem like the Everglades undergoes even a small change like a particularly rainy storm or a short-term lapse in rainfall, the repercussions can be huge. Many animals and people rely on the Everglades' clean water supply as their primary source of water. When that water is in short supply or contaminated, the effects can be staggering.

30 One reason the water in the Everglades faces these issues is because the sugarcane crop grows so well there. The Everglades is host to 440,000 acres of sugar cane. As the demand for the sugarcane crop increases, more land is needed for planting, which means less land is available to support life. Also, as the sugarcane crop is harvested, fertilizer used on the plants to ensure a successful crop introduces chemicals and excess amounts of nitrogen and phosphorus into the delicate

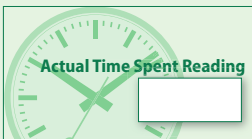
NOTES

NOTES

ecosystem. These chemicals contaminate the often limited water supply found in the Everglades.

- Nonetheless, there is hope for the Everglades. A Supreme Court decision made in 2004 implemented an \$8.4 billion project to re-establish the natural flow of water to the Everglades in the next 30 years. By making an effort to erase the effects of both nature and man on the Everglades, we are
- 40 working hard to ensure that this important part of Florida's landscape exists for many generations to come . . . and that all who call the Everglades home have access to plenty of clean, refreshing water!

Am I on Track?



Water Quality Nearly Halts Everglades Restoration

by Robin Martelli

The major obstacles to replenishing the water supply to the Everglades aren't related to construction or drought. The restoration of the Everglades is delayed because of the price tag and the quality of the water being sent to the wetlands.

In the early 20th century, the Everglades were drained to make the land agriculture-ready. It has been many years since the first settlers decided to alter the area. The water that once flowed into the Everglades is now directed to irrigate farmland and replenish supplies of urban drinking water.

10 We've come a long way since the early settlers began to drain the area. Plans are now in place to restore the Everglades by reinstituting the natural water flow to the wetlands that had previously been cut off. Unfortunately, the redirected water may not meet water quality standards.

The concern about the water quality stems from the amount of phosphorus present in the water. Phosphorous is found in fertilizer, decaying soil, and animal waste. In other words, it is likely to be present in areas around a farm. In 1986, when detrimental levels of phosphorous were discovered, water
20 management became a primary focus in the Everglades. This resulted in long court battles to determine who was responsible for the cleanup. As a result, the Everglades Forever Act was passed in 1994 by then-governor Lawton Chiles.

In 1999, a report on the health of the Everglades water system was drafted and submitted to Congress by the U.S. Army Corps of Engineers and the South Florida Water Management District. The report recommended improvements to the region that eventually led to the Comprehensive Everglades Restoration Plan (CERP), signed into law by
30 President Clinton in December of 2000. The cost of restoration was to be shared by the federal government and other sources.

NOTES

NOTES

But many were unhappy with the red tape and slow pace of CERP. In an attempt to accelerate much-needed assistance to the Central Everglades, the U.S. Army Corps of Engineers began an initiative called the Central Everglades Planning Project (CEPP). The new plan proposed to refill sections of manmade canals to help redirect some of the water that flows through them to the Everglades. The plan would also improve water quality by installing stormwater treatment marshes that

40 would act as filters for some of the pollution. Building more reservoirs in the Everglades would also address concerns about water quality.

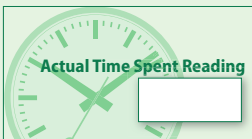
The projected cost for the project is about \$1 billion. Florida state leaders believe that the federal government should finance the project. However, federal funding would require congressional approval, something that might not be easy to attain.

In May of 2013, an encouraging solution emerged. A settlement between Florida's governor, the Obama

50 Administration, and the sugar industry has led to The Everglades Restoration Act, a bill that would invest \$880 million in state money and restore water quality in the Everglades. This historic bill was approved unanimously by both the House and the Senate.

The Everglades Restoration Act will replace the final phase of the Everglades Forever Act introduced nearly two decades prior.

Am I on Track?



FINAL

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



UPDATED OCTOBER 2014

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	
Continued on the following page			

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.