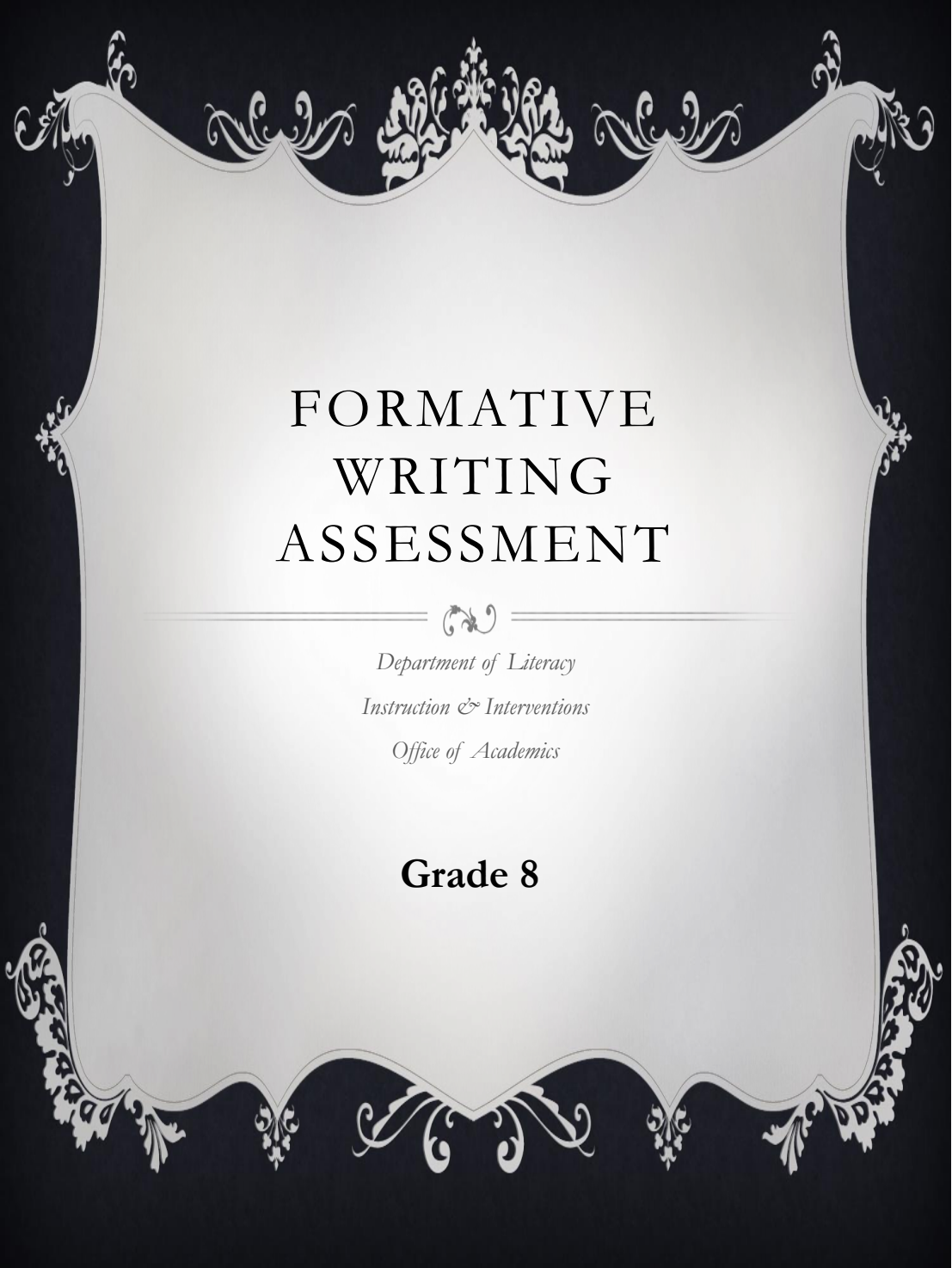




FORMATIVE WRITING ASSESSMENT

Department of Literacy
Instruction & Interventions
Office of Academics

Grade 8

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.

Eighth Grade: Argumentative Prompt #2

Write an essay that explains whether we should buy products that have been manufactured with the use of child labor. 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.

INTERNATIONAL BUSINESS

Nike Pledges to End Child Labor And Apply U.S. Rules Abroad

by John H. Cushman, Jr.

The New York Times

May 13, 1998

Bowing to pressure from critics who have tried to turn its famous shoe brand into a synonym for exploitation, Nike Inc. promised today to root out underage workers and require overseas manufacturers of its wares to meet strict United States health and safety standards.

Philip H. Knight, Nike's chairman and chief executive, also agreed to a demand that the company has long resisted, pledging to allow outsiders from labor and human rights groups to join the independent auditors who inspect the
10 factories in Asia, interviewing workers and assessing working conditions.

"We believe that these are practices which the conscientious, good companies will follow in the 21st century," he said in a speech here at the National Press Club. "These moves do more than just set industry standards. They reflect who we are as a company."

Nike said it would raise the minimum age for hiring new workers at shoe factories to 18 and the minimum for new workers at other plants to 16, in countries where it is common
20 for 14-year-olds to hold such jobs. It will not require the dismissal of underage workers already in place.

Footwear factories have heavier machinery and use more dangerous raw material, including solvents that cause toxic air pollution. At overseas factories that produce Nike shoes, the company said, it would tighten air-quality controls to insure that the air breathed by workers meets the same standards enforced by the United States Occupational Safety and Health Administration at home.

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Mr. Knight's pledges did not include increased wage,
30 a major complaint of critics who say that Nike and other
American companies pay workers in China and Vietnam less
than \$2 a day and workers in Indonesia less than \$1 a day. (A
1996 World Bank report concluded that more than one-fifth
of the world's population lives on less than \$1 a day.) Still, even
with much lower prices in these countries, critics say workers
need to make at least \$3 a day to achieve adequate living
standards.

Nike, in a statement today, cited a report it commissioned
in 1997, which said that its factories in Indonesia and Vietnam
40 pay legal minimum wages and more.

In his speech today, Mr. Knight defended Nike's record of
creating jobs and improving factory conditions abroad, but
seemed to acknowledge that it was time for drastic action. "The
Nike product has become synonymous with slave wages, forced
overtime and arbitrary abuse," he said. "I truly believe that the
American consumer does not want to buy products made in
abusive conditions."

Jeffrey D. Ballinger, director of Press for Change, a group
that has been critical of Nike, called the company's plan a major
50 retreat and a sign of the critics' growing strength.

The company has been hurt by falling stock prices and
weak sales even as it has been pummeled in the public relations
arena.

Mr. Knight said the main causes of the company's falling
sales were the financial crisis in Asia, where the company had
been expanding sales aggressively, and its failure to recognize a
shifting consumer preference for hiking shoes.

"I truthfully don't think that there has been a material
impact on Nike sales by the human rights attacks," he said,
60 citing the company's marketing studies.

But for months, the company, which spends huge sums
for advertising and endorsements by big-name athletes, has
responded increasingly forcefully to complaints about its
employment practices, as student groups have demanded

that universities doing business with Nike hold it to higher standards.

Mr. Knight emphasized today that using objective observers to monitor working conditions would serve not just Nike, but eventually American industry in general, by “giving the

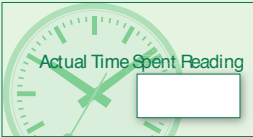
70 American consumer an assurance that those products are made under good conditions.”

Some critics, though, stressed that the company could not reassure consumers without improving wages in its factories.

“We see one big gap,” said Medea Benjamin, director of the San Francisco-based human rights group Global Exchange. “A sweatshop is a sweatshop is a sweatshop unless you start paying a living wage. That would be \$3 a day.”

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Am I on Track?



ANCHOR TEXT

NIKE'S DILEMMA:

Is Doing the Right Thing Wrong?

A child labor dispute could eliminate 4,000 Pakistani jobs.

by David Montero

Christian Science Monitor

December 22, 2006

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SIALKOT, PAKISTAN

In this bustling commercial hub near the Kashmiri border, fortunes seem to rise and fall with the Nike swoosh. Some 80 percent of the world's soccer balls are produced here by Nike and other top sports brands—making Sialkot, a city of 3 million, a model of prosperity in a country where poverty and extremism freely intermingle.

But there is a controversy behind this pot of gold. In November, Nike severed its contract with Saga Sports, its chief supplier, saying Saga's poor management exposes Nike to the threat of child labor and other labor violations.

The incident, observers say, highlights the moral dilemma of first-world corporations using third-world labor. And since it is Pakistan, the outcome may be more pressing than elsewhere in the world.

Many say a surge of unemployment and falling profits in Sialkot, a rare oasis, is the last thing a Pakistan struggling with militant Islam and poverty needs.

A soul-searching debate is now coursing through the country: Child labor is universally condemned, but is it fair for multinationals¹ to cut and run when incidents arise of children working? Or do corporations have an obligation to work to fix these problems themselves?

For Nike's part, the Beaverton, Oregon-based firm stated in a November press release that it will continue working with contract factories in China and Thailand to supply hand-stitched balls. Nike's contracts with Saga will expire in March.

¹ **multinationals:** businesses that have companies in more than one country

About Saga's 5,000 stitchers, it added: "[I]n this case, the company exhausted all options and was left with no alternative but to cease orders, despite the potential impact to workers and
30 the near-term effect on Nike's soccer ball business."

Gloomy-looking executives at Saga Sports, 70 percent of whose work is for Nike, say they're confident they can keep the company on board. The US Embassy recently told the Sialkot Chamber of Commerce that Nike will continue its other textile operations with existing contractors in Pakistan, according to unofficial statements from American officials.

By severing its contract with Saga, Nike is likely to score moral points with its customers in the West. But it's also likely, observers agree, to sink Saga, a corporate giant that makes about 6 million
40 of Pakistan's annual production of 40-million soccer balls.

Saga estimates that as many as 20,000 families could be affected, since 70 percent of the local market relies on them for work.

"Definitely, Saga did wrong. But does the wrong they did warrant Nike leaving?" asks Nasir Dogar, chief executive of the Independent Monitoring Association for Child Labor (IMAC), which oversees compliance at Sialkot's 3,000 soccer-ball stitching centers.

Sialkot's hand-stitched ball industry, about a century old, is
50 big business: Saga Sports alone accounted for \$33 million of the industry's \$210 million total. For Sialkot's 45,000 stitchers, who earn less than \$100 a month on average, soccer balls are a way of life.

But for as long as there have been soccer balls in Sialkot, the hands of children have stitched them. That is not unusual in Pakistan, where a per capita income of about \$2,800 commonly drives children to work. According to UNICEF estimates, more than 3 million boys and girls below age 14 work in Pakistan.

That began changing a decade ago in the soccer-ball
60 industry, when Nike, Puma, and Adidas, among others, worked with the International Labor Organization (ILO) and Sialkot suppliers to eradicate child labor. Today a majority of soccer-ball manufacturers voluntarily participate in IMAC's child-labor

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monitoring program, but some contest how effective those measures have been.

The case of Saga Sports, in which two children were found working in the home of a subcontractor in May, is not unusual, points out Mr. Dogar of IMAC. Every morning, Dogar's 12 monitors perform unannounced checks on stitching centers randomly selected by computer. Still, children are found from time to time.

"You cannot do 24-hour surveillance. You cannot cover the whole area," he says.

Nonetheless, he and many others question Nike's decision to leave, given how many families may be losing their livelihood.

"They could have found some alternative way with Saga," says Khawaja Zakauddin, who heads the anti-child labor wing of the Sialkot Chamber of Commerce and Industry. "To go away is the worst solution. If Nike moves from here, these people will have no work."

That's certainly a concern of Hussain Naqui, a decade-long employee in Saga's shipping department. "There will be no more jobs without Nike. I'm especially worried about my children, who are studying," he says.

Some say that Nike could have done more. Adidas maintains its own internal monitoring cell in Sialkot; Nike does not, observers say.

"They have to have a transparent monitoring mechanism.² It is not just the government or local administration that should be held responsible [for monitoring]. Nike is also responsible," says Kailash Satyarthi, chairman of the Global March Against Child Labor in New Delhi.

Others disagree. "The primary responsibility lies with the government," argues Kaiser Bengali, an economist in Karachi.

² **transparent monitoring mechanism:** holding corporations responsible for their actions, and making their practices visible to the public

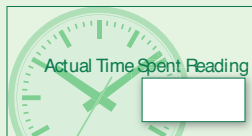
Mr. Bengali hopes the incident will prove a wakeup call for the country, resulting in better enforcement of child-labor laws, which remain weak even though Pakistan has ratified ILO and United Nations conventions against child labor.

100 Many here in Sialkot worry that Saga's fall could chip away at a decade of progress: Low unemployment, stability, and a private sector that pours money into schools, clinics, and roads.

"There is no link to terrorist activity here, because everyone is involved in their work," says Khurram A. Khawaja, Chief Executive of Anwar Khawaja Industries, which produces soccer balls for Select Sports in Denmark. "This will create a void."

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Am I on Track?



□ is Company Is Employing Children?

Let's boycott their products! Or better not?

by Nadira Faulmüller, Oxford Univesity

November 15, 2012

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Regularly, media reports reveal that Western companies have children working in their factories in Third or Second World countries—may it be for clothing, furniture or, as recently, technical gadgets. Such reports are often followed by people calling for a boycott of the company's products.

“Work done by children” is an extremely broad expression. There is nothing else than to vehemently fight against “work” that goes along with gross abuse like forced labour, carrying heavy weights or any other activity putting a child's physical or
10 mental wellbeing in danger.

But also in cases where no such exploitation is taking place, we have good arguments against children doing work. We fear they might be “the cheapest to hire, the easiest to fire, and the least likely to protest.” And we don't want them to be deprived of the opportunity to get a proper education.

So what should we do if we read media reports about a company employing minors? Even if we don't know the exact circumstances, joining a boycott of this company's products can't be wrong, can it?

20 It can. Even if a boycott is well-intentioned, on a practical level it might be wrong to force companies to dismiss their child workers. The main cause for children doing work is poverty—“their survival, and that of their families, depend on it.” Earning money is an unavoidable necessity for them. If they must give up their jobs in Western companies, they are forced to exchange them for something else—and this might not be to their advantage. For example, when the U.S. Congress threatened to ban the import of clothing made by children under 14 in Bangladesh, around 50,000 of them went from their jobs in the
30 relatively clean textile factories to collecting garbage. Moreover,

economic modelling research implies that in certain situations product boycotts even can cause child labor to increase rather than decline.

Of course, the consideration that it can become even worse for children is no argument for them working in general. It rather is an argument for a well-considered approach towards this issue. Until we have tackled the problem of general poverty, rather than forcing companies to fire children—may it be via product boycott or regulations—we might think about
40 enforcing safe work conditions for them. Objectively, this might be of greater help for the children involved.

But there is more to that issue than the practical level. On a moral level, many of us still wouldn't want to buy a product manufactured by a child—even if we knew that the work conditions were optimal. We feel that it's simply wrong that the mobile phone we are about to give our teenage daughter was put together by another 14-year-old in India. A dinner party argument why this is wrong, I reckon, might come down to something like “Children should not work. This Indian girl is
50 deprived of her childhood if she has to.”

I want to suggest by no means that inequality in opportunities and wealth is a good thing to have. However, I feel that there is some sort of arrogance contained in the “children should not work” argument. What childhood is and what it should consist of is a social construction to some extent. This construction highly differs between countries and across time. The firm belief that a “proper childhood” does not entail any work is something specific to our time and culture. In
60 other cultures, children are expected to work together with their parents. This happens not only out of financial need, but also as part of the family's work ethics. And even within Western culture, what is seen as a good childhood can vary. Different from other children in the U.S., the Amish are allowed to leave school and start working at around the age of 14.

There is hardly any child unwilling to go to school who doesn't hear the “it's for your own good, it prepares you for

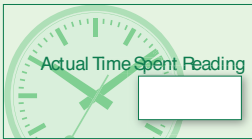
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adult life” argument. Couldn’t we let count the same argument for work that helps gaining practical skills or is in line with a culture’s ethics?

Long story short: If next somebody tries to convince me to boycott a company, I think I shouldn’t join in as long as I don’t know more about the actual circumstances of the children’s work involved—both for practical and moral reasons. What do you think?

Am I on Track?



FINAL

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



UPDATED OCTOBER 2014

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	
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 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