



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: Informative Prompt #1

You will read three articles about historic leaders and then write an informative essay about how these people exhibit characteristics of great leaders. Be certain to cite evidence from the text in 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.

ANCHOR TEXT

BIOGRAPHY

Suleiman the Magnificent

by Jane Simmons

In 1453, Ottoman armies from the western highlands of Turkey captured the city of Constantinople. They renamed the city Istanbul and made it the center of their growing empire. In 1520 a new sultan (supreme ruler) ascended the Ottoman throne. This sultan, Suleiman, became one of the greatest rulers in history. An aggressive military leader, he was feared but also admired by people in other lands. His people called him Kanuni, “the Lawgiver.” Europeans called him Suleiman the Magnificent.

Suleiman the Warrior

The thunderous sound of goatskin drums and the clash of
10 brass cymbals reverberated off the great walls of the island city of Rhodes. This battle music was designed to strike fear in the hearts of its enemies. It had its intended effect. To the Greek soldiers on the ramparts, it seemed as if the very heavens had opened and let loose bolts of lightning and clashes of thunder. Even though it was extremely hot, the warriors felt a chill. After all, they were confronting the army of Suleiman the Magnificent, who had already captured the Eastern European city of Belgrade.

The drums and cymbals reached a crescendo. Suleiman’s warriors raced forward to attack one of the most highly fortified
20 cities in Europe. In wave after wave they came, a hundred thousand strong. After more than 130 days of fighting, the Ottoman army entered Rhodes victorious.

Over many years, the fleets of Rhodes had intercepted Ottoman ships and disrupted its commerce. Now the routes were clear. After consolidating his victory and replenishing his army, Suleiman set his sights on other conquests. A soldier’s soldier, Suleiman always rode at the head of his army to inspire his troops.

In 1526, Suleiman clashed with the Hungarian army. Leading the Hungarians into battle was their 15-year-old king, Louis II. The
30 fighting was over in a matter of hours, due to a brilliant tactical action by Suleiman. The Sultan allowed the charging Hungarians to penetrate the front lines. Then he used an enveloping maneuver to

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surround them. Attacked from all sides, the Hungarians were wiped out, and their young king was killed.

Suleiman was not just a warrior. He was interested in learning, art, architecture, and the law. Under his reign the Ottoman Empire reached its peak both as a military power and as a center of culture.

Suileiman the Builder

On a hill overlooking the narrow body of water called the
40 Bosphorus stood Topkapi Palace. First built by Mehmet II, a sultan who ruled before Suleiman, Topkapi had been the chief residence of the Ottoman rulers since the 1460s. Each Sultan had added something to the palace complex, a tradition that was to continue for centuries after Suleiman's rule. Topkapi Palace wasn't just a home—its many chambers and outbuildings were a place where royal administrators met to run the affairs of state, soldiers trained, treasures were safely stored, and all kinds of artists lived and worked.

Ottoman architecture used elements such as domes, half-domes, arches, slim towers called minarets, and pillars. Buildings were
50 often decorated with colorful tiles in geometric designs. Suleiman's chief architect was the brilliant Mimar Sinan whose works are still admired today. He and other architects built bridges, dams, fountains, palaces, and mosques throughout the Ottoman Empire.

Visitors to Turkey marveled at the way builders were able to complete structures so quickly, a rarity in Europe at that time. An Ottoman architect who designed a structure frequently lived to see his work finished. Historians attribute this quickness to the specialization of the workers. Ottoman records list workers such as wood sawyers to prepare the wood beams, carpenters to do the
60 woodwork at the site, rough masons, skilled masons, quarrymen, plasterers, locksmiths, brick makers, and metalworkers. Like a modern-day assembly line, each kind of worker performed one task again and again. The benefit of this system was that everyone could work with speed and efficiency.

Suleiman, Poet and Patron of the Arts

In a courtyard surrounded by date palm trees, the poet Baki recited his poetry to an enthralled audience. Poets, artists, and philosophers used the courtyards at Topkapi Palace to present their works and exchange ideas. Suleiman himself was a prolific poet and writer.

- 70 Under Suleiman's rule, Istanbul became one of the world's cultural centers. Suleiman created many artists' societies that were administered from Topkapi Palace. These societies provided a training system for artists. The artists were paid fairly for the work they did. The best artists, including bookbinders, jewelers, and painters, were invited to become part of the royal court.

Suleiman's Legacy

Suleiman died in 1566. He left his successors a strong empire that was one of the world's most important powers. The efficient legal system, well-organized government, and strong military that he had built served the Ottoman Empire for many generations to come.

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Am I on Track?



NEWSPAPER ARTICLE

Nelson Mandela Inaugurated President of South Africa

by Matt Darvil

PRETORIA, May 10, 1994

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In a short but historic ceremony, Nelson Rolihlahla Mandela took the oath of office today as president of the Republic of South Africa. The ceremony took place at South Africa's main government building, in the nation's capital. Facing a crowd of 140,000, Mandela said that today's inauguration was "a common victory for justice, for peace, for human dignity." As the first black president of South Africa, the 75-year-old Mandela pledged to build "a complete, just, and lasting peace." He said, "The time for the healing of the wounds has come."

- 10 Vice President Al Gore led the official delegation from the United States. With him were his wife, Tipper, and First Lady Hillary Rodham Clinton. American civil rights leaders Coretta Scott King and Jesse Jackson were also part of the group. "The history we are present to witness marks a transition in the history of our world," Mr. Gore said.

Historic Election

Today's event is a result of South Africa's first "all-race" elections. In April, South Africans of every race were allowed to vote in a national election. Mandela, candidate of the African National Congress (ANC), won a landslide victory.

- 20 The path to the elections began more than four years ago, when President F. W. de Klerk persuaded white South Africans to work for change with black South Africans. A key part of de Klerk's plan was the release of Mandela from prison, where he had been for 27 years.

On the day of his release, Mandela spoke of the need for democratic elections: "Universal suffrage on a common voters' roll in a united, democratic, and nonracial South Africa is the only way to peace and racial harmony."

Mandela's Long Road to Freedom

Born in 1918, Nelson Mandela grew up in rural South Africa. White South Africans ruled the country, and black South Africans

30 suffered discrimination in all aspects of their lives. When Mandela was in his 30s, South Africa adopted an official policy of racial separation called *apartheid*. Mandela's battles against apartheid would put him in prison beginning in 1962.

Mandela used every opportunity he had to speak out against the injustice of white domination. "I have dedicated myself to the struggle of the African people," he declared during one of his trials. "I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But, if needs be, it

40 is an ideal for which I am prepared to die."

Mandela was held at the notorious Robben Island prison. Conditions were harsh—bare cells, meager food, manual labor, and scarce contact with the outside world. And yet Mandela never lost his spirit or determination. Other prisoners benefited from spending time with him, learning history and political strategy. Robben Island became known as "Mandela University."

Mandela was an international symbol of the injustice of apartheid. All over the world, people demanded, "Free Mandela!" The white leaders of South Africa began to offer him some form of

50 conditional release as early as 1985. But Mandela was not willing to accept conditions—or return to a country where he and his people still had no political rights. "Your freedom and mine cannot be separated," he told them.

When President de Klerk took office in 1989, negotiations began for South Africa's political future. Mandela was released in February 1990. The two men continued to work together to find a way to end apartheid. In 1993, they won the Nobel Peace Prize for their efforts.

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SUMMARY

Accomplishments of *Queen Elizabeth I*

by Amit Carter

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Queen Elizabeth I has the reputation of being one of the greatest monarchs of England. The Elizabethan era is often referred to as the Golden Age of Britain. But what did “Good Queen Bess” do that made her so beloved of the English people? What were her greatest achievements?

The Major Accomplishments of Queen Elizabeth I

- She was a gifted scholar who was able to speak several languages including Latin, Greek, French, and Italian.
- During her reign there was a widespread increase in literacy and great achievements in the arts. Great poets and playwrights, such as William Shakespeare, Edmund Spenser, Christopher Marlowe, and Sir Walter Raleigh created works that are still greatly admired and enjoyed.
- She greatly expanded the British Empire. She financed the explorations of such great explorers as Sir Francis Drake, Sir Walter Raleigh, Sir John Hawkins, Sir Humphrey Gilbert, and Sir Richard Greenville.
- She encouraged new scientific thinking, and important men such as Sir Francis Bacon and Dr. John Dee emerged during the Elizabethan era.
- She was thought of as a good and wise ruler, who was truly loved by her people. Her early education helped make her highly accomplished in the art of rhetoric and public relations.
- She surrounded herself with highly intelligent, loyal advisors such as Sir William Cecil, Sir Francis Walsingham, and Sir Robert Cecil who gave her sound political advice.
- A small fleet of British navy ships, with the help of some armed merchant vessels, defeated a much larger Spanish Armada.

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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	<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>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:</p> <ul style="list-style-type: none"> • 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	<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>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:</p> <ul style="list-style-type: none"> • 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>			

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
2	<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Some minor errors in usage but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling
1	<p>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:</p> <ul style="list-style-type: none"> • Confusing or ambiguous ideas • Few or no transitional strategies • Frequent extraneous ideas that impede understanding • Too brief to demonstrate knowledge of focus or organization 	<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Various errors in usage • Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>