**Florida Standards Assessment**

**Text-based Writing Quick Reference Sheet**

**Task Description**

* Students will read a stimulus about a single topic; a stimulus consists of informational or literary fiction or nonfiction.
* Students will respond to a writing prompt in which they will provide information on a topic or take a stance to support an argument.
* Students will be required to synthesize information from the text sets and must cite specific evidence from the texts to support their ideas.
* The stimulus will consist of two to four texts with an approximate combined word count of the text sets listed in the table below:

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| --- | --- | --- |
| **Grade Level** | **Minimum Word Count** | **Maximum Word Count** |
| 6th | 1000 | 1600 |
| 7th | 1000 | 1700 |
| 8th | 1000 | 1800 |

**Explanatory Prompts**

* Stimuli should maintain a clear topical connection but may address diverse concepts and ideas.
* Students will be required to use the texts to develop and support a controlling idea.
* Direction Template – *Write an explanatory essay about… Your essay must be based on ideas and information that can be found in the…*

**Argumentative Prompts**

* Stimuli should present opposing points of view; each point of view should be equally represented so that a student can take either side of a position.
* Students will be required to use the texts to argue and support a claim.
* Direction Template – *Write an argumentative essay in which you… Use the information from the texts in your essay. Be sure to*
  + *Include a claim;*
  + *Address counterclaims;* **(Not applicable at grade 6)**
  + *Use evidence from multiple sources; and*
  + *Avoid overly relying on one source.*

**Citing Evidence**

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| The Language of the Florida Standards | |
| 6th Grade | 7th and 8th Grade |
| “Quote or paraphrase the data and conclusions of others while avoiding plagiarism.” | “Quote or paraphrase the data and conclusions of others while avoiding plagiarism and **following a standard format for citation**.” |

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| **Argumentation Rubric** | | | |
|  | Purpose, Focus, and Organization  (4 points possible) | Evidence and Elaboration  (4 points possible) | Conventions  (2 points possible) |
| 4 | **Full** Focus & Organization   * Clear claim * Clearly addressed opposing claims ~~6th~~ * Connections between ideas & support * Logical progression of ideas * Appropriate style & tone | **Thorough** Support   * Relevant, smoothly integrated, & well-cited evidence * Effective elaboration * Precise language & domain-specific vocabulary |  |
| 3 | **General** Focus & Organization   * Clear claim * Inconsistently addressed opposing claims ~~6th~~ * Adequate transitions to connect ideas * Adequate progression of ideas; some loosely related information | **Adequate** Support   * Generally integrated, less precise evidence * Adequate elaboration * Inconsistent language & vocabulary |  |
| 2 | **Loose** Focus & Organization   * Unclear or unsustained claim * Unaddressed opposing claims ~~6th~~ * Inconsistent transitions * Uneven progression of ideas | **Uneven/Partial** Support   * Weakly integrated or irrelevant evidence * Ineffective elaboration * Simplistic language or incorrectly used vocabulary | **Adequate** Convention Use   * No patterns of errors, if any * Adequate use of punctuation, capitalization, sentence formation, & spelling |
| 1 | **Little or No** Focus & Organization   * Absent/confusing/ambiguous claim * Missing opposing claims ~~6th~~ * Few or no transitions * Frequent extraneous ideas * Too brief for organization | **Little or No** Support   * Absent or incorrect evidence * Vague or confusing expression of ideas | **Inadequate/Partial** Convention Use   * Various errors in word usage * Inconsistent use of correct punctuation, capitalization, sentence formation, & spelling |

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| **Informative/Explanatory Rubric** | | | |
|  | Purpose, Focus, and Organization  (4 points possible) | Evidence and Elaboration  (4 points possible) | Conventions  (2 points possible) |
| 4 | **Full** Focus & Organization   * Clear controlling idea * Connections between ideas & support * Logical progression of ideas * Appropriate style & tone | **Thorough** Support   * Relevant, smoothly integrated, & well-cited evidence * Effective elaboration * Precise language & domain-specific vocabulary |  |
| 3 | **General** Focus & Organization   * Clear controlling idea * Adequate transitions to connect ideas * Adequate progression of ideas; some loosely related information | **Adequate** Support   * Generally integrated, less precise evidence * Adequate elaboration * Inconsistent language & vocabulary |  |
| 2 | **Loose** Focus & Organization   * Unclear or unsustained controlling idea * Inconsistent transitions * Uneven progression of ideas | **Uneven/Partial** Support   * Weakly integrated or irrelevant evidence * Ineffective elaboration * Simplistic language or incorrectly used vocabulary | **Adequate** Convention Use   * No patterns of errors, if any * Adequate use of punctuation, capitalization, sentence formation, & spelling |
| 1 | **Little or No** Focus & Organization   * Confusing or ambiguous ideas * Few or no transitions * Frequent extraneous ideas * Too brief for organization | **Little or No** Support   * Absent or incorrect evidence * Vague or confusing expression of ideas | **Inadequate/Partial** Convention Use   * Various errors in word usage * Inconsistent use of correct punctuation, capitalization, sentence formation, & spelling |