**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
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