



2017-2018 BENCHMARK WRITING ASSESSMENTS

6TH GRADE

Dear Teachers,

Enclosed you will find documents for the three Benchmark Writing assessments, in the order in which they are to be administered. The Assessment Timeline is as follows:

Assessment Timeline

Benchmark Writing Assessment 1	10/23-11/10	Entered in IO (EADMS):	11/10
Benchmark Writing Assessment 2	2/19-3/9	Entered in IO:	3/9
Benchmark Writing Assessment 3	5/14-5/25	Entered in IO:	5/26

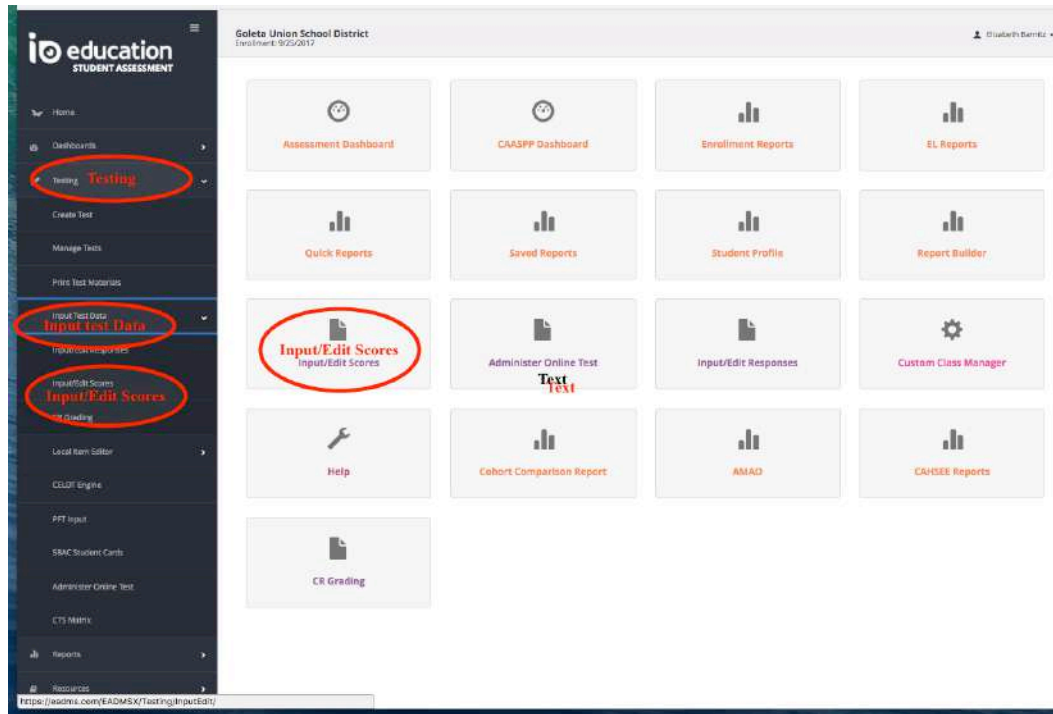
This table includes all three benchmarks in the order they are to be administered:

6th	<u>Narrative</u> Jaguar Myths	<u>Explanatory</u> Ancient Greece	<u>Argumentative</u> Relationships Across the Generations
Rubric: GUSD	Benchmark Assessments Book: pages 81-87. Skip Research Question task on page 81. Use three sources (pp. 82-87) may be used for discussion prior to having students write to the prompt on page 90. Note: Pages 88-89 were deleted.	Benchmark Assessment Book: pages 91 - 100, Skip Research Question task on page 91. The three sources (pp.92-97) may be used for discussion prior to having students write to the prompt on page 100. Note: Pages 98-99 were deleted	Benchmark Assessment Book: pages 101 - 110, and skip Research Question task on page 10. The three sources (pp.102-107) may be used for discussion prior to having students write to the prompt on page 110. Note: Pages 108-109 were deleted.

The prompts generally take two days, students may use a dictionary, thesaurus, word wall, etc. to help them write but their writing needs to be done independently. As you score the prompts, it would be beneficial to identify anchor papers to recommend to Curriculum Council.

Scoring

Please input the scores into IO by the deadlines noted above. If you need assistance, please contact me. Access the input area under Input/Edit Scores (not Responses), either from the top menu or from one of the tiles on your Home page.



Collaborative scoring provides a measure of calibration and ensures teachers are using the rubric in the same way. Using the rubric, grade level colleagues independently and silently read the student work to result in two scores for each student paper.

Record the numerical scores for each student for the four or five areas on the rubric. The scoring rubric and evidence in the student work should always be the basis for the score, rather than the relative strength or weakness of a piece.

Once two scores have been determined, average the two for a final score in the four or five categories according to the rubric and enter them into IO. Please note IO will not take a decimal score, the final score must be a whole number. If a student receives a 2 and 3 for a category, the average is 3, not 2.5. Round up!

If you need assistance with scores input or have any questions, please contact me.

Thank you,

Liz

GUSD – Narrative Rubric Grade 6

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
<p>Purpose CCSS*: ➤ W – 3a ➤ W – 4</p>	<ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • Purposefully engages and orients the reader by skillfully establishing a vivid context and introducing characters and/or a narrator 	<ul style="list-style-type: none"> • Responds to all parts of the prompt • Engages and orients the reader by establishing a context and introducing characters and/or a narrator 	<ul style="list-style-type: none"> • Responds to most parts of the prompt • Might engage or orient the reader by establishing a context and introducing characters and/or a narrator 	<ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Fails to engage or orient the reader by establishing a context and does not introduce characters and/or a narrator
<p>Organization CCSS: ➤ W – 3a ➤ W – 3c ➤ W – 3e ➤ W – 4</p>	<ul style="list-style-type: none"> • Organizes a well-structured event sequence that unfolds logically and naturally • Skillfully connects a variety of transitional words, phrases, and clauses to manage the sequence of events • Provides a conclusion that clearly follows and reflects on the narrated experiences or events 	<ul style="list-style-type: none"> • Organizes a clear event sequence that unfolds logically and naturally • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts • Provide a conclusion that follows from the narrated experiences or events 	<ul style="list-style-type: none"> • Organizes an event sequence that unfolds naturally but may not be logical • Uses transition words, phrases, and/or clauses to convey sequence • Provides a conclusion that is connected to the narrated experiences or events 	<ul style="list-style-type: none"> • Event sequence unfolds unnaturally and/or illogically • Uses few to no transition words, phrases, and/or clauses to convey sequence • Provides no conclusion or one that is not connected to the narrated experiences or events
<p>Elaboration/Details CCSS: ➤ W – 3b ➤ W – 3d</p>	<ul style="list-style-type: none"> • Creatively uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters • Sophisticated use of precise words and phrases, relevant descriptive details, and sensory language to convey rich experiences and events 	<ul style="list-style-type: none"> • Uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters • Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events 	<ul style="list-style-type: none"> • Uses some limited narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters • Attempts to use concrete words or phrases, descriptive details, and sensory language 	<ul style="list-style-type: none"> • Uses few or no narrative techniques • Fails to use concrete words or sensory details. Descriptive details, if present, are not concrete.
<p>Language CCSS: ➤ L – 1 ➤ L – 2</p>	<ul style="list-style-type: none"> • Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning • Utilizes precise and sophisticated word choice 	<ul style="list-style-type: none"> • Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning • Utilizes strong and grade-level appropriate word choice 	<ul style="list-style-type: none"> • Uses some repetitive yet correct sentence structure • Demonstrates some grade level appropriate conventions, but errors obscure meaning • Utilizes vague or basic word choice 	<ul style="list-style-type: none"> • Does not demonstrate sentence mastery • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning • Utilizes incorrect and/or simplistic word choice

*CCSS – Common Core State Standards alignment (“W” = Writing strand; “L”= Language strand)

CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (5th) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 6th grade standards were referenced.

The letter abbreviations are as follows:

CCSS = Common Core State Standards

W = Writing

L=Language

Strand	5th	6th	7th
Writing	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development, organization, and style are appropriate to task, purpose and audience.</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p>
Language	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

GUSD – Informational/Explanatory Text-Based Rubric, Grade 6

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Purpose CCSS*: ➤ RIT – 1 ➤ W – 2	<ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • Demonstrates a strong understanding of topic/text(s) 	<ul style="list-style-type: none"> • Responds to all parts of the prompt • Demonstrates an understanding of topic/text(s) 	<ul style="list-style-type: none"> • Responds to most parts of the prompt • Demonstrates limited understanding of topic/text(s) 	<ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Demonstrates little to no understanding of topic/text(s)
Organization CCSS: ➤ W – 2a ➤ W – 2c ➤ W – 2e ➤ W – 4	<ul style="list-style-type: none"> • Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion • Logically groups related information into paragraphs or sections, including formatting • Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts 	<ul style="list-style-type: none"> • Organizes ideas and information into logical introductory, body, and concluding paragraphs • Groups related information into paragraphs or sections, including formatting (e.g., headings) • Uses varied transitions and syntax to link the major sections of text, create cohesion, and clarify relationship among complex ideas and concepts 	<ul style="list-style-type: none"> • Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion • Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive) • Uses some simplistic transitions to connect ideas 	<ul style="list-style-type: none"> • Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion • Does not group related information together • Uses no transitions to connect ideas
Evidence/ Elaboration CCSS: ➤ RIT – 1 ➤ W – 2b ➤ W – 8 ➤ W – 9b	<ul style="list-style-type: none"> • Skillfully uses relevant and substantial text support from the resources with accuracy • Uses credible and varied sources • Develops the topic with well-integrated facts, definitions, concrete details, quotations, or other information and examples 	<ul style="list-style-type: none"> • Uses relevant and sufficient text support from the resources with accuracy • Uses credible sources • Develops the topic with facts, definitions, concrete details, quotations, or other information and examples 	<ul style="list-style-type: none"> • Uses mostly relevant text support but may lack sufficient evidence and/or accurate use • Uses mostly credible sources • Develops the topic with limited facts, definitions, concrete details, quotations, or other information and examples 	<ul style="list-style-type: none"> • Does not use relevant or sufficient text support from the resources with accuracy • Uses few to no credible sources • Does not support opinion with facts, details, and/or reasons
Language CCSS: ➤ L – 1 ➤ L – 2 ➤ W – 2d	<ul style="list-style-type: none"> • Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning/readability • Utilizes precise and domain-specific vocabulary accurately throughout student writing 	<ul style="list-style-type: none"> • Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not interfere with the readability • Utilizes precise language and domain-specific vocabulary 	<ul style="list-style-type: none"> • Uses some repetitive yet correct sentence structure • Demonstrates some grade level appropriate conventions, but errors may interfere with the readability • Utilizes some precise language and/or domain-specific vocabulary but minimally and/or inaccurately 	<ul style="list-style-type: none"> • Does not demonstrate sentence mastery • Demonstrates limited understanding of grade level conventions, and errors interfere with the readability • Does not utilize precise language or domain-specific vocabulary

*CCSS – Common Core State Standards alignment (“W” = Writing strand; “RIT”=Reading – Informational Text; “L”= Language strand)

CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (6th) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 7th grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards W = Writing RIT= Reading – Informational Text L=Language

Strand	5th	6th	7th
Writing	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
Reading-Informational Text	<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
Language	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

GUSD – Opinion/Argument Rubric, Grade 6

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
<p>Purpose CCSS*: ➤ W – 1a ➤ W – 1b ➤ W – 4</p>	<ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • States an argument/claim/opinion that demonstrates an insightful understanding of topic/text 	<ul style="list-style-type: none"> • Responds to all parts of the prompt • States an argument/claim/opinion that demonstrates an understanding of topic/text 	<ul style="list-style-type: none"> • Responds to most parts of the prompt • States an argument/claim/opinion that demonstrates limited understanding of topic/text 	<ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Does not state an opinion and/or demonstrates little to no understanding of topic/text
<p>Organization CCSS: ➤ W – 1a ➤ W – 1c ➤ W – 1d ➤ W – 4</p>	<ul style="list-style-type: none"> • Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion • Uses a variety of linking words, phrases, and clauses skillfully to connect reasons to argument/claim/opinion 	<ul style="list-style-type: none"> • Organizes ideas and information into logical introductory, body, and concluding paragraphs • Uses linking words, phrases, and clauses appropriately to connect reasons to argument/claim/opinion 	<ul style="list-style-type: none"> • Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion • Uses some linking words, phrases, or clauses to connect reasons to argument/claim/opinion but simplistically 	<ul style="list-style-type: none"> • Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion • Uses no linking words, phrases, or clauses
<p>Evidence/ Elaboration CCSS: ➤ RIT – 1 ➤ W – 1b ➤ W – 9b</p>	<ul style="list-style-type: none"> • Supports opinion skillfully with substantial and relevant evidence • Provides insightful explanation/analysis of how evidence supports claim(s) 	<ul style="list-style-type: none"> • Supports opinion with sufficient and relevant evidence • Provides clear explanation/analysis of how evidence supports claim(s) 	<ul style="list-style-type: none"> • Supports opinion with limited and/or superficial evidence • Provides some explanation/analysis of how evidence supports claim(s) 	<ul style="list-style-type: none"> • Does not support opinion with evidence and/or evidence is irrelevant or inaccurate • Provides no or inaccurate explanation/analysis of how evidence supports claim(s)
<p>Language CCSS: ➤ L – 1 ➤ L – 2</p>	<ul style="list-style-type: none"> • Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning • Uses precise and sophisticated academic and domain-specific vocabulary appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning • Uses academic and domain-specific vocabulary appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Uses some repetitive yet correct sentence structure • Demonstrates some grade level appropriate conventions, but errors obscure meaning • Uses limited academic and/or domain-specific vocabulary for the audience and purpose 	<ul style="list-style-type: none"> • Does not demonstrate sentence mastery • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning • Uses no academic or domain-specific vocabulary

*CCSS – Common Core State Standards alignment (“W” = Writing strand; “RIT”=Reading – Informational Text; “L”= Language strand)

CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (5th) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 6th grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards W = Writing RIT= Reading – Informational Text L=Language

Strand	5th	6th	7th
Writing	<ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. 4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<ol style="list-style-type: none"> 1. Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claims(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<ol style="list-style-type: none"> 1. Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> a. Introduce claim(s)...and organize the reasons and evidence logically. b. Support claim(s)...with logical reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claims(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Reading- Informational Text	<ol style="list-style-type: none"> 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 	<ol style="list-style-type: none"> 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 	<ol style="list-style-type: none"> 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Language	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Benchmark Writing Assessment Team Scoring

Trade and score each other's Benchmark Writing assessments using the grade level rubric and the scoring sheet.

Trade back samples and calibrate for a 4, 3, 2, 1 paper so there is some agreement on scoring. Record scores on the scoring sheet.

Discuss results and analyze for trends and patterns: What are areas of student strengths and what areas need more attention? Analyze for both writing content and writing conventions. Use the organizer below to record your team analysis.

<p><u>Strengths:</u></p>	<p><u>Stretches:</u></p>
<p><u>Next steps:</u></p>	

Name _____

Grade _____

Teacher _____

Reader's Initials:	Score:
Reader 1	
Reader 2	
Final Score = Reader 1 + Reader 2	

Name _____

Grade _____

Teacher _____

Reader's Initials:	Score:
Reader 1	
Reader 2	
Final Score = Reader 1 + Reader 2	

Teacher Introduction

Overview of *Think Smart for Smarter Balanced Assessments Benchmark Assessments*

The *Think Smart for Smarter Balanced Assessments Benchmark Assessments* component consists of three tests—Benchmark Test 1, Benchmark Test 2, and Benchmark Test 3.

Test 1 focuses on key skills that are part of the instruction in Units 1–3, Test 2 samples key skills from Units 1–6, and Test 3 features a suite of PTs.

Test 1 and Test 2 feature 39 items that mirror the focus and presentation students will find in the SBAC EOY ELA pencil-and-paper test. The tests are broken into two sessions. (The computer-based version of the SBAC EOY is an adaptive test that does not feature a set number of items; administration is personalized to student item/test achievement.) Although the SBAC version includes a listening comprehension section, this has been omitted from the print component so as to allow for ease of administration. One online version of Test 2 contains a listening comprehension section that can be administered, if you feel students will benefit from the experience.

Test 3 contains examples of the three PTs that are part of SBAC performance-based assessment.

- Narrative
 - Students craft a narrative using information from the sources.
- Explanatory
 - Students generate a thesis based on the sources and use information from the sources to explain this thesis.
- Argumentative
 - Students analyze the ideas in sources and make a claim that they support using the sources.

Each PT assesses standards that address comprehension, research skills, genre writing, and the use of standard English language conventions (ELC). The stimulus texts and research questions in each task build toward the goal of the final writing topic.

Administering *Think Smart for Smarter Balanced Assessments Benchmark Assessments*

Benchmark Test 1 should be given to students after Unit 3 is completed. Benchmark 2 should be given to students close to the end of the year or before students take the SBAC EOY test. The PTs in Test 3 can be administered at various times during the year. The Narrative Task can be given at the start of the year and again closer to the performance-based assessment date to measure student growth and test readiness.

Due to the length of the test (and to provide students a test-taking experience that is in concert with standardized testing), the schedule below is suggested. (Session 1 and Session 2 can be spaced over two days or grouped together with a short break in between.)

- Session 1 of Tests 1 and 2—45 to 60 minutes
- Session 2 of Tests 1 and 2—35 to 50 minutes
- PTs in Test 3—90 to 100 minutes. (Provide students 30 to 40 minutes to read the stimulus materials and answer the research questions, and 60 to 70 minutes for planning, writing, and editing their responses. If desired, provide students a short break between these activities.)

Narrative Performance Task

Task:

Your class has been learning about jaguars and the myths, stories, and legends surrounding them. Now your class is creating an online magazine to share your own jaguar short stories. Each student will write a story.

Before you write your story, you do some research and find three stories about jaguars that provide information about their habits, how they are endangered and protected today, and how people started them in the past and included them in stories. After you have looked at the sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then go back and read the sources carefully to gain the information you will need to answer the questions and write your short story for the online magazine.

In Part 2, you will write a story on a topic related to the sources.

Directions for Part 1

You will now look at three sources. You can look at all of the sources as often as you like.

Research Questions:

After looking at the sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read, which should help you write your short story. You may refer to the sources when you think it would be helpful. You may also look at your notes. Answer the questions in the space provided.

Skip this task but you may choose to use the following three sources (pp. 82-87) for discussion prior to having students write to the prompt on page 90.

Source #1: Night Sun

The third-largest cat in the animal kingdom is the jaguar. The jaguar's habitat ranges from northern Argentina in South America up into northern Mexico. This once broad range of tropical rainforest has seen a decrease in the number of jaguars over the years. Today, the population is so low that the jaguar has been listed as a threatened species. Scientists and governments are working together to develop and implement a plan that will help the jaguar survive.

Jaguars have been a part of the human experience for many years. Pieces of art from early civilizations show many jaguar figures and symbols. Many ancient Native American tribes believed in the Jaguar God of the Night, Lord of the Underworld. The Mayans believed that the jaguar was the night sun that kept watch over tombs, temples, and thrones. Its golden pelt was often used as a garment for kings. The Aztec people had clubs of warriors called Jaguar Knights. In what is today known as Peru, the Inca also worshipped the jaguar, building temples to this majestic animal.

Jaguars, like other cats, are nocturnal. They sleep during the day and roam about to hunt at night. They prefer overgrown forests and brush-filled swamps to open areas. Unlike many cats, jaguars are not scared of water and do not avoid it. They are also fairly good swimmers and often find prey in rivers. Because of their nighttime schedule, biologists know relatively little about the jaguar's habits. The mystery that surrounds them only adds to their allure.

Jaguars live alone and do not belong to a pride, as lions do. When a female gives birth, her litter can have anywhere from one to four cubs. These cubs are blind and helpless at birth, like many young mammals. The mother stays and defends them against predators, including male jaguars. She remains with her cubs for up to two years, while she teaches them to hunt and survive before they go out on their own.

A jaguar's territory can cover anywhere from ten to sixty square miles. To mark its territory, the jaguar marks trees with its claws and leaves its heavy scent on the ground. Jaguars also have a distinct call, a catlike roar. The size of the territory depends on the food supply present. The jaguar has a broader diet than other cat species. There is little that it does not eat. Besides mammals, the jaguar also hunts and eats fish, reptiles, and birds.

Unfortunately, early settlers in the region greatly reduced the jaguar population. They were hoping to protect their livestock and to make money from the jaguar's valuable fur. In the mid-1970s, an international agreement finally stopped the sale of jaguar hides and pelts.

GO ON →

Today's farmers in the region know not to leave their cattle alone near forested areas. They also know to watch over female cows closely when they are about to give birth. The cow and its young calf may need special protection. Wildlife conservation groups are working with the local farmers and ranchers to think of other ways of protecting their livestock.

We do not know exactly how many jaguars are alive today. What we do know is that their habitat is shrinking. The rainforests that these creatures call home are much smaller today than they used to be. Timber farming and fruit plantations have radically changed parts of the ecosystem.

In the last thirty years, governments and other agencies have set aside land to create more than two hundred nature reserves in Central America. Many of these are small and set apart from one another, but wildlife groups hope to link some of these lands together in the future.

The jaguar continues to be a powerful symbol for many people. The interest in preserving the cat has helped conserve areas filled with other creatures. Scientists are pleased that the jaguar's fame may help to inspire changes that will help other threatened creatures as well.

Source #2: Protected Wildlife Preserves

The habitat for many rainforest animals has disappeared because of humans' need for the land. People also use plants and trees for many of their daily tasks, including food and products made from rainforest materials. In addition, some animals are hunted for their fur or other valuable body parts. Climate change harms animals, too. Because of these things, animals like the jaguar, parrot, gorilla, and poison dart frog are threatened or endangered. But, with the help of humans, these animals could thrive in the world again.

What is a Protected Wildlife Preserve?

To save these animals, some organizations have stepped in to protect the land in several different countries around the world. When land is protected, this means that people are not allowed to hunt animals or cut down or take wild plants. Many species of endangered animals live in these protected places, so they can survive in a natural habitat. Scientists often study animals and plants in preserves and national parks. This way, they can better protect them from humans and other changes such as climate. Some of these protected preserves and national parks are also tourist attractions. Many rules exist to keep animals and plants safe as well as the people who visit.

Many different organizations have been established to protect wildlife. These organizations are founded with the mission to save wildlife and wild places around the world. For example, these organizations have helped gorillas in the Congo, tigers in India, and more.

Protecting Jaguars

One of the animals that various groups are working to protect is the jaguar. The jaguar often lives in habitats where farmers have livestock. Cattle and other farm animals become prey for a hungry jaguar that can't find its usual food sources. Many humans retaliate and kill the jaguar to protect their livelihood. Part of the work the conservationists have done is to help this relationship between man and animal.

Jaguars need to be able to hunt, find their natural prey, and be protected from humans. In the Central American country of Honduras, scientists in the Caribbean Jaguar Corridor work with ranchers to understand their problems with the jaguar. They help come up with solutions that do not involve killing this endangered species.

Their efforts seem to be working to protect wildlife. In recent years, in the largest protected area in Bolivia, a photograph was taken of a female jaguar and her cubs. Scientists claim this proves that there are no hunters in the area and that there is

plenty of food for the jaguars. Other animals, such as the giant armadillo and a species of monkey, live in this safe place as well.

Gathering Data

Sometimes organizations establish international projects and the conservationists work with different governments to study the patterns of threatened and endangered animals and help them to survive. For example, in the country of Nepal, scientists put a satellite collar on a one-horned rhinoceros. The data collected from the collar will help protect the rhinos from hunters. Researchers often use programs like this one to help animals survive in their natural habitats.

There are even people helping animals in the coldest part of the world—the Arctic Region. Polar bears are endangered because of climate change. Conservationists are working to protect this mammal and preserve their habitat. Conservationists work all over the world, wherever there is an animal in need.

Living Together

Animals and humans can live together in the same habitats. Sometimes this just takes work and education. Many of the protected areas mentioned have conservationists whose job it is to help build relationships between the people and animals. Rules and regulations are put into place to protect the livelihood of both humans and endangered species. These are important programs that will help animals and humans live together in harmony for many years to come.

Source #3: Jaguar Myths and Legends

With its spotted fur and sleek, muscular body, the jaguar appeared in many ancient myths and legends. Most of these stories came from civilizations in North, Central, and South America. Scientists and archeologists have seen evidence of the jaguar in many early drawings. In many cases, this wild cat was portrayed as powerful and magical; sometimes, it was used to represent royalty.

Royals Loved the Jaguar

The jaguar became a symbol for many members of ancient Native American royal families. In the Mayan civilization, almost two thousand years ago, the jaguar was considered the ruler of the Underworld, so Mayan royalty were the only ones allowed to wear jaguar pelts. People thought the fur passed strength and power to the rulers.

The Aztecs, a group of people who lived in Mexico in the 14th through 16th centuries, also respected the jaguar. They named their most admired warriors after this wild cat, calling them the Jaguar Knights. These soldiers acted as a type of police and were regarded as nobles. They wore jaguar furs over their heads; they believed that some of the jaguar's strength was transferred to the soldier through the fur. Besides the Mayans and the Aztecs, other civilizations, such as the Inca in Peru, also included jaguars in their myths and legends.

Why Jaguars Appear in Myths and Legends

Jaguars most likely appear in many of the stories from ancient civilizations because of the unique qualities of this cat. First, although it is only the third-largest cat in the world, it is the biggest feline on the North and South American continents. It is also nocturnal, which adds to its mysterious qualities. One of the most unusual things about this large cat is that it actually likes water. Jaguars are good swimmers and often find their prey in water. Ancient people often used animals in their stories to explain why the world worked the way it did. Many of these animals, like the jaguar, were used because of their beauty and mystery.

Myths and Stories

Stories among ancient peoples were passed from generation to generation, and many of these included the jaguar. In one story about trust, a deer and a jaguar are looking for a place to live. Both of them come upon the same spot and start to clear a place for a home, but they do it at different times of the day, so they don't realize they are both working to build a house. When they finally meet, deer and jaguar decide to live together since they both built the structure.

Because the jaguar usually hunts and eats deer, the deer becomes frightened and decides to trick the jaguar. The deer convinces a bull to harm the jaguar. The jaguar sees this and becomes frightened, too. Then they both hear a loud noise. Since both are scared, they run away from the house they built. If they would have learned to trust each other, they would still be able to live in harmony.

Another story attempts to explain why jaguars live alone and mistrust humans. The legend says that jaguars were the only ones that cooked their meat. One day, a jaguar met a starving man in the jungle. The animal felt sorry for him, so he took the man home. The jaguar let the man warm himself by the fire and grilled him some meat. After the man was full and had his strength back, the jaguar taught the man how to hunt with a bow and arrow. Instead of being thankful, the man became greedy. He used the bow and arrow to hurt the jaguar's family. The man also stole the fire. People believe the jaguar is now wary of humans and is waiting to seek revenge.

The Jaguar Today

The jaguar still appears in stories, but these stories are usually for entertainment. Today, we know that jaguars are endangered animals that need to be protected from hunters and poachers. We understand their habits and unique qualities because scientists have studied them. But it is still fun to hear the old stories and learn how ancient people honored this large cat.

Directions for Part 2

You will now look at your sources, take notes, and plan, draft, revise, and edit your short story for the online magazine. First read your assignment and the information about how your story will be scored. Then begin your work.

Your Assignment:

Your class is creating an online magazine that is a collection of stories about jaguars. The audience for your online magazine is the teachers and students at your school as well as parents and friends who can read the magazine online. Now you are going to write a story to include in the online magazine. For your story, imagine you have met a jaguar in the forest who takes you on a journey with him into the rainforest. In your story, tell what happens while you are on the journey with the jaguar. The story should be several paragraphs long.

Writers often do research to add realistic details to the setting, characters, and plot in their stories. When writing your story, find ways to use information and details about jaguars from the sources to improve your story. Make sure you develop your characters, the setting, and the plot. Use details, dialogue, and description where appropriate.

Narrative Story Scoring:

Your story will be scored using the following:

- 1. Organization/purpose:** How effective was your plot, and did you maintain a logical sequence of events from beginning to end? How well did you establish and develop a setting, narrative, characters, and point of view? How well did you use a variety of transitions? How effective was your opening and closing for your audience and purpose?
- 2. Development/elaboration:** How well did you develop your narrative using description, details, dialogue? How well did you use relevant details or information from the sources in your story?
- 3. Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Now begin work on your narrative. Manage your time carefully so that you can plan, write, revise, and edit the final draft of your story. Write your response on a separate sheet of paper.



Explanatory Performance Task

Task:

Your social studies class has been studying ancient civilizations. The next ancient civilization you are going to study is ancient Greece. Your teacher wants all students to read about two of the most famous cities in ancient Greece, Athens and Sparta, so that you can each write an explanatory article about these ancient civilizations. Briefly scan the sources and the questions that follow. Then, go back and read the sources carefully so you will have the information you need to answer the questions and write an explanatory article on these cities of ancient Greece.

In Part 2, you will write an explanatory article on a topic related to the sources.

Directions for Part 1

You will now look at three sources. You can look at any of the sources as often as you would like.

Research Questions:

After looking at the sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read, which should help you write your explanatory article. You may refer to the sources when you think it would be helpful. You may also look at your notes. Answer the questions in the space provided.

Source #1: The Agora of Athens

In 1890, workers in Greece were digging a railway trench when they stumbled upon an amazing find: the remains of buildings that dated as far back as 600 BC. Those were the days of ancient Greece; now the ruins lay on the site of the Agora in Athens, Greece's capital city. The Agora, meaning "place of gathering," was the heart of Athenian life. Citizens gathered there to buy goods from merchants and craftsmen, juries sat in judgment at public trials, and people worshipped at altars or gossiped around fountains.

As archaeologists excavated the ruins, they began to realize that the area was large enough to cover several football fields. Eventually, they had to demolish 400 modern buildings to uncover the site. Once they uncovered the site, the archaeologists examined every last detail of the ruins. By comparing their finds with ancient writings, they mapped the ruins so that others could tour the site in person.

People touring the ruins in person could pretend that they were citizens of ancient Greece walking through the Agora. While most of the buildings had crumbled down to their foundations and the statues displayed only partial forms, each element still told a story.

When citizens first entered the Agora, they came to the two-floored **Stoa of Attalos**, which stretched 381 feet long. (A stoa is a roofed structure like a porch.) This particular building was a center of business in the city of Athens. Merchants sold goods there. They conducted their business from 21 rooms located at one end of the building. Reconstructed in the 1950s, the Stoa of Attalos now functions as a museum.

As citizens left the Stoa of Attalos, they traveled along the **Panathenaic Way**. It stretched diagonally across the agora. Before planners built a stadium, an arena designed for sporting events, athletic contests were held along the road. One event featured armored athletes jumping on and off a fast-moving chariot.

On their right, citizens could see the **Painted Stoa**. It was hung with wooden panels decorated by Athenian artists. These paintings depicted Athenian military victories. In Ancient times, the Painted Stoa also served as a gathering place for citizens.

The **Royal Stoa** was across the road. This was the home of the city's laws. They were carved into wooden stelae, or slabs. The Royal Stoa sat behind a statue of Themis, goddess of justice. In front of this building, Socrates and other Greek philosophers engaged in ethical discussions.

The **Old Bouleuterion** was next. It was the meeting place for a council called the boule. The boule was the city’s main administrative body. The boule prepared business for the assembly, whose members discussed and voted on policy.

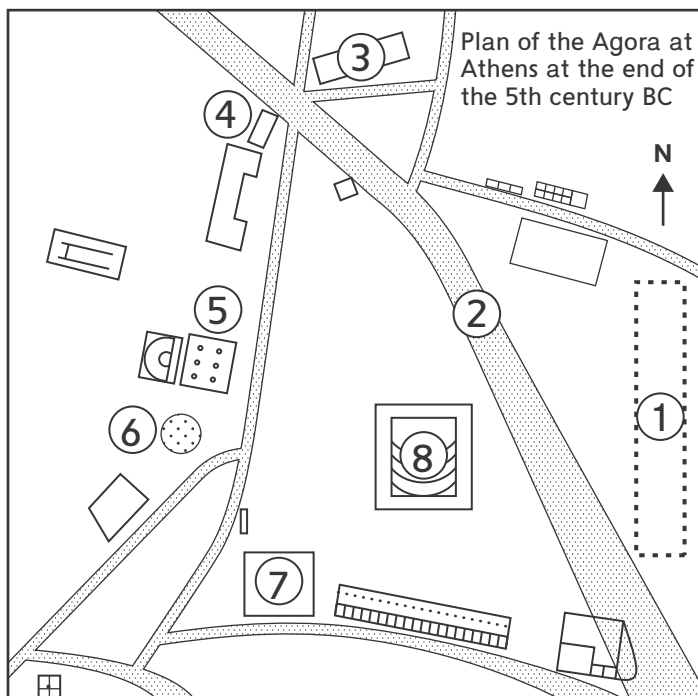
The circular **Tholos** was next to the Old Bouleuterion. The Tholos provided office space for government officials. These representatives lived on the premises of the Tholos. This ensured they were always available for public business.

The **Heliaia** was the courthouse in the Agora. All male citizens took turns serving on juries. Jury size varied, but a jury could contain as many as 500 members. After hearing a case, jurors voted without deliberation, which means they did not spend a lot of time considering and discussing the case. The juries followed majority rule, so whichever decision received the most votes won.

Finally, citizens would reach the **Odeion of Agrippa**. This auditorium sat behind six statues of giants and fish-tailed Tritons. Only three of these sculptures were uncovered by archaeologists. Used for public concerts and events, this auditorium seated about 1,000 people.

This tour of the Agora of Athens was made possible due to centuries of detailed work by archaeologists and historians. As they excavated many more sites in Athens and around Greece, archaeologists revealed additional history about this early democratic culture. This work has helped people learn more about Ancient Greece and other ancient cultures.

Diagram of Ancient Agora



Key	
①	Stoa of Attalos
②	Panathenaic Way
③	Painted Stoa
④	Royal Stoa
⑤	Old Bouleuterion
⑥	Tholos
⑦	Heliaia
⑧	Odeion of Agrippa

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Source #2: The Real Winner of the Peloponnesian War

In ancient Greece, two city-states stood out from the rest: Athens and Sparta. Constantly at war, these civilizations were bitter rivals. Most of their battles took place during the Peloponnesian War (431–404 BC). Even though Sparta technically won the war, Athens emerged as the most important and influential city in ancient Greece.

The societies of Sparta and Athens were organized around vastly different principles. The values of each city-state affected its education, its culture, and the opportunities offered its citizens.

The Spartan city-state was centered around military power. For boys, military training began at age seven, when they left their families to live in army barracks. Men served in the army until age sixty. Even if they married, men's lives continued to center on the army, and they did not live with their wives. Girls were also required to become fit and strong so they could give birth to healthy babies—especially boys who would become soldiers. This was the way of life in Sparta; citizens were not given any other choice.

In Athens, life had a different focus. Rather than training for war, Athenian children were educated to become thinkers. At around age six, boys were sent to private schools, where they learned arithmetic and read important Greek works. They also wrestled, practiced military skills, and developed artistic talents, like singing and playing the lyre. As a result, Athenian boys had a well-rounded education that included knowing how to fight. After finishing their education, Athenians served a two-year stint in the army. Although they could be called back to the army until age sixty, they were free to pursue other ambitions.

So, the ideals most valued by Athens and Sparta determined the quality of life in each city-state. These values also affected how history remembers each society. Spartans are viewed as valiant warriors, with examples like King Leonidas, King Agis, and King Cleomene. Today, people use the adjective *spartan* to refer to someone who is strict, sternly disciplined, and lives plainly. Athenians, however, are remembered for establishing a democratic society, developing principles of justice, and promoting philosophy and the arts. For example, the famous philosophers Plato, Socrates, and Aristotle were Athenians. Ironically, so is one of the most famous warriors in history, Alexander the Great.

Despite the fact that Athenians' lives did not center on the military, Athens actually started more wars than Sparta. Often, Sparta waited for other city-states to start conflicts before swooping in to gain a military advantage. On the other hand, Athens had a different strategy: the expansion of its city-state. After Athens annexed a new state, it took direct control over its citizens by installing Athenian officials in government positions. Sparta, however, took a different approach, choosing not to directly govern conquered states. Instead, they enslaved local citizens and put them to work farming and providing goods for Sparta's army. This approach had negative consequences. While Sparta focused on strengthening its army, Athens continued to widen its influence in the region, thereby increasing the population of educated, free citizens.

Today, not much is left of Sparta. The city of Athens, however, still exists, as does its impact on the world today. For example, the idea of democratic government came from Athens, with principles that have inspired movements throughout the world, including both the French and American Revolutions. Ancient Athenians also made major contributions to math, science, philosophy, and art. Athens may have surrendered to Sparta during the Peloponnesian War, but in the battle to affect history, Athens remains the victor.

Source #3: Forming Sparta

In Ancient Greece there were many famous cities. One of the most famous cities was a place called Sparta. No one really knows when this city-state located on the banks of the Eurotas River was founded. However, Ancient Greeks believed Sparta was likely started by one man: Lacedaemon.

Lacedaemon was a son of the Greek god Zeus and Taygete, the daughter of Atlas and Pleione. He developed a country and called it Lacedaemon, after himself. When he married Sparta, the daughter of Eurotas, he decided to name the capital city of his country after his wife. Such was the beginning of Sparta.

Lacedaemon's wife was a beautiful woman. She was also an important and powerful person. Male citizens from Sparta and the surrounding area decided she was worth defending no matter the cost. Whenever the men would go into battle, they would shout Sparta's name to let the other cities know that they were fighting to protect such a beautiful woman. As a result of their desire to fight, Spartan men became known as some of history's greatest warriors.

Under the guidance of two kings, who took turns going to war and staying home, the Spartan warriors went out to expand the kingdom. They fought to protect Sparta and worked to conquer the kingdoms around them. Around 700 BC, the Spartans conquered Messenia. Rather than simply taking the land from the people who lived there, they enslaved the people and called them "helots." So the Spartans could focus on fighting, they tasked the helots with farming the land in Sparta and the other areas they had conquered. The helots provided all of the food for the Spartan citizens, but the Spartans still treated them very poorly. They would whip them, beat them, and give them very little food to eat. Some Spartans even killed helots who were too smart or too fit. This helped them keep their slaves under control.

Everything in Sparta was about building up the military and making the soldiers seem like the strongest men in Greece. From the time they were young, the government of Sparta focused on training young boys to become warriors. They left home at age 7 and headed to the Agoge where they were trained in military life. Military trainers would make the boys regularly fight one another. They also participated in other military-style battles. Soon the boys were skilled fighters and master thieves. They were prepared for the hardships of war. The most-skilled soldiers became members of the Crypteia, a special police force designed to watch over and punish the helots. Everyone else was part of the army. No one was seen as more special or powerful than another. They all had the same goal: protect Sparta and help it remain a powerful nation.

GO ON →

As a result of its focus on military training, Sparta became a strong, powerful city-state. Some city-states around Greece feared the Spartans, but other city-states decided they wanted to take on the Spartans. Capturing a single Spartan was as impressive as capturing several men from other armies, so soldiers from Athens and other city-states viewed conquering the Spartans as a challenge. For years, no one was able to conquer the Spartans entirely. During the Peloponnesian War the Athenians came close, winning a few battles, but eventually the Spartans won the war. However, that would be the last major victory for the Spartans.

Ten years after the end of the Peloponnesian War, the great Spartan army was engaged in another war. This time the army of Thebes (with help from Corinth, Athens, and Argos) challenged them. During this war, the Spartans' mistreatment of the helots came back to hurt them. The helots revolted by joining with Sparta's enemies. The Theban forces fought hard. In the end, the Spartans lost over 4,000 men. In just a few short years, the city-state of Sparta, which had been one of the most powerful and dangerous cities in Greece, fell and was never able to build itself back up again.

Directions for Part 2

You will now look at your sources, take notes, and plan, draft, revise, and edit your explanatory article. First read your assignment and the information about how your article will be scored. Then begin your work.

Your Assignment:

As part of the unit on ancient civilizations, your teacher has assigned each student a different part of ancient Greece to research and present to the class. You have been asked to write an article about the impact of education and training of young men in ancient Greece. You must help the other students in your class understand how the different city-states educated and trained their young men and the impact that education and training had on their lives.

Using more than one source, develop a thesis to explain the impact of education and training of young men in ancient Greece. Once you have a thesis, select the most relevant information from more than one source to support your thesis. Then, write a multi-paragraph explanatory article explaining your thesis. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words, except when quoting directly from the sources.

Explanatory Article Scoring:

Your explanatory article will be scored using the following:

- 1. Organization/purpose:** How well did you state your thesis/controlling idea and maintain your thesis/controlling idea with a logical progression of ideas from beginning to end? How well did you narrow your thesis/controlling idea so you can develop and elaborate the conclusion? How well did you consistently use a variety of transitions? How effective was your introduction and your conclusion?
- 2. Evidence/elaboration:** How well did you integrate relevant and specific information from the sources? How well did you elaborate on your ideas? How well did you clearly state ideas using precise language that is appropriate for your audience and purpose?
- 3. Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Now begin work on your explanatory article. Manage your time carefully so that you can plan, write, revise, and edit the final draft of your article. Write your response on a separate sheet of paper.



Argumentative Performance Task

Task:

Your class has been learning about different types of relationships. You have chosen to research the relationships that happen between people of different ages. As part of your research, you have uncovered the following three sources. After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and review the sources carefully to gain the information you will need to answer the questions and write an argumentative article.

In Part 2, you will write an argumentative article on a topic related to the sources.

Directions for Part 1

You will now look at three sources. You can look at any of the sources as often as you would like.

Research Questions:

After looking at the sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read, which should help you write your argumentative article. You may refer to the sources when you think it would be helpful. You may also look at your notes. Answer the questions in the space provided.

Source #1: Don't Waste

The door shuts. All that can be heard is the slow breathing of an older gentleman sitting in a recliner in the corner of the room. His only companions are the photographs of family and friends that surround him. He has not forgotten his loved ones. He is all but forgotten. This is an all-too-familiar scene in the life of older adults. It is a tragedy that our greatest resource is shut away from contact with younger generations.

As a society, we have come to rely on textbooks and the Internet for information. Where do you think that information comes from? It comes from the people who actually experienced it. Textbooks and the Internet only give us the facts. Facts are important, but a person's motivations, emotions, and the lessons they learned are a vital piece of the puzzle. If we only consider the facts of a situation, we are doomed to repeat it because we have not really learned the effects it had on individuals, families, and even whole communities. When researching historical information, the younger generation should seek out primary sources by interviewing those who were around to experience it. The simple act of interviewing elderly adults about a topic helps preserve and encourage both the interviewer and the interviewee. And, many times, talking with a person is more interesting than reading print on a page.

Older adults have a unique perspective of the world that younger generations need to tap into. The older generations can more easily look back at the causes and effects of so many personal and governmental actions over a wider time span than younger generations. They have gained wisdom over the years and have experienced any number of relationships. As a result, they can help guide a young person through the social jungle that surrounds them.

Beyond the stories and historical knowledge, the older generations are our largest underutilized resource because of their skills. Society relies so heavily on technology to complete tasks for us that were once done simply and by skilled workers. These skills will soon be lost entirely if younger generations don't take the initiative to learn them from the older generations. For example, farming and gardening are becoming skills that are less common. There was a time when almost everyone had a small garden and chickens or other small animals in their back yard. Less than 75 years ago during the Second World War and even earlier during The Great Depression, the government actually encouraged people to garden and can food. How many young families do you see gardening and canning or preserving food today? Sure, there are books and Internet resources

that can attempt to explain how to preserve food and garden, but most of us don't learn best by reading. Research has found that most of us learn best by seeing and doing. Even though the print resources may exist, it is more efficient for us to learn from another person.

Another skill that the older generations have is the ability to conserve. On the other hand, today's younger generations could best be characterized by their waste. We are constantly seeing stories and advertisements promoting recycling or up-cycling, the taking of something old and making or remaking it into something new, as if these are new ideas. They aren't. Many older adults didn't have the resources to go buy new socks if they got a hole in them or a new pair of shoes if the soles wore out. These items were mended. Do you know how to mend a sock or replace a button? A large number of young people don't. These are only a few examples; the practical knowledge that the older generations have to share is endless.

The youth of our country have become accustomed to being able to get or do what they want when they want. The amount of trash and waste has increased exponentially with each generation. The wasting of our natural resources doesn't end with water or fossil fuels; people are a resource, too. The older a person is, the more knowledge and experience they have to share. Take the time to build relationships and learn from the older generations. Don't waste this resource.

Source #2: Bridging Generations

Intergenerational relationships are those relationships between people of different ages and different generations. Relationships that cross the age and generation gaps benefit young and old people alike. Sometimes the generations are closer, like the one between a parent and child, but many times the relationships span many years. One common intergenerational relationship is the one between grandparents and their own grandchildren.

Older adults have a lot to offer children, if given the opportunity. Grandparents are unique sources of wisdom and skills because they have had more time and resources to use for the purpose of their own education. They also have more life experience and historical knowledge to share with their grandchildren and the younger generations in general. Many experienced things like the Great Depression, a major war, or other major events firsthand. Experiencing something firsthand gives them a unique ability to share not just their way of life or events, but the emotional side that children do not get to see in a textbook. Daily activities were different for older adults, too. They may not have had things like microwaves, cell phones, or computers. Children who spend time with their grandparents also learn more about their family history. Some even discover that their family is originally from another country. Children can gain confidence from sharing their own unique knowledge and skills with their grandparents. Older adults want to learn new things. They especially enjoy learning from younger generations. Children benefit from the love and support they can receive from an adult caregiver, not just a grandparent. Older adults want to have relationships with the younger generation. This desire can help children feel appreciated and strengthen their self-esteem.

In a similar way, spending time with children greatly enriches the lives of older adults. There have been multiple studies about the benefits of intergenerational relationships. According to these studies, connections with young people improve older people's self-esteem and relieve the feeling of being isolated or alone. They no longer feel forgotten when a younger person expresses an interest in getting to know them. Young people can also help keep the older generation more active and energized simply by being around.

Today, the family life and cultural structure of the United States does not promote close intergenerational relationships. On the contrary, it supports the destruction of such relationships. Current research reveals that out of eight single Americans in the older generations, only one lives with his or her extended family. Most either live alone and on their own, in nursing homes or assisted living communities. It is

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extremely common for children and grandparents to live in different towns, states, or even countries. The distance can make it more difficult and even impossible to spend time building a strong relationship. Researchers have also found that these trends differ depending on the cultural and ethnic group of a given family. For example, Hispanic-American and African-American families, when compared to other ethnicities, are more commonly found living in the same home or neighborhood, resulting in closer relationships across generations.

Close relationships are often built around activities. The next time you visit a grandparent, suggest doing an activity together like playing a card game or request a cooking lesson. Learn how to make their favorite meal or one of your parent's favorites. Ask them to teach you a skill like knitting or crochet. Better yet, find out if they enjoy bowling and take them out to teach you how to play. The simplest way to build a relationship is to just sit down and start swapping stories. Take the time to find out what they have experienced and seen over the course of their life. It may surprise you. Then share what you have experienced and what you hope to see or do in the future. You will both be better for it.

Source #3: The Largest Natural Resource

Many inspirational stories are told about an adult making a difference in the life of a young person. Teachers hear one at the start of every new school year from a superintendent or principal. The stories are used to motivate people to volunteer to work with youth. Some stories compare youth to a dirty penny lying on the ground that gets overlooked by so many or a starfish that is thrown back into the ocean to survive another day. Unfortunately, many times the motivational stories fall on deaf ears, even in industries focused on youth. This is sad because our youth are the largest and greatest resource in the world.

At a very basic level, the children of today will be the adults of tomorrow. They will be taking care of the older generations and controlling the government and resources. They will be furthering modern medicine to help increase the quality of life for the elderly. If adults take this simple fact for granted, their elder years could be filled with misfortune and loneliness. Older generations could see their government benefits reduced if they neglect the younger generation. Instead of seeing the youth as reckless or disrespectful, adults should embrace the enthusiasm and determination of the young.

Young people don't have the self-inflicted limits that the older generation has. Many adults only see the limits and what will prevent them from achieving their goal. Children see the possibilities. The younger generation sees how far they can go, not what will stop them. Some might argue that they lack the preparation and knowledge required to reach their goals, but that is not always true. Children see the world differently and have some of the most creative ways of solving problems—both their own problems and the ones they see around them. They think outside of the box. After all, Philo Farnsworth invented the television at age 14, and Alexander Graham Bell was only 18 when he invented the first telephone. The younger generation has fueled advancement throughout our history, yet adults continue to look down on them.

People say technology is the future, but someone has to think up and create that technology. The younger generation is who will take the ideas of a better future and make them a reality. The older generation must invest in them and not just from an educational perspective. In fact, today's younger generation is more educated than the youth of the past and as a result, is bringing about change. They continue to further the fields of technology and science and are also a source of energy and encouragement.

Additionally, if adults are willing to help, learn from, and build relationships with children and young people, they will benefit emotionally. Children can make a person laugh and have the uncanny ability to speak kindness into a person's life at an important time. Sometimes that kindness comes from a simple "Merry Christmas" from a 6-year-old on a rough day.

With the help of social media and technology, young people are able to collaborate and tackle challenges more quickly and efficiently than many adults. The older generation must move beyond the old methods of communicating and working together, which can be a challenge. Many members of the older generation have no idea where to start. They should start with young people by viewing them as a resource of information and creativity that can be used over and over again and easily accessed.

A resource is only as good as the person who nurtures and uses it. Education and technology are important, but building relationships is key to nurturing the resource that is young people. Through relationships, the older generation can help influence the future by influencing the youth.

How can the older generation invest in the world's greatest resource? Time. They can spend time with their own children, grandchildren, and great-grandchildren. If adults don't have a member of the younger generation in their lives, they can volunteer by connecting with a youth organization or school. Members of the older generation cannot waste time neglecting the youth; they need to take the time to listen to their ideas and empower them to make those ideas a reality. That one relationship could change the future of the world.

Directions for Part 2

You will now look at your sources, take notes, and plan, draft, revise, and edit your argumentative article. First read your assignment and the information about how your story will be scored. Then begin your work.

Your Assignment:

Your school is thinking about adding a special after-school mentoring program that would partner students in the school with people from older generations. The editor of the student newspaper has asked you for an argumentative article about the importance of building relationships with other generations. She will use your article about the issue in an upcoming special edition of the student newspaper. The special edition will be read by other students, teachers, and parents.

Your assignment is to use the research sources to write a multi-paragraph argumentative article supporting or opposing building relationships with people in other generations. Make sure you establish an argumentative claim and support your claim with reasons and details from the sources you have read. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to identify the sources by title or number when using details or facts directly from the sources.

Argumentative Article Scoring:

Your argumentative article will be scored using the following:

- 1. Organization/purpose:** How well did you state and maintain your claim with a logical progression of ideas from beginning to end? How well did your ideas thoughtfully flow from beginning to end using effective transitions? How effective was your introduction and your conclusion?
- 2. Evidence/Elaboration:** How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How well did you clearly state ideas in your own words using precise language that is appropriate for your audience and purpose? How well did you reference the sources you used by title or number?
- 3. Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Now begin work on your argumentative article. Manage your time carefully so that you can plan, write, revise, and edit the final draft of your article. Write your response on a separate sheet of paper.

