



## **FCPS Standard Benchmark ELA Grade 11, On Demand Writing Prompt #2**

These tests are designed to be experienced in an online environment, not through a printed format. The computer screen is 16x9 or 4x3 and these formats don't render well to an 8.5x11 PDF. Consequently, images are often cut off on the PDFs and any dynamic features will obviously not be available in the PDFs. There is no efficient way for students **to take the test "on paper."** Additionally, the FCPS Standard Benchmark were designed to replicate the experience of taking the Kentucky Summative Assessment. Data accumulated is for classroom use, and PLC discussions, and for teacher planning purposes only.

**This printable copy is intended for reteaching and reassessment purposes.**

## Writer's Reference Sheet

### Grade 11

#### Focusing

- Read the prompt.
- Think about what the prompt is asking you to do.
- Read the provided text set (articles, pictures, charts, tables, maps, graphs).
- Think about key issues in the texts that will help you fulfill the purpose of writing your argument.

#### Pre-writing

- Based on evidence from the texts, think of your claim(s) and supporting reasons and evidence. You may also use related personal knowledge/experiences/ examples to support your argument and the evidence you extracted from the texts.
- Think of how you will counter/refute opposing claims.
- Use a pre-writing technique (brainstorming, webbing, drawing, outlining) to organize your ideas for the introduction, body paragraphs and conclusion of your essay.

#### Drafting

- Type your essay in the text box provided.
- Be sure to maintain a formal writing style and tone.

#### Reviewing

- Reread your essay to correct any errors that interfere with your ability to communicate your argument.

When writing my **argument**, did I...

- introduce claim(s) and establish the significance of the claim(s)?
- acknowledge and distinguish the claim(s) from counterclaims (alternate or opposing claims)?
- refute/counter opposing claims?
- anticipate the audience's knowledge and concerns?
- provide relevant background information from the texts provided (using **at least 2** of the provided sources)?
- maintain a clear focus on the claim(s)?
- logically sequence and organize claim(s), counterclaims, reasons and evidence?
- support claim(s) with logical reasoning and relevant evidence (facts, details, direct/indirect quotes and examples) using **at least 2** of the provided sources?
- use transitional words, phrases and clauses to create cohesion and clarify the relationship among claim(s), counterclaims, reasons and evidence?
- provide a conclusion that supports the argument presented?

**On-Demand Writing Directions:** Carefully read the prompt below. Then read the provided texts. Enter your essay in the space provided.

### **Children's Play**

Write a well-organized essay arguing the extent to which it is a good idea for parents to enroll young children in structured activities. Support your argument with evidence from the texts.

Source 1

## **What Happens When Playtime Disappears?**

*by BCBST News Center*

- 1 Adults don't always remember that it's tough to be a kid sometimes.
- 2 Children without access to parks or playgrounds are 26% more likely to be obese than children with access to play spaces.
- 3 The grown-up world takes a lot of attention and effort, with its work, bills, responsibilities and concerns.
- 4 That makes it easy to recall childhood as a carefree time, simply because it has none of those obligations.
- 5 But in reality, kids get stressed out too, with pressures of their own from school, family and friends — and lately they are losing one of their main sources of relief.
- 6 “Across society, a number of things are making play disappear from the lives of kids,” says Amy Levner, vice president of communications and marketing for KaBoom!, a nonprofit organization that builds playgrounds in underserved communities and promotes playtime for all kids.
- 7 “There is some overstructuring of activities due to changes in education and a focus on testing. There is an absence of play spaces in many neighborhoods. And of course, screen time is also a factor.”
- 8 That lack of playtime has consequences.
- 9 Tag, hide-and-seek, jump rope, climbing a rock wall, swinging and sliding all get children moving, and that activity has a positive impact on their health.
- 10 Softball, basketball, kickball, soccer and other sports teach teamwork, and all the made-up stories and games that kids come up with on their own spur imagination.
- 11 Parents who make the time to play with their children strengthen the family bond and get to know their children better.

### **A Break from Stress**

- 12 KaBoom! gives special attention to poverty-stricken areas, partly because these neighborhoods have fewer parks and playgrounds, but also because the kids face more intense challenges to their overall well-being.
- 13 26% of children in Tennessee live in poverty.
- 14 When a person is under stress, their body releases adrenaline, cortisol and other hormones. Under ordinary circumstances, this response is helpful, putting the body on alert to deal with whatever is at hand until the fear/danger passes. But in extreme cases, the danger doesn't let up.
- 15 A child in an environment that is unsafe, such as a home with physical or emotional abuse or a neighborhood beset by violence, often has a hard time being comforted by the adults around

them since they're also dealing with those emotionally draining surroundings.

16 It sounds hopeless, but small changes in the area do have an impact.

17 “We need to create opportunities for play,” says Thompson. “How do you find those moments of joy in a child’s day — even if it’s just a few minutes of hopscotch on the sidewalk?”

18 Children living in those difficult circumstances without an opportunity to break away from the situation may suffer from toxic stress, which has a long-lasting impact on their mental and physical health.

19 The American Academy of Pediatrics has noted that playtime between a child and parent or other caring adult helps to diffuse that toxic stress.

Blue Cross Blue Shield. (2017, May 11). *What happens when playtime disappears*. BCBST News Center.  
<https://bcbstnews.com/bettertennessee/what-happens-when-playtime-disappears/>

## ***from* Importance of structured learning in child development**

1 A child's education doesn't just begin at school; it begins the moment they are born. Children slowly develop skills they will need throughout their lives, such as grabbing objects, walking, speaking, social skills, etc. The most vital development and changes take place until the age of five. Parents are mostly comfortable with the idea of imparting these early life skills to their children, however, when it comes to taking the learning to the next level, they are often concerned.

2 After a certain age, children flourish best in a structured learning environment that promotes a child's holistic development. However, most parents are not aware of what 'structured learning' is and its importance.

### **What is Structured Learning?**

3 Structured learning is a formal education or training system which has a defined path, objectives, a formal hierarchy, and a highly visualized-based environment. These learning programs are designed using [specific instructional methods and programs].

## **The Importance of Structured Learning & Routines in Child Development**

### **1. Learning Time and Time Management**

Through timely developmental activities, eating and sleep schedules, bedtime routine, etc.; structured learning introduces children to time schedules and time management. As the child grows older, s/he is expected to do more, and these become part of an essential life skill.

### **2. Establishing Routine**

Routine plays a pivotal role in a child's life. It instills a sense of security in normalcy, provides comfort in knowing what to anticipate, and helps them cultivate a sense of consistency. Planned learning can be conducive to forming a healthy routine for the child.

### **3. Learning to Communicate**

The primary goal of a childcare program is to support young children in developing healthy and positive communication skills that support their language development, creativity, and socialization. Children acquire the ability to communicate clearly, form positive relationships with their teachers and other kids, and develop listening skills in addition to their communication abilities when they are exposed to an organized way of learning.

### **4. Developing Social Skills and Emotional Maturity**

Child care programs that teach children how to accept, process, and communicate their emotions as well as how to develop empathy are designed thoughtfully with a purpose by experts for children to nurture social skills. These build the foundation to engage in healthy and positive social interactions in future. Aspects of the child's personality and social behavior can be objectively touched upon by skilled teachers to get a holistic view of the child, which otherwise lacks in a home environment.

### **5. Learning Independence**

Children enjoy having the power to manage their daily tasks and activities. A well-designed

learning environment where children are allowed to perform essential tasks independently, such as using the restroom or putting away toys, or tying their own shoelaces, make children more responsible for themselves and their possessions. They gain the confidence to perform other tasks independently without any inhibition or fear of failure.

### **6. Outlined Goals and Strategies**

Setting goals [influences] actions, direct attention, and increased awareness of what a child aims to accomplish. Children are more likely to align their focus toward success when the learning is structured, and the expected outcomes heavily emphasized. Additionally, strategies like smaller milestones, mutual class agreements, timed tests, etc. offer directional guidance and instructions for children to operate.

### **7. Structured Learning Ensures Measured Outcomes**

Without a measurable outcome or results of the learning or training, it is difficult to know if a child is progressing at all. Children should be given enough opportunities to reflect with outcome-aligned assessable activities and exercises to monitor progress. Structured learning with expected outcomes makes sure the learning is effective.

4 Children's academic and emotional growth, as well as their readiness to enter school, is greatly influenced by [structured] early childhood education. It offers a foundation for the growth of fundamental abilities like fine motor and sensory skills, problem-solving, socialization, a positive attitude and capacity toward learning that will help them as they mature.

Barmi, B. (2024). *Importance of Structured Learning in Child Development*. The Infinity School.  
<https://theinfinityschool.org/blog/children-student/importance-of-structured-learning-in-child-development>

Source 3

## Screen Time Dominates Kid's Play

by Martin Armstrong, Data Journalist

1 Do you have the feeling your child spends most of its life glued to a screen? The good news is, you're not alone in thinking this, the bad news - your assumption is probably correct. According to a survey of U.S. parents and caregivers by Gallup, the average child spends the largest share of its free time on screen-based activities. When looking at 2 to 10 year olds, parents reported that their kids spend 18.6 hours on screen-based play in a usual week.

2 As our infographic shows, this trumps indoor screen-free play by four hours. While the majority of respondents in the survey said they would like their children to play more outdoors, parents are apparently too often left to lament poor weather conditions (36 percent), do not feel it is safe to send their child out without an adult (34 percent) or say that there is a lack of other kids or a suitable area to play (33 percent).

3 Only three percent of parents said they want their child to play more with electronic devices, but again, a number of barriers were cited as to why this is often not possible. The top hindrance is simply that the child wants to use these devices more than anything else (58 percent). Perhaps worryingly, 31 percent also said that their child needs guidance to find non-screen-based things to do when playing indoors.





Armstrong, M. (2017, November 1). *Infographic: Screen time dominates kid's play.* Statista Daily Data. <https://www.statista.com>

## The Importance of Schedules and Routines

Familiar activities can provide comfort for both adults and children during challenging and uncertain times. Just like adults, children feel more confident and secure when their daily activities are predictable and familiar. A consistent daily schedule and step-by-step routines give children a predictable day. Schedules and routines in the group care setting and at home help children:

- Feel in control of their environment
- Feel safe, secure, and comfortable
- Know what is happening now and what comes next
- Know how to do an activity or task
- Engage in learning

### Partnering with Families on Schedules and Routines

- Keep it simple. Ask families about things they do every day. They don't have to do anything new!
- To start, help family members break down one of their scheduled tasks into steps to create the routine.
- Encourage families to let their children help. For example, ask parents if there are parts of the routine the child can do on their own or with a little assistance—and let them do it.
- Let parents know that reviewing the schedule every morning and throughout the day with their child helps them know what is going to happen next.
- Remind families to keep the routine and schedule as similar as possible each day.
- Let parents know they should also be flexible. You can say something like, "Plans change, things happen, but give your child a warning ahead of time if things are going to be different. Let them know what is going to happen."
- Encourage parents to offer a choice in activities or the steps of a routine whenever possible.

### Reinstating Schedules and Routines When Programs Start Back Up

- Re-teach and remind children of the:
  - Schedule and routines using visuals
  - Steps in common group care routines, such as sitting at circle time and washing hands
- Note changes in the schedule that result from being away from the program.
- Review the schedule at the beginning of each day.
- Refer to the schedule before and after activities throughout the day.
- Model the steps and allow children to practice them.
- Provide positive, descriptive feedback when children both attempt to follow or succeed in following the routine.

*The importance of schedules and routines.* ECLKC. (2024, July 23).

<https://eclkc.ohs.acf.hhs.gov/quienes-somos/articulo/importance-schedules-routines>

**Passage Estimated Lexile Range**

*Grade 11-12 Band: 1130L - 1440L*

- What Happens When Playtime Disappears? **1210L - 1400L**
- from Importance of Structured Learning in Child Development **1010L - 1200L**
- Screen Time Dominates Kid's Play **1210L - 1400L**
- The Importance of Schedules and Routines **1010L - 1200L**

## KSA Argumentation Rubric--11th Grade On-Demand Writing

**Guiding Principle C1:** Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Scoring Elements	Novice	Apprentice	Proficient	Distinguished
<b>Clarity and Coherence</b>	Makes claim(s) that may <b>lack</b> focus or be <b>unclear</b> . <b>Misses many or all</b> demands of the prompt.	Makes <b>general</b> claim(s) that address the prompt, but may have <b>lapses</b> in focus. <b>Attempts</b> to address <b>some</b> demands of the prompt.	Introduces and maintains <b>precise and knowledgeable claim(s)</b> and establishes the significance of those claim(s). Addresses <b>all</b> demands of the prompt.	<b>Thoroughly</b> introduces and maintains precise, knowledgeable claim(s) and <b>clearly</b> establishes the significance of the claim(s). <b>Thoroughly</b> addresses all demands of the prompt.
<b>Counterclaims</b>	Makes an <b>ineffective attempt</b> or makes <b>no attempt</b> to acknowledge opposing claims. Makes an <b>ineffective attempt</b> or makes <b>no attempt</b> to counter and/or refute opposing claims.	<b>Attempts</b> to acknowledge opposing claims, but <b>lacks</b> insight, interpretation or clarification. <b>Attempts</b> to counter and/or refute opposing claims.	<b>Acknowledges and distinguishes</b> claim(s) from alternate or opposing claims with insight, interpretation or clarification. <b>Counters and refutes</b> opposing claims.	<b>Skillfully</b> acknowledges and distinguishes claim(s) from alternate or opposing claims with insight, interpretation or clarification. <b>Thoroughly</b> counters and refutes opposing claims with <b>carefully selected evidence</b> .
<b>Support</b>	Includes <b>minimal or no purposeful</b> support of claim(s) and/or opposing claims with evidence. Provides <b>incomplete, inaccurate and/or irrelevant</b> explanations of evidence and ideas. Provides <b>minimal or unrelated</b> reasoning to support claim(s).	<b>Attempts</b> to support claim(s) and/or opposing claims with evidence. Provides <b>vague and/or general</b> explanations of evidence and ideas. Provides <b>vague and/or general</b> reasoning to support claim(s).	Develops claim(s) and/or opposing claims fairly and thoroughly with <b>logical reasoning and relevant evidence</b> . Provides the <b>most relevant</b> evidence to support claim(s) and opposing claims. Provides reasoning that <b>points out the strengths and limitations of claim(s)</b> and opposing claims.	<b>Fairly and thoroughly develops and supports</b> claim(s) and/or opposing claims with <b>insightful</b> reasoning and <b>carefully selected</b> , relevant evidence that <b>strengthens the argument</b> . Provides <b>thorough and effective explanations</b> of the most relevant evidence and ideas. Provides <b>complex</b> reasoning to <b>clarify</b> the strengths, limitations and/or <b>nuances</b> of claim(s) and opposing claims.
<b>Sourcing</b>	Uses <b>one or none</b> of the provided sources or <b>ineffectively</b> uses a minimum of two provided sources to support the claim(s) and/or opposing claims. Cites <b>little or no</b> evidence. <b>Little or no</b> use of quotes and/or paraphrasing of details, examples and ideas.	Uses a minimum of two provided sources to <b>attempt</b> to support the claim(s) and/or opposing claims. <b>Inconsistently</b> cites evidence. <b>Attempts</b> to quote and/or paraphrase details, examples and ideas.	<b>Accurately and effectively</b> uses a minimum of two provided sources to support the claim(s) and/or opposing claims. <b>Effectively</b> cites evidence by quoting and/or paraphrasing details, examples and ideas.	Accurately and <b>skillfully</b> uses a minimum of two provided sources to support the claim(s) and/or opposing claims. <b>Consistently and thoroughly</b> cites evidence by quoting and/or paraphrasing details, examples and ideas.

<b>Organization</b>	Builds <b>minimal or no overall</b> structure for the argument. <b>Ineffectively</b> organizes claim(s), counterclaims, reasons and evidence, creating a lack of cohesion. Makes a <b>minimal attempt</b> or makes <b>no attempt</b> to use words, phrases and clauses to link sections of the text, claim(s), opposing claims, reasons and evidence. Provides a <b>weak conclusion or lacks a conclusion</b> to support the argument presented.	<b>Attempts</b> to build a structure for the argument. <b>Attempts to organize</b> claim(s), counterclaims, reasons and evidence, but contains <b>some lapses that disrupt the cohesion or are inappropriate for the context</b> . <b>Attempts</b> to use words, phrases and clauses to link sections of the text, claim(s), opposing claims, reasons and evidence, but they are <b>simple and infrequent</b> . Provides a <b>basic conclusion or concluding statement in an attempt</b> to support the argument presented.	Builds and <b>maintains a clear</b> structure to develop the argument. <b>Logically sequences</b> claim(s), counterclaims, reasons and evidence. Uses <b>effective</b> words, phrases and clauses as well as <b>varied syntax to link the major sections of the text, create cohesion and clarify the relationships</b> between claim(s) and reasons, between reasons and evidence, and between claim(s) and opposing claims. Provides a <b>logical</b> concluding statement or section that follows from and supports the argument presented.	Builds and maintains a <b>sophisticated</b> structure to develop the argument. <b>Skillfully</b> sequences claim(s), counterclaims, reasons and evidence to <b>strengthen the argument</b> . <b>Consistently</b> uses a <b>variety</b> of effective words, phrases and clauses as well as varied syntax to create a <b>strong cohesion</b> and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and opposing claims. Provides a logical, <b>thorough</b> concluding statement or section that follows from and <b>clearly solidifies</b> the argument presented.
<b>Language/Conventions</b>	<b>Lacks or uses an inappropriate</b> formal tone or voice. <b>Lacks</b> a task appropriate writing style. Uses <b>simple or inappropriate</b> word choice. <b>Makes significant</b> errors in the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which <b>interfere</b> with understanding the writing.	Uses a <b>weak formal tone or voice and/or has lapses</b> in appropriate formal tone or voice. <b>Attempts</b> to establish a task appropriate writing style. <b>Attempts</b> to use appropriate word choice. Makes <b>frequent</b> errors in using the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which <b>may interfere</b> with understanding the writing.	<b>Establishes and maintains</b> a formal tone or voice. <b>Establishes and maintains</b> a task appropriate writing style. <b>Effectively</b> uses appropriate word choice. <b>Effectively</b> uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with <b>minor</b> errors that <b>do not interfere</b> with understanding the writing.	<b>Consistently</b> establishes and maintains a <b>sophisticated</b> formal tone or voice. <b>Consistently</b> establishes and maintains a <b>sophisticated</b> , task appropriate writing style. <b>Consistently</b> uses <b>effective</b> and <b>varied</b> word choice. <b>Skillfully</b> uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with <b>few</b> , minor errors that do not interfere with understanding the writing.