

Kentucky Summative Assessments



Grade 11 On-Demand Writing Released Items 2022

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.

Clarity and Coherence

Novice: Makes claim(s) that may **lack** focus or be **unclear**. **Misses many or all** demands of the prompt.

Apprentice: Makes **general** claim(s) that address the prompt, but may have **lapses** in focus. **Attempts** to address **some** demands of the prompt.

Proficient: Introduces and maintains **precise and knowledgeable claim(s)** and establishes the significance of the claim(s). Addresses **all** demands of the prompt.

Distinguished: **Thoroughly** introduces and maintains precise, knowledgeable claim(s) and **clearly** establishes the significance of the claim(s). **Thoroughly** addresses all demands of the prompt.

Counterclaims

Novice: Makes an **ineffective attempt** or makes **no attempt** to acknowledge opposing claims. Makes an **ineffective attempt** or makes **no attempt** to counter and/or refute opposing claims.

Apprentice: **Attempts** to acknowledge opposing claims, but **lacks** insight, interpretation or clarification. **Attempts** to counter and/or refute opposing claims.

Proficient: **Acknowledges and distinguishes** claim(s) from alternate or opposing claims with insight, interpretation or clarification. **Counters and refutes** opposing claims.

Distinguished: **Skillfully** acknowledges and distinguishes claim(s) from alternate or opposing claims with insight, interpretation or clarification. **Thoroughly** counters and refutes opposing claims with **carefully selected evidence**.

Support

Novice: Includes **minimal or no purposeful** support of claim(s) and/or opposing claims with evidence. Provides **incomplete, inaccurate and/or irrelevant** explanations of evidence and ideas. Provides **minimal or unrelated** reasoning to support claim(s).

Apprentice: **Attempts** to support claim(s) and/or opposing claims with evidence. Provides **vague and/or general** explanations of evidence and ideas. Provides **vague and/or general** reasoning to support claim(s).

Proficient: Develops claim(s) and/or opposing claims fairly and thoroughly with **logical reasoning and relevant evidence**. Provides **the most relevant** evidence to support claim(s) and opposing claims. Provides reasoning that **points out the strengths and limitations of claim(s)** and opposing claims.

Distinguished: **Fairly and thoroughly develops and supports** claim(s) and/or opposing claims with **insightful** reasoning and **carefully selected**, relevant evidence that **strengthens the argument**. Provides **thorough and effective explanations** of the most relevant evidence and ideas. Provides **complex** reasoning to **clarify** the strengths, limitations and/or **nuances** of claim(s) and opposing claims.

KSA Argumentation Rubric—11th Grade On-Demand Writing *Continued*

Sourcing

Novice: Uses **one or none** of the provided sources or **ineffectively** uses a minimum of two provided sources to support the claim(s) and/or opposing claims. Cites **little or no** evidence. **Little or no** use of quotes and/or paraphrasing of details, examples and ideas.

Apprentice: Uses a minimum of two provided sources to **attempt** to support the claim(s) and/or opposing claims. **Inconsistently** cites evidence. **Attempts** to quote and/or paraphrase details, examples and ideas.

Proficient: **Accurately and effectively** uses a minimum of two provided sources to support the claim(s) and/or opposing claims. **Effectively** cites evidence by quoting and/or paraphrasing details, examples and ideas.

Distinguished: Accurately and **skillfully** uses a minimum of two provided sources to support the claim(s) and/or opposing claims. **Consistently and thoroughly** cites evidence by quoting and/or paraphrasing details, examples and ideas.

Organization

Novice: Builds **minimal or no overall** structure for the argument. **Ineffectively** organizes claim(s), counterclaims, reasons and evidence, creating a lack of cohesion. Makes **minimal attempt** or makes **no attempt** to use words, phrases and clauses to link sections of the text, claim(s), opposing claims, reasons and evidence. Provides a **weak conclusion or lacks a conclusion** to support the argument presented.

Apprentice: **Attempts** to build a structure for the argument. **Attempts to organize** claim(s), counterclaims, reasons and evidence, but contains **some lapses that disrupt the cohesion or are inappropriate for the context**. **Attempts** to use words, phrases and clauses to link sections of the text, claim(s), opposing claims, reasons and evidence, but they are **simple and infrequent**. Provides a **basic conclusion or concluding statement in an attempt** to support the argument presented.

Proficient: Builds and **maintains a clear** structure to develop the argument. **Logically sequences** claim(s), counterclaims, reasons and evidence. Uses **effective** words, phrases and clauses as well as **varied syntax to link the major sections of the text, create cohesion and clarify the relationships** between claim(s) and reasons, between reasons and evidence, and between claim(s) and opposing claims. Provides a **logical** concluding statement or section that follows from and supports the argument presented.

Distinguished: Builds and maintains a **sophisticated** structure to develop the argument. **Skillfully** sequences claim(s), counterclaims, reasons and evidence to **strengthen the argument**. **Consistently** uses a **variety** of effective words, phrases and clauses as well as varied syntax to create a **strong** cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and opposing claims. Provides a logical, **thorough** concluding statement or section that follows from and **clearly solidifies** the argument presented.

KSA Argumentation Rubric—11th Grade On-Demand Writing *Continued*

Language/Conventions

Novice: Lacks or uses an inappropriate formal tone or voice. Lacks a task appropriate writing style. Uses simple or inappropriate word choice. Makes significant errors in the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which interfere with understanding the writing.

Apprentice: Uses a weak formal tone or voice and/or has lapses in appropriate formal tone or voice. Attempts to establish a task appropriate writing style. Attempts to use appropriate word choice. Makes frequent errors in using the conventions of Standard English grammar, usage, spelling, capitalization and punctuation which may interfere with understanding the writing.

Proficient: Establishes and maintains a formal tone or voice. Establishes and maintains a task appropriate writing style. Effectively uses appropriate word choice. Effectively uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with minor errors that do not interfere with understanding the writing.

Distinguished: Consistently establishes and maintains a sophisticated formal tone or voice. Consistently establishes and maintains a sophisticated, task appropriate writing style. Consistently uses effective and varied word choice. Skillfully uses the conventions of Standard English grammar, usage, spelling, capitalization and punctuation with few, minor errors that do not interfere with understanding the writing.

**DO NOT WRITE
ON THIS PAGE**

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

- Write your essay in the space provided in your student response booklet.
- 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?



DIRECTIONS

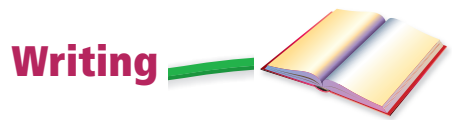
Read the item carefully before beginning. You will have 90 minutes for this task. This is an individual activity; therefore, you are not allowed to work with or conference with anyone.

- Start by thinking about what you plan to write.
- Use the Writer's Reference Sheet to aid in planning, revising, and editing your response.
- Review the Grade 11 Rubric as this is the rubric that will be used to score your work.
- It is advisable to use the pre-writing/planning activities, such as making notes, outlining, webbing, mapping, clustering or brainstorming on the pre-writing sheet in your test book.
- Create your pre-write piece in your test book. You may use a dictionary and/or thesaurus for this portion.
- Write your FINAL copy in the space provided in your student response booklet.
- When you finish, await further instruction.

Remember: the pre-writing/planning activities in your test book will NOT be scored; only the final copy in your student response booklet will be scored.

Pre-writing

This page will not be scored.



Directions: Read the passages and answer the following question.

from Zoo Story: Life in the Garden of Captives

by Thomas French

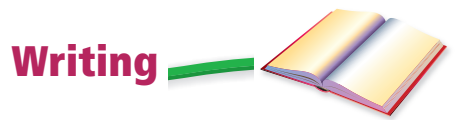
In this true account, Mick is helping to transport 11 elephants to zoos in America.

- 1 Mick and his father ran the two game reserves where the elephants had lived in Swaziland, a small landlocked kingdom nestled in the southern tip of Africa. Mick and these eleven elephants had come of age together in the parks. They recognized his scent and voice, the rhythms of his speech. He knew their names and histories and temperaments—which of them was excitable and which more serene, where each of them ranked in the hierarchies of their herds. . . .
- 2 “It’s OK,” Mick told them. “You’ll be fine.”
- 3 Not everyone, he realized, agreed with his assessment. He was tired of the long and bitter debate that had raged on both sides of the Atlantic in the months before this flight. Tired of the petitions and the lawsuits and the denunciations from people who had never set foot in Swaziland, never seen for themselves what was happening inside the game reserves. There simply was not enough room for all of the elephants anymore, not without having the trees destroyed, the parks devastated, and other species threatened. Either some of the elephants had to be killed, or they could be sent to new homes in these two zoos. Mick saw no other way to save them. He had heard the protests from the animal-rights groups, insisting that for the elephants any fate would be preferable to a zoo, that it would be better for them to die free than live as captives.
- 4 Such logic made him shake his head. The righteous declarations. All this talk of freedom as if it were some pure and limitless river flowing through the wild, providing for every creature and allowing them all to live in harmony. On an overcrowded planet, where open land is disappearing and more species slip toward extinction every day, freedom is not so easily defined. Should one species—any species—have the right to multiply and consume at will, even as it nudges others toward oblivion?
- 5 As far as Mick could tell, nature cared about survival, not ideology. And on this plane, the elephants had been given a chance. Before his family had agreed to send them to the two zoos, he had visited the facilities where they would be housed and had talked with the keepers who would care for them. He was confident the elephants would be treated humanely and be given as much space to move as possible. Still, there was no telling how they would adjust to being taken from everything they knew. Wild elephants are accustomed to ranging through the bush for miles a day. They are intelligent, self-aware, emotional animals. They bond. They rage and grieve. True to their reputation, they remember.



French, T. (2010). *Zoo story: Life in the garden of captives*. Hyperion e-books. Retrieved from e-book.

From ZOO STORY: LIFE IN THE GARDEN OF CAPTIVES by Thomas French, Hyperion e-books. © 2010 Thomas French. Used by permission of Hachette Book Group, Inc.



Directions: Read the passages and answer the following question.

from “The Future of Zoos: Challenges Force Zoos to Change in Big Ways”

by Justin Worland

- 1 Study after study has shown that many animal species are far smarter and more feeling than previously understood, giving new insights into how they may suffer from anxiety and depression when they are removed from nature. That has forced a difficult existential question: If we acknowledge that creatures suffer when they’re confined, should they be held in captivity? Not even those who have advanced the cause for more-humane exhibits have an answer. “Even the best zoos today are based on captivity and coercion,” says Jon Coe, the legendary zoo designer who invented the Zoo360 concept for Philadelphia. “To me, that’s the fundamental flaw.”
- 2 “That moment at a zoo, when a person sees a gorilla look them back in the eye, helps them grasp their role in a greater natural world,” says Mike Clifford who works with zoos at GLMV Architecture. Clifford’s job title is curator of innovation, but colleagues consider him the firm’s chief philosopher: he’s charged with contemplating the difficult questions about the future of zoos. He thinks the answer lies in fostering human-animal connections—and making sure those experiences also help sell tickets. That’s what GLMV has tried to do in Wichita, Kans., where visitors to the Sedgwick County Zoo can now ride in a boat to see the elephants in a 5-acre exhibit. The boat ride breaks down the barrier between animals and people while giving the elephants room to roam freely. . . .
- 3 Consider the growing challenge of providing a home to elephants. Research consensus over the past decade suggests that most current exhibits are woefully inadequate. The most recent study—a comprehensive article published in the journal *PLOS One* in July—shows how elephants thrive best when they have social connections and the challenge of having to gather their own food. When those factors aren’t present, elephants tend to have impaired mental states and do not carry out basic functions like reproduction. The study confirms what zookeepers have known for years. In fact, the Association of Zoos and Aquariums (AZA) approved rules in 2011 requiring any accredited zoo with elephants to keep at least three of the species and a full-time elephant scientist on staff, among other things.

Worland, J. (2017, Feb 16). The future of zoos: Challenges force zoos to change in big ways. *TIME USA*. Retrieved from <http://time.com/4672990/the-future-of-zoos/>

From “The Future of Zoos: Challenges Force Zoos to Change in Big Ways” by Justin Worland, *TIME*, Feb. 16, 2017. © 2017 TIME USA, LLC.



Directions: Read the passages and answer the following question.

from “How Do Zoos Help Endangered Animals?”

by EarthTalk

There are more to zoos than putting animals on display.

- 1 Most zoos are not only great places to get up close to wildlife, but many are also doing their part to bolster dwindling populations of animals still living free in the wild. To wit, dozens of zoos across North America participate in the Association of Zoos and Aquarium’s (AZA’s) Species Survival Plan (SSP) Program, which aims to manage the breeding of specific endangered species in order to help maintain healthy and self-sustaining populations that are both genetically diverse and demographically stable.
- 2 The end goal of many SSPs is the reintroduction of captive-raised endangered species into their native wild habitats. According to the AZA, SSPs and related programs have helped bring black-footed ferrets, California condors, red wolves and several other endangered species back from the brink of extinction over the last three decades. Zoos also use SSPs as research tools to better understand wildlife biology and population dynamics, and to raise awareness and funds to support field projects and habitat protection for specific species. AZA now administers some 113 different SSPs covering 181 individual species. . . .
- 3 While success stories abound, most wildlife biologists consider SSP programs to be works in progress. AZA zoos have been instrumental, for instance, in establishing a stable population of bongos, a threatened forest antelope native to Africa, through captive breeding programs under the SSP program. Many of these captive-bred bongos have subsequently been released into the wild and have helped bolster dwindling population numbers accordingly.

EarthTalk. (2019). How do zoos help endangered animals? *E/The Environmental Magazine* via *Scientific American*. Retrieved from <https://www.scientificamerican.com/article/how-do-zoos-help-endangered-animals/>

From “How Do Zoos Help Endangered Animals?” EarthTalk. Published by *Scientific American*, April 15, 2009. © 2009 Springer Nature America, Inc.

Directions: Read the passages and answer the following question.

from Recovery Plan for the California Condor

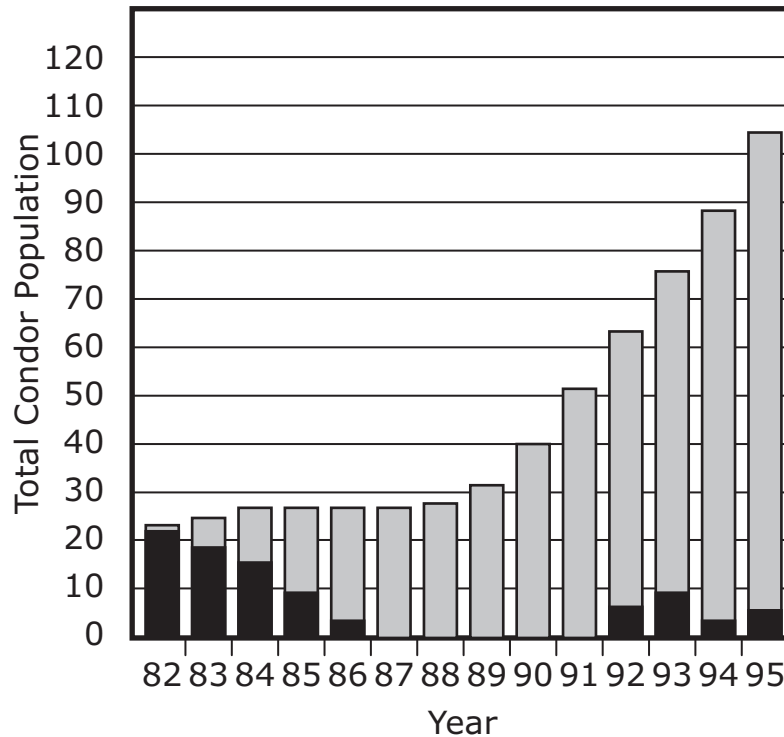
by U.S. Fish and Wildlife Service

Brief Overview

- 1 The California Condor (*Gymnogyps californianus*) was listed as endangered on March 11, 1967, in a final rule published by the U.S. Fish and Wildlife Service. The Service then established critical habitat for the California condor nine years later on September 24, 1976.
- 2 Long recognized as a vanishing species, the California condor remains one of the world's rarest and most imperiled vertebrate species. Despite intensive conservation efforts, the wild California condor population declined steadily until 1987, when the last free-flying individual was captured. During the 1980s, captive condor flocks were established at the San Diego Wild Animal Park and the Los Angeles Zoo, and the first successful captive breeding was accomplished at the former facility in 1988. Following several years of increasingly successful captive breeding, captive-produced condors were first released back to the wild in early 1992.



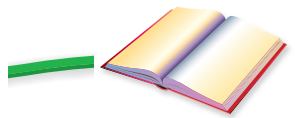
Figure 2. California Condor Population 1982–1995



Source: U.S. Fish and Wildlife Service

Kiff, L., Mesta, R. & Wallace, M. (1996, April). *Recovery plan for the California condor, third revision*. U.S. Fish and Wildlife Service [Portland, Oregon]. Retrieved from https://ecos.fws.gov/docs/recovery_plan/960425.pdf

From *Recovery Plan for the California Condor, Third Revision*—Public Domain/U.S. Fish and Wildlife Service



Directions: Read the passages and answer the following question.

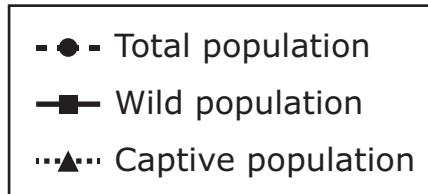
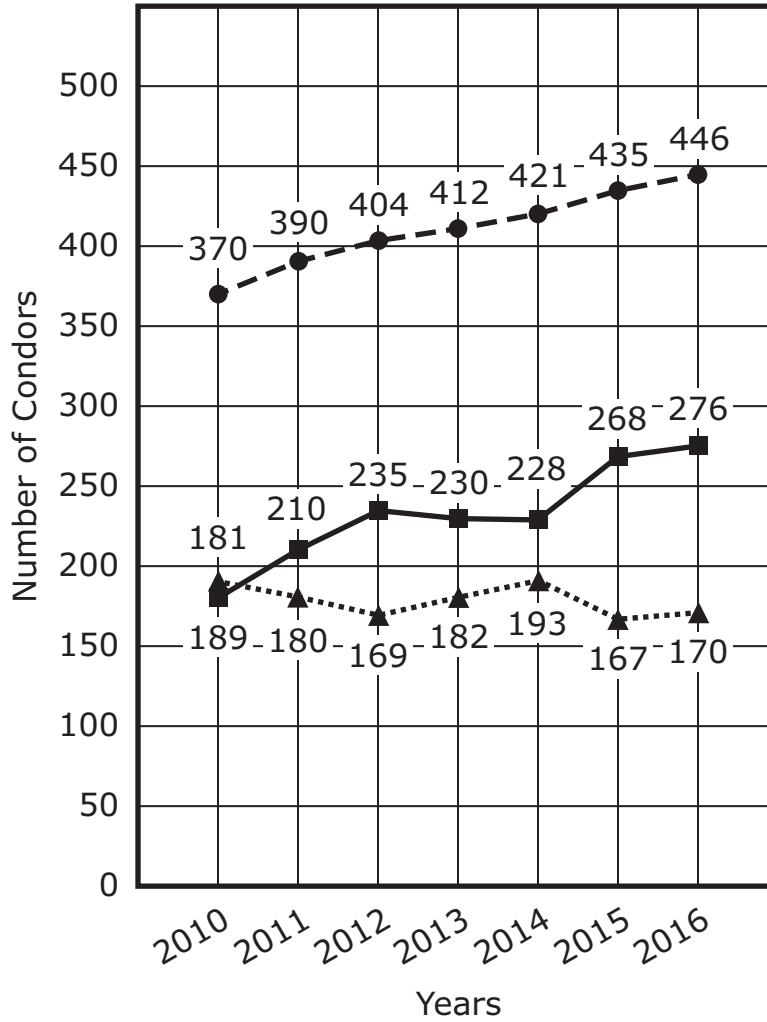
from “California Condor Population Information”

by U.S. Fish and Wildlife Service

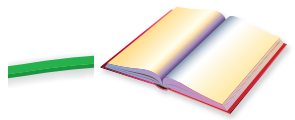
- 1 Since 1992, when the U.S. Fish and Wildlife Service (USFWS) began reintroducing captive-bred condors to the wild, the USFWS, and its public and private partners have grown the population to more than 440 birds.
- 2 Currently, there are about 160 California condors flying free in Central and Southern California, nearly 80 in Arizona and Utah, and more than 30 in Baja, Mexico. By 2008, the Recovery Program reached an important milestone: for the first time since the program began, more California condors were flying free in the wild than in captivity.



California Condor Population Trends 2010-2016



Source: U.S. Fish and Wildlife Service



U.S. Fish and Wildlife Service. (2016). California condor population information. Last updated May 7, 2018. Retrieved from <https://www.fws.gov/cno/es/CalCondor/Condor-population.html>

From "California Condor Population Information"—Public Domain/U.S. Fish and Wildlife Service

1

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

The Role of Zoos

Write a well-organized essay arguing whether zoos are a solution to a problem humans have created for animals in the wild, or whether zoos are another part of the problem. Support your argument with evidence from the texts.



Investing in Kentucky's Future, One Student at a Time