

Grades 4-6

Informative/Explanatory Quarterly Writing Prompt

Purpose:

The purpose of the on-demand writing assessment is to provide a snapshot of what a student can do with a particular prompt, limited time and space, and without teacher input (unless the standard recognizes support from the teacher is developmentally appropriate). This assessment does not encompass all the forms of assessment students should experience in writing. The narrative standard-referenced writing rubric can be used throughout the school year for both instruction and assessment purposes.

Standards Assessed:

W2: Use informative/explanatory writing to examine a topic and convey ideas and information clearly.

L1: Demonstrate command of the conventions of standard English grammar and usage when writing (or speaking).

L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Administration:

- This is an on-demand assessment. Please refrain from teaching, editing, or conducting any prewriting activities with the students prior to the start of the assessment.
- You may provide the student with a graphic organizer during the assessment.
- Students will complete one draft in a 60 minute session. If you don't have a 60-minute block, two 30-minute blocks are acceptable in order to fit individual classroom schedules.
- If students need more time to finish their paper at the end of the writing period, you may allow them a reasonable amount of time to finish their writing, provided they are making continual progress and it is all in one sitting. Example of an **appropriate** time extension—at the end of the writing period two students are still actively writing their story. Allow them to move to a quiet location to independently finish their work (10-20-minutes). Example of an **inappropriate** time extension—a student becomes frustrated by the writing and they are allowed to pick up where they left off the next day.
- Students may bring a text to cite during the assessment or the text may be provided by the teacher.
- Post, review and read the writing prompt and rubric ***the day before*** and the day of the assessment.
- Reread the prompt as needed for individuals or groups of students.
- Apply all modifications and accommodations as indicated in IEP, ELL, and 504 plans.
- Students should have access to any writing tools normally available to them during writing time (scoring rubric, word walls, word banks, writing folders, desk dictionaries, etc.).
- *Students may write on content they are studying in class if they choose.*
- Use attached rubric to score the writing prompt.

The Day before Assessment Administration read to your students:

Prompts:

Option 1:

Energy is an important resource. Think about how your life would be without energy. Explain how you and your family could conserve energy better.

Option 2:

Think about a good friend or classmate. Brainstorm how you are alike and different. Explain how you are alike and how you are different.

Option 3:

Some plants and animals have to adapt to live in harsh conditions in order to survive. Think about an animal or plant that must adapt to survive. Explain how they adapt, and why.

Option 4:

There have been many problems and social injustices throughout our history. Think about the problems children across the world face even today. Write to explain some of the problems that you know about.

The Day of Assessment Administration read to your students:

1) Before you begin the assessment, say to the students:

"We are about to begin a writing task session. The results of this task will be used to help me teach you writing this year."

"Your writing task will be completed in one hour. During this time, you should plan, write, revise, and edit. When you are writing your piece, make sure to skip lines to make the editing and revision process easier and neater.

You will hand in this draft."

2) Read the prompt

Option 1:

Energy is an important resource. Think about how your life would be without energy. Explain how you and your family could conserve energy better.

Option 2:

Think about a good friend or classmate. Brainstorm how you are alike and different. Explain how you are alike and how you are different.

Option 3:

Some animals and plants have to adapt to live in harsh conditions in order to survive. Think about an animal or plant that must adapt to survive. Explain how they adapt, and why.

Option 4:

There have been many problems and social injustices throughout our history. Think about the problems children across the world face even today. Write to explain some of the problems that you know about.

In your writing, make sure you:

- Introduce the topic clearly
- Develop the topic with facts, definitions, details and examples
- Organize your writing, link ideas with categories of information
- Use precise vocabulary to inform or explain the topic
- Provide a concluding statement/section the focus or explanation presented

“Your essay should be at least three paragraphs in length – for example: introduction, body, and conclusion.”

****Depending on schedules, the time for writing may be adjusted, but the total time to write is 60-minutes.***

3) After you read the prompt

“This session is scheduled to be 60 minutes long. If you work steadily, you should be able to complete your work during this amount of time. When you finish your draft, use your time wisely to review your work.”

“Do you have any questions?”

4) Teachers will give students timed warning signals

- a. Half way through the writing session (depending on time allotments).*
- b. 10- minutes before the end of the writing session is complete*
- c. 5- minutes before the writing session is complete*

5) The assessment time is complete

“This is the end of the time scheduled for this writing assessment. Please put all of your writing in a neat stack. I will pick up your materials.”