

Grades 4-6 Argument/Opinion Common Quarterly Writing Prom

Purpose:

The purpose of the on-demand writing assessment is to provide a snapshot of what a student can do with a particular prompt, within a limited time and space, and without teacher input (unless the standard recognizes support from the teacher is developmentally appropriate).

The day before the writing assessment is administered, teachers should supply students with time to read or view resource materials. Class or small group discussion, graphic organizers and notes may be taken for use during the writing assessment.

The teacher cannot support students during the assessment period, unless there is an IEP or 504 accommodation. Please refrain from teaching, editing, or additional prewriting activities as related to these prompts with students.

Teachers have the discretion to choose a prompt for their students. Prompt 2 and 3 are more rigorous in the sense students need to read at least 2 resources and use evidence from those resources to support their argument. Teachers may choose which resources to use with their students.

Standards Assessed:

See Rubric (Provide a rubric for each student)

Administration:

- This is an on-demand writing assessment.
- You may break up the time in two - 45 minute sessions. The total assessment time should be 90-minutes.
- Students may bring a text or use a text the teacher provides to cite from during the assessment.
- Students may use graphic organizers.
- Post, read and review the writing prompt and rubric ***the day before*** and the day of the assessment.
- *The rubric is an instructional tool that should be used throughout the course of instruction, and not just for assessment purposes.*
- Teacher may provide resource materials to students (you may provide note-taking graphic organizers).
- 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 will complete one draft in 90-minutes (two 45-minute sessions may be allowed).
- Use attached rubric to score the writing prompt and students should have the rubric for reference.
- Students should have access to any writing tools normally available to them during writing time (scoring rubric, word banks, writing folders, desk dictionaries, etc.).
- Students may type their paper, but no additional time will be allotted.

Before the Assessment Administration: Read the prompts to the students.

Prompt 1: Using a text read this quarter, write an essay convincing someone why they should or should not read this book. Make sure you state your claim clearly and cite evidence from the text.

Prompt 2 Should cell phones be banned in schools? Students express their reasons for and against having cell phones in the classroom.

Prompt 3 Tell students: Read the statement, “Kids should be required to wear a helmet for biking and skating” aloud from the board. Have the students decide whether they agree or disagree with this statement and provide evidence in the form of facts and details to support their point of view.

The Day of Assessment Administration read to your students:

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

“Your writing task will be completed in two- 45 minute or one- 90 minute session. During this time, you should plan, write, revise, and edit. You may type or handwrite your paper (teacher discretion). You may use your notes from the note-taking session. You will hand in this draft.”

2) Read the prompt:

Prompt 1: Using a text read this quarter, write an essay convincing someone why they should or should not read this book. Make sure you state your claim clearly and cite evidence from the text.

Prompt 2 Should cell phones be banned in schools? Students express their reasons for and against having cell phones in the classroom.

Prompt 3 Tell students: Read the statement, “Kids should be required to wear a helmet for biking and skating” aloud from the board. Have the students decide whether they agree or disagree with this statement and provide evidence in the form of facts and details to support their point of view.

In your writing, make sure you:

- State the claim clearly in your introduction
- Answer all parts of the prompt
- Use specific evidence from a text or resource material to support and develop the claim
- Use transition words or phrases
- Use precise and authoritative language
- Use formal style (Consider your audience-this is not a conversation-no slang)
- Conclude logically
- Use correct conventions

3) After you read the prompt

“You will have two- 45 minute or one- 90 minute session to complete your writing. 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 revise and edit 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.

- * Students who are working productively may be allowed more than 90-minutes.