

# Smarter Balanced Assessments English Language Arts/Literacy: Claim 2 Writing

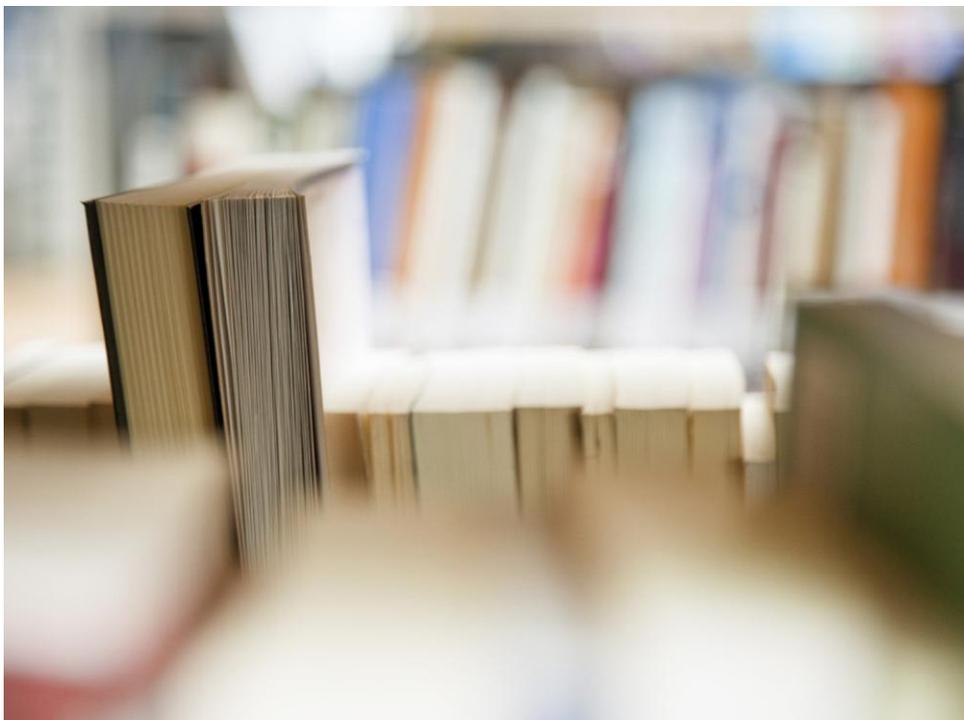
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# Rationale for Assessing Writing

“To communicate effectively, students need to understand why they are writing – for what different purposes and for what audiences. Writing develops the ability to generate, organize, make sense of, and deeply understand information in order to produce new ideas and insights.”



## Claim 2

Students can produce effective and well-grounded writing for a range of purposes and audiences.

# Assessment Shifts Relative to Claim 2

- Integration of writing and language concepts and skills
- Increased emphasis on writing informative/explanatory texts and arguments
- Purposeful use of technology

# Key Shift: Writing

Performance Task (Full-Write):

Grades	Type of Writing
3-5	Opinion, Informational, Narrative
6-8	Argumentative, Informational/Explanatory, Narrative
HS	Argumentative, Explanatory

CAT (Brief-Write): Same type of writing at each grade range. Add narrative to High School.

# Claim 2 Assessment Targets



# Claim 2 Assessment Targets

Students can produce effective writing for a range of purposes and audiences.

Target 1a,  
3a, 6a:  
WRITE  
BRIEF  
TEXTS

Target 1b,  
3b, 6b:  
REVISE  
BRIEF  
TEXTS

Target 8:  
LANGUAGE  
AND  
VOCABULA  
RY USE

Target 9:  
EDITING

# Brief-Write vs. Full-Write

## Brief-Write: **CAT** - Claim 2

- Compose text (1-3 paragraphs); for example, provide a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented

## Full-Write: **Performance Task** – Claim 2

- Produce an explanatory essay for a designated audience, using the full writing process

# Looking More Closely at Brief Writes



# Looking More Closely at Writing Brief Writes...

Students can produce effective writing for a range of purposes and audiences.

Target 1a,  
3a, 6a:  
WRITE  
BRIEF  
TEXTS

# WRITE BRIEF TEXTS

## Narrative Text

Students will write one or more paragraphs demonstrating:

- specific narrative techniques (use of dialogue, sensory or concrete details, description)
- authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event)
- appropriate text structures
- transitional strategies for coherence (e.g., closure, introduce narrator or use dialogue when describing an event)
- introducing narrator's point of view

# WRITE BRIEF TEXTS

## Informational/Explanatory Text

Students will write one or more informational/explanatory paragraphs demonstrating:

- ability to organize ideas by stating and maintaining a thesis/controlling idea/main idea
- appropriate transitional strategies for coherence
- supporting details, evidence, and elaboration
- writing body paragraphs, or a conclusion that is appropriate to purpose and audience and is related or follows from the information or explanation presented

# WRITE BRIEF TEXTS

## Opinion Text

### Grades 3-5

Students will write one or more paragraphs

- state **opinions** about topics or sources
- set a context
- organize ideas
- develop supporting evidence/reasons and elaboration
- develop a conclusion that is appropriate to purpose and audience and related to the opinion presented

# WRITE BRIEF TEXTS

## Argumentative Text

### Grades 6-11

Students will write one or more paragraphs

- ability to express arguments about topics or sources
- establish and support a claim
- organize and cite supporting evidence using credible sources
- provide appropriate transitional strategies for coherence
- acknowledge counterarguments (grades 7-11)
- use appropriate vocabulary or provide a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented

# SECURE: Grade 3 Sample Brief Write

A student is writing an opinion essay for class about serving flavored milk in school cafeterias. Read the paragraph from the essay and complete the task that follows.

Some people believe that schools should not serve flavored milk at lunch. According to them, students get too much sugar. It is true that flavored milk has more sugar than plain milk, but some students just will not drink plain milk. If that happens, they will not get the necessary calcium, vitamins, and other nutrients. That can't be good. Drinking flavored milk is certainly healthier than not drinking any milk at all.

Question:

The beginning of the student's essay does not state his/her opinion. Write an opening paragraph that states the opinion and explains what the topic is about.

# SECURE: Grade 3 Sample Brief Write Rubric

Score	Rationale	Exemplar
2	<p>The response</p> <ul style="list-style-type: none"> <li>• introduces a clear opinion about serving flavored milk in the cafeteria</li> <li>• provides sufficient information to put the opinion serving flavored milk in the cafeteria into context for a class assignment</li> <li>• does more than list points/reasons to support opinion—not formulaic</li> <li>• provides a logical transition to the body paragraph</li> </ul>	<p>I think flavored milk should be served in the school cafeteria. Studies have shown that flavored milk has some bad qualities, but there are some good things to say about this drink. This essay is going to explain why flavored milk can be good for people. I hope to persuade people to agree with me on this topic.</p>
1	<p>The response</p> <ul style="list-style-type: none"> <li>• provides a partial or limited introduction of the opinion about serving flavored milk in the school cafeteria</li> <li>• provides partial or limited information to put the opinion into context for a class assignment</li> <li>• provides a limited transition to the body paragraph</li> </ul>	<p>I think flavored milk should be served in the cafeteria. Let me tell you why I think this.</p>
0	<p>The response</p> <ul style="list-style-type: none"> <li>• provides an inadequate or no introduction of the opinion about serving flavored milk in the school cafeteria</li> <li>• provides an irrelevant or no information to put the opinion into context for a class assignment</li> <li>• provides no transition to the body paragraph</li> </ul>	<p>People like flavored milk.</p>

# Grade 5 Sample Brief Write Item

A student is writing a narrative story about a mystery for English class. She has shown her draft to the teacher, who suggests that she continue writing, and include details in the narrative. Read these sentences from the story. Then, read the directions that follow.

“I lost another pencil!” Henry moaned after recess.

“My ruler is gone,” Jill whispered. “I wonder where they went.”

The next day, Henry and Jill decided to come in early from recess to help the teacher set up for a class project. As they entered the classroom, Jill noticed that the animal cage was open and Gibbers, the class gerbil, was missing!

Write **at least two** paragraphs to finish the story. Use narrative strategies such as dialogue and description as you complete the story.

Type your answer in the space provided.

# Revision

Students can produce effective writing for a range of purposes and audiences.

Target  
1b, 3b,  
6b:  
REVISE  
BRIEF  
TEXTS

# Revising vs. Editing

**Revising** – making changes at the sentence or paragraph level to content or organization appropriate for audience and purpose by

- Adding
- Deleting
- Substituting
- Rearranging

**Editing** – conventions

# Revision: Grade 7 Sample Item

A student is writing an informational report for a business class about cost saving benefits of local programs. Read the paragraph and the question that follows.

National and state efforts to control spending have led to the development of alternative programs. Companies across the country can encourage their employees to volunteer with state highway cleanup, often referred to as “Adopting-A-Highway.” Once a company is responsible for a stretch of highway, volunteers receive safety training to prevent any problems while working on the open road. The cost is minimal to the company, since the state supplies the necessary equipment such as safety vests, signs, and litter bags. In some states, like Connecticut, volunteers do more than pick up trash along the side of the roadway. Volunteers regularly plant shrubs and flowers along the main thruways to beautify public roads. Government programs such as this benefit the public and save precious tax dollars.

Which detail would be the **most** important evidence to include in the report?

- A. There are almost 1 million volunteers who participate in 48 states and Puerto Rico.
- B. Missouri requires volunteers to clean up stretches of highway at least four times a year.
- C. Connecticut has been a participating member of the Adopt-A-Highway program since 1994.
- D. The Adopt-A-Highway program is an education program designed to encourage people to stop littering.

# Revision: Grade 11 Sample Item

Jazmine is writing an argumentative article about year-round school for her school newspaper. Read the draft of her article and the directions that follow.

Many school districts have switched their traditional calendars to year-round calendars. Administrators and school board members assert that year-round school programs offer students more opportunities, increase test scores, and benefit personnel across the district. However, not only do year-round school programs cost more than traditional school programs, they also do not improve academic results. First, year-round programs increase the money spent on busing, staff, and heating and cooling. In addition, some studies show that students achieve about the same amount whether they attend school year-round or not. Other studies show that students need about the same amount of time in any program to review topics such as math. More time needs to be spent on social studies education. Finally, the school board should weigh the cost of running year-round programs against the benefits of spending money on programs that have proven track records for improving academic success. Some parents want their children to go to school all year, but for the wrong reasons.

Click on the sentences that do **not** belong in Jazmine's article because they weaken the focus.

# Revision: Grade 11

## Sample Scoring Rubric

For this item, a full-credit response:

Student selects “Other studies show that students need about the same amount of time in any program to review topics such as math.”

AND

Student selects “More time needs to be spent on social studies education.”

# LANGUAGE AND VOCABULARY USE

Students will use language and vocabulary accurately

- including tier 2/academic and domain-specific vocabulary appropriate to the purpose and audience

# Language and Vocabulary Use: Grade 6 Sample Item

## *Preamble*

A student is writing an informational report about New York City. The student needs to use words that are clear and specific in his report. Read the paragraph and the question that follows.

New York City is often described as a “melting pot.” What does this expression mean? The term “melting pot” refers to a group of people of different cultures living in the same place. In a melting pot, different customs and traditions “melt” together and become more and more similar to each other. However, some people believe that the idea of a melting pot is not really right. In fact, people of different cultures often live side-by-side while keeping their own customs and traditions.

## *Question*

Which set of words best replaces the underlined words with more clear and specific language?

### *Alternative: A*

an organization, correct

### *Alternative: B*

an association, truthful

### *Alternative: C*

a community, accurate

### *Alternative: D*

a crowd, honest

# Language and Vocabulary Use: Grade 6 Sample Item Key

## *Preamble*

A student is writing an informational report about New York City. The student needs to use words that are clear and specific in his report. Read the paragraph and the question that follows.

New York City is often described as a “melting pot.” What does this expression mean? The term “melting pot” refers to a group of people of different cultures living in the same place. In a melting pot, different customs and traditions “melt” together and become more and more similar to each other. However, some people believe that the idea of a melting pot is not really right. In fact, people of different cultures often live side-by-side while keeping their own customs and traditions.

## *Question*

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### *Alternative: C* ✓

a community, accurate

### *Alternative: D*

a crowd, honest

# EDITING

Students will apply or edit grade-appropriate

- grammar usage
- capitalization
- punctuation
- spelling
- sentence structure

# Editing: Grade 4 Sample Item

A student is writing a story for class. She needs to correct the punctuation mistakes in her paragraph. Read this paragraph from her story and the directions that follow.

We were eating supper last night when we heard a huge crash from outside. What had happened. For about ten seconds, we all sat there wondering, and looking at each other. My dad stood up, and we followed him into the yard to see what had caused the loud noise. A giant branch had fallen off the oak tree next to the house. If it had dropped just three feet to the left, it would have crashed right through the roof!

Click to highlight **two** sentences that do **not** have correct punctuation.

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Scoring rubric

For this item, a correct response includes:

- “What had happened.” AND
- “For about ten seconds, we all sat there wondering, and looking at each other.”

# Performance Tasks



## Claim 2 in Performance Tasks

Students can produce effective writing for a range of purposes and audiences.

Target 2:  
COMPOSE  
FULL TEXTS  
(Narrative)

Target 4:  
COMPOSE  
FULL TEXTS  
(Informational/  
Explanatory)

Target 7:  
COMPOSE  
FULL TEXTS  
(Opinion/  
Argumentative)

# ELA Performance Task Design

## Grades 3-8, 11

Stimuli: Classroom Activity/  
Sources

Claim 4: Three research questions

Claim 2: Full Write

# Performance Task

- **Classroom Activity:** A teacher-led activity using Smarter Balanced scripted material and sources
- **Part 1:** On a computer, students read and respond to three evidenced-based research questions
- **Part 2:** On a computer, students will develop a full-write response using the same source material in part 1

# Performance Task Scoring

- **3 Research Questions**
  - two constructed response items
    - 2-point items
    - hand scored using item specific rubrics
  - one matching table item
    - 1-point
- **Full-Write**
  - Analytic scoring
    - Organization/Purpose – 4-point rubric (1-4)
    - Evidence/Elaboration – 4-point rubric (1-4)
    - Conventions – 3-point rubric (0-2)

# Service Animals Lend a Hand

## Sample Opinion Performance Task, Gr. 5

### Task:

People with disabilities often face challenges as they strive to perform the tasks of daily living. With the help of a service animal that is trained to perform specific tasks, disabled people can enjoy more independence and participate more fully in everyday activities in their home, school, workplace, and community.

For this task, you will be writing an opinion article related to the topic of service animals. Before you write your article, you will review three sources (an audio presentation with photos and two articles) that provide information about different types of service animals and a new law regarding service animals.

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 view or read the sources carefully for information you will need to answer the questions and write an article.

# Service Animals Lend a Hand

## Opinion Performance Task

### Research Question

3



Which of the three sources would be the most useful in arguing against the new law? Explain why, and support your answer with at least two details from that source.

Type your answer in the space provided.

# Service Animals Lend a Hand

## Opinion Performance Task

### **Your assignment:**

The legislature has passed a new law that allows only service dogs to go with their owners into public places. You are working on the school newsletter, and you have been asked to write a multi-paragraph article giving your opinion on the new law. In your article, you will take a side as to whether you think allowing only service dogs in public places is a good law or whether other service animals should also be permitted. Your article will be read by the teachers and students at your school. In your article, clearly state your opinion and support your opinion with reasons that are thoroughly developed using information from what you have read and viewed.

# Accessibility and Accommodations



# Accessibility and Accommodations

## Considerations for Claim 2

- Accommodations may need to be considered for students with motor impairments because students may use word processing tools (a mouse and keyboard) when responding to some items for Claim 2.
- Students with visual impairments may need accommodations as well.
- Some Task Models will be identified as being more appropriate for populations with motor or visual disabilities.
- Construct-relevant terminology will be indicated in item specifications.
- Item stems will model simple, clear, grade-appropriate language.

# Questions



# Reflect on Guiding Questions

1. What do educators need to do to support student learning?
2. What do educators need to do to ensure that students are prepared for the Smarter Balanced assessments?