

Text-Based Writing Component of the ELA Assessment

Spanish Lake Elementary
Parent Workshop

2014-2015

AGENDA

- ELA Test Dates
- Develop a basic understanding of the Text-Based Writing Component of the ELA assessment.
- What students should be doing at home.
- Important Websites



FYI... Great news from the state regarding the Text Based Writing assessment

**HOT OFF
THE
PRESS!!!!**

- Grades 4-7 will now be paper-based for both the field test and operational test.
- The session length will be 90 minutes and students may continue working, if needed, up to 120 minutes.
- The test administration window is from March 2nd through March 13th, 2015

Text-Based Writing Component of the ELA Assessment

Overall Task Description: Students will read a stimulus about a single topic. The stimulus should consist of informational or literary fiction or nonfiction texts and can cover a wide array of topics. After reading the stimulus, the students will respond to a writing prompt in which they will provide information on a topic or take a stance to support an opinion or argument.

Stimulus Attributes

The stimulus will consist of two to four texts. The approximate combined word count of the text sets is listed in the table below.

Grade Level	Minimum Word Count	Maximum Word Count
4	800	1300
5	800	1300

The stimulus will be presented along with a writing prompt that asks students to write an essay about the topic. The students will be required to synthesize information from the text sets and must cite specific evidence from the texts to support their ideas.

Informative/Explanatory Writing Stimulus and Prompt Example

Source #1

Interests

Tomorrow

Directions:

The sources that you read were about different materials. Write an informative essay in which you contrast two interesting materials that you read about and how the materials are used. Use information from the sources in your essay.

Tire

It is common to see buildings made of wood.

All of these buildings are of a natural nature. But let's take a look at some of the materials used in their construction.

Our first material is wood. Wood has been used for centuries in the construction of buildings. It is a natural material that is easy to work with and is available in many different types and colors.

Insulation is another material that is used in buildings. It helps to keep heat from escaping and cold from entering. There are many different types of insulation, but one of the most common is fiberglass.

Next, we will look at spider silk. Spider silk is a natural material that is very strong and elastic. It has been used in many different ways, including in the construction of buildings and in the production of textiles.

Why do people use spider silk? Well, it is very strong and elastic, which makes it a good material for use in buildings and textiles. It is also a natural material, which makes it a good choice for environmentally friendly products.

You can stretch a strand by nearly half of its length. Inventors are always searching for materials that are strong and elastic.

Spider silk could be used to make strong ropes and cables. Sponges and long-lasting clothing are other ideas that have come up.

Tomorrow, or perhaps the next day, you will see a building made of wood. In fact, you might have seaweed to thank for a building made of wood. You might have a spider to thank for a coat that is made of spider silk.

The sources that you read were about different materials that you read about and how the materials are used. Use information from the sources in your essay.

Opinion Writing Stimulus and Prompt Example

Source #1

Bikes in Your Community

Directions:

The passages you read were about bike sharing. Write an essay in which you give your opinion about whether or not a bike sharing program would work in your community. Use information from the sources in your essay.

Source #3

Need of Repair

fee. People pick up a bike at a bike docking station. The number of cities with bike sharing

Bike sharing programs allow

been used in many cities in the past few years. The idea is to have a

Bike sharing programs are needed in big cities because of the high number of bicycles at the station.

People use bicycles for many reasons. Each year, millions of people ride from their homes to work. The total time spent riding bicycles is many years. These

The passages you read were about bike sharing. This is an example of a one part opinion prompt. give your opinion about whether or not a bike sharing program would work in your community. Use information from the passages in your essay.

problems
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any time.
work
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o. It is
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icycles.
alert. You
walking
on. The
someone
is it
n either
a bike sharing program as a third option is

The Rubrics

- The scoring rubrics are analytic consisting of three domains:
 - Purpose, Focus and Organization (PFO)
 - Evidence and Elaboration (EE)
 - Conventions (C)

Purpose, Focus and Organization

- A score of 1 or 2 demonstrates weakness in response.
- A score of 3 or 4 demonstrates strengths in response.
- A score of 3 demonstrates proficiency of the domain.

Evidence and Elaboration

- A score of 1 or 2 demonstrates weakness in response.
- A score of 3 or 4 demonstrates strengths in response.
- A score of 3 demonstrates proficiency of the domain.
 - ▶ *Text evidence is **what** is important and elaboration is **why** it is important.*

Conventions of Standard English

- A score of 0 and 1 demonstrates weakness in response.
- A score of 2 demonstrates strength in response.

The Task

- Students must clearly understand the task detailed in the prompt in order to respond appropriately.
- Students should read the task before reading the texts and identify the Purpose, Audience and Task.

Key Words to in Rubric

Instructive Rubric Words:

- 4 – consistent, fully, clearly, skillfully, strongly maintained, logical, sustained, satisfactory, strongly, no forced evidences, relevant evidence and elaboration, interwoven ideas, interconnectedness.
- 3 – adequate, sufficient, maintained, synthesized information from more than one source, integrated ideas
- 2 – partial, repetitive, inconsistent, uneven, imprecise, inappropriate for the audience or task, erratic, grouped ideas without interconnectedness, plopped information, lapses of logic, faulty logic, just not enough, circular fillers, treadmill paragraphs, irrelevant
- 1 – minimal, ambiguous, absent, irrelevant, missing, confusing, vague, brief

Understanding the Prompt

Prompt:

What topic am I going to be reading about?

What type of essay am I going to be writing?

- Opinion Essay**
- Informative Essay**

Based on my choice above, what am I expected to do in this type of essay?

- State my opinion about the topic that I read about.**
- Identify my controlling idea about the topic that I read about.**

Is this a one part or a two part prompt?

- One Part**
- Two Part**

If the prompt is a one part prompt, what is it asking me to do?

If the prompt is a two-part prompt, what is each part asking me to do?

First Part:

Second Part:

Paraphrase the Prompt (Write in your own words what the prompt is asking you to do.)

Gathering Evidence

Selective Underlining/Highlighting

- 1. Read the Prompt: Students must have purpose for reading before beginning to read the selections and before underlining/highlighting.**
- 2. Read the selections.**
- 3. Reread one paragraph or sections at a time and begin underlining always keeping the purpose for reading.**
- 4. Choose key words or phrases to highlight/underline, never entire sentences or paragraphs.**
- 5. Generate topics or categories for ideas and write them in the margins.**
- 6. Discuss and justify underlined information with a partner (only during class instruction not during assessment).**

Organizing the Evidence

Conclusion-Support Notes

What is the issue/topic?

What is your
Opinion/Controlling
Idea about the topic?



What are your
reasons for this
opinion/controlling
idea?



What evidence from the
sources support your
opinion/controlling
idea?



Why is this evidence
important to your
opinion/controlling
idea?



What is your Conclusion?

Paraphrasing

In My Own Words

Paraphrasing is an excellent way to check one's understanding. If you can convert a written or oral message into your own words, you know you understand it.

Paragraph or Section from Text	In My Own Words

Citing Evidence

Show the Evidence:



- On page _____, it says...
- On paragraph _____ of the article _____, it says
- According to the author _____ from the article _____, it says
- For instance,...
- For example,...
- Based on what I read, ...
- According to the text _____, ...

Writing

- Students should plan for writing according to the purpose, audience and task.
- Students should address the audience as if the audience has not read the passages.
- Students should focus on quality rather than quantity of writing.
- If writing is too brief it does not contain adequate evidence from the texts.

Writing

- Students response should illustrate a balance between use of textual evidence and the student's own view/original ideas.
- Students should not merely provide a summary of the texts, but include their own ideas about the topic (They Say/I Say).

Writing

- Repetition of vocabulary, sentences, transitions, and stylistic devices weakens the writing.
- Plagiarism is not acceptable.
- Direct quotes should be relevant and connected to the writing.
- Students must acknowledge the source of their information.

At Home

Good readers make good writers.

- i-Ready
- Wonders Resources
- myON Reader
- Moby Max

Helpful Websites

- fsassessments.org
- sle.dadeschools.net
- dadeschools.net