High School Narrative Common Quarterly Writing Prompts

Purpose:
The purpose of the on-demand prompt is as an assessment of writing is to provide a snapshot of what a student can do with a particular prompt, limited time and space, and without teacher input. This assessment does not encompass all the forms of assessment students should experience in writing. Please refrain from teaching, editing, or additional prewriting activities as related to this prompt with students. If you do support students during the writing assessment, please make a note so that you can appropriately score the student’s final writing.

Standards Assessed:

W3: Use narrative writing to develop real or imagined experiences or event using effective technique, well-chosen details, and well-structured event sequences.

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 break up the time in two 30-minute or three 20-minute sessions. The total assessment should be 60 minutes.
- Students may bring a text to cite during the assessment or the teacher may provide the text.
- Post, read, and review the writing prompt 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 just for assessment purposes.
- Reread the prompt as needed for individuals or groups of students.
- Apply all modifications and accommodations as indicated in IEP and 504 plans.
- 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.
- Use attached rubric to score the writing prompt; students may use the rubric for reference.
- Students should have access to any writing tools normally available to them during writing time (scoring rubric, writing folders, desk dictionaries, etc.).
The Day before Assessment Administration, read the prompt to your students:

9th grade prompt: Choose an object/possession/artifact that is important to you. Describe the object and explain the object’s importance in a narrative essay.

10th grade prompt: People often say, “Don’t judge a book by its cover.” In a well-written narrative essay, demonstrate the truth in this saying.

11th grade prompt: Recall a significant event in history or in your own life that has impacted America or you. Recount the event and its impact in a narrative essay.

12th grade prompt: Discuss an accomplishment or event, formal or informal, which marked your transition from childhood to maturity within your culture, community, or family.

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.”

“You writing task will be completed in one hour/period. During this time, you should plan, write, revise, and edit. You may type or handwrite your paper (teacher discretion) but you will not receive more time to re-type your writing. You will hand in this draft.”

2) Read the prompt:

9th grade prompt: Choose an object/possession/artifact that is important to you. Describe the object and explain the object’s importance in a narrative essay.

10th grade prompt: People often say, “Don’t judge a book by its cover.” In a well-written narrative essay, demonstrate the truth in this saying.

11th grade prompt: Recall a significant event in history or in your own life that has impacted America or you. Recount the event and its impact in a narrative essay.

12th grade prompt: Discuss an accomplishment or event, formal or informal, which marked your transition from childhood to maturity within your culture, community, or family.

In your writing, make sure you:
- Write an introduction
- Elaborate with a variety of information
- Organize your writing
- Use transition words
- Write a conclusion
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.”