

Eighth Grade Argument/Opinion Common 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 Argument/Opinion standard-referenced writing rubric can be used throughout the school year for instruction and assessment purposes.

Before the writing assessment is administered, teachers should supply students with time to read all materials necessary for the assessment, scaffolding when appropriate. Such as, research the topic, or read a text together in class. 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 this prompt with students.

Standards Assessed:

W1: Write arguments to support claims with clear reasons and relevant evidence.

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 three 30-minute or two 45-minute sessions. The total assessment should be 90 minutes.
- Students may bring a text to cite during the assessment or be provided to them.
- 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 just for assessment purposes.*
- 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). If you don't have a 90-minute block, two 45 minute blocks or three 30-minute blocks are acceptable in order to fit individual classroom schedules.
- Use attached rubric to score the writing prompt and students may 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 if they choose to do so.

The Day before Assessment Administration read to your 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 and opposing claim clearly, citing evidence from the text.

Prompt 2: Write an essay about an issue that you have previously studied. Make sure you clearly state your claim and opposing claim, and support your opinion with credible evidence.

Teacher will say:

“If you want to find and use the text to help you with this writing, you may bring it with you tomorrow.”

**Texts used in class should be available for the students to use prior to and during the assessment period.*

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 90-minutes of class time. 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:

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 and the opposing claim clearly, citing evidence from the text or other sources.

Prompt 2: Write an essay about an issue that you have previously studied. Make sure you clearly state your claim and opposing claim, and support your opinion with credible evidence.

If you brought the text to this assessment, you may find and use the information in it.

In your writing, make sure you:

- State the claim and opposing claim clearly
- Answer all parts of the prompt
- Use specific evidence from the text to support and develop the claim
- Use transitions
- Use precise and authoritative language
- Use formal style
- Conclude logically
- Use correct conventions

3) After you read the prompt

“This session is scheduled to be _____ 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.”

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