

High School Argument Opinion 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.

Before the writing assessment is administered, teachers may supply students with time to research the topic they wish to write on so they can reference their text during the assessment (for example, time at the library to research an article about their topic the day before the writing assessment.) If you do support students during the writing assessment, please make a note so that you can appropriately score the student's final writing. The argument opinion prompt requires student to incorporate text into their writing. This requirement is directly aligned with ELA Standard W1. Stimulus material for each prompt is provided.

Standards Assessed:

W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient 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. Notes from pre-writing activities may be used during this on-demand assessment. Teachers may not assist students during the writing portion 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. If students are productively writing, teachers may allow additional time to complete the draft.
- Students may use teacher provided stimulus material (i.e. text, video, articles) 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 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. If students are engaged and productively writing, teachers may allow additional time to complete the draft.
- Use attached rubric to score the writing prompt; students may use the rubric for reference before and during the assessment.
- 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(s) to your students:

**Teachers may choose to administer one prompt for multi-age classes.*

Grade 9:

Text-based assessment: Read the following sources and then synthesize three of the sources into a well-developed essay that develops a position about what are the most important issues to consider when making decisions about space exploration. Ensure that you develop a clear position for your essay. Use the sources to develop your position. Avoid summarizing the sources. Provide citations for the sources that you use. (Document link will be provided.)

Grade 10:

Text-based assessment: Read the following sources and then synthesize three of the sources into a well-developed essay that develops a position on the effects of advertising. Ensure that you develop a clear position for your essay. Use the sources to develop your position. Avoid summarizing the sources. Provide citations for the sources that you use. (Document link will be provided.)

Grade 11:

Text-based assessment: Read the following sources and then synthesize three of the sources into a well-developed essay that evaluates the most important factors a school should consider before implementing technology into curriculum and instruction. Ensure that you develop a clear position for your essay. Use the sources to develop your position. Avoid summarizing the sources. Provide citations for the sources that you use. (Document link will be provided.)

Grade 12:

Text-based assessment: Reference three of six documents about the value of college: Read the following sources and then synthesize three of the sources into a well-developed essay that evaluates whether college is worth its cost. Ensure that you develop a clear position for your essay. Use the sources to develop your position. Avoid summarizing the sources. Provide citations for the sources that you use. (Document link will be provided.)

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 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.”

Read the appropriate prompt:

Grade 9:

Text-based assessment: Read the following sources and then synthesize three of the sources into a well-developed essay that develops a position about what are the most important issues to consider when making decisions about space exploration. Ensure that you develop a clear position for your essay. Use the sources to develop your position. Avoid summarizing the sources. Provide citations for the sources that you use. (Document link will be provided.)

Grade 10:

Text-based assessment: Read the following sources and then synthesize three of the sources into a well-developed essay that develops a position on the effects of advertising. Ensure that you develop a clear position for your essay. Use the sources to develop your position. Avoid summarizing the sources. Provide citations for the sources that you use. (Document link will be provided.)

Grade 11:

Text-based assessment: Read the following sources and then synthesize three of the sources into a well-developed essay that evaluates the most important factors a school should consider before implementing technology into curriculum and instruction. Ensure that you develop a clear position for your essay. Use the sources to develop your position. Avoid summarizing the sources. Provide citations for the sources that you use. (Document link will be provided.)

Grade 12:

Text-based assessment: Reference three of six documents about the value of college: Read the following sources and then synthesize three of the sources into a well-developed essay that evaluates whether college is worth its cost. Ensure that you develop a clear position for your essay. Use the sources to develop your position. Avoid summarizing the sources. Provide citations for the sources that you use. (Document link will be provided.)

In your writing, make sure you:

- Write an introduction.
- Elaborate with a variety of information.
- Organize your writing.
- Use transition words.
- Write a conclusion.

2) 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?”

3) 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

4) 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.”

****If students are engaged and productively writing, teachers may schedule additional time for students to complete their draft.***