

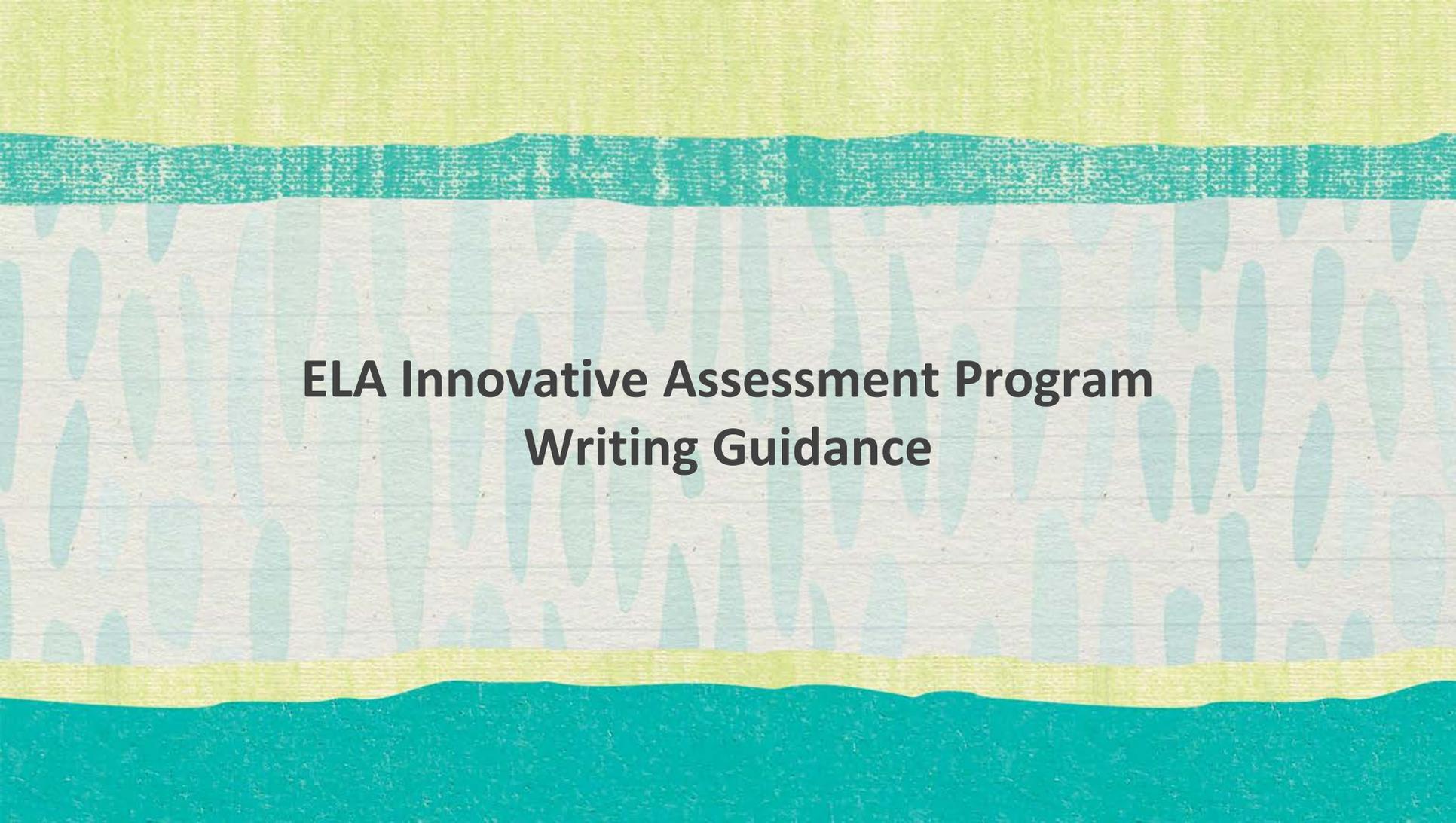


#LATEACHERLEADERS



SUMMIT 2022

MAKING A COMEBACK!



**ELA Innovative Assessment Program
Writing Guidance**

Agenda

- Review writing components of the ELA Innovative Assessment Program
- Examine the ELA rubrics
- Discuss score points and observations
- Analyze sample papers

Writing Components—Constructed Response

- Appears at the end of Section 1
- Asks students to write a paragraph about a new text or pair of texts
- Scored for reading comprehension only, not written expression
- Worth up to four points and scored using [Rubric for Constructed-Response Items](#)

Constructed-Response Rubric (Grades 6-8)

SCORE	DESCRIPTION
4	The response includes a thorough and accurate explanation or analysis, supported by relevant and specific evidence from the text(s).
3	The response includes a mostly complete but accurate explanation or analysis, supported by relevant but often general evidence from the text(s).
2	The response is partial; includes limited evidence from the text(s) and may include misinterpretations.
1	The response is minimal; with little or no evidence from the text(s) and may include misinterpretations or the response relates minimally to the task.
0	The response is blank, incorrect, irrelevant, or contains insufficient information to demonstrate comprehension.

Writing Components—Essay Prompt

- Appears in Section 2 of the assessment
- Asks students to create an extended and complete written response showing their understanding and synthesis of the key knowledge built in the unit
- To address the prompt, students use specific details from the new text(s) and relevant information from selected unit texts.
- Measures reading comprehension and written expression as well as knowledge and use of language conventions
- Worth up to 11 points and scored using the [EOU Essay Rubric](#)

Rubric Dimension: Reading Comprehension and Written Expression (RCWE)

SCORE POINT 4	SCORE POINT 3	SCORE POINT 2	SCORE POINT 1	SCORE POINT 0
<p>The student response</p> <ul style="list-style-type: none"> demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis; addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task, purpose, and audience; uses clear reasoning supported with relevant references to ideas and information from the unit(s) to develop claim or topic; is effectively organized with clear and coherent writing; establishes and maintains an effective style. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis; addresses the prompt and provides mostly effective development of the claim or topic that is mostly appropriate to the task, purpose, and audience; uses mostly clear reasoning supported with relevant references to ideas and information from unit(s) to develop claim or topic; is organized with mostly clear and coherent writing; establishes and maintains a mostly effective style. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis; addresses the prompt and provides some development of the claim or topic that is somewhat appropriate to the task, purpose, and audience; uses some reasoning and references to ideas and information from unit(s) to develop claim or topic; demonstrates some organization with somewhat coherent writing; style is somewhat effective. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis; minimally addresses the prompt and provides minimal development of the claim or topic that is limited in its appropriateness to the task, purpose, and audience; uses limited reasoning and reference to ideas and information from unit(s); demonstrates limited organization and coherence; style is minimally effective. 	<p>The student response</p> <ul style="list-style-type: none"> demonstrates no comprehension of ideas by providing an inaccurate or no analysis; is undeveloped and/or inappropriate to the task, purpose, and audience; includes little or no reasoning or reference to ideas and information from unit(s); lacks organization and coherence; has an inappropriate style.

Rubric Dimension: Knowledge and Use of Language Conventions

Score Point 3	Score Point 2	Score Point 1	Score Point 0
<p>The student response</p> <ul style="list-style-type: none">• demonstrates full command of the conventions of standard English at an appropriate level of complexity;• may include a few minor errors in mechanics, grammar, and usage, but meaning is clear.	<p>The student response</p> <ul style="list-style-type: none">• demonstrates some command of the conventions of standard English at an appropriate level of complexity;• may include errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.	<p>The student response</p> <ul style="list-style-type: none">• demonstrates limited command of the conventions of standard English at an appropriate level of complexity;• may include errors in mechanics, grammar, and usage that often impede understanding.	<p>The student response</p> <ul style="list-style-type: none">• does not demonstrate command of the conventions of standard English at the appropriate level of complexity;• includes frequent and varied errors in mechanics, grammar, and usage that impede understanding.

Feedback on Writing

- The following slides describe each score point from the end-of-unit essay scoring rubric for the Reading Comprehension and Written Expression dimension and notes from the project manager of the scoring of the IAP responses.
- As we walk through each score point, think about your own students and their performance on classroom writing assignments.

Score Point 4

From the Rubric:

The student response

- demonstrates **full comprehension** of ideas stated explicitly and inferentially by providing an **accurate analysis**;
- addresses the prompt and provides **effective and comprehensive** development of the claim or topic that is consistently appropriate to the task, purpose, and audience;
- uses **clear** reasoning supported with relevant references to ideas and information from the unit to develop claim or topic;
- is **effectively** organized with **clear and coherent** writing; establishes and maintains an **effective** style.

Notes on Score Point 4

Observations from Scoring Center:

- Comprehensive development; thoughtful analysis
- Shows insight and understanding
- Great use of evidence
- Successfully uses required number of sources

Note: Remember that the Reading Comprehension and Written Expression (RCWE) score is doubled, so students who receive a 4 on their response will show “8 of 8” on that part of the report.

Score Point 3

From the Rubric:

The student response

- demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis;
- addresses the prompt and provides **mostly** effective development of the claim or topic that is **mostly** appropriate to the task, purpose, and audience;
- uses **mostly clear** reasoning supported with relevant references to ideas and information from unit to develop claim or topic;
- is organized with **mostly** clear and coherent writing; establishes and maintains a **mostly** effective style.

Notes on Score Point 3

Observations from Scoring Center:

- Thoughtful and clear argument/idea/claim
- Uneven development (e.g., two great body paragraphs, but the third paragraph falls flat)
- Includes a solid explanation of the new text as well as relevant details from the anchor text, less success with other unit text
- Organized (intro, development, conclusion)

Note: Remember that the RCWE score is doubled, so students who receive a 3 on their response will show “6 of 8” on that part of the report.

Score Point 2

From the Rubric:

The student response

- demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis;
- addresses the prompt and provides **some** development of the claim or topic that is **somewhat** appropriate to the task, purpose, and audience;
- uses **some** reasoning and references to ideas and information from unit(s) to develop claim or topic;
- demonstrates **some** organization with **somewhat** coherent writing;
- style is **somewhat** effective.

Notes on Score Point 2

Observations from Scoring Center:

- Tries to make connections across texts (but not as successful, especially with new text)
- Some development but weaker analysis/explanation (“thin” development)
- More generalizing and fewer examples
- Organization shows attempts to write an essay
- Often includes some minor errors and/or misunderstanding of texts

Note: Remember that the RCWE score is doubled, so students who receive a 2 on their response will show “4 of 8” on that part of the report.

Score Point 1

From the Rubric:

The student response

- demonstrates **limited** comprehension of ideas stated explicitly and/or inferentially by providing a **minimally accurate** analysis;
- **minimally** addresses the prompt and provides **minimal development** of the claim or topic that is **limited** in its appropriateness to the task, purpose, and audience;
- uses **limited** reasoning and reference to ideas and information from unit(s);
- demonstrates **limited** organization and coherence;
- style is **minimally** effective.

Notes on Score Point 1

Observations from Scoring Center:

- Glimmer of understanding
- Wanders around the prompt but shows some written expression
- Shows understanding of the prompt but response is not developed
- Typically uses only one source, often the anchor text
- Organization is lacking; often no attempt to provide intro/conclusion

Note: Remember that the RCWE score is doubled, so students who receive a 1 on their response will show “2 of 8” on that part of the report.

Score Point 0

From the rubric:

The student response

- demonstrates no comprehension of ideas by providing an **inaccurate or no analysis**;
- is **undeveloped and/or inappropriate** to the task, purpose, and audience;
- includes **little or no** reasoning or reference to ideas and information from unit(s);
- lacks organization and coherence; has an **inappropriate** style.

Notes on Score Point 0

Observations from the Scoring Center:

- No valid attempt to answer the prompt; no comprehension of the prompt
- Repeated words of the prompt; wanders around with lots of repetition using prompt language
- Sometimes attempts to answer the Constructed Response from section 1 again
- Summary of texts without relating to the prompt
- Splatter approach (when they don't quite understand the prompt and just try to throw out several ideas to see if anything sticks)
- Some 0s severely underdeveloped (1-4 lines of text)
- Many responses 50-100 words or fewer (so about a paragraph worth of development)

Sample Student Responses—1 Point

The Giver Unit

I agree with the claim because nothing can replace the memories and feelings and choices. For example in The Giver they made their community where everything was the same, and where the people could not make their own choices, also they could not express their feelings. This was one way they controlled the people. Another way was that they could not pick their own jobs the people were picked for their jobs, This shows that the people had even less control of their life. These are two ways why I agree with the claim.

Sample Student Response—1 Point

A Christmas Carol Unit

the text shows that scrooge changed because the sprit shows what he's going to be a even worse if dosen't change for himself and dosen't be nice to people and care about family and friends more than money because scrooge nephew was so happy that he shake his hand so hard and almost broke his arm and he was so happy that his uncle change to a grumpy old man to a nice old man and scrooge give his worker a rise of money

Reflection

- How might you help students move from score point 1 to 2?
- Consider what elements you can build upon to encourage struggling writers.

Sample Student Response—0 Points

The Giver Unit

Sample 1—I agree with the statement about the giver because it is a good story and it has nice characters.

Sample 2—From The Giver unit I have learned about when Jonas got released and when his father killed the new child. I also learned that They adopted Gabriel and Jonas and Gabriel were in snow and it ended peacefully and it was full of happiness. I agree because Jonas and his father got released and it all took place in The Giver. The setting happened when Jonas got on stage and he was nervous but all he had to do was to be strong and brave. The characters are Jonas, Fiona, Asher, and Jonas’s father. Jonas is kind, Fiona is happy, Asher is silly, sweet, and funny, and Jonas’s father is mean.

Sample Student Responses—0 Points

A Christmas Carol Unit

Sample 1—You should always be kind to someone if there being kind to you. You do not have to be mean all the time you talk to someone or if someone ask you to do something. everybody have feelings. they might don't show but everyone has feelings so you should watch how you talk to people.

Sample 2—in the book and the other text they have the same characters and the same meaning one deals with scrooge dying and the other deals with scrooge leaning to change his ways to help his life and not live like Marley does as a restless spirit. The reason I say this is because they just are.

Reflection

- How might you help students move from score point 0 to 1?
- Consider what elements you can build upon to encourage struggling writers.

Supports

IAP Guidance for Score Reports

- Provides specific ELA Guidebooks materials to help teachers consider instructional strategies for improving writing
- Includes Scoring Activity (collaborative scoring, with other teachers and students)

Resources on ELA Planning Page

- Language Links–The Writing Revolution (Grades 6, 7, 8)
- [Shared and Interactive Writing](#)
- [Notice and Note Signposts](#)

What are some of the lessons/techniques you find most useful in ELA Guidebooks?

Other IAP Resources

- [IAP Key Initiative Document](#)
- [IAP Assessment Guides](#)
- [Parent Guide for the IAP Reports](#)

Final Reflection

What is one thing you heard or thought of today during the session that you can put into action next year as you work with your students to help them better express their understanding of what they read?

Thank You!

Contact us at assessment@la.gov with questions.