

# Building a Culture of Writing

## Session 1: Assessing Writing

Presented by

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# Introductions

Kevin Raczynski, Ph.D.

Assistant Director

The Georgia Center for Assessment at UGA

## Teaching Experience:

2003-2005: First Year Composition at the University of Georgia

2005-present: Students across the state, in grades K-12, with a focus on text-dependent writing

2001 - present: Has assessed writing in multiple formative and summative contexts

**Kevin's Passion Statement:** Empowering one another to experience the pleasure that comes from reading, thinking, and writing well.

# Introductions

Ashley Morris, Ed.S.

English Language Arts Professional Learning Specialist (PLS)

Cobb County Public Schools

## Teaching Experience:

2008-2009- 8th grade Reading, Jefferson County, MS

2009-2010- 5th Grade ELA, Montgomery County, MD

2010-2015- English Language Arts Middle School Teacher/Academic Coach

2015-Present: English Language Arts PLS, CCSD

**Ashley's Passion Statement:** Provide meaningful and personalized experiences for your students and commit expanding your skill set by challenging and reflecting on your current beliefs and practices.

# Collaborative Conversation Signal



# Guiding Questions

1. Why start with a focus on assessing writing?
2. How does assessing writing impact how we teach writing?

# Webinar Objectives

## Text-dependent argumentative writing

- Explore rubrics from Milestones (Grade 8), AP Language & Composition, First Year Composition at UGA, and a co-created classroom rubric
- What do these rubrics have in common?
- Think-aloud: assessing a student response, looking for the elements of argumentation
- Apply: assess 1 additional student response, looking for the same elements / discuss

## Text-dependent narrative writing

- Explore a rubric from Milestones (Am. Lit.) and a co-created classroom rubric
- What do these rubrics have in common?
- Think-aloud: assessing a student response, looking for the elements of narrative
- Apply: assess 1 additional student response, looking for the same elements

# Webinar Objectives

- Understand how argumentative and narrative writing can be assessed in multiple contexts
- Make specific connections between assessing writing and writing instruction
- Explore ways to effectively use writing assessment data to guide writing instruction (Analyze various writing rubrics)

# What Does Mastery Look Like for Argumentative Writing (Writing Standard 1)?

## Overall (Grade 8)

Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
Attempts to write <b>basic arguments</b> to support a claim with reasons	Writes <b>general arguments</b> to support a claim with reasons and evidence	<b>Writes arguments</b> to support a claim with clear reasons and relevant evidence	Writes <b>conclusive arguments</b> to support a claim with clear reasons and analysis of relevant evidence

Full achievement level descriptors, grades 6th-12th: <http://tinyurl.com/adescriptors>



# Exploring Argumentative Rubrics

# Milestones Argument Rubric (Grade 8)

## Trait 1 for Argumentative Genre

Writing Trait	Score	Description
<p><b>Idea Development, Organization, and Coherence</b>  <i>This trait examines the writer's ability to effectively establish a claim as well as to address counterclaims, to support the claim with evidence from the text(s) read, and to elaborate on the claim with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an argumentative essay.</i></p>	4	<p><i>The student's response is a well-developed argument that develops and supports claims with clear reasons and relevant evidence based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Effectively introduces claim(s), acknowledges and counters opposing claim(s), and engages the audience</li> <li>• Uses an organizational strategy to establish clear relationships among claim(s), counterclaim(s), reasons, and relevant evidence</li> <li>• Uses specific and well-chosen facts, details, definitions, examples, and/or other information from sources to develop claim(s) and counterclaim(s) fully and fairly and to point out strengths and limitations of both while anticipating the audience's knowledge and concerns</li> <li>• Uses words, phrases, and clauses that effectively connect the major sections of the text and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s)</li> <li>• Uses and maintains a formal style and objective tone that is appropriate for task, purpose, and audience</li> <li>• Provides a strong concluding statement or section that follows from and supports the argument presented</li> </ul>
	3	<p><i>The student's response is a complete argument that relates and supports claims with some evidence based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Clearly introduces claim(s) and attempts to acknowledge and counter opposing claim(s)</li> <li>• Uses an organizational strategy to present claim(s), reasons, and evidence</li> <li>• Uses multiple pieces of relevant information from sources adequately to develop claim(s) and counterclaim(s) and to clarify relationships between claim(s), reasons, evidence, and counterclaim(s) while attempting to attend to the audience's knowledge or concerns</li> <li>• Uses words and/or phrases to connect ideas and show relationships among claim(s), reasons, and evidence</li> <li>• Uses an appropriate tone and style fairly consistently for task, purpose, and audience</li> <li>• Provides a concluding statement or section that follows from the argument presented</li> </ul>

# Milestones Argument Rubric (Grade 8)

2	<p><i>The student's response is an incomplete or oversimplified argument that partially supports claims with loosely related evidence.</i></p> <ul style="list-style-type: none"><li>• Attempts to introduce claim(s), but claim(s) may be unclear; makes reference to opposing claim(s)</li><li>• Attempts to use an organizational structure, which may be formulaic</li><li>• Develops, sometimes unevenly, reasons and/or evidence to support claim(s) and present opposing claim(s), but shows little awareness of the audience's knowledge or concerns</li><li>• Attempts to use words and/or phrases to connect claim(s), counterclaim(s), reasons, and evidence, but cohesion is inconsistent or weak</li><li>• Attempts to use an appropriate tone and style are not consistently appropriate for task, purpose, and audience</li><li>• Provides a weak concluding statement or section that may not follow the argument presented</li></ul>
1	<p><i>The student's response is a weak attempt to write an argument and does not support claims with adequate evidence.</i></p> <ul style="list-style-type: none"><li>• May not introduce claim(s), or the claim(s) must be inferred; does not reference or acknowledge opposing claim(s)</li><li>• May be too brief to demonstrate an organizational structure, or no structure is evident</li><li>• Provides minimal information to develop the claim(s), little or none of which is from sources, and fails to attend to the audience's knowledge or concerns</li><li>• Makes no attempt to use words and/or phrases to connect claim(s) and reasons, reasons and evidence, and claim(s) and counterclaim(s)</li><li>• Uses a style and tone that are inappropriate and/or ineffective</li><li>• Provides a minimal or no concluding statement or section</li></ul>
0	<p><i>The student's response is flawed for various reasons:</i></p> <ul style="list-style-type: none"><li>• Blank</li><li>• Copied</li><li>• Too Limited to Score/Illegible/Incomprehensible</li><li>• Non-English/Foreign Language</li><li>• Off Topic/Off Task/Offensive</li></ul>

# Milestones Argument Rubric (Grade 8)

Writing Trait	Score	Description
<b>Language Usage and Conventions</b> <i>This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i>	3	<i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>• Uses clear and complete sentence structure, with appropriate range and variety</li> <li>• Makes an attempt to attribute paraphrases and direct quotations to their sources via in-text or parenthetical citations</li> <li>• Has no errors in usage and/or conventions that interfere with meaning</li> </ul>
	2	<i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>• Uses complete sentences, with some variety</li> <li>• Attributes paraphrases and direct quotations inconsistently to their sources via in-text or parenthetical citations</li> <li>• Has minor errors in usage and/or conventions with no significant effect on meaning</li> </ul>
	1	<i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>• Has fragments, run-ons, and/or other sentence structure errors</li> <li>• Makes little, if any, attempt to attribute paraphrases and direct quotations to their sources</li> <li>• Has frequent errors in usage and conventions that interfere with meaning</li> </ul>
	0	<i>The student's response is flawed for various reasons:</i> <ul style="list-style-type: none"> <li>• Blank</li> <li>• Copied</li> <li>• Too Limited to Score/Illegible/Incomprehensible</li> <li>• Non-English/Foreign Language</li> <li>• Off Topic/Off Task/Offensive</li> </ul>

# AP Language and Composition (2015)

## Score point 8

“Essays earning a score of 8 effectively argue a position...They develop their argument by effectively synthesizing at least 3 of the sources. The evidence and explanations used are appropriate and convincing. Their prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.”

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# UGA First Year Composition (Modified)

## Credible and Complete

If you meet these first three requirements, you will earn a grade of "C." (70-79)

### 1. Unity

Contains a clear focus (e.g., **thesis or central claim**), which is maintained throughout the paper.

Has a recognizable overall organizational structure (e.g., introduction/body paragraphs/conclusion, or an alternative structure that is specific to the assignment, such as a lab report)

### 2. Evidence/Development

Develops the thesis or central claim with relevant **main points/reasons**.

**Main points/reasons** are further developed with relevant, accurate **details/facts/evidence**.

### 3. Presentation

Uses Standard English grammar, punctuation, usage, and documentation.

Meets requirements for length and/or format.

# UGA First Year Composition (Modified)

## Skillful

If you meet all of the requirements above and, in addition, meet the following requirements, you will earn a grade of "B." (80-89)

### 4. Coherence

Uses transition words/phrases and clear sequencing to connect paragraphs and ideas within paragraphs; these transitions guide the reader through the response.

Incorporates evidence from outside sources smoothly, appropriately, and responsibly.

Explains how, why, or in what way the details, facts, and evidence support the main point/reason in question, and, by extension, the broader thesis or central claim.

## Distinctive

If you meet all of the requirements above and, in addition, meet the following requirements, you will earn a grade of "A." (90-100)

### 5. Distinction

Your response stands out because of one or more of the following characteristics: *complexity*, originality, seamless coherence, extraordinary control, sophistication in thought, recognizable voice, compelling purpose, imagination, insight, thoroughness, and/or depth.

Argumentative  
Rubrics  
(Student Voice)

**Co-Created  
Argumentative Rubric**

- Introduction with a claim**
- Well-organized**
- Defend the claim by using relevant evidence**
- Acknowledge the opposing claim show its limitations**
- Use transitions to show relationship among the claim, supporting evidence, & opposing claims.**
- Closing statement**



-Introduces opinion or claim and organizes supporting reasons

-Evidence includes well-chosen facts, details, and other information

## **Co-Created Argumentative Rubric**

**-Introduction with a claim**

**-Well-organized**

**-Defend the claim by using relevant evidence**

**-Acknowledge the opposing claim show its limitations**

**-Use transitions to show relationship among the claim, supporting evidence, & opposing claims.**

**-Closing statement**

-Varied sentences

-Consistent tone

-Varied sentence formation

Provides strong concluding state or section that **logically** follows the argument presented

-Introduces opinion or claim and organizes supporting reasons

-Evidence includes well-chosen facts, details, and other information



## **Co-Created Argumentative Rubric**

**-Introduction with a claim**

**-Well-organized**

**-Defend the claim by using relevant evidence**

**Strategy: Support, Challenge, Question**

# Collaborative Discussion: Compare & Contrast Rubrics

- How are they similar & different?
- How do they resemble the rubrics you use in your classroom?
- What are the implications for how we teach argument and how we assess argument?



# Evaluating arguments related to high-interest texts/topics students care about



# An example

Read “Taylor Swift, Platinum Party of One.”

<http://www.npr.org/blogs/therecord/2014/11/05/361577726/taylor-swift-platinum-party-of-one>

Then, respond to the following question:

Why has Taylor Swift's *1989* sold so many copies?

Support your answer with details from the passage.

→ Note: adding more texts to consider could make this into more of an essay question.

## Excerpt 1

Taylor Swift's promotional run for *1989* is a case study on what a full court blitz looks like in 2014. Before *1989*'s release, she coached and performed on NBC's *The Voice*. She made an appearance on *The View*. She shut down Hollywood Boulevard for a performance broadcast on *Jimmy Kimmel Live*. She sat down with David Letterman, who called her "Mother Teresa." Swift made an appearance on *Good Morning America* to announce that she'd become the global ambassador of New York City, even though she just moved there. She spent time on Ryan Seacrest's morning radio show, and he played big chunks of the album on his program the day of its release. And it didn't just begin a few weeks ago. Earlier in the year, Taylor Swift wrote [an optimistic op-ed](#) in *The Wall Street Journal* on the future of the industry (more on that later). And [the announcement of her album](#) and its first single, "Shake It Off," were also social media events.

## Excerpt 2

And when it comes to Twitter, maybe no artist uses the platform better than Swift. She's got over 46 million followers on the site.

Taylor Swift is spending her evenings on social media looking for her fans, and connecting with them. The hashtag is [#taylurking]. It could be #TaylorStalking. She responds personally to fans' tweets to and about her all the time. She'll retweet their tweets about her, or photos of them buying her albums. She even used Twitter to invite a small number of fans to her house for a private *1989* listening party. And of course, they all tweeted about it, further increasing the hype around *1989*.



# Looking for these rubric elements

## Look-fors when assessing (or peer editing) shorter arguments

- Is your **claim** clear?
- Developed with relevant **text evidence**?
- Any elaboration on this evidence?

# Looking for the elements of argumentation

*1989* has sold so many copies because Taylor Swift has worked very hard to promote it. According to Sanders, Swift used Twitter to retweet a picture of a fan buying the album. She also invited some fans through Twitter to a listening party at her house. All of this creates “hype around 1989,” likely leading to more sales.

# Looking for the elements of argumentation

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# Apply!

## Assess one additional student response to an argumentative essay prompt (longer response)

- Highlight the student's **claim** in **bold**.
- Highlight relevant **reasons** in **blue**.
- When the student develops the **reasons** with relevant **text evidence**, highlight the evidence in **green**.
- Any elaboration on this evidence? If so, underline this elaboration.
- Does the student address a *counterclaim*? If so, *italicize* it.

# Grade 9 Extended Writing Task

Currently, a debate exists between those who feel that the dominance of technology in our everyday lives inevitably poses a major health risk and those who argue that technology, instead, actually creates powerful new ways to stay fit.

Weigh the claims on both sides, and then write an argumentative essay in your own words supporting one side of the debate. Be sure to use evidence from BOTH texts in your argumentative essay.

Source for slides 31-35: GaDOE, Grade 9<sup>th</sup> Grade Literature Item and Scoring Sampler (2015-16)

## **Step Away from the Smartphone**

With the world at our fingertips at the touch of a button or the swipe of a screen, it's no wonder that people are spending more time on electronic devices. It seems that almost every facet of life can be improved using technology. Questions can be answered, friendships can be developed, and businesses can be promoted. Online storefronts make shopping a breeze. When people want a break from devices, they can lounge in front of theater-quality televisions and enjoy movies, TV shows, or gaming. Technology clearly makes life easier. But in actuality, it is making life a bit too easy. In fact, overuse of technology is contributing to a dangerous decline in fitness and health.

Research supports this worrisome truth. One recent study reviewed physical activity in the United States, China, Brazil, the United Kingdom, and India between 1965 and 2009. Every nation showed significant drops, but the U.S. experienced the greatest decline, with total activity falling by about one-third. Notably, most of the decline in activity levels occurred between 2003 and 2009, when Internet use first blossomed in popularity.

Based on this research, scientists predict that Americans will participate in almost 42 hours a week of seated leisure activities by 2030. That's more than the average workweek. Experts link this largely to the use of digital media, which has increased to an average of 11 hours per day.

The massive reduction of activity has contributed to an overall rise of weight levels and a loss of cardiovascular fitness. According to experts, heart fitness exceeds other types of fitness, including strength and flexibility, in its importance to overall health. Alarmingly, both children and adults have experienced a serious decline in heart health. One study reveals that children and teens today are approximately 15 percent less fit than their parents were as kids. The average mile-run is about 1.5 minutes slower for children today than it was for children 30 years ago. And over time, of course, we know that increased inactivity will lead to more heart disease, a higher incidence of diabetes, and other serious illnesses.

What can be done to reverse this trend? Adults and kids alike should put down their electronic devices, get up, and move. Instead of texting a friend, we should get out and visit that friend. Instead of shopping online, we can take back the experience of actually walking through stores, handling the merchandise, and talking to people. And while it is certainly entertaining to watch professional athletes play sports on our shiny new technical gadgets, it is far healthier to get outside and take part in sports activities ourselves. Our health and well-being depend on it.



## Getting Fit with Technology

For many people, staying fit is a challenge in the modern world. Careers often require people to sit for hours in front of screens. After a long workday, it is tempting to collapse on the sofa and catch up on social media or zone out with television. But more and more people are glancing at their wrist-bound fitness devices and deciding to hit the gym instead. While some aspects of our technologically driven world may encourage physical inactivity, others are actually helping people monitor and improve their fitness levels.

The fitness tech industry is growing by leaps and bounds. In fact, more than 17 million wearable fitness devices were shipped in 2014. These gadgets can check heart rate, count steps, estimate calories burned, and count calories consumed. Some even check body temperature and perspiration levels. Many such devices are strapped on like watches, so users can wear them all day to track activity, eating, and even sleep habits. Some include chest straps or shoe sensors. Manufacturers often provide free, customizable fitness plans that are integrated into the software.

Fitness devices can be linked to smartphones so wearers can input data, such as what they ate for lunch, quickly and easily. These devices offer gentle reminders to their wearers to move more and eat more healthfully. Some even provide virtual coaching during exercise sessions, such as monitoring heart rate and telling users to slow down or speed up. At the session's end, the virtual coach will offer praise for a job well done.

Most wearers find fitness devices to be very motivating and fun to use. And, as a result, the devices do help people become more aware of their habits. For example, when every step is logged, people are more likely to take the stairs than to ride the elevator. They work harder when they have personal goals to meet because they like to see positive results recorded on the devices. Some even enjoy sharing their progress on social media for virtual congratulations.

According to a recent study, 73 percent of users think that they are healthier as a result of using fitness technology. Research supports this, revealing that the use of wearable devices, smartphone apps, fitness websites, and active video games—such as virtual tennis, dancing, and boxing—are effective in increasing overall activity.

Naysayers may discount technology as a detractor of health. But in fact, technology provides tools people can use to get in the best shape of their lives.

In recent years, people have become too dependent on technology, whether it has to do with their jobs or with their personal lives. They depend on it to read the daily news, to shop for groceries, and to even make new friends. However, the increasing dependence on technology is contributing to the declining health rates because of how almost every aspect of someone's life is controlled by technology in one way or the other, and people are not having to do as much as they used to, leading to less physical activity.

Technology has been proven to be the cause of the world's decline in health. In the passage "Step Away from the Smartphone," it states that a research study conducted in the United States, China, Brazil, the United Kingdom, and India showed a significant decrease in total activity between 2003 and 2009. Moreover, this time period in which the drastic decrease in activity levels occurred directly correlated with when Internet usage was beginning to become more popular. Plus, the most dramatic decrease in activity occurred in the United States, where technology usage is much higher than in other countries, and based on this research, the average number of hours someone spends on digital media had increased to eleven hours per day. Therefore, technology directly contributes to falling activity levels all over the world.

*Continues on next slide.*

Plus, because of the falling activity levels, technology has been causing health issues as well. Studies have shown that children and teens today are about fifteen percent less fit than their parent were when they were their age. This statistic shows that as the influence of technology in people's everyday lives increases, the health of the recent generations decreases. So where does this lead to? This leads to a rise in weight levels, loss in cardiovascular fitness, and most surprisingly, a decline in heart fitness. As a result, life expectancies can go down.

On the other hand, according to "Getting Fit with Technology," the fitness tech industry produces devices that can check heart rates, count steps, estimate calories burned, count calories consumed, and even body temperature and perspiration levels. They can supposedly help motivate the wearer to go out and exercise rather than sitting on a couch and watching television. While that may be true in some cases, many people prefer to watch television or surf the internet than to go out and exercise. The only people who purchase the fitness devices are those who want to be healthier, not the ones who prefer less activity, so the fitness devices are not a complete and definite solution to the negative effects of technology, and won't be able to improve the health of the majority of technology users.

*Continues on next slide.*

Overall, technology has many more harmful effects than beneficial effects. While using it is certainly much easier than doing everything by hand, it causes many negative, long-lasting problems, such as health and fitness problems, and if people don't change their ways now, when it is still possible to reduce the dependency on technology, it may be too late to change when it becomes hard to do virtually anything without it.

# Let's compare

Here's how we did it. →

In recent years, people have become too dependent on technology, whether it has to do with their jobs or with their personal lives. They depend on it to read the daily news, to shop for groceries, and to even make new friends. **However, the increasing dependence on technology is contributing to the declining health rates** because of how almost every aspect of someone's life is controlled by technology in one way or the other, and people are not having to do as much as they used to, leading to less physical activity.

Technology has been proven to be the cause of the world's decline in health. In the passage "Step Away from the Smartphone," it states that a research study conducted in the United States, China, Brazil, the United Kingdom, and India showed a significant decrease in total activity between 2003 and 2009. Moreover, this time period in which the drastic decrease in activity levels occurred directly correlated with when Internet usage was beginning to become more popular. Plus, the most dramatic decrease in activity occurred in the United States, where technology usage is much higher than in other countries, and based on this research, the average number of hours someone spends on digital media had increased to eleven hours per day. **Therefore, technology directly contributes to falling activity levels all over the world.**

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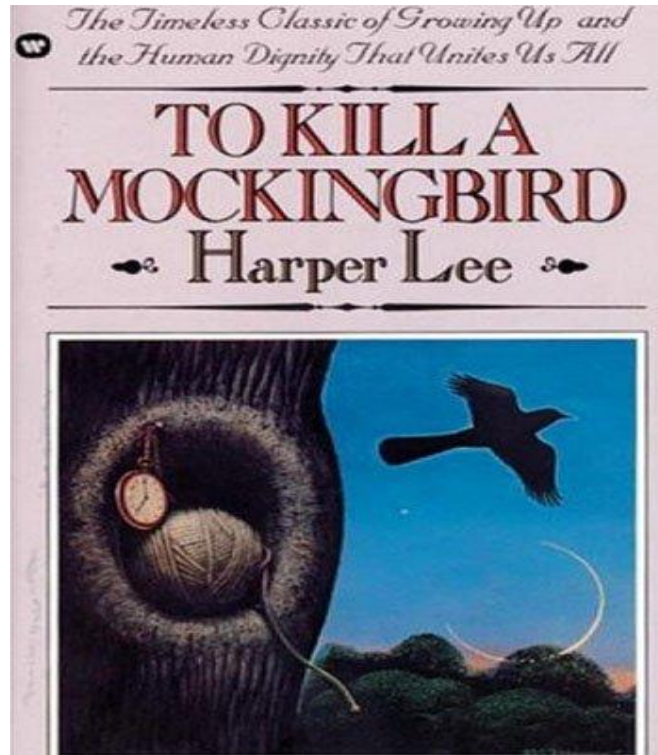


# Bringing it all together

- Are the look-fors on Milestones/other summative assessments (e.g., AP exams) much different than the look-fors in formative contexts?
- How can the exercise that we just did also be great training for peer editors in your classroom?



# Leveraging Texts to Support Argumentative Writing



# Connecting Writing to Reading

**Argumentative Quick Write:** Justify, using evidence from the texts, whether or not the emotions of the characters/individuals are appropriate or inappropriate.

# Emotional Timeline

Although, Dill has left for Meridian, Scout Finch is feeling good about school starting soon.

OK

On the walk to school, Scout listens to Jem explain that school is different she shouldn't bother or embarrass him during school hours.

Scout is eager to share that she can read. She proved it by perfectly reading the alphabet and a book.

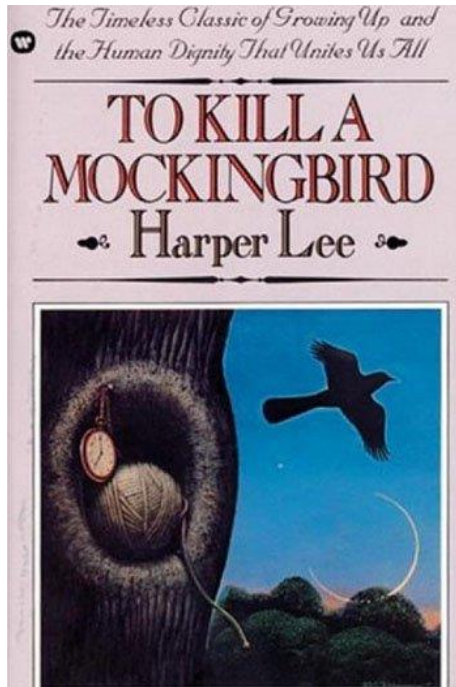
Despite, Jem's requests, Scout loves and longs for school.

Scout relies on Jem & looks up to him.

OK

Reflects on how she might have annoyed Miss Caroline but realizes she's had many real world experiences that have helped her be a proficient reader.

# Leveraging Relevant Texts to Support Argumentative Writing



October 4, 2013

## **Gymnast Apologizes for Racist Comment (Adapted from Yahoo News)**

Italian gymnast Carlotta Ferlito has apologized for making a racist comment aimed at an American rival.

Vanessa Ferrari and teammate Ferlito finished fourth and fifth on the balance beam Sunday at the world championships in Belgium — just behind bronze medalist Simone Biles.

Afterward, Ferlito said with a big laugh, "I told Vane that next time we'll have our skin black also so we can win, too."

On Tuesday, Ferlito tweeted, "I want to apologize to the Americans girls. I didn't want to sound rude or racist. I love Simone, and I'm a huge fan of USA gymnastics."

She then added, "I've made a mistake, I'm not perfect ... I didn't think about what I was saying. I'm just a human. I'm so, so sorry."

At last year's London Games, Gabby Douglas became the first black woman to win the Olympic all-around title. Biles became the first black woman to win the world all-around title, having also won gold on floor in Antwerp.]

Ferrari also was second to Biles on floor, after which Ferrari dedicated her silver medal to the nearly 300 African migrants killed in a shipwreck off the Italian island of Lampedusa last week.



# Next Up, Narrative: Effective Writing Practices

Shared Writing

Frequency

Student Choice

**Argumentative Writing**  
**Narrative Writing**

Modeling

Writing Conferences

Multiple Assessment Methods

# What Does Mastery Look Like for Narrative (Writing Standard 3)?

## Overall (American Literature)

Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
Writes narrative pieces to develop real or imagined experiences or events using techniques, details, and event sequences.	Writes narrative pieces to develop real or imagined experiences or events using some effective techniques, some details, and event sequences.	Writes narrative pieces to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	Writes narrative pieces to develop real or imagined experiences or events using highly effective techniques, well-chosen details, and clear, well-structured event sequences.

Full achievement level descriptors, grades 6th-12th: <http://tinyurl.com/adescriptors>

# Milestones Narrative Rubric (American Lit.)

Score	Description
4	<p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>Effectively establishes a situation and introduces a narrator and/or characters</li> <li>Organizes an event sequence that unfolds naturally</li> <li>Effectively uses narrative techniques, such as dialogue and description, to develop interesting experiences and events or show the response of characters to situations</li> <li>Uses a variety of words and phrases consistently to signal the sequence of events</li> <li>Provides a sense of closure that follows from the narrated experiences or events</li> <li>Integrates ideas and details from source material effectively</li> <li>Has very few or no errors in usage and/or conventions that interfere with meaning</li> </ul>
3	<p><i>The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>Establishes a situation and introduces one or more characters</li> <li>Organizes events in a clear, logical order</li> <li>Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the response of characters to situations</li> <li>Uses words and/or phrases to indicate sequence</li> <li>Provides an appropriate sense of closure</li> <li>Integrates some ideas and/or details from source material</li> <li>Has a few minor errors in usage and/or conventions with no significant effect on meaning</li> </ul>
2	<p><i>The student's response is an incomplete or oversimplified narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>Introduces a vague situation and at least one character</li> <li>Organizes events in a sequence but with some gaps or ambiguity</li> <li>Attempts to use a narrative technique, such as dialogue and description, to develop experiences and events or show the response of characters to situations</li> <li>Uses occasional signal words to indicate sequence</li> <li>Provides a weak or ambiguous sense of closure</li> <li>Attempts to integrate ideas or details from source material</li> <li>Has frequent errors in usage and conventions that sometimes interfere with meaning</li> </ul>
1	<p><i>The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>Response is a summary of the story</li> <li>Provides a weak or minimal introduction of a situation or a character</li> <li>May be too brief to demonstrate a complete sequence of events</li> <li>Shows little or no attempt to use dialogue or description to develop experiences and events or show the response of characters to situations</li> <li>Uses words that are inappropriate, overly simple, or unclear to convey any sense of event order</li> <li>Provides a minimal or no sense of closure</li> <li>May use few, if any, ideas or details from source material</li> <li>Has frequent major errors in usage and conventions that interfere with meaning</li> </ul>



Narrative  
Rubrics w/  
Student Voice

## **Co-Created Narrative Rubric**

- Establishes a situation**
- Introduces characters**
- Clear sequence of events**
- Use vivid language to show experiences and events**
- Use powerful words and phrases to signal shifts from one time to another**
- Includes a conclusion that connects to the events in the story**

## Co-Created Narrative Rubric

Effectively uses narrative techniques, such as dialogue, description, and pacing to develop rich, interesting, experiences, events, and/or characters

Use precise words, phrases, and sensory language to convey the sequence of events and signal shifts from one setting to another

**-Establishes a situation**

**-Introduces characters**

**-Clear sequence of events**

**-Use vivid language to show experiences and events**

**-Use powerful words and phrases to signal shifts from one time to another**

**-Includes a conclusion that connects to the events in the story**

-Provides that follows from the narrated experiences or events



Effectively uses narrative techniques, such as dialogue, description, and pacing to develop rich, interesting, experiences, events, and/or characters

## **Co-Created Narrative Rubric**

- Establishes a situation**
- Introduces characters**
- Clear sequence of events**
- Use vivid language to show experiences and events**
- Use powerful words and phrases to signal shifts from one time to another**
- Includes a conclusion that connects to the events in the story**

**Strategy: Writing from the Inside of a Text**

# Compare & Contrast These Narrative Rubrics

- How are they similar and different?



# Assessing Text-Dependent Narrative Writing (American Literature)

Text: Excerpt from *The Great Gatsby*

Imagine how the scene would be different if it were told from Jay Gatsby's point of view. Rewrite the scene from Gatsby's point of view. Use ideas and information from the text.

## Excerpt from *The Great Gatsby*

The day agreed upon was pouring rain. At eleven o'clock a man in a raincoat, dragging a lawn-mower, tapped at my front door and said that Mr. Gatsby had sent him over to cut my grass. This reminded me that I had forgotten to tell my Finn\* to come back, so I drove into West Egg Village to search for her among soggy, whitewashed alleys and to buy some cups and lemons and flowers.

The flowers were unnecessary, for at two o'clock a greenhouse arrived from Gatsby's, with innumerable receptacles to contain it. An hour later the front door opened nervously, and Gatsby, in a white flannel suit, silver shirt, and gold-colored tie, hurried in. He was pale, and there were dark signs of sleeplessness beneath his eyes.

"Is everything all right?" he asked immediately.

"The grass looks fine, if that's what you mean."

"What grass?" he inquired blankly. "Oh, the grass in the yard." He looked out the window at it, but, judging from his expression, I don't believe he saw a thing.

"Looks very good," he remarked vaguely. "One of the papers said they thought the rain would stop about four. I think it was the *Journal*. Have you got everything you need in the shape of \_\_\_ of tea?"

I took him into the pantry, where he looked a little reproachfully at the Finn. Together we scrutinized the twelve lemon cakes from the delicatessen shop.

“Will they do?” I asked.

“Of course, of course! They’re fine!” and he added hollowly, “. . . old sport.”

The rain cooled about half-past three to a damp mist, through which occasional thin drops swam like dew. Gatsby looked with vacant eyes through a copy of Clay’s *Economics*, starting at the Finnish tread that shook the kitchen floor, and peering toward the bleared windows from time to time as if a series of invisible but alarming happenings were taking place outside. Finally he got up and informed me, in an uncertain voice, that he was going home.

“Why’s that?”

“Nobody’s coming to tea. It’s too late!” He looked at his watch as if there was some pressing demand on his time elsewhere. “I can’t wait all day.”

“Don’t be silly; it’s just two minutes to four.”

He sat down miserably, as if I had pushed him, and simultaneously there was the sound of a motor turning into my lane. We both jumped up, and, a little harrowed myself, I went out into the yard.

\* - Nick’s housekeeper/cook

# Specific Look-Fors

## Look-fors when assessing (or peer editing) narratives

- Specific description (setting, characters, events, etc.)
- Effective dialogue



# Looking for the elements of narrative

I walked over to Nick's. I didn't even notice the freshly cut grass. My mind was on other things. I hadn't seen Daisy in years.

As I stepped into Nick's, there were flowers everywhere. Did I overdo it? Did they look out of place?

"Are you all right," Nick said?

"Huh? Oh. I'm fine. Thanks." I looked around. "The place looks great."

I sat down on a sofa and picked up a copy of Clay's *Economics*. Not a word of it made any sense. Let's just say it was hard to concentrate. As time ticked on, fear set in. Would Daisy even recognize me?

"This is pointless; I'm leaving" I told Nick. He told me not to be ridiculous, that it wasn't even 4:00 yet. Maybe he was right. Still, I've never been more nervous in my life.

# Apply!

## Assess one additional student response

- Highlight relevant, specific description in **green**.
- Highlight relevant dialogue in **blue**.

Note: you might not find anything to highlight.

“Nick, thanks for doing this. The place looks great,” I said.

“Yeah, man. You got it. You excited, dude? I would be.”

“Yeah man. Totes. Daisy is soooo beautiful.”

“Yeah. You’re a lucky guy. Hey, you want some of this lemon cake?”

“Heck yeah. I’m starving.”

“Dang, that’s some good cake,” I said.

“Yeah, my Finn picked it up over at the Kroger. She’s the best.

“Yeah. They’ve got some get cake up in there.”

“Hey, can I ask you something,” Nick said.

“Yeah man. Anything.”

“Where’d you get that silver shirt? It’s da BOMB!!!”

# Connection to Milestones

**Rewrite this paragraph, using descriptive details and sensory language to better convey the narrator's experiences with the mosquitoes.**

Despite the overwhelming beauty, my scented hand lotion, though it smelled wonderful earlier that morning, seemed to be attracting every mosquito and gnat in Amicalola Falls. I was turning into one enormous mosquito bite.

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Source for slides 55-56: GaDOE, 2014-15 Georgia Milestones Grade 7 EOG Assessment Guide

# Exemplar Response

## Exemplar Response

Points Awarded	Response
4	<p><i>As I took in the overwhelming beauty of the area, I felt a pinch of pain on my arm. "Ouch!" I said and looked down at where the pain originated. There, sitting ever so happily, was a mosquito. Totally unaware of me, it sucked my blood like a vampire. I swatted at it, but it got away before my hand slapped my mosquito-less arm.</i></p> <p><i>After a few more steps, I felt the telltale pinch again. This time I squished the little guy before he drained me too much. Another pinch. And another. Suddenly I realized that the scented lotion I'd used that morning was attracting every mosquito in Amicalola Falls.</i></p> <p><i>I continued along the path, shooing away the nasty little bugs with limited success, but it wasn't long before I realized I was turning into one enormous mosquito bite.</i></p> <p><i>I knew I'd become increasingly miserable as soon as my skin started to react to the bites. I'd be itching and scratching from head to toe. Still, the scenery was too beautiful to miss, so I put aside my concern and concentrated on the splendor around me.</i></p>

# Narrative Writing that Inspires Creativity

## Lifting

Strategy:  a Line (Skills: Inferring & Interpreting)

Find a powerful line from the text.

It might be a line that is:

- Beautifully written
- Reveals something about plot, characters, or theme.
- Inspires you to further develop the piece.

Grab your writer's notebook. Just write. No filters.

# Narrative Writing that Inspires Creativity

## Lifting

Strategy: a Line



- Provides teacher with authentic writing data (Assessment Opportunity)
- Low risk strategy for reluctant or struggling writers
- Connects reading to writing
- Develops narrative techniques

# Closing Reflection

1. Planning for assessing writing. Thoughts?
2. How does assessing writing impact how we teach writing?





# Select Resources

## Achievement level descriptors

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-ALD.aspx>

## Item and scoring samplers (End of Grade)

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Item-Samplers.aspx>

## Item and scoring samplers (End of Course)

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/EOC-Item-Samplers.aspx>

# Keep in touch

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