

RESOURCES FOR ON-DEMAND WRITING



K-PREP ASSESSMENT BASICS

SPEAKING THE LANGUAGE



Mode: Kentucky uses **mode** to refer to the three text types found in the writing standards—argumentative, informative/explanatory text, and narrative.

Form: Our state uses **form** to name the format of the writing piece (editorial, memoir, friendly letter, feature article).

The released modes for the 2012 on-demand writing test are listed in the chart below. This information was given only for 2012. Both the modes and forms will randomly change each year.

WHAT STUDENTS DO

GRADE LEVEL	Students in the grades listed in the first column will complete two separate on-demand writing pieces based on two prompts:			
	Stand Alone Prompt (Choice between two prompts)		Passage-Based Prompt (One prompt – no choice)	
	2 pages for response	Time*	4 pages for response	Time*
Grade 5	Narrative or Opinion	30	Informative/Explanatory	90
Grade 6	Narrative or Argumentative	40	Informative/Explanatory	90
Grade 8	Narrative or Informative/Explanatory	40	Argumentative	90
Grade 10	Informative/Explanatory or Informative/Explanatory	40	Argumentative	90
Grade 11	Argumentative or Argumentative	40	Informative/Explanatory	90

*For 2012, **no** extra time was allowed if students did not finish their on-demand writing task within the timeframe.

K-PREP ASSESSMENT BASICS (CONTINUED)

On-Demand Writing Purpose

- To provide students the opportunity to demonstrate independently the communication skills they have developed through instruction
- To reflect authentic reading and writing—understanding the role reading plays in the development of writing without testing reading ability
- To use source material to promote authentic content in writing
- To reflect the type of writing required for college/job readiness, reflected in the CCSS (KCAS)

On-Demand Basics

- The form is stated in the prompt
 - There is no set form for any grade
 - The form is there to provide context for purpose and audience
 - The form does not enter into scoring
 - The assessment rubric is holistic, not analytical
 - The assessment rubric has four levels. There is **one** rubric for all types of writings
 - It is important to use the instructional rubric
 - Scorers are being trained to recognize that these pieces are first draft
 - Students may use non-print text to enhance their idea development
- Source:* PowerPoint slide from the Content Leadership Network, January 2012

More Information on Forms

Excerpt from: *Addressing Three Modes of Writing: Kentucky Core Academic Standards in the 21st Century*

“Although forms will not be emphasized in scoring for the state writing assessment, forms will be mentioned in the prompts to provide context for purpose and audience. Student writing will be scored based on a holistic four-point scoring rubric that contains the language of the writing standards and language found in the instructional writing rubric posted on the Kentucky Department of Education’s (KDE’s) website. Form is not part of the rubric; rather, students will be evaluated on their ability to communicate effectively with an audience by supporting complex ideas in a coherent structure. All papers for the state assessment will be scored with the understanding that they are “first drafts” because time and page space will be limited given that the goal of the assessment is to measure students’ abilities to write independently and proficiently and demonstrate their mastery of the KCAS writing standards.”

Testing Parameters

- No scrap paper allowed
- Space is provided for prewriting in the booklet, but prewriting is not scored
- Students choose from two stand-alone prompts
 - 5th graders have 30 minutes
 - 6th, 8th, 10th, & 11th graders have 40 minutes
 - 1 page prewriting, 2 pages for response
- Students are given one passage-based prompt
 - All students have 90 minutes
 - 1 page prewriting, 4 pages for response
- For 2012 testing, no additional time was given for on-demand writing
- Writer’s reference sheet was provided (the writer’s reference sheet is based on the original *Scoring Criteria*)

ELEMENTARY WRITING TEST WEIGHTS, FORMATS, AND TIMES

FOURTH GRADE - LANGUAGE MECHANICS

PART	Number of Multiple Choice	Time
Part A - NRT	30	40
20% of school writing score		

FIFTH GRADE – ON-DEMAND WRITING

Part	Number of Stand-alone	Number of Passage-based	Time
Part A	1	0	30
Part B	0	1	90
80% of school writing score			

MIDDLE SCHOOL WRITING TEST WEIGHTS, FORMATS, AND TIMES

SIXTH GRADE - LANGUAGE MECHANICS

PART	Number of Multiple Choice	Time
Part A - NRT	30	40
20% of school writing score		

SIXTH GRADE ON-DEMAND WRITING

Part	Number of Stand-alone	Number of Passage-based	Time
Part A	1	0	40
Part B	0	1	90
6 th and 8 th grade contribute to 80% of school writing score			

EIGHTH GRADE ON-DEMAND WRITING

Part	Number of Stand-alone	Number of Passage-based	Time
Part A	1	0	40
Part B	0	1	90
6 th and 8 th grade contribute to 80% of school writing score			

80 percent of a middle school's writing score is from On-Demand Writing and 20 percent is from the sixth grade language mechanics test.

HIGH SCHOOL WRITING TEST WEIGHTS, FORMATS, AND TIMES

TENTH GRADE ON-DEMAND WRITING

Part	Number of Stand-alone	Number of Passage-based	Time
Part A	1	0	40
Part B	0	1	90
10 th and 11 th grade contribute to 80% of school writing score			

ELEVENTH GRADE ON-DEMAND WRITING

Part	Number of Stand-alone	Number of Passage-based	Time
Part A	1	0	40
Part B	0	1	90
10 th and 11 th grade contribute to 80% of school writing score			

80 percent of a high school's writing score is from On-Demand Writing and 20 percent is from the usage/mechanics section of the PLAN test.

Scoring Rubric for Kentucky On-Demand Writing

4 Points:

Writers at this score point level display consistent, though not necessarily perfect, writing skill, resulting in effective communication.

- The writer establishes and maintains focus on **audience and purpose** and effectively engages the audience by providing relevant background information necessary to anticipate its needs.
- The writer consistently **develops ideas** with depth and complexity to provide insight, support, and clarification of the topic. The writer consistently develops ideas using appropriate and effective examples, details, facts, explanations, descriptions, or arguments. In grades 5 and 6, writers may address counterclaims in support of opinion and argument; in grades 8, 10 and 11, counterclaims are addressed effectively to help support arguments. The writer may use a variety of techniques or approaches.
- The writer consistently **organizes** the writing by using a logical progression of ideas that flows within and between paragraphs. The writer consistently uses a **variety of sentence lengths and structures**. The writing includes a variety of transitional words and phrases that connects ideas and guides the reader. The writer uses appropriate organizational techniques (e.g., comparison/contrast, cause/effect, order of importance, reasons/explanations).
- The writer maintains an appropriate voice or tone. The writer consistently **chooses words** that are appropriate to the intended audience and purpose of the writing. The writer consistently uses correct **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) to communicate effectively and clarify the writing.

3 Points:

Writers at this score point level display adequate writing skill, resulting in effective, though not consistent, communication.

- The writer adequately establishes focus on the intended **audience and purpose**, but may not consistently maintain this focus, losing sight of audience or purpose on occasion. The writer provides adequate background information that generally anticipates audience needs.
- The writer **develops ideas** with adequate support, and clarification of the topic through examples, details, facts, explanations, descriptions, or arguments. In supporting arguments and opinions, the writer in grades 5 or 6 may address counterclaims; the writer in grades 8, 10 and 11 addresses or considers counterclaims. The writer may use different techniques or approaches, but some are less successful than others; one technique may be prominent.
- The writer adequately **organizes** the writing by using a logical progression of ideas that generally flows from idea to idea, though connections between some ideas are less clear on occasion. The writer **displays variety in sentence lengths and structures**. The writing includes transitional words and phrases that generally guide the reader. The writer generally maintains organizational techniques, but organization and connection of ideas may become less clear on occasion.
- The writer may have occasional lapses in language that cause voice or tone to weaken. The writer **chooses words** that are generally appropriate for the intended audience and writing purpose. The writer adequately demonstrates correct **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) to communicate. A few errors may occur that do not impede understanding.

Scoring Rubric for Kentucky On-Demand Writing (Continued)

2 Points:

Writers at this score point level display developing writing skill, resulting in less effective communication.

- The writer identifies a generalized **purpose or audience** but does not maintain focus on both. Instead, the writer focuses more on the task (creating a letter, speech, etc.) than the actual purpose or intended audience. Irrelevant or inconsistent background information demonstrates a general lack of awareness of audience needs.
- The writer demonstrates inconsistent **development of ideas** often presenting facts (sometimes in isolation from one another) with little insight, interpretation, or clarification. The writer provides minimal or irrelevant examples and/or details for support. The writer in grades 8, 10, and 11 may attempt to address counterclaims in support of arguments or is unsuccessful in the attempt. If the writer attempts to use different techniques or approaches, their relation to the writing purpose may be unclear.
- The writer demonstrates some attempt at **organization**, but often places ideas in an unclear order that disrupts the natural flow or cohesion. The writer occasionally uses varied sentence structures, but these appear alongside mostly **simple sentences**. Transitions are simple and infrequent. The writer may use organizational strategies inappropriately or ineffectively, such as attempting to use a comparison when it is not warranted.
- The writer often uses language that causes voice or tone to weaken or emerge only on occasion. The writer occasionally chooses appropriate **words**, but these appear alongside language that is simple or inappropriate for the intended audience or purpose. Frequent errors in **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) appear alongside occasional control of these features and may impede understanding of the text.

1 Point:

Writers at this score level demonstrate little or no writing skill, resulting in mostly ineffective communication.

- The writer may identify a general topic but demonstrates little or no awareness of **purpose or audience**. The writer does not provide background or show awareness of the needs of the audience.
- The writer gives little or no purposeful **development of ideas**, interpretation, insight or clarification. The writer provides no examples and/or details for support or the support is inaccurate or irrelevant. The writer in grades 8, 10, 11 does not address counterclaims in support of argument or opinion.
- The writer offers little or no **organizational structure**, placing ideas in no logical order. The writer uses little if any **variety in sentence structures**. Ineffective or absent paragraph divisions create a lack of cohesion. Few, if any, transition words or phrases are used.
- The writer's tone or voice is either inappropriate or absent. The writer uses simple or inappropriate **words**. Errors that appear in **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) impede understanding of the text.

KY Scoring Rubric for On-Demand Writing

Criteria

4,3,
2,1

Communicating with an Audience through Purpose/Focus	<p>4-Establishes and maintains focus on audience and purpose</p> <p>3-Adequately establishes focus on the intended audience and purpose, but may not consistently maintain this focus, losing sight of audience or purpose on occasion</p> <p>2-Identifies a generalized purpose or audience but does not maintain focus on both. Instead, the writer focuses more on the task (creating a letter, speech, etc.) than the actual purpose or intended audience</p> <p>1-May identify a general topic but demonstrates little or no awareness of purpose or audience</p> <hr/> <p>4-Effectively engages the audience by providing relevant background information necessary to anticipate its needs</p> <p>3-Provides adequate background information that generally anticipates audience needs</p> <p>2-Irrelevant or inconsistent background information demonstrates a general lack of awareness of audience needs</p> <p>1-Does not provide background or show awareness of the needs of the audience</p>
Communicating with an Audience through Idea Development	<p>4-Consistently develops ideas with depth and complexity to provide insight, support, and clarification of the topic</p> <p>3-Develops ideas with adequate support and clarification of the topic</p> <p>2-Demonstrates inconsistent development of ideas often presenting facts (sometimes in isolation from one another) with little insight, interpretation, or clarification</p> <p>1-Gives little or no purposeful development of ideas, interpretation, insight or clarification</p> <hr/> <p>4-Consistently develops ideas using appropriate and effective examples, details, facts, explanations, descriptions, or arguments</p> <p>3-Develops ideas with adequate support, and clarification of the topic through examples, details, facts, explanations, descriptions, or arguments</p> <p>2-Provides minimal or irrelevant examples and/or details for support</p> <p>1-Provides no examples and/or details for support or the support is inaccurate or irrelevant</p> <hr/> <p>4-In grades 5 and 6, writers may address counterclaims in support of opinion and argument; in grades 8, 10 and 11, counterclaims are addressed effectively to help support arguments</p> <p>3-In supporting arguments and opinions, the writer in grades 5 or 6 may address counterclaims; the writer in grades 8, 10 and 11 addresses or considers counterclaims</p> <p>2-The writer in grades 8, 10, and 11 may attempt to address counterclaims in support of arguments or is unsuccessful in the attempt</p> <p>1-The writer in grades 8, 10, 11 does not address counterclaims in support of argument or opinion</p> <hr/> <p>4-May use a variety of techniques or approaches</p> <p>3-May use different techniques or approaches, but some are less successful than others; one technique may be prominent</p> <p>2-If the writer attempts to use different techniques or approaches, their relation to the writing purpose may be unclear</p>
Communicating with an Audience through Structure	<p>4-Consistently organizes the writing by using a logical progression of ideas that flows within and between paragraphs</p> <p>3-Adequately organizes the writing by using a logical progression of ideas that generally flows from idea to idea, though connections between some ideas are less clear on occasion</p> <p>2-Demonstrates some attempt at organization, but often places ideas in an unclear order that disrupts the natural flow or cohesion</p> <p>1-Offers little or no organizational structure, placing ideas in no logical order</p> <hr/> <p>4-Consistently uses a variety of sentence lengths and structures</p> <p>3-Displays variety in sentence lengths and structures</p> <p>2-Occasionally uses varied sentence structures, but these appear alongside mostly simple sentences</p> <p>1-Uses little if any variety in sentence structures; Ineffective or absent paragraph divisions create a lack of cohesion</p> <hr/> <p>4-Includes a variety of transitional words and phrases that connects ideas and guides the reader</p> <p>3-Includes transitional words and phrases that generally guide the reader</p> <p>2-Transitions are simple and infrequent</p> <p>1-Few, if any, transition words or phrases are used</p> <hr/> <p>4-Uses appropriate organizational techniques (e.g., comparison/contrast, cause/effect, order of importance, reasons/explanations)</p> <p>3-Generally maintains organizational techniques, but organization and connection of ideas may become less clear on occasion</p> <p>2-May use organizational strategies inappropriately or ineffectively, such as attempting to use a comparison when it is not warranted</p>

KY Scoring Rubric for On-Demand Writing

Criteria

4,3,2,1

Communicating with an Audience through Language & Conventions	<p>4-Maintains an appropriate voice or tone</p> <p>3-May have occasional lapses in language that cause voice or tone to weaken</p> <p>2-Often uses language that causes voice or tone to weaken or emerge only on occasion</p> <p>1-The writer's tone or voice is either inappropriate or absent</p>
	<p>4-Consistently chooses words that are appropriate to the intended audience and purpose of the writing</p> <p>3-Chooses words that are generally appropriate for the intended audience and writing purpose</p> <p>2-Occasionally chooses appropriate words, but these appear alongside language that is simple or inappropriate for the intended audience or purpose</p> <p>1-Uses simple or inappropriate words</p>
	<p>4-Consistently uses correct grammar, usage, and mechanics (e.g., spelling, punctuation, capitalization) to communicate effectively and clarify the writing</p> <p>3-Adequately demonstrates correct grammar, usage, and mechanics (e.g., spelling, punctuation, capitalization) to communicate. A few errors may occur that do not impede understanding</p> <p>2-Frequent errors in grammar, usage, and mechanics (e.g., spelling, punctuation, capitalization) appear alongside occasional control of these features and may impede understanding of the text</p> <p>1- Errors that appear in grammar, usage, and mechanics (e.g., spelling, punctuation, capitalization) impede understanding of the text</p>

Source: from the KDE Scoring Criteria and KY Scoring Rubric for On-Demand Writing

ON-DEMAND WRITING SCORE LEVELS

4 POINTS	Writers at this score point level display consistent, though not necessarily perfect, writing skill, resulting in effective communication.
3 POINTS	Writers at this score point level display adequate writing skill, resulting in effective, though not consistent, communication.
2 POINTS	Writers at this score point level display developing writing skill, resulting in less effective communication.
1 POINT	Writers at this score level demonstrate little or no writing skill, resulting in mostly ineffective communication.

Source: from the KY Scoring Rubric for On-Demand Writing

Scoring Criteria for On-Demand Writing (ADAPTED FOR K-2)

Criteria	- ✓ +	Comments
Purpose/Focus		
Communicates with an audience Narrative Writing: Hooks the audience Informational/Explanatory Writing: Provides background, if needed Opinion Writing: States opinion		
Stays focused on the topic		
Idea Development		
Uses details or examples		
Structure		
Includes a logical progression of ideas Narrative Writing: Organizes events in a sequence Informational/Explanatory Writing: Groups related information Opinion Writing: Logically orders reasons		
Uses different kinds of sentences		
Language and Conventions		
Uses appropriate word choice		
Uses correct grammar and mechanics		

Source: Created by KASC using criteria from KDE *Scoring Criteria* and *Writing Rubric (Instructional Rubric)*

Narrative On-Demand Writing Scoring Criteria

Criteria		- ✓ +	Comments
Communicating with an Audience through Purpose/Focus	Demonstrates audience awareness by establishing a context and maintaining a clear purpose		
	Engages the audience by employing a variety of techniques (e. g. dialogue, description, anecdote, rhetorical question, surprising fact, quotation)		
	Conveys the significance and complexities of the experience, either explicitly or implicitly, whether real or imagined		
Communicating with an Audience through Idea Development	Develops ideas that convey insight about the experience or event		
	Uses effective examples and sensory details; if appropriate, illustrates and recreates the experience for the audience		
	Uses narrative techniques to develop ideas, experiences, events or characters (e.g. dialogue, pacing, description, etc.)		
Communicating with an Audience through Structure	Organizes an event sequence that unfolds naturally for the reader		
	Includes a logical progression of ideas		
	Maintains coherence within and between paragraphs		
	Uses a variety of transitional words, phrases, and clauses to manage the sequence of events; uses effective transitional elements within and between paragraphs guiding the reader through the text and clarifying the relationship of events		
	Maintains control of sentence structure		
	Varies sentence structure effectively		
Communicating with an Audience through Language & Conventions	Uses concrete words and phrases and sensory details to convey experiences and events precisely		
	Employs voice appropriate for the audience and purpose		
	Communicates effectively with audience applying correct grammar, usage and mechanics		

Source: Turned into a checklist from the KDE *Kentucky Writing Rubric (Instructional Rubric)*

Informational/Explanatory On-Demand Writing Scoring Criteria

Criteria		- ✓ +	Comments
Communicating with an Audience through Purpose/Focus	Establishes thesis/focused purpose		
	Indicates awareness of audience needs by providing relevant background and contextual information		
	Communicates purpose, responding to the anticipated needs of the audience		
Communicating with an Audience through Idea Development	Provides a thoughtful and insightful explanation of the subject by examining the topic/issue as a whole, and by identifying and discussing significant parts of the subject		
	Uses general and specific details and examples to support understanding		
	Uses a variety of approaches to idea development (e.g., analysis, evaluation, narration, specific facts, quotes, examples, descriptions) to provide explanation of ideas and concepts		
Communicating with an Audience through Structure	Groups related information logically; includes formatting when useful to aiding comprehension		
	Includes a logical progression of ideas		
	Maintains coherence within and between paragraphs		
	Links ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially) to guide the reader through the text and clarify the relationship of events, ideas, concepts or arguments		
	Maintains control of sentence structure		
	Varies sentence structure effectively		
Communicating with an Audience through Language & Conventions	Uses precise language and domain-specific vocabulary to inform about or explain the topic		
	Employs tone appropriate for the audience and purpose		
	Communicates effectively with audience applying correct grammar, usage and mechanics		

Source: Turned into a checklist from the KDE *Kentucky Writing Rubric (Instructional Rubric)*

Opinion / Argumentation On-Demand Writing Scoring Criteria

Criteria		- ✓ +	Comments
Communicating with an Audience through Purpose/Focus	Establishes purpose by introducing a(n) opinion/claim; maintains focus throughout		
	Indicates awareness of audience's needs by providing relevant background; anticipating audience's knowledge level and concerns		
	Communicates purpose, responding to the anticipated needs of the audience by addressing reasons/alternate claims		
Communicating with an Audience through Idea Development	Demonstrates depth of idea development by using facts, details and examples to support opinions/argument		
	Supports opinions/claims with relevant, reliable evidence		
	Uses a variety of approaches to develop ideas (e.g., analysis, evaluation, specific facts, quotes) to support the opinion/argument		
Communicating with an Audience through Structure	Provides logically ordered reasons that are supported by facts and details.		
	Includes a logical progression of ideas		
	Maintains coherence within and between paragraphs		
	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially) to guide the reader through the text and clarify the relationship of ideas, or opinions/ arguments		
	Maintains control of sentence structure		
	Varies sentence structure effectively		
Communicating with an Audience through Language & Conventions	Uses words, phrases, and clauses to clarify the relationships among opinions (s)/claim(s), reasons, and evidence		
	Employs tone appropriate for the audience and purpose		
	Communicates effectively with audience applying correct grammar, usage and mechanics		

Source: Turned into a checklist from the KDE *Kentucky Writing Rubric (Instructional Rubric)*

What-Why-How Planning Tool

INTRODUCTORY PARAGRAPH		
<p>What: (What is my opinion/claim? What do I believe?)</p> <ol style="list-style-type: none"> 1. Provide relevant background from the writing situation. 2. State your claim or opinion. 		
BODY	<p>PARAGRAPH 2:</p> <p>Why: (Why do I believe it?) Give your first argument/reason</p> <p>How: (How do I know it's true?) Prove your why statement with facts, details, and examples</p> <p><i>High school: Distinguish the claim from opposing claims.</i></p>	
	<p>PARAGRAPH 3:</p> <p>Why: (Why do I believe it?) Give your second argument/reason</p> <p>How: (How do I know it's true?) Prove your why statement with facts, details, and examples</p> <p><i>High school: Distinguish the claim from opposing claims.</i></p>	
	<p>PARAGRAPH 4:</p> <p>Why: (Why do I believe it?) Give your third argument/reason</p> <p>How: (How do I know it's true?) Prove your why statement with facts details, and examples.</p> <p><i>High school: Distinguish the claim from opposing claims.</i></p>	
	<p>PARAGRAPH 5: (7th and 8th grades)</p> <p>Acknowledge alternate or opposing claims.</p>	
CONCLUDING PARAGRAPH		
<p>Restate your opinion/claim. Summarize your arguments/reasons.</p>		