

COMMON FORMATIVE ASSESSMENT PLANNING TEMPLATE

--FIRST DRAFT--

Grade Level or Course: 5th (can be easily adapted)

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Assessment Topic: Writing Conventions

Selected Power Standards: List standards by number and include the full text here. Then “unwrap” to identify what students need to know and be able to do. Underline the concepts (important nouns or noun phrases) and circle the skills (verbs).

Use rules of conventional writing to **recognize** errors in student-produced work.

Use **revising** and **editing** and **publishing** to **produce** a *writing sample* that is proficient in writing conventions.

Graphic Organizer of “Unwrapped” Concepts and Skills

Concepts: Need to Know about rules of conventional writing.

Convention Errors

Conventions

Capitalization of varying types of sentences (declarative, interrogative, imperative) and proper nouns

Punctuation of commonly used abbreviations and sentences

Spell commonly used words correctly

Correct use of grammar

Writing Scoring Guide for Conventions

Revising and editing

Editing/marks

Conventional

Skills: Be able to Do

(Next to each skill, write number in parentheses indicating approximate level of Bloom’s Taxonomy of thinking skills. Refer to Bloom’s Taxonomy resource in supporting documents.)

Recognize (1)

Edit (4)

Publish (6)

Produce (6)

Big Ideas from “Unwrapped” Power Standards

1. Conventions allow a writer to clearly communicate ideas.
2. Good writers need to be able to identify and correct their own errors.
3. Writing conventions are used to convey meaning.

Essential Questions Matched to Big Ideas

1. What are writing conventions?
2. Why should we be concerned about them in our writing?
3. How does a good writer edit for conventions?
4. How do conventions make your writing easier to read and understand?

SECTION 1: Selected-Response Items—Design multiple choice, matching, true-false, and/or fill-in items to assess student understanding of the following “unwrapped” concepts and skills represented on your graphic organizer. Indicate approximate level of thinking skill in parentheses. *Match assessment items to rigor of skill level.* (Use additional space as needed.)

Recognize (1)
Edit (4)
Publish (6)
Produce (6)

1. Choose **its** or **it’s** to complete the following sentence.

The dog found _____ bone and now _____ taking it to _____ house.

2. Choose **there**, **their** or **they’re** to complete the following sentence.

Once _____ was a princess who kissed a frog. The frog turned into a prince. Now _____ married and living in _____ castle.

3. Is the comma used **correctly**?

June 16, 1940 yes no

Memphis Tennessee, 43609 yes no

4. Choose the *best* word to complete the sentence.

If Sally doesn’t hurry, _____ be late for dinner.

- A. she’s
- B. she
- C. she’ll
- D. her’ll

5. Which word is **NOT** spelled correctly?

- A. quickest
- B. tinyest
- C. loneliest
- D. happiest

6. Circle ten conventions mistakes in the following paragraph.

Which state is the home of the worst earth quake in american history and the longest continuously running live radio program in the world. Tennessee, witch became a state on June 1, 1796, has also been the home of three Presidents. The state is known for it's music, like that heared at the Grand Ole Opry in Nashville. In fact, the city of bristol is known as "The birthplace of Country Music.

Answer Key:

1. Choose **its** or **it's** to complete the following sentence.

The dog found its bone and now it's taking it to its house.

2. Choose **there**, **their** or **they're** to complete the following sentence.

Once there was a princess who kissed a frog. The frog turned into a prince. Now they're married and living in their castle.

5. Is the comma used **correctly**?

June 16, 1940 yes no

Memphis Tennessee, 43609 yes no

6. Choose the *best* word to complete the sentence.

If Sally doesn't hurry, _____ be late for dinner.

- A. she's
- B. she
- C. she'll
- D. her'll

5. Which word is **NOT** spelled correctly?

- A. quickest
- B. tinyest
- C. loneliest
- D. happiest

7. Circle ten conventions mistakes in the following paragraph.

(consider having students use conventional editing marks instead of circling)

Which state is the home of the worst **earthquake** in **American** history and the longest continuously running live radio program in the world? Tennessee, **which** became a state on June 1, 1796, has also been the home of three **p**residents. The state is known for **its** music, like that **heard** at the Grand Ole Opry in Nashville. In fact, the city of **Bristol** is known as "The **B**irthplace of Country Music."

SECTION 2: Extended Constructed-Response—Design an extended-response item to evaluate student understanding of the following “unwrapped” concepts and skills represented on your graphic organizer. Include approximate level of thinking skill in parentheses. *Match item to rigor of skill level.* Evaluate student work using the Task-Specific Scoring Guide below (to be completed).

Recognize (1)
Edit (4)
Publish (6)
Produce (6)

Student Directions: **Read** the following student paper. Then **edit** the paper using conventional editing marks. Finally, **rewrite** the paper correcting all of the original **spelling, capitalization, and punctuation** errors.

I have just made a new toy that is called Toy Maker 3005. It makes any toy that you would ever want like a playstation, Gamecube, Xbox, bicycle, scooter, Barbie, G.I. Joe, I mean you could make any toy at all! And the good thing is that you can design your own clothes!

But the two bad things are that it's not legal because you have to plug it into the Empire state building, but don't you worry I'll take care of that by making a solar powered one that's just as good but takes less power to make it work.

Now I bet you want to know how it works, Well I can't tell you the only thing I can do is show you what it does. So when do you think it's going to come out 2005, 3005, or 100005? I guess you'll never know.

Extended-Response Scoring Guide:

Exceeds

- All “Proficient” criteria *plus*:
- All other errors are corrected
- All corrections present in rewritten copy
- Changes in grammar improve the text while maintaining meaning and intent

Meets

- Finds and corrects 6 out of the 7 punctuation errors
- Finds and corrects 1 of the 2 capitalization errors
- Finds and corrects 1 of the 2 spelling errors
- Finds and corrects 1 of the 2 grammar errors
- Rewrote the sample with above corrected conventions

***We recognize that the piece we’ve selected for this draft would not sufficiently provide evidence of learning. We would select another example of student work at implementation.*

Developing

- Meets 3-4 of the “Meets” criteria

Emerging

- Meets fewer than 3 of the “Proficient” criteria
- Task to be repeated after remediation at teacher discretion

Teacher’s Evaluation _____

Comments regarding student’s performance:

SECTION 3: Short Constructed-Response

Note to Teachers: This portion of the common formative assessment requires students to demonstrate their *integrated* understanding of all the “unwrapped” concepts and skills from the targeted Power Standards by expressing their understanding of the Big Ideas in their own words. Copy your planned Essential Questions (and corresponding Big Idea responses) for your own reference here. Then write each Essential Question only beneath the student directions below. Provide space for students to write their Big Idea responses.

Big Ideas from “Unwrapped” Power Standards

1. Conventions are important for communicating your ideas.
2. Good writers need to be able to identify and correct their own errors.
3. Conventions help our ideas and meaning come across to readers.

Essential Questions Matched to Big Ideas

1. What are writing conventions? Why should we be concerned about them in our writing?
2. What does it take to be a good writer in conventions? How does a good writer edit?
3. How do conventions make your writing easier to read and understand?

Student Directions: Write a Big Idea response for each of the following Essential Questions. Include supporting details and any vocabulary terms from the “unwrapped” concepts you have been learning for each response. Your responses will be evaluated using the Generic Scoring Guide below.

1. What are writing conventions? Why should we be concerned about them in our writing?

2. What does it take to be a good writer in conventions? How does a good writer edit?

3. How do conventions make your writing easier to read and understand?

Generic Scoring Guide:

Exemplary

- All “Proficient” criteria *plus*:
- Makes connections to other areas of school or life
- Provides example(s) as part of explanation

Proficient

- States Big Ideas correctly in own words
- Provides supporting details for each one
- Includes vocabulary of “unwrapped” concepts in explanation

Progressing

- Meets 2 of the “Proficient” criteria

Beginning

- Meets fewer than 2 of the “Proficient” criteria
- Task to be repeated after remediation

Teacher’s Evaluation _____

Comments regarding student’s performance:

Design Team Reflections after Administration of Assessment to Students

1. Which assessment items produced the results we intended?
2. Which items do we need to revise?
3. Regarding the design, administration, scoring, and analysis of the assessment, what worked? What didn't?
4. What do we need to do differently next time?
5. What should we again do the same?