On-Demand Writing

- In order to prepare students to do well on the on-demand assessment, students need to have instruction in writing based on the content of the standards.
- From KASC: “Students are no longer evaluated on their ability to write particular forms (letters, feature articles, editorials, etc.). Instead, they are evaluated on how they express themselves in writing through the three modes (informative/explanatory, narrative, and opinion/argument). Writing instruction, as a result, has had to shift. Teachers need to be knowledgeable about all of the modes – understanding what makes each unique and the commonalities they share.”
- Kentucky uses the word mode to refer to the three types of text found in the writing standards. Other states call this “text type.” Use of the correct mode is included in the scoring.
- Kentucky uses the word form to name the format of the writing piece (editorial, memoir, friendly letter, feature article). The form no longer enters into scoring. So if a child doesn’t know how to write that particular form, no worries. The state recommends that we concentrate on teaching a good paragraph, then a 3-5 paragraph essay instead of over focusing on form.
- 5th Grade students have 2 separate on-demand writing pieces based on two prompts:
  - Stand Alone Prompt = 2 pages and 30 minutes
  - Passage-based prompt = 4 pages and 90 minutes
- The form and mode combination changes every year (so they are not always writing a letter stating an opinion).
- Scorers use a holistic rubric ranging from 1-4.
- There is one set of scoring criteria for grades K-12.
- Scorers are trained to recognize that pieces are first drafts. Since pieces are considered first drafts, they do not have to be polished. Students will not be scored lower for errors in conventions unless they interfere with communications. If there are so many misspellings and poor punctuations that they piece cannot be read, then it would be scored down.
- On the test a section is included within the booklet for pre-writing, but this is not scored.
Three Modes of Writing

• Opinion/Argument
  o 3 Purposes of an argument -
    ▪ to change the reader's point of view
    ▪ to bring about some action on the reader's part or
    ▪ to ask the reader to accept the writer's explanation or evaluation of a
      concept, issue or problem using reason and logic to demonstrate the validity
      of the writer's claim.
  o Students need to know how to write arguments or opinions with and without text
    support. They must be able to use and comprehend complex text to achieve this
    goal, as well as be able to discern essential information that supports claims and be
    able to use and cite evidence appropriately.
  o Opinion/argument is different than persuasion.
    ▪ In a persuasive piece, the purpose is to be convincing. You select the most
      favorable evidence, appeal to emotions and use style to persuade your
      readers.
    ▪ An effective argument relies on evidence from substantive text to prove a
      claim through logic. Evidence and reason are used to discover some version
      of the truth.

• Informational/Explanatory
  o Conveys information accurately
  o 3 Purposes of informational/explanatory text:
    ▪ To increase the readers' knowledge of a subject
    ▪ To help readers better understand a procedure or process, or to provide
      readers with an enhanced comprehension of a concept.
  o To produce this type of writing, students draw not only from their own background
    knowledge, but from multiple print and non-print texts as well.

• Narrative Writing
  o Conveys real and imagined experiences and events.
  o Purposes include informing, instructing, persuading or entertaining.
  o As students progress through school, narrative writing as a stand-alone diminishes.
    Students should be taught to embed narrative writing into argumentative and
    informational/explanatory writing.