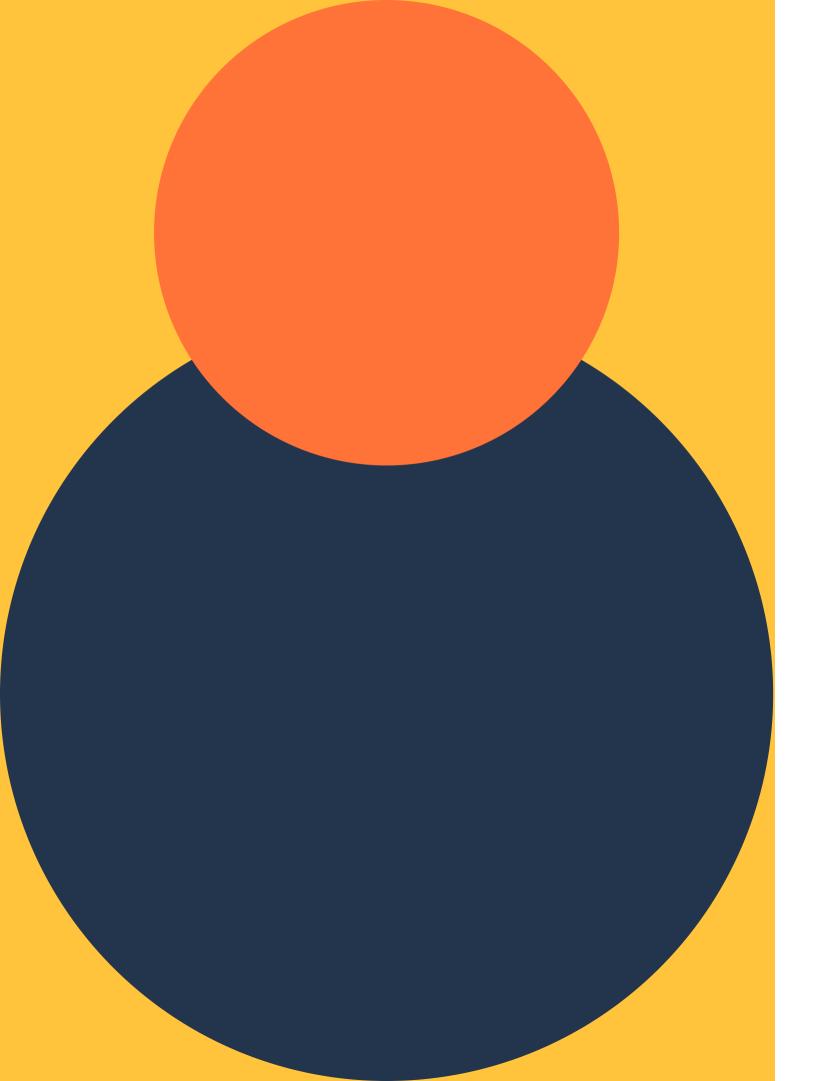
An Informational Meeting for Families

# 4TH & 5TH GRADE FSA WRITING

Sealey Elementary School
Title I Parent Night

Demetria Clemons Laura Camoesas Ynesia Chandler Clayton Cloud Mindy Shaffer



# WHY ARE WE HERE?

Learning Goal:

Parents will <u>deepen</u> their understanding of the FSA Writing Assessment, including <u>what</u> is expected, <u>how</u> it is scored, and <u>how</u> to help at home.

### Words of Inspiration

# If you want to be a writer, you must do two things above all else: read a lot and write a lot.

— Stephen King

# FSA WRITING EXPECTATIONS

### A Brief Introduction

- This test will be administered on <u>April 20th for</u>
   <u>Brick & Mortar</u> students and <u>April 21st for</u>
   <u>Digital Academy</u> students.
- 120 minutes with 1 break and a 10 minute warning
- Students respond to one randomly assigned informative or opinion text-dependent prompt.
  - Students use reading & writing skills while integrating information from the passage set in order to develop and draft a cohesive essay response.



## HOW FSA WRITING IS SCORED

Points for purpose, focus and organization

Points for evidence and elaboration

Points for conventions

Grades	4-5	Info	rm	ative	e/Exp	olan	at	or	У
Rubric (Score	points	within e	ach (	domain	include	most	of	the	chai

	Text-based Writing Rubric (Score point	ts within each domain include most of the char	acteristics below )
Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
4	The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:  • Strongly maintained controlling idea with little or no loosely related material  • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas  • Logical progression of ideas from beginning to end with a satisfying introduction and conclusion	The response provides thorough and convincing support/ evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:  • Relevant evidence integrated smoothly and thoroughly with references to sources  • Effective use of a variety of elaborative techniques, demonstrating understanding of the topic and text  • Clear and effective expression of ideas, using precise language  • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose Varied sentence structure, demonstrating language facility	
3	The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:  • A maintained controlling idea, though some loosely related material may be present  • Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas  • Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion	The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:  • Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent  • Adequate use of some elaborative techniques  • Adequate expression of ideas, employing a mix of precise and general language  • Domain-specific vocabulary generally appropriate for the audience and purpose  • Some variation in sentence structure	

# INFORMATIVE RUBRIC

2	The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:  • Partially focused controlling idea but insufficiently sustained or unclear  • Inconsistent use of transitional strategies with little variety  • Uneven progression of ideas from beginning to end and an inadequate introduction or conclusion	The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes ineffective use of sources, facts, and details. The response may include the following:  • Weakly integrated evidence from sources and erratic or irrelevant references  • Repetitive or ineffective use of elaborative techniques  • Imprecise or simplistic expression of ideas  • Inappropriate or ineffective domain-specific vocabulary  • Sentences possibly limited to simple constructions	The response demonstrates an adequate command of basic conventions. The response may include the following:  • Some minor errors in usage, but no patterns of errors  • Adequate use of punctuation, capitalization, sentence formation, and spelling
	The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have no discernible controlling idea and little or no discernible organizational structure. The response may include the following:  • Absent, confusing, or ambiguous idea  • Frequent extraneous ideas impeding understanding  • Few or no transitional strategies  • Too brief to demonstrate knowledge of focus or organization	The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response may include the following:  • Minimal, absent, erroneous, or irrelevant evidence from the source material  • Expression of ideas that is vague, unclear, or confusing  • Limited or inappropriate language or domain-specific vocabulary  • Sentences limited to simple constructions	The response demonstrates a partial command of basic conventions. The response may include the following:  • Various errors in usage  • Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0			The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.

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Grades 4-5 Opinion	Grad	les	4-5	50	pir	10ir
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	Text-based Writing Rubric (Score po	ints within each domain include most of the char	acteristics below )
Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated opinion and effective organizational structure creating coherence and completeness. The response includes most of the following:  Strongly maintained opinion with little or no loosely related material  Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas  Logical progression of ideas from beginning to end with a satisfying introduction and conclusion	The response provides thorough and convincing support/ evidence for the writer's opinion that includes the effective use of sources, facts, and details. The response includes most of the following:  • Relevant evidence integrated smoothly and thoroughly with references to sources  • Effective use of a variety of elaborative techniques, demonstrating understanding of the topic and text  • Clear and effective expression of ideas, using precise language  • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose  • Varied sentence structure, demonstrating language facility	
3	The response is adequately sustained and generally focused within the purpose, audience, and task; and it has an opinion and evident organizational structure with a sense of completeness. The response includes most of the following:  • A maintained opinion, though some loosely related material may be present  • Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas  • Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion	The response provides adequate support/evidence for the writer's opinion that includes the use of sources, facts, and details. The response includes most of the following:  • Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent  • Adequate use of some elaborative techniques  • Adequate expression of ideas, employing a mix of precise and general language  • Domain-specific vocabulary generally appropriate for the audience and purpose  • Some variation in sentence structure	

2	The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have an opinion with an inconsistent organizational structure. The response may include the following:  •Partially focused opinion but insufficiently sustained or unclear  •Inconsistent use of transitional strategies with little variety  •Uneven progression of ideas from beginning to end and an inadequate introduction or conclusion	The response provides uneven, cursory support/evidence for the writer's opinion that includes ineffective use of sources, facts, and details. The response may include the following:  • Weakly integrated evidence from sources and erratic or irrelevant references  • Repetitive or ineffective use of elaborative techniques  • Imprecise or simplistic expression of ideas  • Inappropriate or ineffective domain-specific vocabulary  • Sentences possibly limited to simple constructions	The response demonstrates an adequate command of basic conventions. The response may include the following:  • Some minor errors in usage, but no patterns of errors  • Adequate use of punctuation, capitalization, sentence formation, and spelling
	The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have no discernible opinion and little or no discernible organizational structure. The response may include the following:  • Absent, confusing, or ambiguous opinion  • Frequent extraneous ideas impeding understanding  • Few or no transitional strategies  • Too brief to demonstrate knowledge of focus or organization	The response provides minimal support/evidence for the writer's opinion, including little if any use of sources, facts, and details. The response may include the following:  • Minimal, absent, erroneous, or irrelevant evidence from the source material  • Expression of ideas that is vague, unclear, or confusing  • Limited or inappropriate language or domain-specific vocabulary  • Sentences limited to simple constructions	The response demonstrates a partial command of basic conventions. The response may include the following:  • Various errors in usage  • Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0			The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.

# HOW DO FSA WRITING SCORES IMPACT OVERALL ELA SCORES?

### 4th grade

ELA raw scores for 4th grade range from: 251 -372

### 5th grade

ELA raw scores for 5th grade range from: 257-385

### 800

The points earned for an FSA writing score (10 points possible) are added to the overall earned scale score points from reading.

# WHY of this so important?

### A STRONG WRITING SCORE CAN MAKE ALL THE diffence

	LEVEL I	MID LEVEL		LOW LEVEL 2		LEVEL 3	LEVEL 4	LEVEL 5
4TH GRADE	251 –266	267 –281	282–296	297–303	304 –310	311 –324	325 –339	340 –372
5TH GRADE	257 —272	273 –288	289 –303	304 –312	313 –320	321 –335	336 –351	352 -385

### **Writing Prompt**

The teachers in your school are planning activities for students. Write an essay for your teacher in which you give your opinion about whether students should do activities to improve schools. Use information from the passages in your essay.

Manage your time carefully so that you can

- read the passages;
- plan your response;
- write your response; and
- revise and edit your response.

### Be sure to include

- an introduction;
- support for your opinion using information from the passages; and
- a conclusion that is related to your opinion.

Your response should be in the form of a multiparagraph essay. Write your response in the space provided.

Ugh. That hideous, and nasty graffiti on that wall! How can anyone stand this horrible art. Just looking at it sends shivers down my spine. Somebody has to send some operation to clean this up: They did but I'll get more into that later) And even worse it's on a valuable school! Man, this school Sure needs help! This is why, I think students should be able to improve their schools from activities. To start with, if students will be able to paint on the walls, (lesureart not anaffiti) it can do many benefits for schools Such as giving schools a Detterlook. You can brighten up the plain old hallways. Gire it that spark of imagination and creativity that's inside of you. Make your school a place where people want to be and make that visit pleasurable! Secondly, morals can paint messages. Such as courage, persavarance, etc. This could lift students spirits when they are feeling down. This reminds me of the time I started the school. The hallways were so dull I couldn't even stand the place. What I didn't not know for is that for the first assignment of the school year we have to express ourself in a moral. The next day

a bomb of color set of Boom !! Every inch of the school was explading with color. Now this takes me to Operation Clean State! This appration Started by a man named Michael Abward. I was at the edge of my seat when I read that Michael Ho ward's apperation helped paint more than 700 murals. In the text Starting with a Clean 5 late and a lot of Paint! Now that's a spark of imagination: It wouldn't be fair if I didn't tell you about the way schools are teaching kids about where food comes from and give them the apportunity to Create them. How you ask? Gardens! First of all it can contribute plenty of biology classes and even get a chance to do the things some biologist do. This also is easier said than done. The students have to get muddy but also get a learning experiences. This is like the time I went to Mr. Greens biology class. I remember getting dirty planting tomathes and carrots. Then harvesting them. The hardest part was the heat though! You can create soil and make something new too with this too. Take orange peels, orange peals, and scraps of food to make the soil richer and filled with nutrients. And to create Something new? Well,

creativity again. Now that's down and dirty Wow Cool! That beautiful artwork in this gorgeous school! I sare wish my school could be like this. I almost want to live here! Students should be able to improve their school through activities.
How can you disagree!

### SET'S SCRE ITI

PFO: 4
EE: 4
C: 2

Overall: 10

### 4-Purpose/Focus/Organization

The response is fully sustained and consistently focused within the purpose, audience, and task of providing an opinion about whether students should do activities to improve schools. The opinion is clearly stated within the introduction and is strongly maintained throughout the response (I think students should be able to improve their schools from activities). Ideas progress logically (if students will be able to paint on walls, (lesure art not graffiti) it can do many benefits for schools; teaching kids about where food comes from and give them the opportunity to create them) and are connected through a skillful use of transitional words and phrases (To start with, such as, Secondly, Now this takes me, First of all). An effective organizational structure is evident in the strong introduction and conclusion that supports the opinion (Students should be able to improve their school through activities).

### 4-Evidence/Elaboration

The response provides thorough and convincing evidence for the stated opinion. The response includes convincing and thorough elaborative techniques that effectively support text details (morals can paint messages. Such as courage, persaverance, etc. This could lift students spirits when they are feeling down) and give personal experiences that are relevant and supportive as demonstrated in the second body paragraph (It wouldn't be fair if I didn't tell you about the way schools are teaching kids about where food comes from and give them the opportunity to create them, Gardens!, it can contribute to plenty of biology classes, This is like the time I went to Mr. Greens biology class. I remember getting dirty planting tomatoes and carrots, harvesting them). There is a clear and effective expression of ideas through precise language (Give it that spark of imagination and creativity thats inside of you! The next day a bomb of color set off. Boom!!! Every inch of the school was exploding with color). The response includes a reference to the source material as an attribution (In the text Starting with a Clean Slate and a lot of Paint).

### 2-Conventions

Although minor errors in usage (I didn't not know) and some inconsistent use of punctuation, such as a lack of question marks (How can anyone stand this horrible art. How can you disagree!), are present, this draft response demonstrates an adequate command of basic conventions.

Yes student should do activitis to in In Prove schools because they sound from Also Your helping the school do the hard work.

In article two sennine Paasald Planting is good xp for you and eating it.

Also griffiti is like Public art. For example if you worked at a bilding thatsdull and somene.

griffitied it it would look less dull.

There is a lot of things that can help the school. You can help the school. This will help the school so so much.

# SCORE TT

# PFO: 1 EE: 1 C: 1

Overall:

3

### 1-Purpose/Focus/Organization

The response is related to the topic and an opinion is stated (student should do activitis to in inprove schools), but it is too brief to demonstrate a sustained focus. The response includes a weak introduction and an attempt to provide a conclusion. The few ideas given are both confusing (planting is good XP (experience) for you and eating it) and repetitive (There is a lot of things that can help the school, You can help the school, This will help the school so so much). This prevents a progression of ideas. Some transitions are present in the response (Also, For example).

### 1-Evidence/Elaboration

The response insufficiently supports the stated opinion. Minimal support or evidence is provided, including little use of sources, facts, and details. A reference to the source as an attribution is included (In article two jennine pao said) and a detail from the text is supplied, but it is both vague and confusing. Details about graffiti indicate an incorrect interpretation of the source material. The response expresses the thought that graffiti is good (Also griffiti is like public art, For example if you worked at a bilding thats dull and someone griffitied it it would look less dull), but the source material refers to graffiti as a problem needing correction. The misunderstanding of source material and lack of clear expression of ideas results in minimal and ineffective support for the stated opinion.

### 1-Conventions

Although various errors occur in usage (student should do activitis, your helping), spelling (activitis, inprove, jennine, griffiti, bilding), sentence formation (planting is good XP for you and eating it), and punctuation (and someone griffitied it it would look less dull), this draft demonstrates partial command of basic conventions based on grade-level standards. These errors do not obscure meaning.

It is my personal belief that students
Should be able to particapate in school
activities. I feel this way because
students are responsible to take care
of things. It doesn't always have to be
the older ones doing everything for the
"young childeren."

First of all, students should be able to particapate or at least try something a'n adult might do. These activities show students how to be responsible. Many people may not agree with me but it an adult always has to do something for the little kids then how are they suppost to try new things. How would know if the students like if or not. School gardens and clean up efforts, such as picking up trash or painting walls, can teach the children the value of work. On the other hand, with many dangers these tasks present, the jobs are better left in the hands of adults. For example, students should be at least allowed to plant something

in a garden. All they have to do is put a seed in then, cover the seed with dirt and lastly, they have to put water on the dirt where they covered the seed and then there DONE. Easy as that.

Second of all, you may not agree with me but, if you think that students should NOT be allowed to help the school enviorment then that's Your PROBLEM! According to the article "Keep Students Focused on Schoolwork" claim that many parents are complaining that their kids have "too" much homework. Also having todo all that gardening is a waste of time and too dangerous for a "little kid". Students have class work, homework, after school activities, and chores at home. Having todo all that work outside of class cuts down a childs time for fun. Many kids want to like to unwind by playing videogames, watching tr, playing outside or playing school activities or their favorite sports after school, or

even take a nap. After a while it might get tiving to do the same over and over again a million times. I mean just think about it, being in the sun 24/7 sweating to death, and really, yeally, really tired and wanting to go home and just take a nap BUT YOU CAN'T because yo "tave To" keep on planting 80 more seeds in the around. Plus, you have to do it in the burning hot sun wich makes it even more annoying.

In conclusion, it is my personal belief that students should be able to particapate in school activities. I feel this way because students are responsible enough to take care of things. It doesn't always have to be the older ones doing everything for the "young children".

### SCORE STI

PFO: 2
EE: 2
C: 2

Overall: 6

### 2-Purpose/Focus/Organization

The response is inconsistently sustained within the task of providing an opinion about whether students should do activities to improve schools. The opinion is partially focused (students should be able to particapate in school activities) but is not maintained throughout the response. In paragraph 3, an attempt to address the opposing viewpoint is present (if you think that students should NOT be allowed to help the school environment then that's YOUR PROBLEM!), but the discussion drifts into support against the stated opinion (think about it, being in the sun 24/7 sweating to death, and really, really, really tired and wanting to go home and just take a nap BUT YOU CAN'T because yo "Have TO" keep on planting 80 more seeds in the ground). This drift from one side of the argument to the other prevents a logical progression of ideas. Transitions are present (First of all, For example, Second of all, In conclusion). An introduction is present, but the conclusion merely repeats the introduction.

### 2-Evidence/Elaboration

The response provides some text-based evidence to support the stated opinion (School gardens and clean up efforts, such as picking up trash or painting walls, can teach the children the value of work) includes irrelevant evidence that is not integrated with the original support (the jobs are better left in the hands of adults. For example, students should be at least allowed to plant something in a garden). The response includes repetitive and inappropriate vocabulary (take care of things, doing everything, try new things). An attempt to reference the source material (According to the article "Keep Students Focused on Schoolwork") is present, but some evidence is directly copied from the source material with no attribution.

### 2-Conventions

Although a few errors in spelling (particapate, suppost), usage (they covered the seed and then there DONE), and sentence formation (run-on sentences) are present, this draft response demonstrates an adequate command of basic conventions. Attempts to use quotation marks and all capital letters for emphasis are present ("young childeren," should NOT, YOUR PROBLEM).

### PLANNING

### PLANNING A CRUCIAL PART OF THE WRITING PROCESS

but when it comes to FSA Writing it isn't scored

### SO WHAT DO WE EXPECT OUR STUDENTS TO DO?

- Make a BRIEF plan-- only write down key points and details
- Treat it like and outline or checklist
- The 1st hour of testing should be dedicated to reading and planning- all plans should be complete after the break

This might look like...

# ZIZZY

Intho, Ring, ring! That's the sound of a cell phone ringing. While many people think kils should have cell phones of school, I think they should not. When May get distracted from notifications and missed phone (alls. Along with being distracted kids may misuse their cell phones, Deliver on time to see withing their cell phones, Deliver on time to see withing their cell phones, Deliver on time to see withing misuse of cell phones at Stract students school (cell phanes Maybe onclusion. To sum it up, kids shouldn't have cells phones at school because they great distracted from notifications and they may use their cell phones inproperly. Now should kids bring cell phones to school?

Do you have a cell phone? I think you should be able to bring a selphone to school. My reasons are because if you walk to school youl need Jit if a make a youlneed it for safty purposes and youl need Jit if a make a youlneed it for safty purposes and youl need Jit if a make a youlneed it for safty purposes and youl need Jit if a make a

### Safty purposes

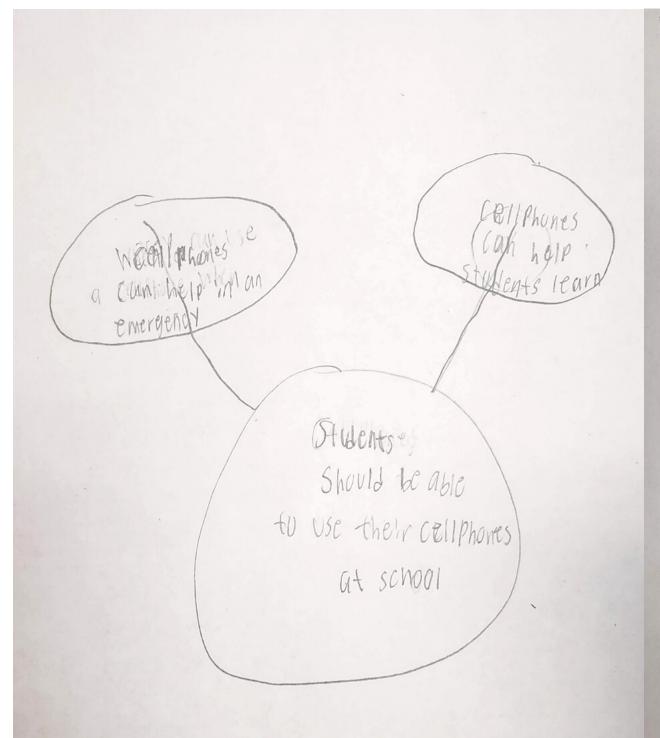
- you walk to school
- to call your parents if there's a

### Curriculum

- e assist your learning
- for research papers
- o download educational apps

In Conclusion, I think you should be able to bring Cell phones to school because it help your Curriculum and for safty purposes.

Now do you get what I mean.



Tingg ringg! Is that of Phones gos it is yes it is . So you that Phones should be aloud in school? I do! let the explain first.
rappened and wids need to call their
Trason 2:1+ could help them with  I learning opportunities  Evience: SIP2
If students were allowed to howe their cell Phones in school they could use them to assist in their learning
notifications

This sheet will NOT be scored.

### PLANNING

pros pmergency educational 4001 Communication COPL distraction addictive (Yoerbully

Use this sheet to plan what you will write. The writing on this sheet will NOT be scored.

htro: Do you think statents should be allowed to use their cell phones in schopl? Cayse ? Losfor one, Coll Phones can help from learn of call their parents if something happen I will explain more in the next para graph majorialed 1: Stydents Majoriapa 2: Stydente Can use their Phones Ican Contact their Parents if something load happens ledrains samos Evidence + citibaiin / Evidence + citingiih OURO ONE PARAGRAPH FOUNCOUTER OHE PARAGRAPH Five it cays There C+ates"Those colde Arealso times within rohdurt resporch for response Papers 24 school day that hex could even down-there may be an Cherroney and 4 llax & Pdy Cational apps that trachers Stydent may held to may want them to use [ (d) their parents ] Punding in conclustion of there is & major crisis 411 K Stylonts should be it would solve the able to use their coll Phone Problem of having school because they can Every Student waiting 45e their Phones to Learn to use one Phone to and contact their parents (on fact their parents)

It some thing happens. This sheet will NOT be scored.

Prinion/informative PLANNING

### Introduction · Hook sentence e Connecting Sentence Main idea (Idea I 3 Idea 2) Idea I Idea 2 Help People do their jobs Help people gain and save money Evidence Evidence SaP8 53P 15 51 PI Explain Explain \*Use oxen to take \* Oxen are cheaper Crops to market to buy and use \* Use oxen to Plow and Plant seeds X Use oxen to take \* Military dogs sniffs out | Crops to market to sell bombs Kliny horse helps raise money. Conclusion: Restate your indroduction in a different way.

### HOW CAN YOU HELP YOUR CHILD AT HOME?

- Practice, practice, practice!
- Find opportunities to read with your child and allow your child to read to you.
  - Current events, articles on musicians or athletes you're family enjoys, poetry, etc.
  - www.newsela.com
- Daily journal writing is a great way to get kids used to writing about their own thoughts and feelings
- Get a good night sleep the night before the test.

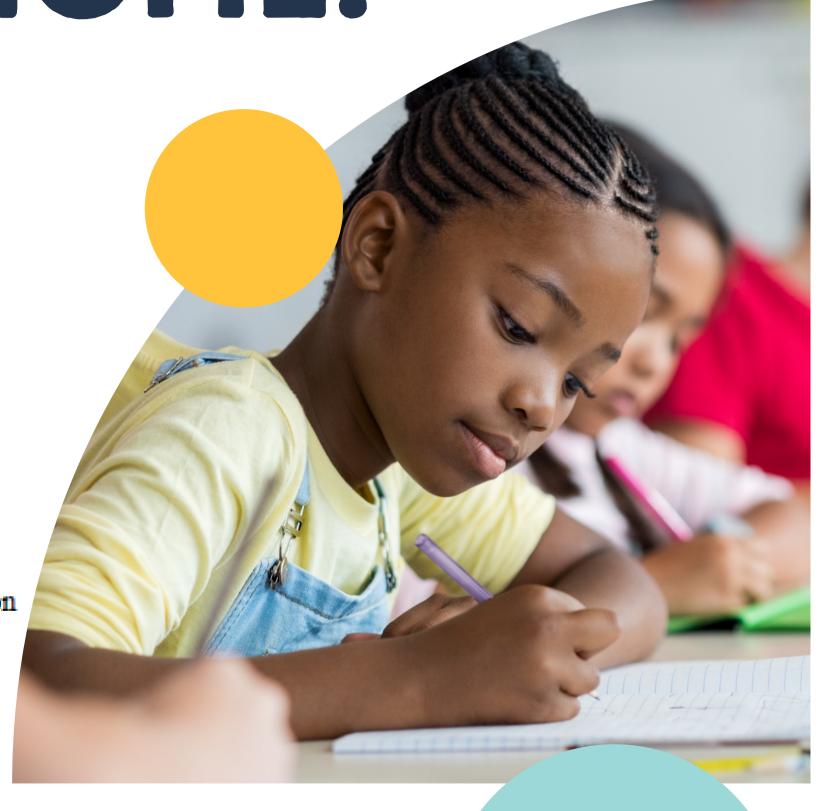
WRITING AT HOME:

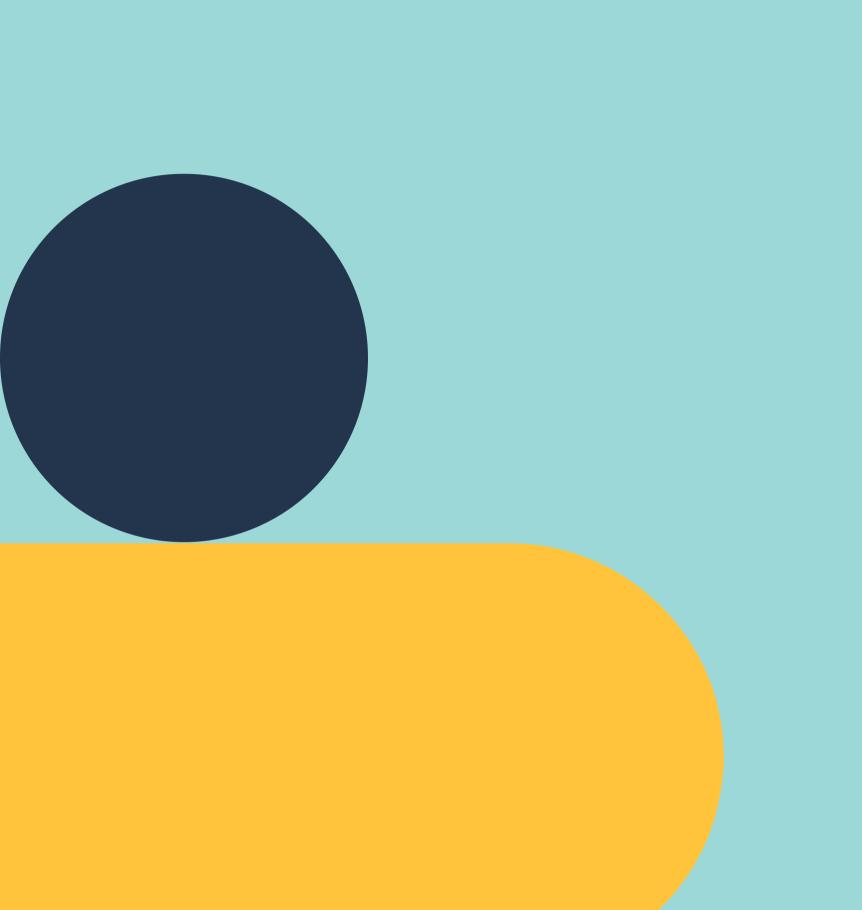
**Shared Prompts:** 

Write an essay in which you give your opinion: should social media be used in the classroom? Use evidence from the passages to support your response.

Your response should be a multiparagraph essay.

The following passages are about technology in our homes. Write an informative essay in which you explain how too much technology can have a negative effect on our lives. Use information from the sources in your essay.





### QGA

What questions do you still have?

# Thank you for joining us.

PLEASE REACH OUT WITH ANY FURTHER QUESTIONS