

Using Smarter Balanced Rubrics to Improve Student Writing

6th Grade Interim Assessment Block: Brief Writes

Sample Item

Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e

Claim 2: Students can produce effective writing for a range of purposes and audiences.

Target 1a: Apply narrative techniques (e.g. dialogue, description) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g. closure, introduce narrator, or use dialogue when describing an event).

Process

1. Have your students complete the Brief Writes Interim Assessment Sample Item located on the Smarter Balanced Sample Items Web site at <http://sampleitems.smarterbalanced.org/Item/Details?bankKey=187&itemKey=2963>
2. Project the sample item on the overhead so it is visible by the whole class. The prompt used in today's lesson is not a secured item, but this process can be used to administer any Interim Assessment items in a nonstandardized manner.
3. Discuss the prompt and the task. Have students do a quick pair-share with elbow partner. Use sentence frames:
 - a. "To respond to the prompt, I will..."
 - b. "My response will include..."
4. Gather ideas from groups and write on a board or chart paper.
5. Review the scoring rubric and ask students to highlight the key words that are evaluated. These include:
 - a. establishing a setting
 - b. setting up the action to come
 - c. introduce characters/narrator
 - d. connects to the beginning of the prompt

6. Have students complete the writing tasks either on the computer using word processing software (Google Docs, Word) or using paper/pencil.
4. When students have completed the writing prompt, have them use the Student Response Sheet to review the important points on the rubric. They will identify their score on each of the items on the rubric. Then students write in the evidence that they find in their writing in the space provided.
5. Once students have completed their self-assessment, they will engage in peer collaboration. Students share their written response, their scoring on the rubric, and their evidence.
6. Peers provide feedback in the space provided.
7. The final step is for students to revise their writing to include peer feedback.

Student Response Sheet

1. Review the rubric items on the chart below. Find evidence from your writing response for each rubric item and provide examples in the box.
2. Reflect on your work:
 - a. “Based on my self-assessment, I believe my introduction earned a ____.”
“I can justify my score based on evidence such as _____.”
3. Share your reflection with your peer and request suggestions to further strengthen the opening.
4. Revise your writing to incorporate peer feedback.

Brief-Write Rubric — Sample Item		Narrative (Organization-Opening)	
Score (circle one)	2	1	0
Description	<p>Provides an adequate opening or introduction to the narrative that may establish setting, set up the action to come, and/or introduce the narrator and/or other characters for audience and purpose.</p> <p>Adequately connects to or sets up the body of the narrative.</p>	<p>Provides an opening or introduction to the narrative that may partially establish setting, or partially set up the action to come, and/or partially introduce the narrator and/or other characters.</p> <p>Provides a limited and/or awkward connection to the body of the narrative.</p>	<p>Provides a minimal opening or introduction to the narrative that may fail to establish setting, and/or fail to set up the action to come, and/or fail to introduce the narrator and/or other characters.</p> <p>Provides no connection to the body of the narrative.</p>

Reflection: I can justify my score based on evidence such as:

Peer feedback: I would like to strengthen my introduction. Please read my writing, then use the rubric description to provide feedback.

Directions: A student is writing a narrative for class about a boy helping his mother. Read the draft paragraphs from the narrative and complete the task that follows.



Andy stirred the large pot of soup, watching as orange carrots and white potatoes bubbled in the broth. He and his mom had spent the morning cutting and dicing onions, celery, and green beans. After they added the spices, a wonderful aroma filled the kitchen, but Andy had other things on his mind.

As he watched the steam escape from the pot, Andy imagined his friends playing in the park. *Everyone's having fun but me, he thought to himself. If I'm lucky, we can start another game of touch football after lunch.*

"Andy," his mother said, interrupting his thoughts, "thank you for helping out. I know this is not how you wanted to spend your Saturday morning. Everything has been so difficult since I broke my wrist, but you have made things much better."



Write an introduction to the narrative that sets up the action to come. Type your answer in the space provided.