

Directions for Using the Teacher Hand Scoring Materials for Claim 2 Brief Write Items

Student constructed response items from the Smarter Balanced Assessment Consortium and local educators. This document provides educators with directions for using the materials.

This cover page provides educators background information and guidance. Each cover page is unique to the Claim for which the item is aligned.

Training Guide

The Training Guide for brief writes contain a preamble, stimulus, item stem, target-specific rubric, condition code document, and target chart.

- Start by reading the preamble, stimulus, and the accompanying item stem.
 - Some stimuli for elaboration includes student notes that students use to develop a response.
- Examine the target-specific rubric and rationale for each 2, 1, and 0 score points.
- Read through the condition code document to better understand how to score unusual responses.
- Having completed these steps, you are now ready to train on examples of student responses.
- A target chart is provided to support better understanding of all targets in Claim 2.

Exemplar

A document containing a prep set, a check set, and the key for scoring the check set can be found using the **Exemplar** tab.

The prep set is provided to help the scorer understand how the rubric and scored papers align.

- The prep set contains examples of student responses and, when available, scoring comments. Responses are ordered high to low for score points 2, 1, and 0. **Prep sets were made using anchor papers when available.**

The check set contains randomly ordered example student responses *without* scores or scoring comments.

- The check set is an opportunity for the scorer to practice accurate scoring.
- The score points and scoring comments for the check set can be found in the key.

Each set contains approximately 10 examples of student responses.

- Each example student response includes a metadata table indicating the claim, target, and other item-specific information.
- Examples of student responses are authentic, including original spelling, grammar, and punctuation.

By viewing the Training Guide and practicing using both the prep and check sets, educators are qualified to begin scoring assigned student responses.

Training Guide Glossary

Preamble - A lead-in to set up the audience and purpose.

Stimulus - Student models of brief, incomplete writing drafts and authentic student writing for each grade-level.

Item Stem - A target focused statement prompting student evidence/elaboration to the provided stimulus.

Although the Interim items are not secure, they cannot be shared on public sites or with teachers outside Washington schools. Washington paid for a subscription and posting them in a public space would give access to anyone.

**These OSPI-developed scoring materials are to be used for teacher training prior to scoring ELA student responses from the Smarter Balanced interim assessments. While these materials may be downloaded and printed, they should be used only for classroom, building- or district-level training. These materials should not be posted or distributed to teachers or others not involved in training or scoring the interim assessments.*

Training Guide: Item #####

Preamble

A student is writing a story for class about _____ from the story and complete the task that follows.

Stimulus

Item Stem

In one or two paragraphs, describe the problem using details and description.

The Item Stem is the questions or prompt student's see on the assessment.

Following the cover page, educators will be provided with the content students encounter while accessing unique sections of the assessment, and the specific rubric for scoring. Content differs by claim:

- Reading: the passage, item and rubric.
- Brief-Write: a preamble, stimulus, item and rubric.
- PT Research and Full Write: informational sources, item or prompt and rubric(s).

Rubric Target 1 • Narrative (Organization--Conclusion)

Score	Description
2	The response: <ul style="list-style-type: none">• provides an adequate ending to the narrative• provides an adequate connection that follows from the events or experiences in the narrative
1	The response: <ul style="list-style-type: none">• provides an awkward or partial ending to the narrative that may provide a limited sense of closure• provides a limited and/or awkward connection that somewhat follows from the events or experiences in the narrative
0	The response: <ul style="list-style-type: none">• provides an unclear or incomplete ending to the narrative that provides little or no closure• provides a connection that does not follow from or contradicts the events or experiences in the narrative; or the ending relies on summary, repetition of details, or addition of extraneous details

Each item has a target specific scoring rubric. All items are scored based on one rubric with the exception of full write essays which use three rubrics.

Smarter Balanced Field Test Condition Codes

Updated 06/12/14

This sheet provides instructions for how to code an unusual student response within the scoring system.

Condition Codes	Condition Code Category
B	Blank
I	<p>Insufficient</p> <p>a) Student has not provided a meaningful response</p> <p>Some examples:</p> <ul style="list-style-type: none"> • Random keystrokes • Undecipherable text • <i>I hate this test</i> • <i>I don't know, IDK</i> • <i>I don't care,</i> • <i>I like pizza!</i> (in response to a reading passage about helicopters) • Response consists entirely of profanity <p>b) For ELA Full Writes, use "I" code (Insufficient) for responses described above and also if:</p> <p>Student's original work is insufficient to make a determination whether he or she is able to organize, cite evidence/elaborate, and use conventions as defined in the rubrics, or</p> <p>Response is too brief to make a determination regarding whether it is on purpose or on topic</p>
L	<p>Non-Scorable Language</p> <p>ELA/literacy: Language other than English</p> <p>Mathematics: Language other than English or Spanish</p>
T	<p>Off Topic for ELA Full Writes Only</p> <p>Definition: A writing sample will be judged "off topic" when the response is unrelated to the task or the sources or shows no evidence that the student has read the task or the sources (especially for informative/explanatory and opinion/argumentative)</p> <ul style="list-style-type: none"> • "Off topic" responses are generally substantial responses
M	<p>Off Purpose for ELA Full Writes Only</p> <p>Definition: A writing sample will be judged off purpose when the student has clearly not written to the purpose designated in the task.</p> <ul style="list-style-type: none"> • An off-purpose response addresses the topic of the task but not the purpose of the task • Note that students may use narrative techniques in an explanatory essay or use argumentative/persuasive techniques to explain, for example, and still be on purpose • Off purpose responses are generally developed responses (essays, poems, etc.) clearly not written to the designated purpose

Smarter Balanced Field Test Condition Codes

Updated 06/12/14

Student responses that indicate “troubled students” or cheating can require urgent attention prior to the completion of hand-scoring. A student response to any hand-scored test item that may be of a sensitive nature should be assigned a score and identified as an “Alert.” Possible alert types are listed below.

Troubled Student Alerts.

Troubled Student Alerts include, but are not limited to, the following:

- Suicide
- Criminal activity
- Alcohol or drug use
- Extreme depression
- Violence
- Rape, sexual or physical abuse
- Self-harm or intent to harm others
- Neglect

Testing Irregularities.

Testing Irregularities include, but are not limited to, the following:

Assistance/Intervention: The student admits to having received assistance during the test administration.

ELA/Literacy Claim 2 • Writing

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

Grade 5 • Targets

The final page(s) provide educators with a helpful Claim and Target chart. The chart displays the Smarter Balanced ELA targets, DOK levels and CCSS standards related to the claim. This document was created by OSPI and aligns with information provided in the Smarter Balanced ELA Item Specification documents.

1a Write Brief Texts: Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).
DOK 3

3a Write Brief Texts: Write one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.
DOK 3

Write one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.
DOK 3

1b Revise Brief Texts: Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).
DOK 2
Standards:

W-3

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.

3b Revise Brief Texts: Revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.
DOK 2
Standards:

W-2

- a. Introduce a topic clearly, provide a general observation and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using

6b Revise Brief Texts: Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience and related to the opinion presented.
DOK 2
Standards:

W-1

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- d. Provide a concluding statement or section related to the opinion presented.

W-8 Recall relevant information from experiences or gather relevant

ELA/Literacy Claim 2 • Writing

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

Grade 5 • Targets

- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

L-3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

words, phrases, and clauses (e.g., *in contrast*, *especially*).

- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

L-3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

L-3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

8 Language & Vocabulary Use: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.

DOK 1, DOK 2

Standards:

W-2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W-3d Use concrete words and phrases and sensory details to convey experiences and events precisely.

L-3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

9 Edit: Apply or edit grade-appropriate grammar usage, capitalization, punctuations, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.

DOK 1, DOK 2

Standards:

L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

This packet provides student examples. For stimulus, rubrics, and instructions on how to hand score, please access the Training Guide.

Prep Set

Title: **[Stimulus Name Here]**

Item ID: **[ID associated with the item]**

The ELA **Prep Set** is a collection of scored student responses which include item (question) information and scoring comments. There are approximately 10 examples with scores ordered 2, 1, and 0. The purpose of the **Prep Set** is to help educators develop an understanding of how score points are determined.

The metadata table displays helpful information including the grade level, the stimuli title (for brief writes and passage titles), the claim, the aligned target and standards, the item ID and the assigned score.

Grade	5	Stimulus Title	If a stimulus is used, the title will appear here
Claim 2: Students can produce effective writing for a range of purposes and audiences.			
Target 1a: Write Brief Texts: Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).			
Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e			
Item ID	#####/#####		
Score	2	Writing Type	Organization Co

The question (item) will appear here. The passages, sources, or stimuli students access while taking the test are located in the Training Guide associated with this item.

Item Stem:

In one or two paragraphs, write an ending for the narrative that solves the problem using details and description.

An actual student answer will be located in the **Student Response** box. Most of these responses are from the Smarter Balanced field test.

Student Response:

Scoring comments captured during scoring of this particular student's response will appear in the **Comments** box. The comments follow the rubric found in the Teacher's Guide for this item.

Comments:

Each Prep Set page will be numbered and labeled with a P.

Check Set

Title: [Stimulus Name Here]

Item ID: [ID associated with the item]

The **Check Set** is a collection of student papers *without* scoring comments and the assigned score. There are approximately 10 examples of 2, 1, and 0 responses randomly ordered. The purpose of the Check Set is to give educators an opportunity to practice what they learned from reviewing the **Prep Set** by scoring each response. There is a KEY with comments and assigned scores at the end of the set to check your scoring.

The **Check Set** metadata chart contains the same information as the **Prep Set** with the exception that a *score* is not provided.

Grade	5	Stimulus Title	If a stimulus is used, the title will appear here
Claim 2: Students can produce effective writing for a range of purposes and audiences.			
Target 1a: Write Brief Texts: Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).			
Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e			
Item ID	#####/#####		
Score		Writing Type	Organization Conclusion

Item Stem:

In one or two paragraphs, write an ending for the narrative that solves the problem using details and description.

Student Response:

Comments:

See Key

The comments for the **Check Set** are provided in the **KEY**

C-1

Check Set pages are numbered and labeled with a C

Key

for scoring the Check Set

Title: [Stimulus Name Here]

Item ID: [ID associated with the item]

Check Set	Score	Comments
C-1	1	
C-2	2	
C-3	0	
C-4	0	
C-5	0	
C-6	2	
C-7	1	
C-8	1	
C-9	0	
C-10	1	

The KEY will provide the **Check Set** page reference, the response score and comments.