

# DISTRICT MIDDLE SCHOOL EVALUATIVE PORTFOLIO

## OVERVIEW

### Purpose of District Evaluative Portfolio

- To present students with on-demand writing assessments based on the State's *English / Language Arts Content Standards*.
- To provide feedback to teachers as to what the students have learned and can apply following instruction. The results can be used to design further writing instruction.

The District Evaluative Portfolio utilizes the Prentice Hall language arts program to align with the State's *English / Language Arts Content Standards* and on-demand writing assessments. The student work that is included in the Evaluative Portfolio folder will serve as a small representative sample of the on-going writing program. Items will be selected to ensure a balanced assessment from grade 6 to grade 8 in an attempt to utilize a variety of writing domains and discourses.

Throughout the year, students are to receive instruction in the writing domains using the Prentice Hall program and have opportunities to respond in the writing domains prior to administering each of the assessment prompts. Teachers should provide instruction in the following steps of the Writing Process:

- 1. Pre-Writing**
- 2. First Draft**
- 3. Sharing / Responding / Revising \*\***
- 4. Editing**  
In the assessment, editing should be self-generated by the student.
- 5. Final Draft / Evaluation**
- 6. Publishing / Reflection \*\***

*\*\* Although all the steps of the Writing Process are important, steps 3 and 6 are not included in the District's Evaluative Portfolio on-demand student writing assessment.*

## Development of the Prompt

The prompts that have been selected for each grade level have been aligned to both the *English - Language Arts Standards for California Public Schools* and to the District's adopted middle school language arts program, *Prentice Hall Literature*.

## Administration of the Writing Sample Assessment

Teachers provide instruction to students in each of the writing areas identified at each grade level prior to administering the Portfolio Writing Sample. The instruction should utilize the *Prentice Hall Literature* text, specifically the "Skills Workshops: Writing Workshops" and/or chapters focused on specific types of writing in the *Prentice Hall Writing and Grammar* text that are identified on the Writing Sample Assignment pages in this booklet.

### What Can Be Provided to Students in On-Demand Writing\*

1. **District Writing Charts**  
(24" x 36" laminated charts, distributed to all middle school teachers in Spring 2001)
2. **Graphic Organizers** from either Prentice Hall program or this District packet
3. **Prior student work**  
Students may refer to their own prior writings/notes from *Prentice Hall Literature's* "Writing Workshops" or *Prentice Hall Writing and Grammar's* chapters devoted to writing instruction.

\* *Note: During the California Standards Writing Assessment, none of these materials will be available to students. The writing is assessed by the State in grade 7.*

Teachers should keep in mind that the on-demand writing pieces will typically not be as polished in appearance as a standard multiple day writing assignment that allows for all the steps of the writing process. The on-demand writing may seem to be more of a revised, but legible, rough draft.

## Time Frame

Teachers should allow *at most* two classroom periods (*approximately 2 hours*) to complete the Evaluative Portfolio on-demand writing assessment.

# STEPS IN ADMINISTERING THE WRITING ASSESSMENT

*The Portfolio writing sample should reflect a student's ability to respond to on-demand writing with limited assistance.*

The following steps may be used in the assessment:

## Pre-Writing

Teachers may engage their students in the usual pre-writing activities which may include the reading of literature, a discussion of the story, and possible ideas for student writing. A story web, cluster, word bank, and/or student notes may be generated by the student. (Refer to the specific prompt pages in this handbook for additional details.)

**Note:** The actual Evaluative Portfolio piece is an assessment. *The nearer the classroom teacher can have students complete the assessment as a truly "on-demand," unassisted piece of writing, the closer the teacher will be able to observe the students' writing abilities at that point in time.*

## Rough Draft

While a story web, cluster, and/or word bank may remain posted in the classroom, **no sentence starter, story starter, or story frame may be provided to the students.** The student's work needs to be evaluated as to whether it has conveyed a message. When a story starter or frame is provided, it is difficult to determine what the student actually wrote.

If a student asks the teacher or another student for assistance *without prompting* from the teacher, the teacher or the other student may answer the student's specific question. No other teacher or peer help is to be permitted.

## Editing

The student is to edit his/her own work. No editing guide developed specifically for this prompt is to be given to the students, although general editing posters or guides already in the classroom may remain posted.

**Portfolio pieces are not to be sent home for any portion of the Writing Process. All work must be completed in class.** Writing samples included in the Evaluative Portfolio will not be error-free writing. Writing should reflect what a student can produce when given regular classroom study of a piece of literature and on-going instruction in the Writing Process.

## Final Draft

The student will rewrite his/her work on the final draft form if needed or as time permits. The final draft is the only copy that is scored and is the only portion of this assessment that must be included in the portfolio. *The final copy may be a revised, but legible, rough draft.*

**(NOTE:** It is up to the discretion of each school as to whether evidence of additional phases of the writing process are to be included with the final draft, such as the pre-writing materials, rough draft, and suggestions for revising or editing.)

# SCORING THE WRITING ASSESSMENT

- A.** At each school site, teachers should meet in grade-level teams for scoring.
- B.** Teachers should review the student prompt then discuss the writing assignment with their teammates.
- C.** Review the Content and Conventions rubrics. The rubric is the “ruler” against which all papers will be measured.
- D.** Read the anchor papers and commentaries individually $\Delta\Delta$ . Next, discuss these papers with the other members of the scoring team. Remember that anchor papers are not negotiable -- they are examples of the rubric. If you originally disagreed with the anchor score, adjust your view, using the commentaries to help you see these papers as being representative of each score point. All teachers using the same rubric and anchor papers throughout the District will ensure consistency in scoring District-wide.
- E.** Co-mingle all grade level papers so that each teacher scores papers from a variety of classrooms.
- F.** Score each paper, indicating a Content score and a Conventions score. Review the rubrics as necessary. After the initial reading of the paper, determine if the paper is “high” (which would be a score of 6 or 5), “mid-range” (which would be a score of 4 or 3), or “low” (which would be a score of 2, 1, or 0). Next, refine your score after reviewing the paper once again.
- If a reader is unable to quickly decide on a score for the paper, he/she should ask another reader to score the paper. (The first reader may want to write his/her score on a post-it and attach it to the back of the student paper.) If the first and second readers do not agree, a third reader should be asked to score the paper so that consensus on **one Content** and **one Conventions** score will be reached.
- If questions or disagreements arise in scoring, you may consult the other members of your scoring team; however, always return to the rubrics, anchor papers, and commentaries for direction.
- G.** A grade-level team may feel more comfortable in determining the scores of the student papers if all their student papers are scored by two readers. Again, if consensus is not reached, then another reader needs to score the paper.
- H.** Stop scoring periodically to review and discuss the rubrics. This will help scoring to remain consistent throughout the process.
- I.** Circle the one score for Content and one score for Conventions on the scoring sheet and file the student writing sample in the student’s Evaluative Portfolio.

## Post-Writing Conferences

Many teachers share each student's scored paper with them during a writing conference. A student-friendly rubric can be shared with the student (*found in the Appendix of the peach-colored Evaluative Portfolio Handbook*). The student and the teacher may discuss the "next step" for the development of the student's writing. As the teacher completes the conference with all students, common topics for instruction will become clear.

## Other Information

- Students may self-select two other pieces of writing to add to the Evaluative Portfolio.
- The Evaluative Portfolio is for school use and will follow the student throughout the middle school grades.