

SAGE Writing



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ELA and Literacy

Overview of ELA Test

- **Two Sections:**
 - Reading, Language, Listening
 - Writing
- **Estimated Time: (Not Timed)**
 - Reading Listening and Language
 - Elementary (Gr. 3-5) – Approx. 90 minutes
 - Secondary (Gr. 6-11) – Approx. 90 minutes
 - Writing (New for 2014)
 - Elementary (Gr. 3-5) – Approx. 60 minutes
 - Secondary (Gr. 6-11) – Approx. 90 minutes
- **Can be configured any way**

ELA and Literacy

- **No breaking points in SAGE**
 - Can start test, Pause, when time is up for the period, then come back at another time to complete.
- **Reading**
 - Single Passages and Paired Passages
 - Literary/Informational ratio follows Core
 - Elementary: Split 50/50
 - Secondary: Literary increases
- **Listening**
 - Short (1 min) passages: dialogue, discussion, etc.
 - Headphones—all content areas for text-to-speech
- **Language**
 - Edit draft passage of student writing
 - Vocabulary

ELA and Literacy

- **Reading, Listening, Language**
 - Variety of Item Types
 - Multiple Choice
 - Selected Response
 - Drag and Drop
 - Hot Spot
 - Constructed Response
- **Writing**
 - Extended writing
 - Student writing will draw on information and evidence from passages
- **Two Compositions:**
 - Informative/Explanatory
 - Opinion (Gr. 3-5)/Argument (Gr. 6-11)

Composition #1: Informative/Explanatory

- **Writing Standard 2:**

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Stimuli (passages, images, audio) – Then given a prompt
- Prompt is shorter

Composition #2: Argument

- **Writing Standard 1:**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Stimuli (passages, images, audio)
- Prompt is Longer

Informational/Explanatory Writing

- **Purpose**

- To increase readers' knowledge of a subject
- To help readers better understand a procedure/process
- To provide readers with enhanced comprehension of a subject

- **Subject Matter**

- Types, components- (ex. Parts of poetry, Parts of internal combustible engine)
- Size, function, behavior -(ex. Size of U.S. What is x-ray used for? How do Penguins find food?)
- How things work- (ex. How does the Legislative branch of Government work or function?)
- Why things happen- (ex. Why are authors of the 20th century starting to blend genres?)

Informational/Explanatory Writing

- **Organization (Patterns and Text Structures)**
 - Description
 - Cause/Effect
 - Compare/Contrast – Similar/Differences
 - Sequence/Anecdote- To show series of steps
- **Genres**
 - Scientific and historical reports
 - Summaries
 - Instructions
 - Memos

Sample Writing Task:

Grade 10—Informational Essay

- **Prompt: (Shorter of 2 pieces)**

(Please note, this is NOT one of the Prompts. This is to illustrate the type of thinking and writing students will be expected to do on SAGE.)

Write an essay that explains why the light from a lighthouse can travel such long distances. Use information from the articles you have read in your essay.

- **Text Set:**

(This is a series of passages that are related to the prompt. Students are expected to pull in from text set and organize it so they relay their understanding how light from a lighthouse travels long distances.)

- Article and diagram comparing the distance light travels from various manmade sources, including lighthouses, flashlights, car headlights, etc.
- Article (with illustrations) describing how lighthouses generate and focus light signals
- Textbook excerpt describing how lenses and prisms focus and bend light

(Students draw info from Text Sets and put together in a text structure that lends itself to responding to this prompt.)

Argument Writing

(Longer of the 2)

- **Purposes**

- To change the reader's point of view
- To bring about action on the reader's part
- To ask the reader to accept an evaluation or explanation of a concept, issue, or problem

- **Components of argument**

- Make a **Claim**
- Provide the **Evidence**
- Show how Evidence relates to Claim - **Reasoning**

Argument Writing

This is indeed the ELA Literary Assessment . Which means we are looking at assessing English Language Arts and Literacy instruction across the curriculum, not just what happens in the English class or block. We are looking at the effectiveness of all teachers instruction in Literacy. Here in Argumentative Writing, the topic aligns with Science and Technical subjects. Teachers in these subjects need to be teaching students how to read and write the texts that align to the disciplines which align with other Technical subjects. Evidence of Literary instruction across the board.

- Acceptable evidence to support claims:
 - Facts
 - Data
 - Expert opinion
- Argument across the curriculum:
 - ELA: defend interpretations of literary texts with evidence from the texts
 - History/Social Studies: analyze evidence from primary and secondary sources to advance a claim best supported by evidence
 - Science: marshal scientific data and concepts to argue in support of claims addressing questions or problems

Sample Writing Task: Grade 6—Argument Essay

- **Prompt:**

- This is a claim made by a solar panel company:
- “Using solar panels for heating can save home owners money.” –(This is a claim)
- Based on the readings, write an essay that supports this claim OR an opposing claim. Be sure to include evidence from the articles to support your claim.

- **Text Set:**

- Article with information about the cost of installing solar panels
- Information and illustrations about the amount of energy generated by solar panels on houses with full sun to shaded exposures
- Report on the amount of energy homeowners have to buy to supplement solar energy provided by panels
- Personal anecdote from a consumer who has purchased and uses solar panels for heating

Machine-Scored Writing

- First year 100% human scored to train the engine and to provide scores
- Subsequent years a percentage of writing prompts will be backed by human scoring
- Scoring engine trained for specific prompt
- No instant scoring

Each grade will have a specific Rubric that matches with standards for Argumentative in their grade level which follows the Core standards.



Rubrics

- Development
 - Writing Review Committee: end of October (Prompts, Stimuli, and Rubrics)
 - Released beginning of November
- Statement of Purpose/Focus and Organization
 - Evidence/Elaboration
 - Conventions

Spell Check/ Accommodations

- **Spell Check:**

- Spell check is available for all grades 3-11 on both extended writing prompts but NO grammar check available.

- **Accommodations:**

- There are only four testing features that are now noted as an accommodation and MUST be part of a student's IEP or Section 504 plan.
- Scribe
- Sign Language
- Braille
- Large Print/Standard Size Paper

All other features are accessible for all students

e.g., text-to-speech, alternate location, extended time

All writing prompts are on the low end, on grade level band so it is easier reading than what is expected for their grade. This is not a Reading test so text-to-speech is available for ALL passages on the writing portion.