

## ON-DEMAND PERFORMANCE ASSESSMENT PROMPT

### Narrative Writing

#### Say to students:

"I'm really eager to understand what you can do as writers of narratives, of stories, so today, will you please write the best personal narrative, the best Small Moment story, that you can write? Make this be the story of one time in your life. You might focus on just a scene or two. You'll have only forty-five minutes to write this true story, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing."

#### For students in grades K–2, you will add:

"In your writing, make sure you:

- Make a beginning for your story.
- Show what happened, in order.
- Use details to help readers picture your story.
- Make an ending for your story."

#### For students in grades 3–8, you will add:

"In your writing, make sure you:

- Write a beginning for your story.
- Use transition words to tell what happened in order.
- Elaborate to help readers picture your story.
- Show what your story is really about.
- Write an ending for your story."

Use the teaching rubrics to assess and score these pieces of on-demand writing.

## ON-DEMAND PERFORMANCE ASSESSMENT PROMPT

### Opinion/Argument Writing

#### Say to students:

"Think of a topic or issue that you know and care about, an issue around which you have strong feelings. Tomorrow, you will have forty-five minutes to write an opinion or argument text in which you will write your opinion or claim and tell reasons why you feel that way. When you do this, draw on everything you know about essays, persuasive letters, and reviews. Please keep in mind that you'll have forty-five minutes to complete this, so you will need to plan, draft, revise, and edit in one sitting.

#### For students in grades K–2, you will add:

"In your writing, make sure you:

- Name your opinion.
- Give reasons and evidence to explain why you have that opinion.
- Write an ending."

#### For students in grades 3–8, you will add:

"If you want to find and use information from a book or another outside source, you may bring that with you tomorrow.

"In your writing, make sure you:

- Write an introduction.
- State your opinion or claim.
- Give reasons and evidence.
- Organize your writing.
- Acknowledge counterclaims.
- Use transition words.
- Write a conclusion."

Use the teaching rubrics to assess and score these pieces of on-demand writing.

## ON-DEMAND PERFORMANCE ASSESSMENT PROMPT

### Information Writing

#### Say to students:

"Think of a topic that you've studied or that you know a lot about. Tomorrow, you will have forty-five minutes to write an informational (or all-about) text that teaches others interesting and important information and ideas about that topic. Please keep in mind that you'll have only this one period to complete this, so you'll need to plan, draft, revise, and edit in one sitting. Write in a way that shows all that you know about information writing.

#### For students in grades K–2, you will add:

"In your writing, make sure you:

- Introduce the topic you will teach about.
- Include lots of information.
- Organize your writing.
- Use transition words.
- Write an ending."

#### For students in grades 3–8, you will add:

"If you want to find and use information from a book or another outside source to help you with this writing, you may bring that with you tomorrow.

"In your writing, make sure you:

- Write an introduction.
- Elaborate with a variety of information.
- Organize your writing.
- Use transition words.
- Write a conclusion."

Use the teaching rubrics to assess and score these pieces of on-demand writing.