

Writing Grade 11 A

Grade Level Standard(s):

L.11-12.1

Materials:

- Writing 11 A Attainment Task Questions for Student Use

Response Code:

- Indicate the answer provided by the student.

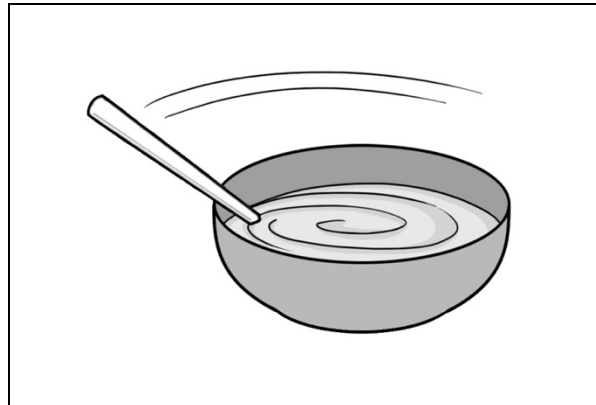
Text Coding:

- “Quotation marks” indicate the script that the teacher should read to the student.
- *Italicized text* provides further direction for the test administrator.
- Words in parenthesis () are optional; they may replace or be read in addition to the word(s) immediately preceding.

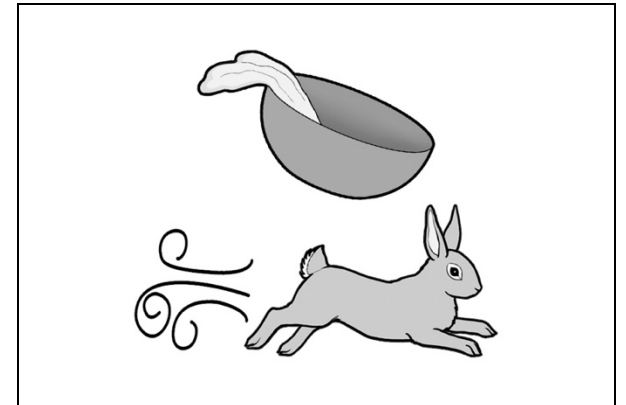
a. To dance with the batter



b. To mix the batter



c. To encourage the batter to go faster



Before beginning task administration, please ensure that all conditions specified in the administration protocol (starting on page 10 of the Administration Guide Overview and Attainment Task Administration) have been met. Inform the student that the task is about to start by saying, “We are about to start the task, and I am going to ask you some questions.”

All questions from this task are available for presentation to the student in the supplemental material Writing 11 A Attainment Task Questions for Student Use.

“Samara is planning a weekend with her friends. She is writing down her plans to share with her friends.”

“Samara has all of the ingredients for the cake, and they start to make it. The recipe directions say, ‘Next whip all ingredients to form a batter.’ Samara is not sure how doing the *Whip* is going to help her make a cake.”

4. “The convention of the word ‘whip’ has changed over time. What does whip **likely** mean in the recipe?”

Response Option	<i>Response Rationale</i>
a. To dance with the batter	<i>The student recognizes one meaning of the word as a dance but incorrectly identifies the meaning within the context of the writing.</i>
b. To mix the batter (Correct)	<i>The student understands the meaning of the word by correctly identifying the word within the context of the writing.</i>
c. To encourage the batter to go faster	<i>The student recognizes that whipping batter is causing the batter to move but does not understand the meaning of the word in the context of the writing.</i>
<i>Depth of Knowledge (DOK) 1</i>	

Writing 11 A Attainment Task Questions for Student Use

4. The convention of the word “whip” has changed over time. What does whip **likely** mean in the recipe?

Kentucky Academic Standard: L.11-12.1 – Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence. c. Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values and possible biases. d. Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and opposing claims. e. Establish and maintain a task appropriate writing style. f. Provide a concluding statement or section that follows from and supports the argument presented. g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Alternate Assessment Target: *a. No further limitations b. Limit to distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence c. Limit to develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both d. No further limitations e. Excluded from assessment f. No further limitations g. No further limitations*

The performance chart is located on the next page.

Student Group	Number of Students	Percent Correct
All Students	501	71.26%
Gender		
Female	159	75.47%
Male	342	69.30%
Ethnicity		
African American	52	69.23%
American Indian or Alaska Native	<10	Not Reported
Asian	<10	Not Reported
Hispanic of Latino	<10	Not Reported
Native Hawaiian of Pacific Islander	<10	Not Reported
White (Non-Hispanic)	400	72.75%
Two or More Races	41	63.41%
English Learner	28	53.57%
Economically Disadvantaged	389	71.72%

*Number of students that attempted the item