



Pearson

**Kentucky
Spring 2020
Item Review
Committee**

Writing

15 October 2019

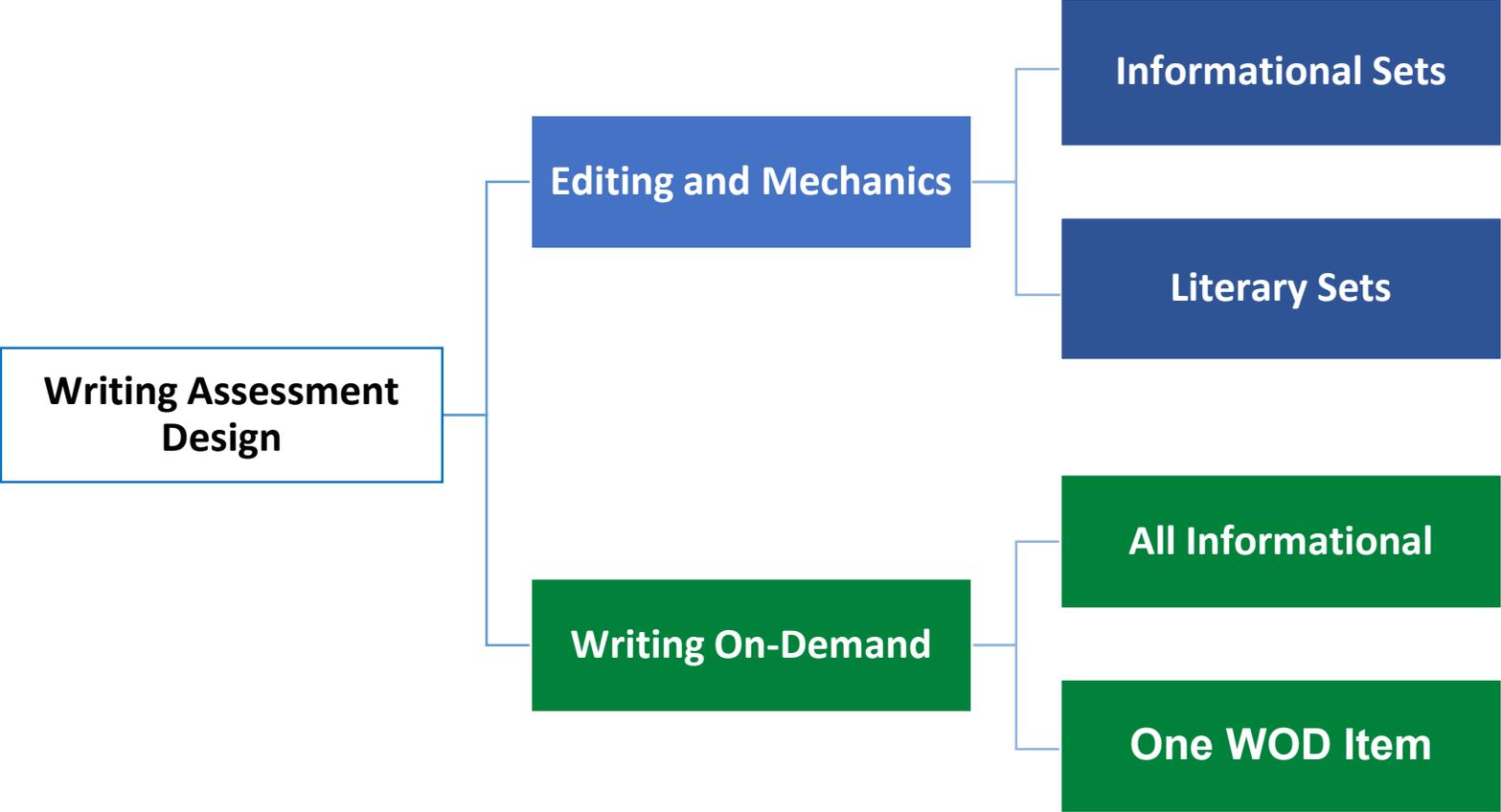
Kentucky Academic Standards



Writing

Assessment Overview

Components of the Writing Assessment



Standards

KAS: What are the Writing Standards?

- Describe what a student needs to be able to do to show mastery
- Support Language and Composition claims
- Targeted to literary and informational passages
- Provide for a range of teaching and assessment options

Discipline area

Composition Grade 8

Grade Level

Standard

		Interdisciplinary Literacy Practices	
Text Types and Purposes		1	Recognize that text is anything that communicates a message.
C.8.1	Compose arguments to support claims with clear reasons and relevant evidence.	2	Employ, develop and refine schema to understand and create text.
	<ul style="list-style-type: none"> a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d. Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. e. Establish and maintain a task appropriate writing style. f. Provide a concluding statement or section that supports the argument presented. g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-writing or trying a new approach, focusing on how well purpose and audience have been addressed. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
C.8.2	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	<ul style="list-style-type: none"> a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-writing or trying a new approach, focusing on how well purpose and audience have been addressed. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		6	Collaborate with others to create new meaning.
		7	Utilize digital resources to learn and share with others.
		8	Engage in specialized, discipline-specific literacy practices.
		9	Apply high level cognitive processes to think deeply and critically about text.
		10	Develop a literacy identity that promotes lifelong learning.
		HOME	

Kentucky Item Types

- **Multiple Choice Items (MC)**
- **Multiple Select Items (MS)**
- **Technology-Enhanced Items (TE)**
- **Short Answer Items (SA)**
- **Extended Response Items (ER)**
- **Writing On-Demand Items (WOD)**



Writing On-Demand

- Focuses on *KAS* Composition Standard 1: Argument/Opinion
- Requires students to respond to a text set (articles, speeches, charts, graphs, illustrations, etc.)
- Asks students to synthesize information across texts to construct an argument/opinion
- Requires Grade 5 students to compose a well-organized essay stating their opinion, supporting their opinion with evidence from at least two provided texts
- Requires Grade 8 and Grade 11 students to compose an argumentative essay, supporting the argument with evidence from at least two provided sources in the text set

On-Demand—Grade 5

from “Big Benefits”

Move Your Way: 60 a Day!

Directions: Select each tab to read the passage and the poster and answer the following question.

from “Big Benefits”

by Kathiann M. Kowalski

- 1** The long-term benefits of regular physical activity include longer life expectancy, better weight management, and better overall health. Physical activity also lowers risks for many diseases, including heart disease, stroke, and some cancers.
- 2** “Basically, there’s no system that it doesn’t have a positive effect on, at least when done in *moderation*,” says Antronette Yancey at the University of California at Los Angeles. . . . More importantly, Yancey says, physical activity “can produce immediate benefits.”
- 3** For starters, regular physical activity improves your overall fitness. Your bones and muscles grow stronger. You can do more before tiring. And exercise can bolster the immune system, so you’re

On-Demand Writing Directions: Carefully read the prompt below. Then read the provided texts. Enter your essay in the space provided.

Physical Activity

In your opinion, what are the most important reasons for students to participate in a physical activity program at school? Write a well-organized essay stating your opinion. Support your opinion with evidence from the texts.

B

I

U

☰

☰

↶

↷

10000

On-Demand—Grade 8

from “When Your Stuff Spies on You”

from “The Internet of Things Needs a Code of Ethics”

from “Securing the Internet of Things”

Households with Internet Access Reporting Online Security Breaches in 2015

Potential Interconnections in an IoT-enabled Environment

Directions: Select each tab to read the articles and the graphics and answer the following question.

from “When Your Stuff Spies on You”

by Stephen Ornes

- 1 The Internet of Things is the collection of everyday objects that can gather information then share it online. These objects use built-in sensors and other small devices to interact with the environment around them.
- 2 For example, “smart” basketballs or soccer balls can collect data

On-Demand Writing Directions: Carefully read the prompt below. Then read the provided texts. Enter your essay in the space provided.

Internet Regulation

Write a well-organized essay arguing whether products that are part of the Internet of Things should be more carefully regulated. Support your argument with evidence from the texts.

B

I

U

☰

☰

↶

↷

10000

On-Demand—Grade 11

from “An Enemy in Our Midst: Maryland Tries to Fight Invasive Plant Species”

from “Invasive Species Aren’t Always Unwanted”

Managing Invasive Plants: Plants and Their Environments

from “Invasive Species: Finding Solutions to Stop Their Spread”

Directions: Select each tab to read the passages and answer the following question.

from “An Enemy in Our Midst: Maryland Tries to Fight Invasive Plant Species”

by Elise Schmelzer



On-Demand Writing Directions: Carefully read the prompt below. Then read the provided texts. Enter your essay in the space provided.

Invasive Species

Write a well-organized essay arguing whether invasive plant species should be made illegal. Support your argument with evidence from the texts.

B

I

U

☰

☰

↶

↷

10000