

**10TH GRADE**

# **South Dakota Writing Formative Alternative Assessment**



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# South Dakota Writing Alternate Formative Assessment

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## Acknowledgements

The South Dakota Writing Alternate Formative Assessment for Students with Significant Cognitive Disabilities is the result of the contributions of special educators from across the state. Many hours of collaboration were devoted to ensure the assessment would be appropriate for students of all ability levels. The South Dakota Department of Education wishes to express appreciation and gratitude to the individuals and the organizations they represent who contributed expertise and time to develop this assessment.

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- Angel Lee, Research Associate, University of North Carolina at Charlotte
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To download the Writing Alternate Formative Assessment, visit the SD Department of Education website at <http://www.doe.sd.gov/oats/AltAssessment.asp>

For further information or questions concerning the Writing Alternate Formative Assessment, contact Special Education Programs at 605-773-3678.

# South Dakota Writing Alternate Formative Assessment

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## Overview

The Writing Alternate Formative Assessment was developed to instruct on the grade level extended content in grades 5, 7, and 10 and measure growth over time on the 6 Writing Traits (Ideas, Organization, Conventions, Sentence Fluency, Word Choice, and Voice). The formative assessment was not designed to be used as a one time assessment score, but to inform teaching throughout the year. The assessment will provide the teacher with student progress, as well as provide a guideline of what skills are mastered from skills within the acquisition phase of learning.

The assessment includes two instructional plans to guide instruction through the academic school year. The instructional plans are designed as an example of how to teach to the 6 writing traits. The lesson plans are not comprehensive of all lessons to be taught throughout the academic school year, rather a model for teachers to use to develop their own lesson plans for generalization of writing topics.

Lesson plan one and two will focus on introducing the writing process and build on the six writing traits. After the instructional lesson has been taught, the assessment will be administered and scored using the grade level rubric. The assessment package includes an assessment format/script. The same assessment will be given after instruction from lesson plan one and lesson plan two, in the same format, to provide a clear example of what the student has mastered from submission 1 to submission to 2. The assessment scoring rubric will provide the teacher with a method to score the writing sample on each of the 6 writing traits. Teachers should administer the assessment to each student individually, and use data to make instructional decisions regarding progress towards mastery of each of the 6 writing traits.

The testing window is from September 1 to April 30 with a requirement of two assessments to be administered during the testing window.

## Student Response Format

Student responses may vary greatly within this population of students with significant cognitive disabilities. It is important to find the appropriate level of support your student will need to complete the writing tasks as independently as possible. This level of support will be the same during teaching activities and writing lessons and for the administration of the Writing Alternate Formative Assessment. Teachers can use this level of support for the student during the assessment. The level of support used for students to “show what they know” during the assessment, should be the same level of support required during the teaching phase of each skill.

These are the levels of communication that some students may be at. You will need to make note of the student's level on the Scoring Rubric. Writing is the process of putting ideas together to create a product. This product may look different for each student. These levels are provided to give a description of the different response modes a student may use for writing instruction and assessment.

- A. Student independently writes in words
- B. Student gives answer orally to teacher, asks for spelling assistance to write.
- C. Student gives answer orally to teacher to write.
- D. Student chooses answer from oral options provided by teacher.
- E. Student uses a pre-made word bank to find answer.
- F. Student chooses from a bank of picture options.
- G. Student chooses from 2-4 options (words, pictures, objects).
- H. Student uses assistive technology to indicate response.
- I. Student uses response mode (e.g., eye gaze, pointing) to respond to yes/no question about answer.

# South Dakota Writing Alternate Formative Assessment

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## Testing Session 1:

1. Use Instructional Plan 1 (or adapted plan designed by teacher) to instruct at least once prior to administering the assessment.
  - **Lesson Plan 1** introduces the writing process and some of the six writing traits.
  - The lesson can be followed exactly as written or adapted to the student or class needs as long as the focus areas addressed in the Instruction Plan are included in the adapted plan.
  - Additional lessons can be taught during the testing session using the suggested topics or topics relevant to the student as long as the focus areas match those addressed in the Instructional Plan.
2. Administer the Writing Alternate Formative Assessment
3. Score the student responses/products using the Scoring Rubric
  - Submit scores on the web at: <http://tinyurl.com/sd-writing-alt>

## Testing Session 2:

1. Use Instructional Plan 2 (or adapted plan designed by teacher) to instruct at least once prior to administering the assessment.
  - **Lesson Plan 2** provides maintenance of the initial writing traits taught in lesson 1 and introduces the remaining writing traits.
  - The lesson can be followed exactly as written or adapted to the student or class needs as long as the focus areas addressed in the Instruction Plan are included in the adapted plan.
  - Additional lessons can be taught during the testing session using the suggested topics or topics relevant to the student as long as the focus areas match those addressed in the Instructional Plan
2. Administer the Writing Alternate Formative Assessment
  - This is the same assessment administered in Testing Session 1
3. Score the student responses/products using the Scoring Rubric
  - Submit scores on the web at: <http://tinyurl.com/sd-writing-alt>

# South Dakota Writing Alternate Formative Assessment

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## Assessment Materials

All materials for the Writing Alternate Formative Assessment can be found on the South Dakota Department of Education website at: <http://doe.sd.gov/oats/AltAssessment.asp>

Materials include:

1. Training Materials
  - a. Live Meeting recorded training session
  - b. PowerPoint on Administration of Writing Alternate
  - c. Narrated PowerPoint on teaching the 6 Writing Traits to students with significant cognitive disabilities.
2. Grade 5
  - a. Instructional Lesson Plan 1
  - b. Instructional Lesson Plan 2
  - c. Writing Alternate Formative Assessment
  - d. Scoring Rubric
  - e. Who, What, When, Where, How, Why Map
3. Grade 7
  - a. Instructional Lesson Plan 1
  - b. Instructional Lesson Plan 2
  - c. Writing Alternate Formative Assessment
  - d. Scoring Rubric
  - e. Proofreading Checklist
4. Grade 10
  - a. Instructional Lesson Plan 1
  - b. Instructional Lesson Plan 2
  - c. Writing Alternate Formative Assessment
  - e. Scoring Rubric
  - f. Graphic Organizers
  - g. Task Analysis for Writing

For further information or questions concerning the Writing Alternate Formative Assessment, contact Linda Turner in Special Education Programs at [linda.turner@state.sd.us](mailto:linda.turner@state.sd.us) 605-773-6119.

# 10th grade - Writing Alternate Formative Assessment – Lesson Plan 1

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**Title:** Spiders – 6 traits of writing

**Grade Level:** 10<sup>th</sup> Grade

**Time:** Lesson can be taught over several class periods. For example, traits can take 1-2 class periods if students need more practice to understand the concept.

**Materials:**

- Pictures of spiders, videos of spiders or a fake spider for sensory student to explore
- Vocabulary activities – writing definitions, attending to definitions, matching definitions
- Pre-made sentence strips.
- Pre-made paragraphs with word banks
- Picture symbols
- Word Manipulatives
- Dictionary (Use internet to search word spelling or spell check on computer)
- Computers/paper/writing utensils (this will depend on student's Level of Support)

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**Attention Getter:**

(Teacher shows students pictures/videos/sensory activities of spiders)

Script.

*Today we are going to create sentences using a cause/effect graphic organizer. I have shown you pictures/videos/sensory activities of spiders. We are going to use this to create sentences.*

(teacher hands out cause/effect graphic organizer. If students are able to write they can copy answers as teacher goes through the process, to scaffold you can also have pre-made words students can use to complete the cause/effect graphic organizer (G.O.), to scaffold even further you can use a picture symbol for the cause and effect.) *First we need to identify the cause. Remember the "cause" is the event. What is our event?* (pause for student processing, seeing a spider is the cause). *Lets put spiders as the cause on our graphic organizer.* (pause to complete). *Now we need to identify the "effects" of spiders! Give me some ideas of what would happen if someone saw a spider.* (Students responses will depend on Level of Supports, some answers will be given orally while others may need pic syms to identify the effects). *Good Job, now lets add these effects to our graphic organizers."* (teacher shows students where to write/label "effects" on the graphic organizer or use scaffold ideas to complete task, teacher can practice more cause/effect by going through the cause/effect list on Task Analysis in appendix).

*We are going to use your ideas and graphic organizers to go through the 6 writing traits and create a paragraph.*

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**Discussion:**

Script for teaching 6 writing traits.

*1. Let's look further at our graphic organizer to add ideas with each effect. This will help us to start generating sentences using our graphic organizer. Let's review "Idea." An "idea" is the main event (cause) and the supporting details (effects). Let's look at our graphic organizer to review your main event and supporting details.* (Some students will understand cause/effect on a graphic organizer with one lesson, others may need several sessions to practice this idea, use teacher discretion.)

## 10th grade - Writing Alternate Formative Assessment – Lesson Plan 1

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*2. Ideas is our first writing trait and we are going to “organize” our ideas in this next lesson. Using our cause, spider, lets create an introduction sentence. Let’s start our introduction by saying what happened.*

(With teacher model, create sentence).

Now tell me, what happens after a person sees a spider.

(You may have students create one sentence/phrase or multiple sentences of what happened.)

How can we end our sentences.

(Students can generate different endings.)

*3. We just learned how to use ideas to create sentences. Paragraphs should be organized so they have a beginning, middle, and an end. Let’s take the phrases/sentences and put them in order.*

(With teacher model, organize the sentences, if students need more practice you can use other cause/effect sentence strips/pic symbols to practice organization).

*4. The next writing trait is conventions. When we write sentences, we have to make sure each sentence begins with a capital letter and ends with correct punctuation. Let’s look at our phrases/sentences and make sure each begins with a capital letter and ends with a period, question mark or exclamation point.*

(If students need more practice, teachers can use worksheets to help students understand and practice skills).

*5. We have started our story, organized our thoughts, and now it is time to make sure that our phrases/sentences are in order. Remember, back to organization that the introduction comes first, then the supporting details and you finish your writing with an ending.*

(Put sentences in order, if students need more practice have other activities to order sentences.

E.g., Sentence strips, pic symbol sequencing).

*6. Word choice is when we need to add descriptive words to our phrases/sentences to make them more interesting. Let’s find words we can use to describe someone seeing a spider.*

Let me give you an example,

- Scary spiders
- Loud screams
- Frightened faces

Now you tell me words you can use to describe.

(With teacher model, create descriptive words to add to phrases/sentences.)\* These traits should be modeled by the teacher. Students will learn more about the writing traits of Word Choice and Voice in Lesson Plan 2.

*7. The final process of writing is the use of voice. The voice is the tone of paragraph. You want to make sure that you use feelings in your writing and the feelings or tone is consistent*

(With teacher model, practice identifying consistent voice, multiple sessions may be necessary to understand voice.) \* These traits should be modeled by the teacher. Students will learn more about the writing traits of Word Choice and Voice in Lesson Plan 2.

# 10th grade - Writing Alternate Formative Assessment – Lesson Plan 1

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## **Model :**

- \* 3 levels of symbolic use
  - 1. Model each skill and trait.
  - 2. Students can write/copy/give answers orally/use pic syms to complete graphic organizer.
  - 3. Students can use the completed graphic organizer to create phrases/sentences/paragraph (remember paragraphs will look different based on students Level of Support).
  - 4. Students can use picture symbols with the word to create the graphic organizer.
  - 5. Some students will need multiple sessions on each writing trait and you may need to find various methods to teach the trait for understanding.
- 

## **Independent/Guided Practice (Least Intrusive Prompting):**

- \*use graphic organizer to develop phrases
- \*embed opportunity to model 6 writing traits.
- \*3 levels of symbol use (physical, verbal and/or gesture prompts)
- \*create sample graphic organizer, with supporting materials for students to participate at each level of support.
- \* generalization of objectives embedded
  - ideas for generalization of graphic organizer
  - practice creating new graphic organizers with other causes
  - practice creating effects on a graphic organizer with new causes
  - practice using graphic organizers to create 2 word phrases

# 10th grade - Formative Assessment Writing – Lesson 1

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Teachers may use the completed lesson to teach the 6 writing traits or may create your own lessons. The lesson is designed to teach the 6 writing traits prior to giving the first assessment (submission #1) The length of time of lesson depends on how much practice teacher gives each trait.

Writing Standard: Students can compose text using problem/solution or cause/effect organizational patterns

Alternate Standard: Students can compose at least two or more sentences using problem/solution or cause effect organizational patterns.

Teacher's Job:

Student's Job:

1. Attention Getter:

Show pictures of spiders and/or  
Videos of spiders

1. Attend to Attention Getter

2. Review Vocabulary & Definitions

- \* Cause-The event
- \*Effect – what happens after the event
- \*Ideas – main idea & support
- \*Organization – Intro, body, conclusion
- \*Conventions – Capitalization & punctuation
- \*Sentence Fluency – Flow of sentences
- \*Word Choice – describing words
- \*Voice - tone

2. Read, Repeat, write or match vocabulary words to definitions

3. Teacher Demonstrate cause/effect

* Ex.	Cause	Effect
	Push Power	Radio turns on
	Drop a ball	Bounces
	Hit egg on bowl	Egg cracks

3. Students practice cause/effect

*Ex.	Cause	Effect
	hit switch	toy moves

4. Teacher shows pictures of spiders, videos of spiders, or sensory activity (ex. use a toy spider-touch to skin)

4. Engage in activities with spiders

5. Complete graphic organizer (see app 2) based on level of support.

5. Student completes graphic organizer

6. Teach Idea – Review vocabulary

6. Respond to Idea – Vocabulary

7. Using the graphic organizer ask "What is the event in our story?"

7. Students respond with their ideas  
Enter response on graphic organizer

8. Teacher asks, "What happens when some people see spiders?"

8. Students brainstorm ideas (details).  
(Students may need visual cues, picture symbols or word/sentence strips.)  
Enter responses on graphic organizer.

9. Teach Organization – Review Vocabulary  
Use cause/effects on graphic organizer to:  
Model introduction  
Model a support sentence  
Model conclusion

9. Attending to/practice organization  
Use cause/effect on graphic organizer to:  
Practice Introduction  
Practice support sentence  
Practice conclusion  
(Students may need visual cues, picture symbols or word/sentence strips)

10. Teach Conventions – Review Vocabulary  
Use organization sentences  
Teacher Models Capitalization  
Teacher model punctuation

10. Attend to Convention  
Use organization sentences  
Practice capitalization  
Practice punctuation  
Use matching, worksheets, etc.

# 10th grade - Formative Assessment Writing – Lesson 1

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- |  |   |
|--|---|
| <p>11. Teach Sentence Fluency - Review Vocabulary<br/>Model sentence fluency</p> <p>12. Teach Word Choice – Review vocabulary<br/>Model descriptive words<br/>“Tell me what happens when people see spiders”</p> <p>13. Teach Voice - Review vocabulary<br/>Review tone:<br/>Seeing a spider: Is that scary or frightening, or happy</p> <p>14. Wrap-up - read paragraph created on spiders.</p> | <p>11. Attend to sentence fluency<br/>Practice sentence fluency<br/>Sequence/Match sentences<br/>Practice ordering sentences</p> <p>12. Attend Word Choice – Review Vocabulary<br/>Practice creating descriptive words<br/>Respond to teacher question:<br/>Ex. Scream, jump, scared, run<br/>(Students can use pic syms to respond.)</p> <p>13. Attend to Voice – Review vocabulary<br/>Practice tone:<br/>Look at sentences on spiders.<br/>Is the same emotion used in sentences?<br/>Given choices, choose which sentences have the same voice.</p> <p>14. Students show final writing product.</p> |
|--|---|

## Resources:

<http://www.quia.com/mc/20632.html>  
<http://www.quia.com/mc/94601.html>  
[http://languageartsgames.4you4free.com/cause\\_effect.html](http://languageartsgames.4you4free.com/cause_effect.html)  
<http://lrs.ed.uiuc.edu/students/fwalters/causeconnect.html>  
[http://a4esl.org/q/h/mb/adv\\_cause.html](http://a4esl.org/q/h/mb/adv_cause.html)  
<http://www.studyzone.org/testprep/ela4/o/causeeffectp.cfm>  
Smart Exchange – For Smart Board users

Directions: Put a number 1-5 to put these sentences in logical order.

\_\_\_\_\_ The spider ran away from me.

\_\_\_\_\_ I jumped because a spider scared me.

\_\_\_\_\_ My dad screamed real loud!

\_\_\_\_\_ The spider scared me.

\_\_\_\_\_ I covered my eyes.

Now write the sentences in order to practice writing a paragraph.

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# 2

## Lesson 2 Conventions



the

spider



run away from



me



i



jump



because



spider



scare



me



my



dad



scream



real

loud



the

spider



scared



me



i



cover



my



eye



# 2

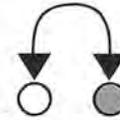
## Lesson 2 - Conventions

+

&

( ! ? ,  
; : . )

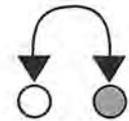
Add capital letters and punctuation.



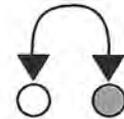
\_\_\_\_\_ he spider run away from me \_\_\_\_\_ . or ?



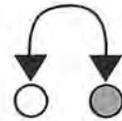
\_\_\_\_\_ jump because spider scared me \_\_\_\_\_ . or ?



\_\_\_\_\_ y dad scream real loud \_\_\_\_\_ ! or ?



\_\_\_\_\_ he spider scared me \_\_\_\_\_ . or ?



\_\_\_\_\_ cover my eye \_\_\_\_\_ . or ?

**t**

T



I

**m**

M

**t**

T



I



2



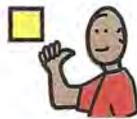
Lesson 2 - Sentence Fluency



\_\_\_\_\_ The spider run away from me.



\_\_\_\_\_ I jumped because spider scare me.



\_\_\_\_\_ My dad scream real loud!



\_\_\_\_\_ The spider scare me.



\_\_\_\_\_ I covered my eye.

1

1

2

2

3

3

4

4

5

5

# 2



## Lesson 2 - Final Paragraph



The spider scare \_\_\_\_\_ I \_\_\_\_\_



because spider scare me. I \_\_\_\_\_ my



eye. My dad \_\_\_\_\_ real loud! The



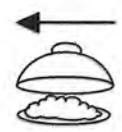
spider \_\_\_\_\_ away from me.



me.



jumped



covered



scream



run

## 10th grade - Writing Alternate Formative Assessment – Lesson Plan 2

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**Title:** “Polishing the sentences” (Word Choice and Voice)

**Grade Level:** 10<sup>th</sup> Grade

**Time:** 1-2 days

**Materials:**

- Writing utensils/scissors/glue
- Lesson 3 worksheets (make sure you have worksheets at the appropriate symbolic level)
- Proof Reading Checklist

**Extended Content Standards:** 10.A.W.1.1 Students can compose at least two sentences using problem/solution or cause/effect organizational patterns.

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### Attention Getter:

(Teacher reads the Lesson 2 final paragraph)

*Script.* (comments to teachers)

*The final step in writing a paragraph is to add descriptive words and make sure we have agreement with our verbs. I want you to attend as I read the final paragraph from lesson 1. “The spider scared me. I jump because spider scare me. I cover my eyes. My dad scream real loud. The spider run away from me.” What do you think of our paragraph now. Does it sound like all of the words go together? (pause and discuss) Do you think we can add words to make the paragraph sound better? (pause and discuss) This is the fun part of writing we get to add words to make our paragraph more descriptive.* Teacher hands out lesson 3 worksheets (Please note, the worksheets are made to use with different symbolic levels. For students who work at an independent level and can write will use the worksheets with just words, this will also work for students who may not write but can orally tell you the answers and you may write them in. The Pre-symbolic level worksheets have choice at the bottom that can be cut and used to complete the worksheets.

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### Discussion:

*“Look at the sentences in the paragraph I just read. Does it sound like all of the sentences agree with one another?” (teacher should direct kids to look at the verbs and tense)*

*“Do you think there are words we can add to this paragraph to make it more descriptive?” (teacher should direct kids to think of more descriptive words to add to the paragraph)*

*“Let’s review our vocabulary from our first two lessons.” (review vocabulary on Lesson 3 Task Analysis.)*

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### Model :

\* 3 levels of symbolic use

1. Students can write or copy to complete lesson 3 worksheets
2. Students can use picture symbol worksheets to complete lesson 3
3. Students can use picture symbols worksheets and student can use eye gaze or point to picture symbols.

**Step 1** – *Today we are going to complete 2 worksheets and write (complete a final paragraph). The first worksheet is on word choice let’s review the definition of word choice (use definition on task analysis).*

**Step 2** – *“I am going to complete the first sentence to show you how use proper word choice”* Teacher Model

## 10th grade - Writing Alternate Formative Assessment – Lesson Plan 2

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**Step 3** – *“Now I am going to put you into small groups to complete the 2<sup>nd</sup> and 3<sup>rd</sup> sentence.”* Small group Practice

**Step 4** – *“For the last two sentences, I want you to try to do it by yourself.”* Do all of your verbs sound the same ( jumped, ran, covered)

**Step 5** - *Now we will review the definition of voice* (use definition on task analysis).

**Step 6** – *“I am going to look at the first sentence and use a descriptive word”* Teacher Model

**Step 7** – *“Now I am going to put you into small groups to add descriptive words to the 2<sup>nd</sup> and 3<sup>rd</sup> sentence in this paragraph.”* Small group Practice

**Step 8** – *“For the last two sentences, I want you to try to add descriptive words to the last two sentences.”*

**Step 9** - *“For the final step in this process I would like you use the new sentences you created that have good word choice and better descriptions to write a better paragraph. ”* Students who can write or copy can use the lines or a computer to complete the Lesson 3 writing. Pre-symbolic students can fill words in the paragraph provided.

**Step 10** - Once the paragraph is finished, instruct the students to use the proof reading checklist. Check for word choice and voice.

- Student independently revises paragraph.
- Student needs verbal prompt.
- Student needs highlighted or marked changes.
- Student needs picture symbol of changes.  
Student needs to eye gaze to choice.

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### **Independent/Guided Practice (Least Intrusive Prompting):**

(Least Intrusive Prompting):

\*Students can independently complete worksheets and write or type final paragraph or use pre-symbolic worksheets

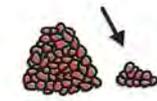
\*embed opportunity to model writing traits word choice and voice

\*3 levels of symbol use (physical, verbal and/or gesture prompts)

\* Use the proof reading checklist. Check for word choice and voice.

\* generalization of objectives embedded

- ideas for generalization of word choice and voice
- practice word choice and voice with other sentences
- practice creating sentences with word choice and voice.



Lesson

3

3

- Word Choice



The spider \_\_\_\_\_ me.



I

\_\_\_\_\_ because a spider \_\_\_\_\_ me.



a



I

\_\_\_\_\_ my \_\_\_\_\_.



my



My



dad

\_\_\_\_\_ real loud.



loud.



The spider \_\_\_\_\_ away from me.



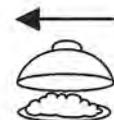
scared



jumped



scared



covered



eyes



screamed

Lesson 2 – Word Choice

Circle the correct usage of the words highlighted.

The spider scared me.

I **jump/jumped** because **a/many** spider scare/scared me.

I **cover/covered** my **eye/eyes**.

My dad **scream/screamed** real loud!

The spider **ran/run** away from me.

Lesson 2 - Voice

Directions: Use the word bank to add description to our sentences.

Word Bank:

high      like a girl      black      huge      startled

1. The \_\_\_\_\_ spider scared me.
2. I jumped \_\_\_\_\_ because a spider scared me.
3. I covered my \_\_\_\_\_ eyes.
4. My dad screamed real loud \_\_\_\_\_!
5. The \_\_\_\_\_ spider ran away from me.

Now write the sentences in order with your descriptive words.

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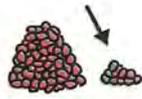
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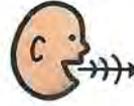
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3



Lesson 3 - Voice



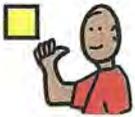
The \_\_\_\_\_ spider scared me.



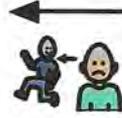
I jumped \_\_\_\_\_ because a spider scared me.



I covered my \_\_\_\_\_ eyes.



My dad screamed real loud \_\_\_\_\_!



The \_\_\_\_\_ spider ran away from me.



high



like



a



girl



black



huge



startled



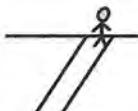
Complete the paragraph.

    \_\_\_\_\_  me.  I

\_\_\_\_\_  because  a  spider  scared  me.  I

\_\_\_\_\_  my  startled  eyes.  My  dad

\_\_\_\_\_  real  loud  like  a  girl!  The

  black spider \_\_\_\_\_  away  from  me.

 scared  jumped  covered  screamed  ran

# 10th grade - Writing Alternate Formative Assessment

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**Title:** Cause/Effect Writing Assessment

**Grade Level:** 10<sup>th</sup>

**Time:** Based on student need

**Materials:** Cause/Effect Graphic Organizer (choose which is best for your student), Writing utensils/software, dictionary, paper/computer/assistive technology,

**Extended Content Standard:**

10.A.W.1.1 Students can compose at least two sentences using problem/solution or cause/effect organizational patterns.

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**Attention Getter:**

“Today I am going to show you pictures (or a small video clip) of tornadoes. After you look at the picture (or video clip) you will write a cause/effect paragraph. You can use a graphic organizer to arrange cause/effect ideas if you choose.” (Teachers will use the following pictures for students to identify the cause and effects of a tornado. You may also show them video clips. **NOTE: Other ideas to use a tornado as a cause: Put the students hand in front of a fan to feel wind, drop water droplets on their hand to feel the rain.**



# 10th grade - Writing Alternate Formative Assessment

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## Discussion:

“Now I am going to show you pictures (or video clips) of tornados.” (Show student different pictures/video clips or for students who need sensory activities – feel the wind or feel the rain.)

**NOTE:** See Appendix 1 for all Cause/Effect Graphic Organizers (optional)

“Remember when you write your paragraph the “cause” is the event and the “effects” are what happened because of the event.

“Now it is time to start the writing assessment. I want you to do the best you can in creating your sentences. You may use your picture (sounds) and graphic organizer to help you create your paragraph. (Teacher can let students use dictionaries, spelling tools on a computer, or picture symbols and pre-made sentences strips to complete this assessment.

- 1) “Your paragraph will need to have an introduction. Sentences with supporting details (effects) and a conclusion.”
- 2) Let students begin to work, if needed, you may use prompts.  
Prompts can be used to guide students through the writing process, but not to give ideas or answers.
  - “Reminder the “Cause” is the event and the “Effects” are what happened after the event.
  - “If you do not know how to spell words you can use your dictionary or spell check on the computer.”
  - “Check all sentences to make sure they start and end correctly.”
  - “Do the best you can!”
  - “When you are done reread your paragraph. Does it need any revisions? Can you add any other details?”
  - “Check punctuation. You may use the Proofing Checklist.” (optional)

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**Independent Practice:** (Remember this is the assessment that will provide data to make a formative evaluation of the student current level of performance, do NOT prompt students to the correct answer. It may be appropriate to give directions throughout assessment. E.g., Fill in the next box of the graphic organizer, you may use your graphic organizer or picture to create your sentence, here are your choices).

- 3) Use the list below (A-I), find the appropriate mode of communication your student will need to complete the writing tasks. These levels are written to include students of all abilities. Writing is the process of putting ideas together to create a product. This product will look different for most students. These levels are provided to give a description of different response modes to create a product (writing).
  - A. Student independently writing in words
  - B. Student orally creates paragraph to the teacher, asks for spelling assistance to write. (This student has a high level of processing but physically is unable to write.)
  - C. Student gives answer orally to teacher to write. (This student can orally place words in sentences.)
  - D. Student chooses answer from oral options provided by teacher.
  - E. Student uses a pre-made word bank to find answer
  - F. Student chooses from a bank of picture options
  - G. Student chooses from 2-4 options (words, pictures, objects)

## 10th grade - Writing Alternate Formative Assessment

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- H. Student uses assistive technology to indicate response
- I. Student uses response mode (e.g., eye gaze, pointing) to respond to yes/no question about answer.

- i) After determining the students level, teacher will show the tornadoes in pictures/videos/sensory activities. Students can choose to use a graphic organizer (appendix) to organize thoughts or may choose to start creating their paragraph. The following are examples of what a writing product may look like.
- A) Students who can complete the writing assessment independently with minimal prompts may write on a sheet of paper or type their paragraph on the computer.
  - B) Using a pre-constructed paragraph, students can complete sentences by using a word bank.
  - C) Using pre-constructed paragraph students can choose between 2 words.
  - D) Student uses a switch to decided desired item
  - E) Student uses eye gaze or responds to yes/no questions about desired items.

**REMEMBER: The final product for each student is based on their ability level. Some students may not be able to physically write or type but can still create a product orally or by making choice.**

**NOTE: See Appendix 2 for materials to use for B, C, D, E.)**

**NOTE: See Appendix 3 for Proofing Checklist.**

\* Generalization of objectives embedded

**- Ideas of different writing prompts (Students may need several ways to understand the writing prompt, or may need more details to understand)**

Write what is the event?

Write what happens during/after the event?

What can happen to a house/barn/people in a tornado's path?

Have you ever witnessed a tornado, remember what you saw.

What does the land look like after the tornado is gone?

**- Ideas for generalization of new vocabulary**

- "Reminder the **"Cause"** is the main event and the **"Effects"** are what happens because of the main event.
- "The **"cause"** is the event."
- "The **"effect"** is what happens after."
- Introduction – Starts your paragraph
- Conclusion – Ends your paragraph
- Main Idea – The cause is your main idea
- Detail Sentences – Use the effects to write your detail sentences.
- Use as many descriptive words as possible.

## **Formative Assessment Supplemental Materials.**

The following pages are to be used if students are not able to independently write or type their paragraphs. These are for students E-I of Level of Support. These pages will be the final writing product. Different options have been created to address different response modes.

Option 1: Student uses the word bank to complete the paragraph.

Option 2: Student chooses the best option from two choices and pastes it on the sentence blanks.

Option 3: Students uses the Picture Symbol Word bank to complete the paragraph.

Note: This final assessment will be used for both sessions.

Student Name : \_\_\_\_\_

Directions: Use the word bank to complete the paragraph.

Word Bank

run                      dangerous.                      Tornadoes  
destroying              sky                      flying

---

This tornado is \_\_\_\_\_ The tornado makes the \_\_\_\_\_

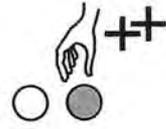
look dark. People \_\_\_\_\_ from the tornado to safety. The

tornado is \_\_\_\_\_ the house. Pieces of the house are

\_\_\_\_\_ in the air. \_\_\_\_\_ are scary.



2



Options for 2 choices



run



dangerous.



Tornadoes

destroying



sky



flying



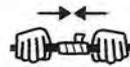
smile



happy



Grass



fixing



boat



jumping



Student Name : \_\_\_\_\_



This tornado is \_\_\_\_\_ The tornado



makes the \_\_\_\_\_ look dark. People



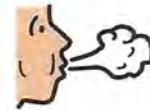
\_\_\_\_\_ from the tornado to safety.



The tornado is \_\_\_\_\_ the



house. Pieces of the house are



\_\_\_\_\_ through the air.



\_\_\_\_\_ are scary.



# Word Bank



run



dangerous.

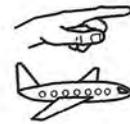


Tornadoes

destroying



sky



flying

# 10th grade - Writing Alternate Formative Assessment - Scoring Rubric

Student:

Assessor:

Date:

Session:

1 2

Response Mode: A B C D E F G H I

Topic: Descriptive Text

\*Student needs to complete all skills within a level to score at that current level.

## 1. Ideas:

Comments:	0 pts	1 pt	2 pts	3 pts
	Attempts to identify cause and effect but answers both incorrectly.	Able to identify cause/effect with 50% accuracy.	Labels a cause and and one effect.	Identifies the cause.  Identifies two or more effects.

SCORE:

## 2. Organization

Comments:	0 pts	1 pt	2 pts	3 pts
	Attempts to identify a sequence for organization but are incorrect.	Product has an introduction/ conclusion but not in order.	Product has two sentences with order, (introduction-supporting evidence, introduction-conclusion)	Product contains an introduction, supporting detail sentence, and a concluding sentence.

SCORE:

## 3. Conventions

Comments:	0 pts	1 pt	2 pts	3 pts
	Product contains no capitalization or punctuation.	One sentence starts with a capital letter and one sentence ends with punctuation.	All sentences begin with a capital letter and end with correct punctuation.	All sentences begin with a capital letter.  All sentences end with the correct punctuation.  Product contains less than three spelling errors.

SCORE:

# 10th grade - Writing Alternate Formative Assessment - Scoring Rubric

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## 4. Sentence Fluency

Comments:	0 pts	1 pt	2 pts	3 pts
	No logical order.	Attempts logical order with 50% accuracy.	Product shows cause and effect as first and second logical order.	Sentences build logically.  Good sentence variety: beginnings, structures and lengths are varied.

SCORE

## 5. Word Choice

Comments:	0 pts	1 pt	2 pts	3 pts
	Product contains no descriptive words.	Uses one descriptive word in final product.	Uses two descriptive words in final product.	Selects three or more descriptive words in final product.

SCORE

## 6. Voice

Comments:	0 pts	1 pt	2 pts	3 pts
	Product contains no voice.	Attempts to use voice, but it is not consistent.	Selects words that are appropriate to cause/effect topic.	Tone is factual and appropriate with one sentence using appropriate opinion.

SCORE

\*\*All scores need to be entered online by May 15 at: <http://tinyurl.com/sd-writing-alt>

## Proofreading Checklist

### Ideas

\_\_\_\_\_ Does my paper stay on topic?

\_\_\_\_\_ Did I tell the reader enough details to understand?

### Organization

\_\_\_\_\_ Does my paper have a topic sentence?

\_\_\_\_\_ Did I write details to support the topic sentence?

\_\_\_\_\_ Does my paper have an ending sentence that tells about the main idea?

### Voice

\_\_\_\_\_ Does this writing sound like me?

\_\_\_\_\_ Did I say what I think and feel?

\_\_\_\_\_ Will my reader be interested?

### Word Choice

\_\_\_\_\_ Did I try not to repeat words too many times?

\_\_\_\_\_ Do my words make the paragraph interesting?

### Sentence Fluency

\_\_\_\_\_ Have I reread my paragraph to make sure it makes sense?

\_\_\_\_\_ Do my sentences begin different ways?

### Conventions

\_\_\_\_\_ Did I indent my paragraph?

\_\_\_\_\_ Did I spell the words correct?

\_\_\_\_\_ Are names of people and important places capitalized?

\_\_\_\_\_ Is there punctuation at the end of each sentence?

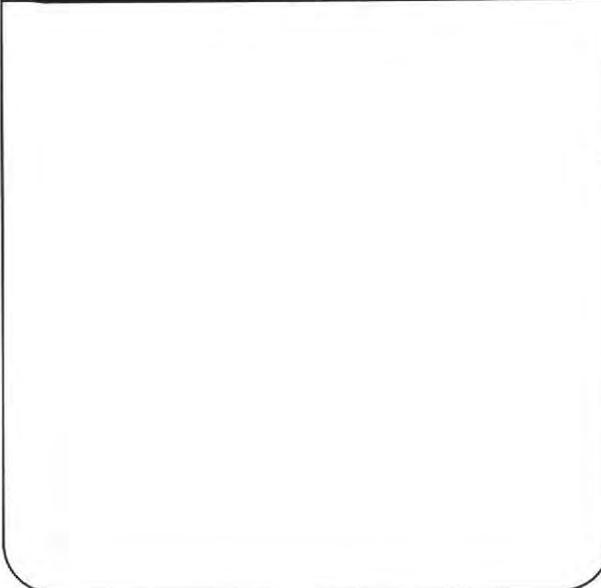
Name

Date

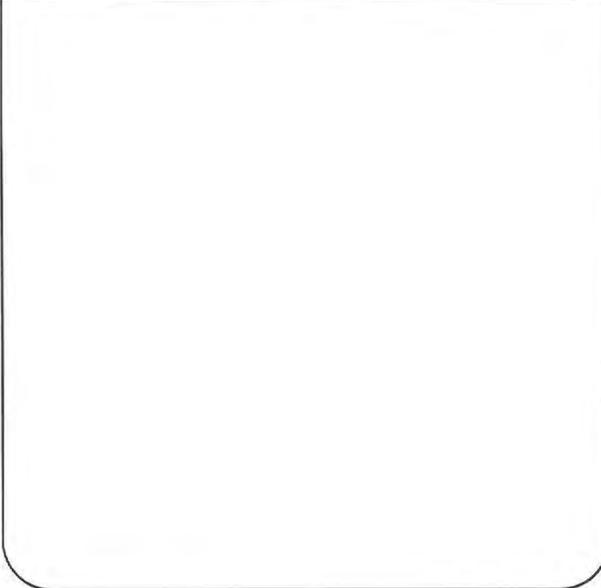
GRAPHIC ORGANIZER

# Cause and Effect

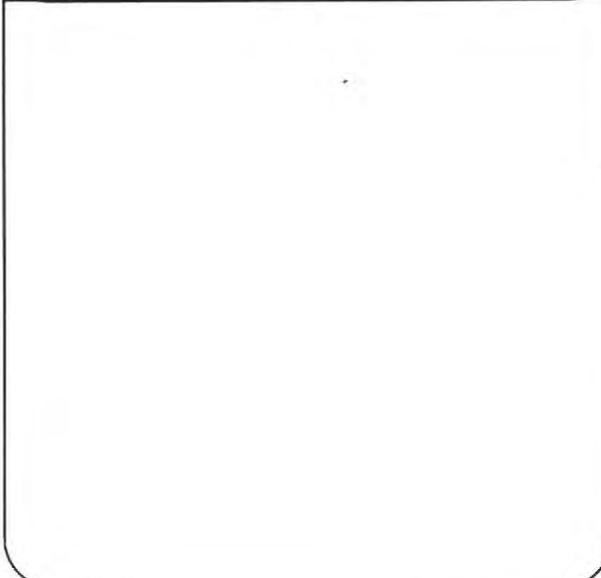
**Cause**



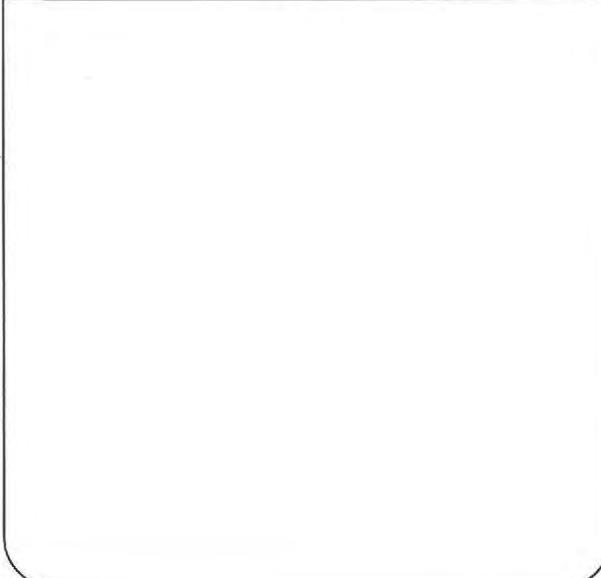
**Effect**



**Cause**



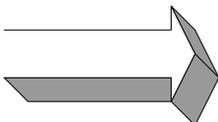
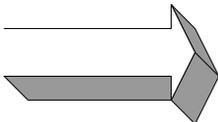
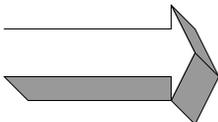
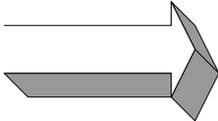
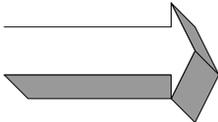
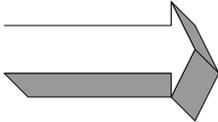
**Effect**



# Cause and Effect Chart

Cause

Effect



# Cause and Effect T-Chart

**Cause**

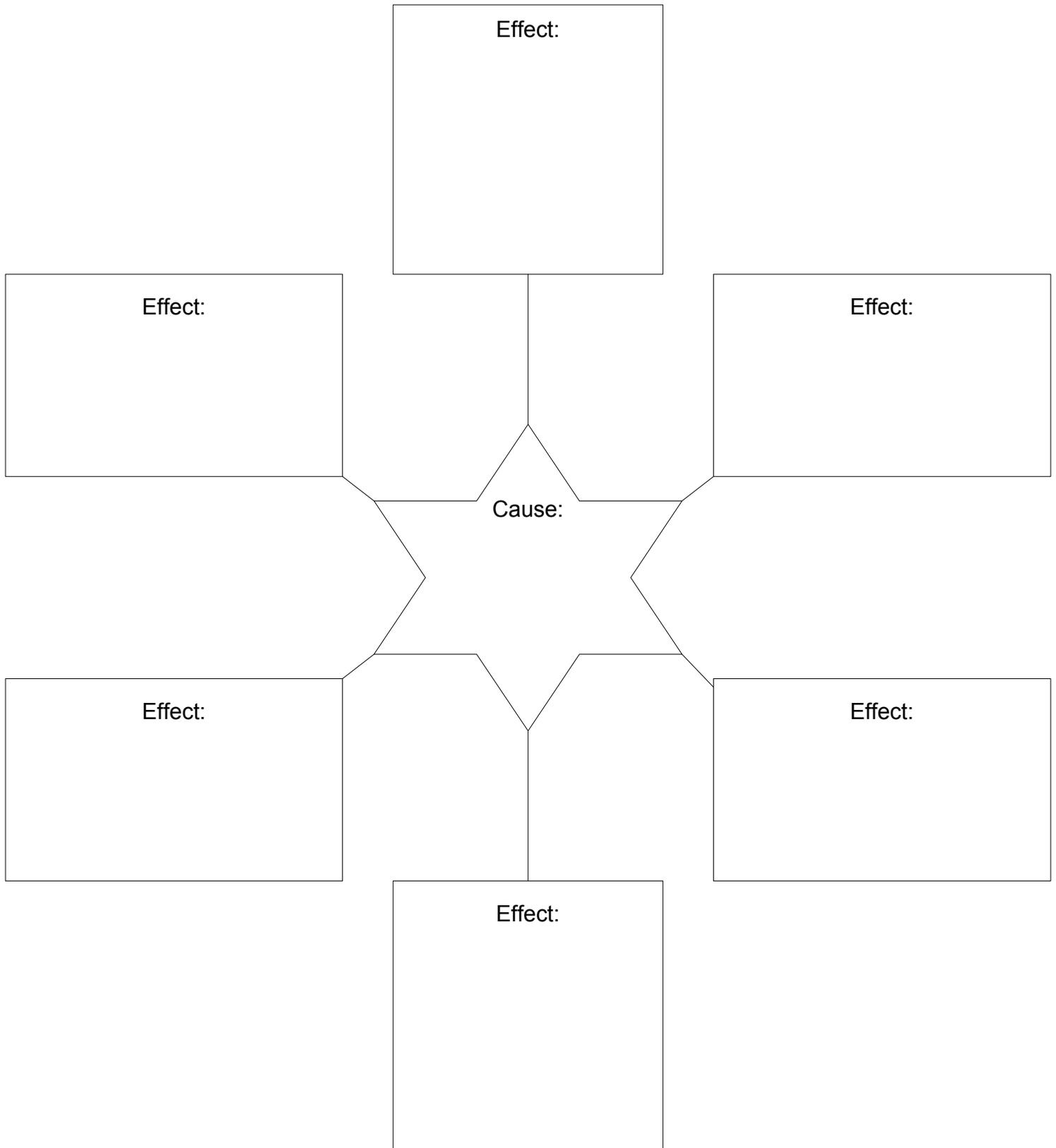


**Effect**

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# Cause and Effect



Graphic Organizer  
**Cause and Effect Chain**

---

**Cause**



**Effect/Cause**



**Effect/Cause**

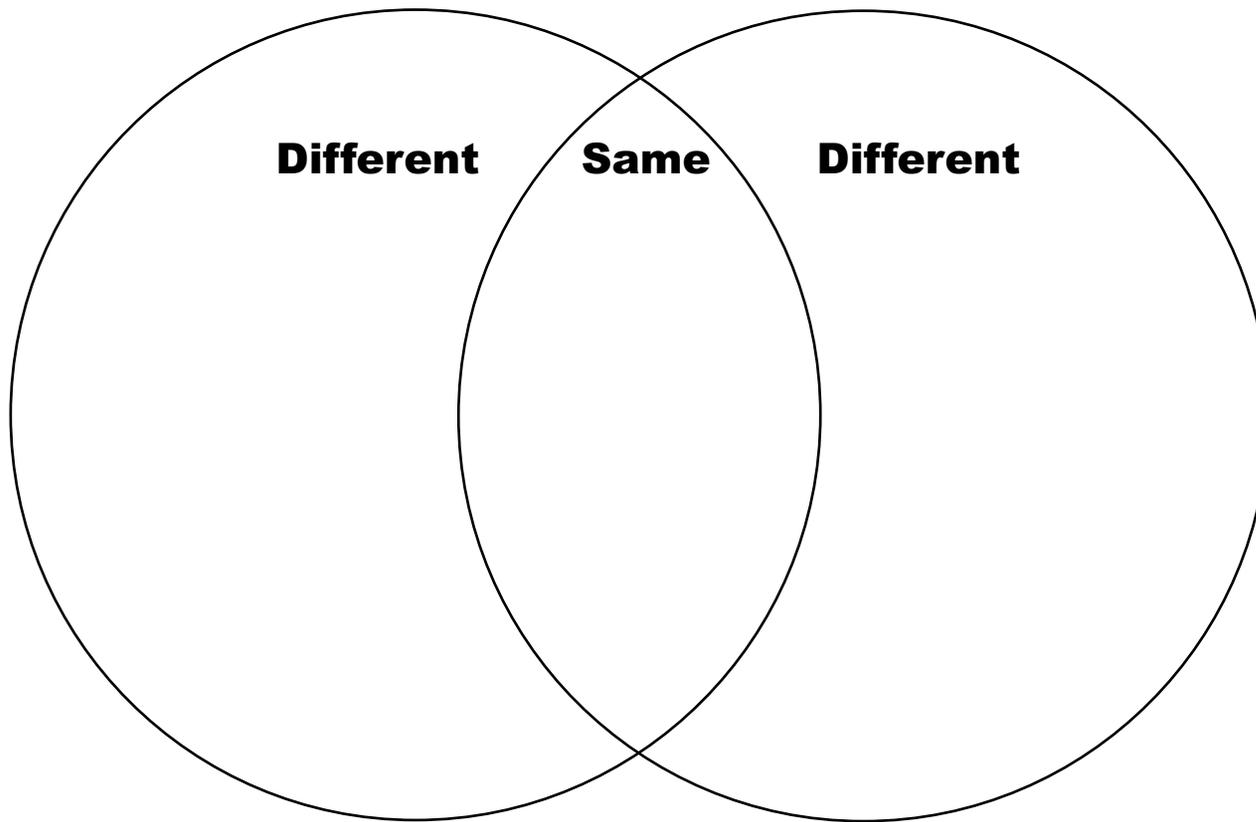


**Effect**

Name

Date

# Compare/Contrast



Name

Date

GRAPHIC ORGANIZER

# Concept Definition Map

**What is it?**

[Empty rounded rectangular box for category]

Category

**What is it like?**

[Empty rounded rectangular box for property]

Property

[Large empty rounded rectangular box for main concept]

Main Concept

[Empty rounded rectangular box for property]

Property

[Empty rounded rectangular box for property]

Property

[Empty rounded rectangular box for property]

Property

**What are some examples ?**

[Empty rounded rectangular box for illustration]

Illustration

[Empty rounded rectangular box for illustration]

Illustration

[Empty rounded rectangular box for illustration]

Illustration

**New Definition**

\_\_\_\_\_

\_\_\_\_\_

Name

Date

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# Drawing Conclusions

Text Clues	What I Already Know	My Conclusion

Name

Date

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# Identifying Author's Purpose

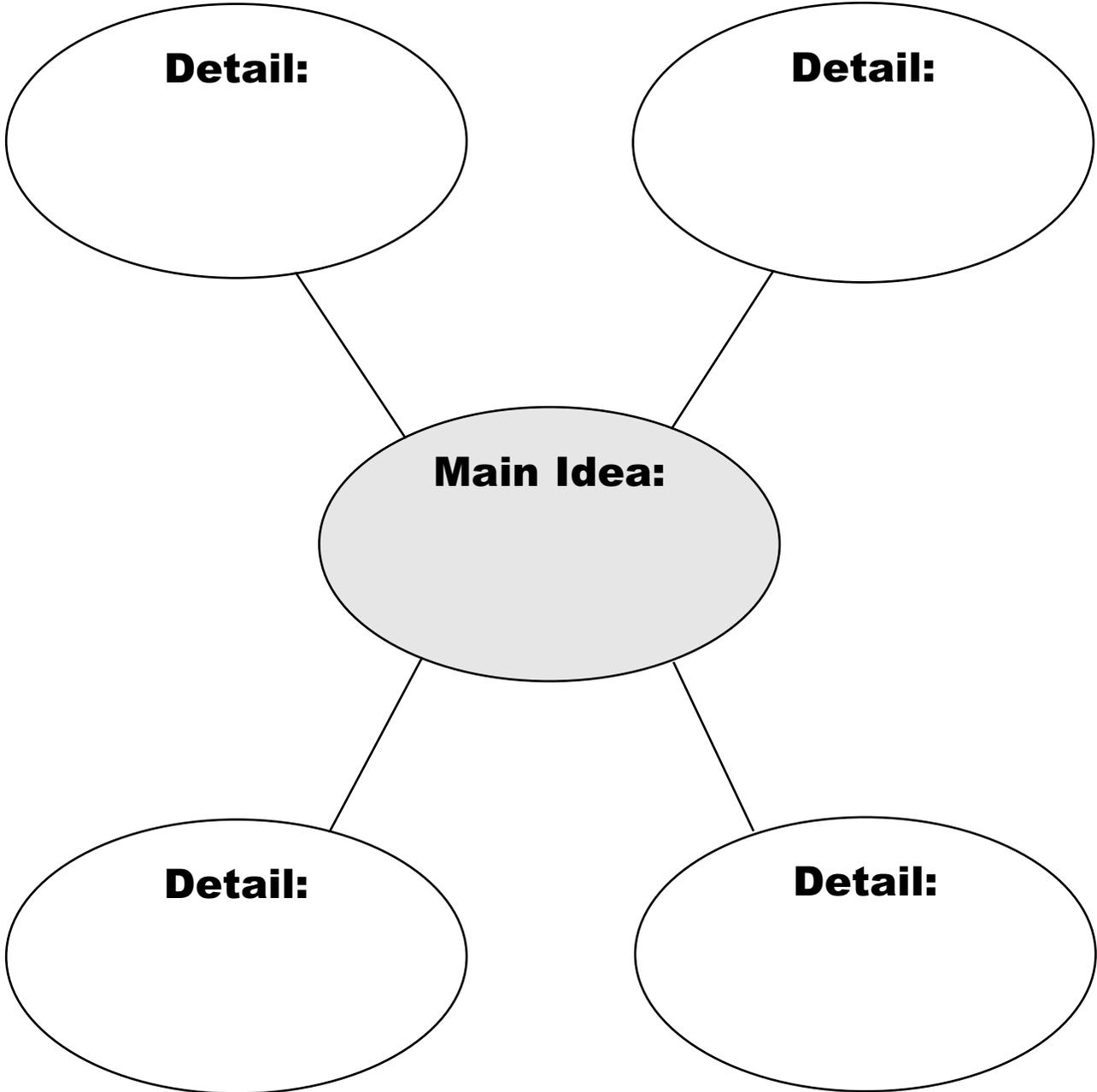
Inform	Entertain	Persuade

Name

Date

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# Main Idea and Supporting Details



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Name

Date

GRAPHIC ORGANIZER

# Making Inferences

**Story Clues + What I Know = Inference**

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Name

Date

GRAPHIC ORGANIZER

# Summarizing

**Important Idea**

**Important Idea**

**Important Idea**

**Important Idea**

**Summary**

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