

## **K-8 Narrative Pre-Assessment Prompt**

### **Pre and Post On-Demand Performance Assessment Prompt**

#### **The Day Before:**

Tell students *“Tomorrow you will have one writing workshop session to write a personal narrative/small moment story that tells others about your special moment or topic. You will want to choose a topic that is important to you, something you have written about before, or something you have experienced (i.e., somewhere you went, something you like to do, something that happened to you...).”*

#### **Pre and Post Assessment Prompt:**

*“I’m really eager to understand what you can do as writers of narratives, of stories, so today, you will be writing the best personal narrative, the best small moment story, a story of one time in your life. You will have one writing workshop session to write this true story, so you’ll need to plan, draft, revise, and edit in one setting. Write in a way that shows all that you know about narrative writing.”*

*“When you get your paper/booklet, think about how you want to organize your writing. You will have one writing workshop session to finish your narrative writing piece.”*

#### **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 grade 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.”*

- Prior to the assessment date, students may record their topic ideas in the writers notebook.
- Give students one writing workshop session to complete their writing.
- Collect and use as a formative assessment to inform instruction and chart growth over time.

## **K-8 Informative/Explanatory Pre and Post On-Demand Performance Assessment Prompt**

### **The Day Before:**

Tell students, *“Tomorrow you will have one writing workshop session to write an informative text (all about, how-to, expertise) that teaches others interesting and important information and ideas about a topic of your choice. If you want to find and use information from a book or another outside source to help you with this writing, you may bring it with you tomorrow. You will have one workshop time, so you’ll need to plan, draft, revise, and edit in one sitting.”*

Encourage students to choose a topic that they are already familiar with (i.e., baseball, dance, dogs...) so that they do not need to research in order to complete the prompt.

### **Pre and Post Assessment Prompt:**

*“Think of a topic that you’ve studied or know a lot about. You will have one writing workshop session to write an informative text (all about, how-to, expertise) that teaches others interesting and important information and ideas about your topic. If you brought outside sources to help you with this writing, you may use them. You will only have today’s workshop time, 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 grade 3-8, you will add:**

*“In your writing, make sure you:*

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

- Prior to the assessment date, students may record their topic ideas in the writers notebook.
- Give students one writing workshop session to complete their writing.
- Collect and use as a formative assessment to inform instruction and chart growth over time.

## **K-8 Opinion/Argument Pre and Post On-Demand Performance Assessment Prompt**

### **The Day Before:**

Tell students, *“Tomorrow you will have one writing workshop session to write about a topic that you know and care about, an issue around which you have strong feelings. You will have one writing workshop session 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. If you want to find and use information from a book or another source, you can bring it with you tomorrow. You will have only one workshop time, so you’ll need to plan, draft, revise, and edit in one sitting.”*

Encourage students to choose a topic that they are already familiar with, you have explored as a class, or a topic they are passionate about.

### **Pre and Post Assessment Prompt:**

*“Think of a topic that you have strong feelings about. You will have one writing workshop session to write about a topic that you know and care about, an issue around which you have strong feelings. When you do this, draw on everything you know about essays, persuasive letters, and reviews. Write an opinion or argument text in which you state your opinion or claim and tell reasons why you feel that way. If you brought outside sources to help you with this writing, you may use them. Please keep in mind that you’ll have only one writing workshop session to complete this. You will have today’s workshop time, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that shows all that you know about opinion/argument writing.”*

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

*“In your writing, make sure you:*

- Name your opinion.*
- Give reasons and evidence why you have that opinion.*
- Write an ending.”*

### **For students in grade 3-8, you will add:**

*“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”*

- Prior to the assessment date, students may record their topic ideas in the writers notebook.
- Give students one writing workshop session to complete their writing.
- Collect and use as a formative assessment to inform instruction and chart growth over time.

# Literary Essay

## Pre and Post On-Demand Performance Assessment Prompt

### **The Day Before:**

Tell students, *“Tomorrow you will have one writing workshop session to write a literary essay. You will write an opinion text in which you will write your claim and use evidence and examples to support your thinking. When you do this, draw on everything you know about literary essays. I will be reading a story to you.*

### **Pre and Post Assessment Prompt:**

*Students should be at their regular writing seats and will need loose-leaf paper and pencils. They need to be able to add pages if they want. Distribute copies of the short story, “\_(see below)\_,” from the book *Every Living Thing* by Cynthia Rylant and read it aloud to the students. Explain that the story is about \_\_\_ (dependent on text below) \_.*

*“Today you will write an essay about the theme, or important idea, in this short story.*

*Please keep in mind that you’ll have only one writing workshop session to complete this. You will have today’s workshop time, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that shows all that you know about literary essays.”*

### **Text to be used for assessment:**

- Grade 4 Text: **“Retired,”** from the book *Every Living Thing* by Cynthia Rylant
- Grade 5 Text: **“Papa’s Parrot,”** from the book *Every Living Thing* by Cynthia Rylant
- Grade 6 Text: **“Spaghetti,”** from the book *Every Living Thing* by Cynthia Rylant
- Grade 7 Text: **“Boar Out There,”** from the book *Every Living Thing* by Cynthia Rylant
- Grade 8 Text: **“Safe,”** from the book *Every Living Thing* by Cynthia Rylant
- Grade 9-12 Text: **determined by course content**

- Prior to the assessment date, students may record their topic ideas in the writers notebook.
- Give students one writing workshop session to complete their writing.
- Collect and use as a formative assessment to inform instruction and chart growth over time.

*Adapted and Summarized from  
Teacher’s College of Reading and Writing Project Documents and Website and Lucy Calkins Units of Study  
Michigan Association of Intermediate School Administrators (MAISA).*