



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Introducing the Writing Portfolio Guides for K-2 Grades

Performance Matters

September 11, 2018



Agenda

- Focusing on Writing
- Developing the CT Writing Portfolio
- Connecting to Smarter Balanced and CCS
- Understanding the Rubrics
- Reviewing Source Materials
- Introducing the Final Product
- Using the Resources Provided





Focus on Writing

The purpose of Connecticut's Writing Portfolio is to support the **development of student writing** across elementary through secondary education in preparation for postsecondary schooling or career.





Focus on Writing

- These resources will **support the instruction and assessment** for all purposes of writing across the various content areas.
- These tools will be available for use to **all districts and schools**
 - student writing models, K-2 grade-level scoring rubrics, student checklists





Focus on Writing

The expectation in the CCS is that students will **demonstrate increased level of sophistication in all aspects of writing,** including language use, syntax, and the development and organization of ideas.





Scope of Work for K-2 Writing Resources

Writing Scoring Rubrics

Conventions Chart

Annotated Anchor Sets

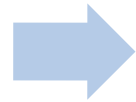
Student-Friendly Rubrics



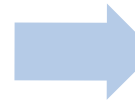


CT Writing Portfolio Development Process 2016-2017

Spring 2016 K-2 Writing Portfolio Initiative



Spring –Fall 2016 Developed Materials



Fall 2016-17 School Visits

- identified needs
- determined project goals
- established CT Writing Advisory Committee (WAC)
- researched other state writing assessment programs K-2

- aligned K-2 writing rubrics
- selected grade appropriate complex mentor texts
- identified a mode of writing at each grade level
- developed writing prompts

- visited K-2 classrooms
- administered writing prompts
- assigned preliminary scores to student responses





CT Writing Portfolio Development Process 2016-2017

Finalized Scored
Student
Responses

- met with WAC to review and finalize scores
- used rubrics to set anchor papers
- transcribed and annotated anchors
- met with WAC to elicit feedback

Developed
Writing Portfolio
Guides

- met with WAC to review writing resources
- incorporated feedback and revised
- WAC vetted training guides

Released Writing
Portfolio Guides

- published Writing Portfolio Guides online

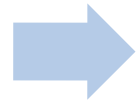




CT Writing Portfolio Development Process 2017-2018

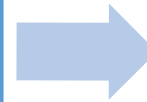
Fall 2017 K-2
Writing Portfolio
Initiative

- selected new grade-appropriate mentor texts for each mode of writing
- developed writing prompts
- met with WAC to review prompts and a sample of student responses



Fall 2017-18
School Visits

- visited K-2 classrooms
- administered writing prompts
- assigned scores to student responses



Developed
Writing Portfolio
Guides

- met with WAC to review final annotated sets
- WAC vetted training guides





Connection to CCS in ELA

The CCS prescribe three general rhetorical purposes for writing: **narrative**, **informational**/explanatory, and **opinion**/argumentative.

Students are expected:

- to write to the narrative purpose, using the information in a source as inspiration to write a story or capture the essence of an experience;
- to write to the informational purpose, using source material to “inform” an audience about a topic; and
- to form and defend an opinion, supported by information provided in source material.





Connection to Smarter Balanced

Each writing purpose has a different purpose-specific scoring rubric.

Students are expected

- to write to a grade-appropriate task
- to write to an appropriate audience for the grade level, purpose, and situation for the task
- to organize their work in a coherent and fluid manner
- to use the provided sources as evidence in their writing and to elaborate on that evidence
- to use grade-appropriate vocabulary and conventions when writing





Performance Task Rubrics

Organization/Purpose (1-4 points)

**Evidence/Elaboration(1-4 points)
(Development/Elaboration in narrative
writing)**

Conventions (0-2 points)



Grade 1 Opinion Writing Scoring Rubrics

Grade 1 Opinion Writing Rubric: ORGANIZATION/PURPOSE				
Score	4	3	2	1
Organization/Purpose	<p>The response is clearly organized and consistently focused. The response:</p> <ul style="list-style-type: none"> clearly states an opinion about the topic uses a structure that matches the purpose provides a clear closure 	<p>The response is adequately organized and generally focused. The response:</p> <ul style="list-style-type: none"> adequately states an opinion about the topic provides an adequate structure provides a sense of closure 	<p>The response is somewhat organized and is unevenly focused. The response:</p> <ul style="list-style-type: none"> states an opinion that is somewhat unclear begins to show emerging structure provides a weak closure 	<p>The response lacks organization and/or focus. The response:</p> <ul style="list-style-type: none"> lacks an opinion uses a random or unclear structure provides no closure



Grade 1 Opinion Writing Rubric:
EVIDENCE/ELABORATION

Score	4	3	2	1
Evidence/Elaboration	<p>The response provides convincing elaboration of the support/evidence for the opinion and supporting Idea(s). The response:</p> <ul style="list-style-type: none"> • supports the opinion with multiple reasons related to the topic • effectively integrates evidence from experiences/sources • effectively uses vocabulary/language appropriate to the task (may mix precise and more general language) 	<p>The response provides adequate elaboration of the support/evidence for the opinion. The response:</p> <ul style="list-style-type: none"> • supports the opinion with a reason related to the topic • adequately integrates some evidence from experiences/sources • adequately uses vocabulary/language appropriate to the task (may mix general language with some precise language) 	<p>The response provides little elaboration of the support/evidence for the opinion. The response:</p> <ul style="list-style-type: none"> • provides a reason that is insufficiently connected to the opinion/topic • integrates some evidence from experiences/sources, but may be ineffective, awkward, or vague • uses some vocabulary/language appropriate to the task (simplistic language used) 	<p>The response does not provide relevant elaboration of the support/evidence for the opinion. The response:</p> <ul style="list-style-type: none"> • provides no support for the opinion/topic • integrates evidence from experiences/sources that is incorrect, irrelevant, or evidence is missing • uses vague, unclear, or confusing vocabulary/language





Grade 1 Opinion Writing Rubric:
CONVENTIONS

Score	2	1	0
Conventions	<p>The response demonstrates an adequate command of conventions. The response demonstrates:</p> <ul style="list-style-type: none">adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	<p>The response demonstrates a partial command of conventions. The response demonstrates:</p> <ul style="list-style-type: none">limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	<p>The response demonstrates little or no command of conventions. The response demonstrates:</p> <ul style="list-style-type: none">infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling





Conventions Defined

- ability to demonstrate an **adequate** command of conventions
- includes use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling.





Conventions for K-1

Spelling

- use regular plural nouns correctly
- use conventional spelling for words with common spelling patterns

Grammar Usage

- subject/verb alignment
- use correct verb tense
- use common person, possessive, and indefinite pronouns

Punctuation

- use end punctuation
- use commas in dates
- Use commas to separate a single word in a series

Capitalization

- the first word in a sentence
- the pronoun I
- names of people
- days of the week
- months of the year





Kindergarten Mentor Texts/Source Materials



Kindergarten – Narrative (new)

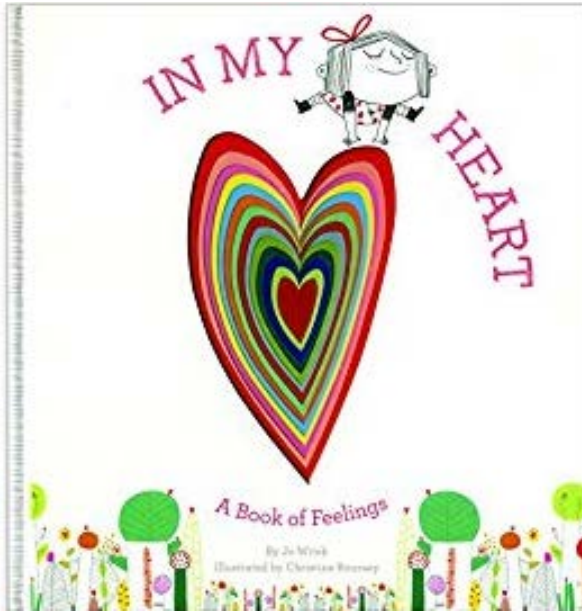


Kindergarten- Informational (new)



Kindergarten-Opinion

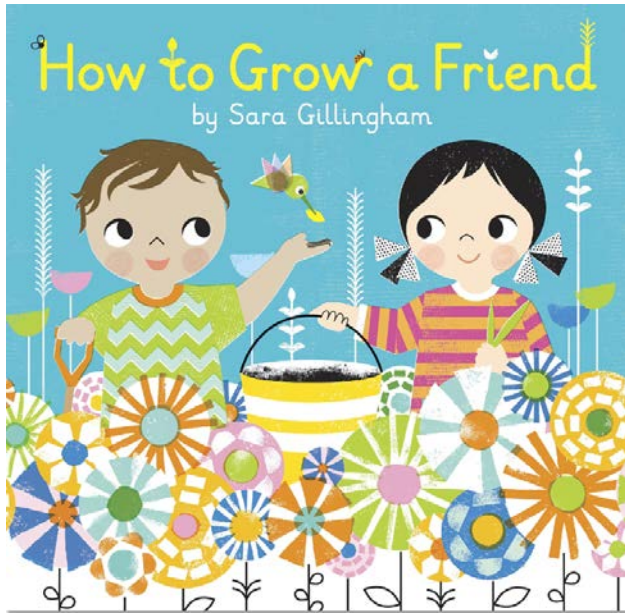
Kindergarten: Narrative



Reading Text: In My Heart by Jo Witek

Prompt: Write a story about a time that your heart felt full of fun—so much fun that your heart felt full of *giggles and wiggles*. What happened to make you feel that way? Use details in your story to tell about that giggly, wiggly, and silly feeling. Make sure that your story has a beginning, middle, and an ending. After you have written your story, draw a picture that shows your silly feelings.

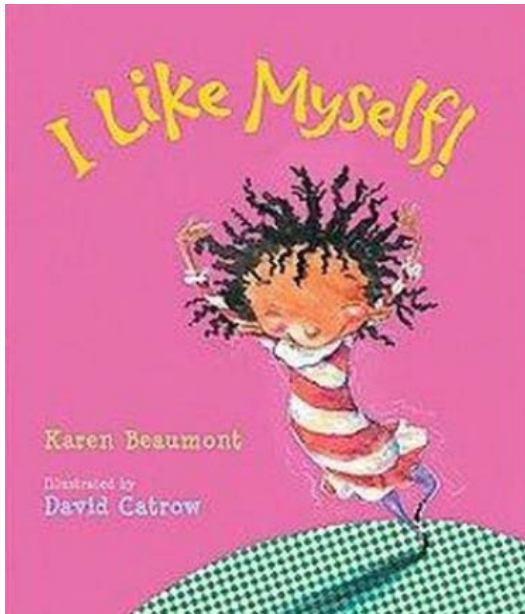
Kindergarten: Informational



Reading Text: How to Grow a Friend by Sara Gillingham

Prompt: What could you do or say to start a friendship? Write a paper that tells how to make and care for a friend. Share details and examples in your writing. After you have finished your story, draw a picture about what someone could do to make a new friend.

Kindergarten: Opinion



Reading Text: I Like Myself by Karen Beaumont

Prompt: Each of us is a special person. Think about yourself; how you look, how you act, or what you like about yourself. Write about yourself using the words that best tell about you. When you have finished writing about what you like about being you, draw a picture of yourself.



Grade 1 Mentor Texts/Source Materials



Grade 1 – Narrative (new)

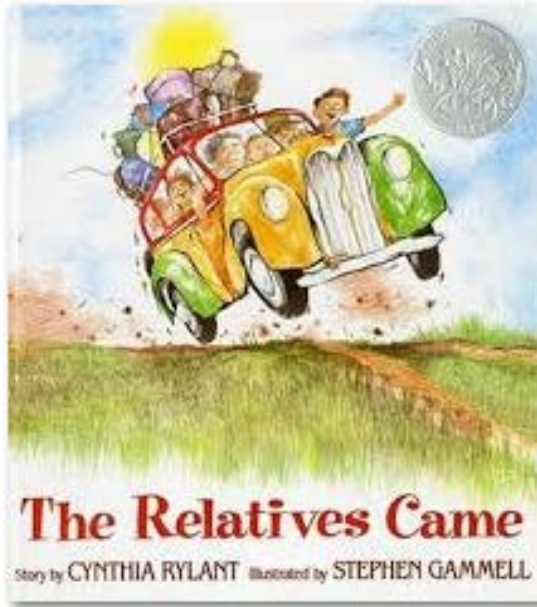


Grade 1 – Informational



Grade 1 –Opinion (new)

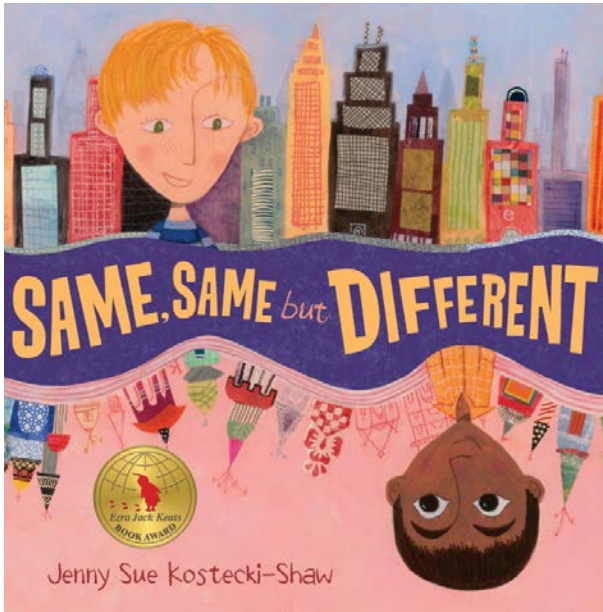
First Grade: Narrative



Reading Text: The Relatives Came by Cynthia Rylant

Prompt: Imagine that you've had a special visit with friends or family. Write a story about where you went, who you saw, and what you did. Use lots of description, and be sure that your story has a beginning, middle, and an ending.

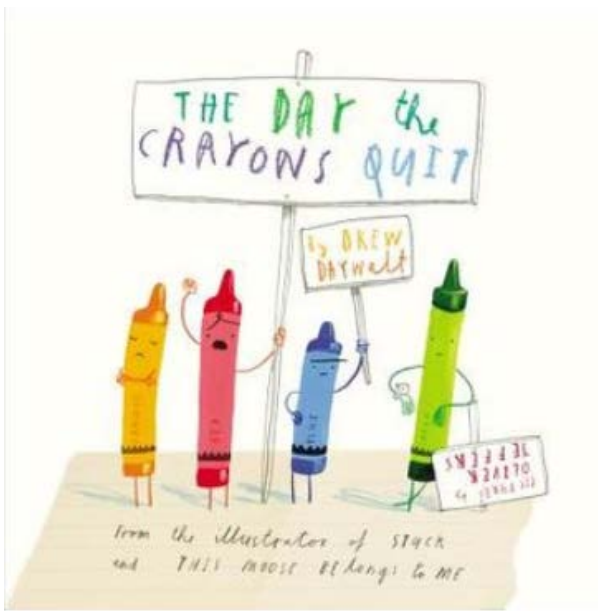
First Grade: Informational



Reading Text: Same, Same but Different
by Jenny Sue Kostecki Shaw

Prompt: Write a paper about how you are same, same but different from someone you know. Give examples of how you are the same. Give examples of how you are different. Provide details. Make sure that your writing has an introduction, body, and conclusion.

First Grade: Opinion



Reading Text: The Day the Crayons Quit
by Drew Daywalt

Prompt: Now that you have listened to story, decide which crayon feels the most like you do today. Are you happy like the green crayon? Are you feeling like the red crayon, tired, or are you determined like the yellow one? Of all the crayons we read about, which crayon do you feel the most like? Be sure to include the color of the crayon that feels most like you today, the reason for your opinion, and an ending to your story.



Grade 2

Mentor Texts/Source Materials



Grade 2 – Narrative (new)

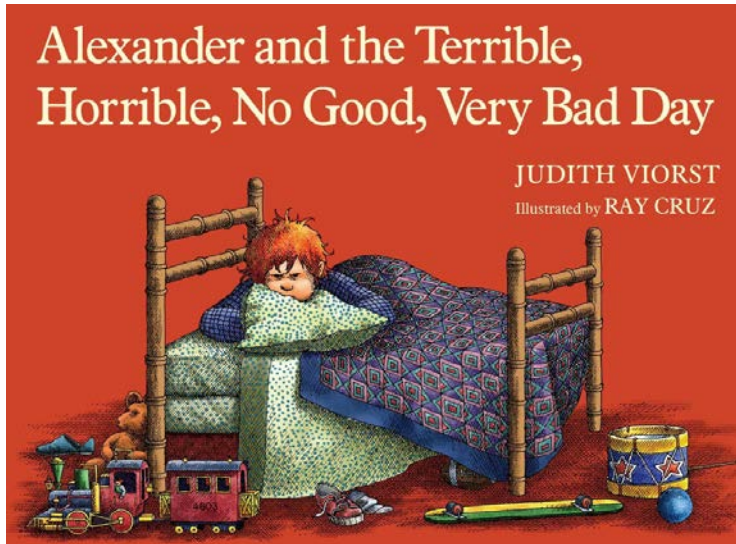


Grade 2 -Informational



Grade 2 – Opinion (new)

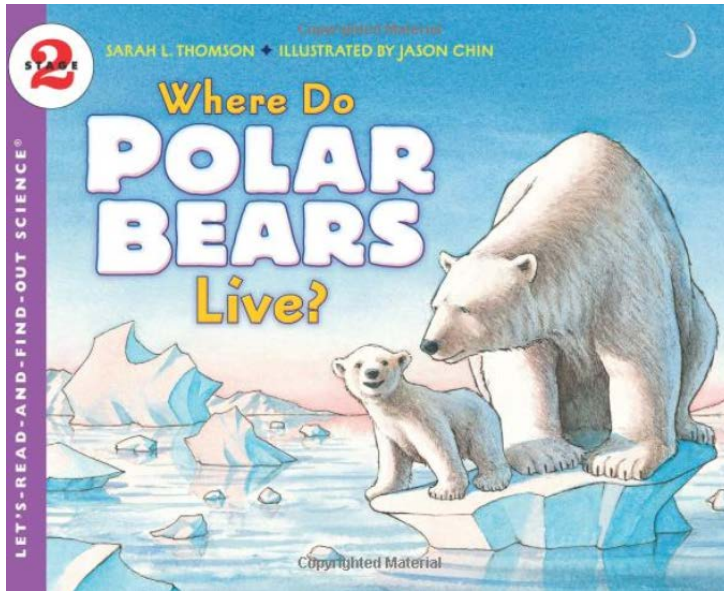
Second Grade: Narrative



Reading Text: Alexander and the Terrible Horrible, No Good, Very Bad Day by Judith Viorst

Prompt: Think about a time when you had a terrible, horrible, no good, very bad day. Write a story about your not so good day. What happened? Make sure that your story has a beginning, middle, and an ending. Use details and examples to explain your day.

Second Grade: Informational

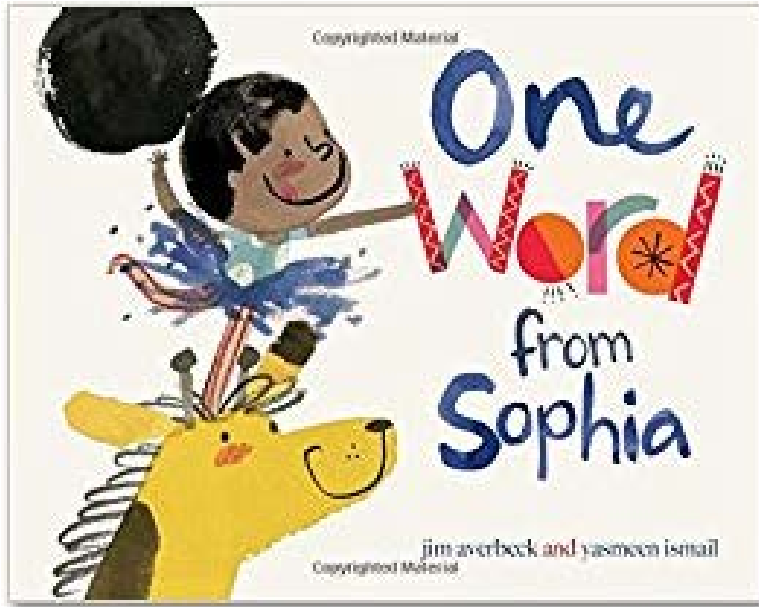


Reading Text: *Where Do Polar Bears Live?* By Sarah L. Thompson

Prompt: Animals need special ways to help them survive life in the Arctic. After reading *Where Do Polar Bears Live?*, write a paper to explain the things about a polar bear's body that helps it live in such a cold place. Choose the most important information and be sure to use details from the text to support your ideas.



Second Grade: Opinion



Reading Text: One Word from Sophia
by Jim Averbeck and Yasmeen
Ismail

Prompt: What is your *one true desire*? Write about one thing that you would like more than anything, and explain why you should receive that thing. Provide details to help the reader understand why you should get your *one true desire*. Make sure that your writing has an introduction, a body, and a conclusion.

Writing Portfolio Guides

WRITING PORTFOLIO GUIDE:
Kindergarten Opinion Writing



Connecticut State Department of Education

WRITING PORTFOLIO GUIDE:
Grade 1 Opinion Writing



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WRITING PORTFOLIO GUIDE:
Grade 2 Informational Writing



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Writing Portfolio Guides

Table of Contents

- Background information
- Directions for using the ELA/Literacy guides
- Glossary of terms
- Scoring rubrics
- Anchor sets
- Writer's checklist





Accessing Writing Resources

On State Web site: <http://portal.ct.gov/SDE>

- On left choose **K-12 Education**
- On left choose **Accountability-Assessment Data**
- Scroll down to find **Connecticut Writing Portfolio**

OR

<http://portal.ct.gov/SDE/Student-Assessment/Connecticut-Writing-Portfolio>



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Questions

