

# Writing Assessment Series Session 1 Facilitation Guide

## Understanding Claim 2 Writing & ELA Performance Tasks

This optional facilitation guide was designed to assist in the presentation of the Overview Session of the Writing Assessment Series; *Examining Claim 2 Writing: Writing Performance Tasks & Condition Codes – Explaining Condition Codes & Performance Trends* and provide an opportunity to orient users to supplemental resources.

Session Slide Narrative and Animations	Supplemental Resources or Suggestions
<p><b>Slide 1: Title Slide</b></p> <p>This is the second session in the writing assessment series presented by the Oregon Department of Education which focuses on Examining Claim 2 Writing: Writing Performance Tasks, and Condition Codes.</p> <p>Session 2: Explaining Condition Codes &amp; Performance Trends</p>	<ul style="list-style-type: none"> <li>• Reminder to participants this is Session 2 of 3.</li> </ul>
<p><b>Slide 2: Session Overview</b></p> <p>The Writing Assessment Series includes the following three sessions...</p> <p>The focus during this session will be Explaining Condition Codes &amp; Performance Trends in the ELA Performance Task from the Oregon Statewide Summative Assessment for English language arts.</p>	
<p><b>Slide 3: ELA- Oregon Statewide Summative Assessment</b></p> <p>As reviewed in Session 1 the Oregon statewide summative assessment for English language arts is based on four claims:</p> <p>This session will focus on <b>Animation</b> the ELA performance task from Claim 2 Writing</p> <p>The focus of this session is on claim 2 writing: <b>Animation</b></p>	<ul style="list-style-type: none"> <li>• Presenter may expand this slide by sharing and discussing either the <a href="#">ELA Assessment Blueprint</a> or the ELA Claim, Target, Standards Crosswalk Documents.</li> <li>• Oregon ELA Assessment Claim, Target, and Standards Crosswalk:             <ul style="list-style-type: none"> <li>○ <a href="#">Grade 3</a></li> <li>○ <a href="#">Grade 4</a></li> <li>○ <a href="#">Grade 5</a></li> <li>○ <a href="#">Grade 6</a></li> <li>○ <a href="#">Grade 7</a></li> <li>○ <a href="#">Grade 8</a></li> <li>○ <a href="#">High School</a></li> </ul> </li> </ul>

**Slide 4: State of Oregon, 2018-2019: Overall Performance on the ELA Oregon Statewide Summative Assessment by Grade**

In session 1 we identified how Oregon students were performing on the Oregon Statewide Summative Assessment for English languages arts.

**Animation**

In addition we referred to the data from the third column which provides the percent of students identified as proficient on Claim 2 Writing **only** and noticed how grades three, four, and five... were slightly lower than the percentage of students identified as proficient on the overall ELA composite score.

Again, it is important to note that Claim 2 writing scores contribute to the overall ELA composite score.

- Optional pause point to all participants to view and discuss data trends or observations.

**Slide 5: Percentage of Students Receiving a Condition Code in Claim 2 Writing**

One contributing factor that will be explored further in this session of the writing assessment series, will be the impact of condition codes being assigned to students during the scoring process on the ELA performance task.

As reviewed in the previous session, the following definition and table provide additional background information on the topic of condition codes associated with the ELA performance task included in claim 2 writing.

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If a student writing sample receives a condition code as identified in the smarter balanced hands scoring rules, **Animation** this results in a default zero score in all measured writing components of the ELA performance task.

**Animation**

**Animation**

The following table provides the percent of students that received a condition code score on the ELA performance task and thus scored a zero in all domains of the ELA performance task.

Statewide the overall percentage of students who received a condition code on the ELA performance task was identified at 20.5% with the highest percentages of condition codes being assigned at grade 3 and grade 4.

- Optional pause point to all participants to view and discuss data trends or observations.
- If the District Curriculum Director or DTC has obtained on ODE / District Performance Task Infographic

**Slide 6: What is a Condition Code? What are the Different Types?**

Using the definition from the previous slide the Oregon Department of Education has been able to determine, what were the most common condition codes assigned to student responses.

The three top condition codes assigned were... Animation insufficient, off-purpose, and off topic.

**Animation**

Insufficient means either a student has not provided a meaningful response for example random keystrokes or undecipherable text or the student’s original work is insufficient for being too brief, or copying too much of the reading source text verbatim and not summarizing into the students own words.

**Animation**

Off Purpose means a student has provided a written response that is not written to the correct purpose type.

**Animation**

Off topic means a student has provided a written response that is not related to the provided tasks or reading sources.

- Additional information is available in the [Smarter Balanced Hand-Scoring Rules \(Appendix G: Field Test Condition Codes\)](#)

**Slide 7: Most Common Causes of Condition Codes**

It is equally important to understand the characteristics of Performance tasks to better support students during instruction.

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Performance tasks require planning and managing information from a variety of sources and materials

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Performance tasks involve extended responses, specific the Oregon Statewide summative assessment for English language arts these responses are in the form of writing extended responses.

**Animation**

Performance tasks are multi-stepped items and contain real-world scenarios.

- Directions on accessing student level scores on the ELA Performance Task are included in Session 3.

**Slide 8: Guidance for Educators**

The Oregon Department of Education has identified some guidance to support teachers in preparing students to participate in the ELA Performance Task full write.

**Animation**

- Presenter can refer to the Achievement Level Descriptors in the Oregon ELA Assessment Claim, Target, and Standards Crosswalk documents.

<p>Educators can clarify the different writing purposes included in the ELA Performance Task</p> <p><b>Animation</b> Another strategy is modeling for students how informational text can be used to inspire narrative writing. As a reminder, narrative writing is traditionally seen as personal narrative, but also includes both realistic and historical narrative writing.</p> <p><b>Animation</b> To avoid using the reading sources verbatim and reduce the likelihood of receiving an insufficient condition, support students in developing their own thoughts first and adding additional information from the sources.</p>	<ul style="list-style-type: none"> <li>As these are just a few recommendations, presenter can pause here to discuss connections to district instructional materials and collaborate on additional strategies</li> </ul>
<p><b>Slide 9: Best Practices in Writing Instruction</b></p> <p>The Oregon Department of Education has collected a few recommendations of “best Practices in writing instruction, including a few ideas such as daily practice, teacher modeling, using mentor texts, providing consistent feedback, and providing clear rubrics</p>	<ul style="list-style-type: none"> <li>As these are just a few recommendations, presenter can pause here to discuss connections to district instructional materials and collaborate on additional strategies</li> </ul>
<p><b>Slide 10: Two Strategies for Success</b></p> <p>Two additional strategies would be the use of the 5 W’s approach or a system like P.A.T (Purpose Audience and task). Approaches like PAT is an appropriate strategy because it is</p> <p><b>Animation</b> Suitable for multiple grade levels, applies to multiple writing modes including constructed responses and address both insufficient and off purpose scores.</p>	<ul style="list-style-type: none"> <li>As these are just a few recommendations, presenter can pause here to discuss connections to district instructional materials and collaborate on additional strategies</li> </ul>
<p><b>Slide 11: Sample of Narrative Writing Student Directions 1</b></p> <p>The following is an example of the task portion of an ELA Performance Task where PAT has been highlighted by associated color coding that identifies both the purpose and task.</p>	<ul style="list-style-type: none"> <li>The following sample is associated with the 3<sup>rd</sup> grade sample test and ELA Performance Task: Astronauts</li> </ul>
<p><b>Slide 12: Sample of Narrative Writing Student Directions 2</b></p> <p>In Part 2 of the ELA Performance Task Direction we have highlighted the different parts associated in PAT and we can see that Audience has now appeared.</p>	<ul style="list-style-type: none"> <li>The following sample is associated with the 3<sup>rd</sup> grade sample test and ELA Performance Task: Astronauts</li> </ul>

<p>Please note that we have color coded these as part of the presentation and students will see the text task and directions in black font only.</p>	
<p><b>Slide 13: Performance Task Scoring</b></p> <p>To support internal professional development and professional learning teams, ODE has developed a few reminders and guiding questions. For example, 1. Are the writing process steps clearly posted and referred to frequently or looking at number 4, do students make claims, use evidence, and refer to sources in both oral and writing activities?</p>	<ul style="list-style-type: none"><li>• As these are just a few recommendations, presenter can pause here to discuss and collaborate on additional strategies</li></ul>
<p><b>Slide 14: Contact Information and Additional Resources:</b></p> <p>For more information and additional resources please visit the English language arts assessment webpage at <a href="http://www.oregon.gov/ode">www.oregon.gov/ode</a> or the Oregon Statewide Assessment Systems Portal at <a href="http://www.osasportal.org">www.osasportal.org</a></p> <p>The Office of Teaching, Learning, and Assessment is available to provide additional professional development opportunities for Oregon educators. Please contact your Regional ESD to coordinate a session.</p> <p>The ODE Assessment team can be contacted by either visiting the ODE Assessment webpage on the Oregon Department of Education website or emailing the ODE Assessment Support Team at <a href="mailto:ode.asmt-team@ode.state.or.us">ode.asmt-team@ode.state.or.us</a></p> <p>In the next session will further explore condition codes by providing a tutorial on how to access data available in the Oregon Statewide Assessment System Portal’s Online Reporting System.</p>	<ul style="list-style-type: none"><li>• The Office of Teaching, Learning, and Assessment is available to provide additional professional development opportunities for Oregon educators. Please contact your Regional ESD to coordinate a session.</li></ul>