pro core
CCSS Focused Diagnostics

Pro-Core Five-Tiered Writing Assessments

ENGLISH-LANGUAGE ARTS

GRADE 10

NEW FOR 2020-21

Five-Tiered Writing Assessments
PURPOSE

To provide students theme-based activities that

- begin at a recall level of thinking (Depth of Knowledge [DOK] 1) and

- develop into higher levels of thinking (DOK 2-4).

Five-Tiered Writing Assessment - OVERVIEW

TIER 1: Students respond in writing to a prompt. They use prior knowledge (recall-DOK 1) to respond.

TIER 2: Students are provided a variety of theme-related sources. They read and/or listen to them to give them more insight about the theme. (comprehension-DOK 2)

TIER 3: Students respond to an extended-writing, theme-related prompt. They are required to use the information from the sources in Tier 2 as evidence (application/analysis-DOK 3).

TIER 4: Students respond to a prompt in which they incorporate strategic thought and reasoning to develop their ideas (DOK 3). Their response relates to the theme of the activities.

TIER 5: Students respond to a prompt in which they evaluate the value of the five-tier activities (DOK 4).

Sample TIER 1 Activity

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TIER ONE - DOK 1 | TIER TWO - DOK 2 | TIER THREE - DOK 3 | TIER FOUR - DOK 4 | TIER FIVE - DOK 4

Thinking about and planning for success is a concept that people analyze and evaluate throughout their lifetime. The concept of success differs from person to person. However, most people have some idea of what it is and what it means to them.

Think about what you know about success. Choose one of the writing prompts below. Click on it, and write a one- or two-paragraph response in the space provided.

PROMPT # 1

Write one or two paragraphs in which you discuss **what motivates someone to be successful**. Give reasons and examples to support your ideas.

PROMPT # 2

Write one or two paragraphs in which you explain **the differences between a person who is successful and one who is _not_ successful**. Give examples to support your ideas.

PROMPT # 3

Write one or two paragraphs in which you explain **how a person's success affects them and the people around them**. Give reasons and examples to support your ideas.

Write your response here:

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body p

SCROLL DOWN
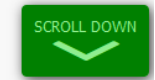
Sample TIER 2 Activity

| TIER ONE - DOK 1 | **TIER TWO - DOK 2** | TIER THREE - DOK 3 | TIER FOUR - DOK 4 | TIER FIVE - DOK 4 |

DIRECTIONS:

Read the following sources about success. Then watch the short video that follows it.

Source 1

What Creates a Desire to be Successful?

The word "success" is used to describe the ultimate goal of many people. Both young and old people use the word to share their own dreams and to judge others. What makes "success" so important to people?

When people are children, they play games and work on projects with others. When they win, or when they complete a project, they often hear the word "success." As they get older, the concept of success gets more complex. It's not just related to winning or completing a task, it becomes a reward, which is often viewed as a status symbol.

The idea of success is encouraged by family members, teachers, preachers, and more. They use the word to motivate young people to do their best so they can become "successful." They imply that those who do not achieve success are not complete or happy. For this reason, it is drilled into these young people that it is crucial that they achieve success. The concept is taught, but the meaning of success varies greatly.

Source 2

What Is the Meaning of "Success"?

By Geraldine Phorbes

"If I were successful, I would be a millionaire. I would have an expensive car, a big house, a boat, and oh, so much more." This is a common interpretation of success. For those who trust in this definition, success is measured by the things people can afford to purchase.

This concept of success is illustrated in popular entertainment. Movie stars are perceived as successful, rich people. Many people admire and envy these people, and they wish they could be as successful. This attitude drives many young people to approach money-making careers. They strive to "climb business ladders" to get to the highest paying positions. Some people believe that money will bring them fame and power. Neither of these goals are easily attainable. The few who achieve these goals might

Sample TIER 3 Activity

The TIER 3 essay will be holistically scored for the following features:

The introduction of the topic.

The use of relevant details/facts/resources for support.

The clarity of the organization.

The use of appropriate transitions.

The correct and varied use of the English language.

TIER 3 - Informative/Explanatory – Extended Response Writing Rubric
S A M P L E

4 **Effective**	The writing <u>clearly</u> introduces the topic and - fully develops relevant facts, concrete details, and precise references to sources. - purposefully and logically organizes ideas, including a satisfying introduction and conclusion. - uses effective transitions to clarify the relationships among ideas and concepts. - maintains a formal writing style, includes a variety of sentence types, and contains few, if any errors in the conventions of written English.
3 **Adequate**	The writing <u>adequately</u> introduces the topic and - adequately uses relevant facts, details, and general references to sources to develop ideas. - provides a general progression of ideas, including an adequate introduction and conclusion. - uses adequate transitions to clarify the relationships among ideas and concepts. - mostly uses a formal writing style; includes some sentence variety; contains few errors in the conventions of written English; errors do not cause confusion.
2 **Partial**	The writing <u>partially</u> introduces the topic and - uses some facts, details, and references to sources to develop ideas. - partially organizes ideas; includes a brief introduction and/or conclusion; - uses some transitions to clarify the relationships among ideas and concepts. - partially uses a formal writing style; includes few sentence types; contains many errors in the conventions of written English; errors may cause confusion.

1 **Minimal**	The writing <u>minimally</u> introduces the topic and - uses few facts, details, and references to sources to develop ideas. - minimally organizes ideas; includes a limited introduction or conclusion. - may lack transitions to clarify the relationships among ideas and concepts. - uses an inconsistent writing style; lacks consistent control at the sentence level; may contain several errors in the conventions of written English; errors may cause confusion.
0 **No Credit**	The writing <u>fails to</u> introduce the topic and - fails to use to develop ideas. - fails to organize ideas and lacks an introduction and conclusion. - fails to use transitions to clarify the relationships among ideas and concepts. - fails to use a formal writing style; lacks control at the sentence level; contains many serious errors in the conventions of written English; most errors cause confusion.

OFF TOPIC	Fails to address topic at all	MOSTLY COPIED	Most of the essay is copied from the passages	BLANK	No response is given

ESSAY STRENGTHS		ESSAY WEAKNESSES	
☐	Development	☐	Development
☐	Organization	☐	Organization
☐	Use of Transitions	☐	Use of Transitions
☐	Writing Style	☐	Writing Style
☐	Conventions of Written English	☐	Conventions of Written English

Noticing "Strengths" and/or "Weaknesses"

ESSAY STRENGTHS	ESSAY WEAKNESSES
☐ **Development**	☐ Development
☐ **Organization**	☐ Organization
☐ **Use of Transitions**	☐ Use of Transitions
☐ **Writing Style**	☐ Writing Style
☐ **Conventions of Written English**	☐ Conventions of Written English

Sample TIER 4 Activity

Outlook, Office, Skype, E ✕ | Assessment - ProCore ✕ | Exam - ProCore ✕ | +

🔒 https://procore5.pro-core.us/Exams/Run?id=53zF8wJJtzI=

Extended Response Writing - Success

Line Reader | Masking | Sound Settings | Full Sc

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| TIER ONE - DOK 1 | TIER TWO - DOK 2 | TIER THREE - DOK 3 | **TIER FOUR - DOK 4** | TIER FIVE - DOK 4 |

DIRECTIONS:

Write an essay in which you discuss the importance of striving for success. Include examples.

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TIER 4 – Rubric/Scoring Guide

SCORE POINT 2

- Provides a **plausible** response to the prompt.
- **Effectively** supports ideas with **relevant** details.

SCORE POINT 1

- Provides a **reasonable** response to the prompt.
- **Fails to** support ideas with relevant details.

SCORE POINT 0

- **Fails to provide** a **reasonable** response to the prompt.
- **Fails to** support ideas with relevant details.

Sample TIER 5 Activity

TIER 5 – Rubric/Scoring Guide

SCORE POINT 2
- **Accurately** responds to the prompt.
- **Effectively** supports ideas with **relevant** examples/details.

SCORE POINT 1
- **Provides minimal** statements related to the prompt.
- **Fails to** support ideas with relevant examples/details.

SCORE POINT 0
- **Fails to provide, or partially provides** statements related to the prompt.
- **Fails to** support ideas with relevant examples/details.

Future Five-Tiered Writing Assessments

In the future, Pro-Core will provide more five-tiered writing assessments in English-language arts, social studies, and other disciplines.

The assessments will vary according to theme and/or content.

In English-language arts, there will be two types of five-tiered writing assessments. One will ask students to write *informational* pieces, and the other one will ask students to write *argumentative* pieces.

In social studies, the passages will focus on various content areas covered during instruction.