



GOLETA UNION SCHOOL DISTRICT

6th Grade

Coherent Writing Formative Assessment: Summary of Expository 2013-2014

- ☛ **NOTE TO TEACHERS:** This is the actual formative assessment for the school year 2012-2013. Please Do NOT show this to your students until the test date.

**Teacher Directions Rubric, Matrix of Skills,
Student Directions, Text and Writing Paper**

Sixth Grade Formative Assessment Summary of Expository

Teacher Directions

Who to Test:

1. All sixth grade students are to be assessed in English.
2. RSP and SDC students are to be assessed in accordance with their IEPs

Preparations:

1. The students will need blank or lined paper for pre-writing, sharpened pencils, and erasers.
2. Teachers need to provide each student with a copy of the student directions, article, graphic organizer, and writing paper.
3. Students may take as long as they need to complete the assessment as long as it is completed in one sitting.
4. To prevent interruptions during the assessment, place “Do Not Disturb” or “Testing” signs on the door(s).

Administration Guidelines:

Teachers **May:**

- Read aloud the student directions.
- Instruct students to follow along as directions are being read.
- Encourage students to use the attached graphic organizer or blank paper to plan writing

Teachers **May Not:**

- Read the article aloud to the students
- Outline an organizational pattern on the board or overhead.
- Brainstorm with students.
- Discuss the story.

Students **May Not:**

- Ask the teacher spelling or grammatical questions.
- Use reference materials such as dictionaries

Administration Instructions:

1. **Please read the following instructions word for word to your students:**

“You are about to begin your writing prompt assessment. You will be given as much time as you need to complete your summary as long as you complete it in one sitting. You are not required to use the entire space provided. How well you write is more important than how much you write. Write in complete sentences. Please follow along as I read the prompt and the directions aloud.”

2. Read the student directions aloud making sure that the students are following along.

Post Writing Instructions:

1. Collect all materials. After you have collected all written work, enter student information on the reverse side of the student sheet.
2. Scoring will take place in grade level PLCs at the school. Two readers will score each paper.
3. After scoring, enter the 2 scores and the combined score on the reverse side of the student sheet and attach the 2 highlighted rubrics.

Sixth Grade Formative Assessment
Summary of Expository
Student Directions

Directions:

Read the following article.

- As you read, you may mark the article or make notes. Marks and notes will not be scored.
- Use the graphic organizer to help you.
- After reading the article, write a summary of what you have read. Make sure you plan, write and proofread your work.
- You may reread the article at any time during the assessment. You may not use any reference materials such as dictionaries, and your teacher may not answer any comprehension, spelling, or vocabulary questions for you.
- If you need more paper, please ask for it.

Scoring:

Your writing will be scored on how well you:

- show your understanding of the article;
- paraphrase and include only the main ideas and most important details; and
- use correct grammar, spelling, punctuation, and capitalization.

Please turn to the article and begin reading

Saving Earth One Bag at a Time

Have you ever heard of the Great Pacific Garbage Patch? It is a place in the Pacific Ocean where a large amount of trash circles in a current. This mass of debris is at least twice the size of Texas. It has been growing for more than fifty years. Oceanographers say that the garbage is 90 percent plastic. It weighs about one hundred million tons. The most common kind of trash floating there is plastic shopping bags. How did they all get there? All water flows downhill until it reaches the sea. Plastic bags that fall to the ground end up in water. The water ends up in the ocean.

The garbage patch is an environmental disaster. Ocean animals mistake pieces of plastic bags for food. They fill their stomachs with plastic. It does not pass through their guts as waste. The animals slowly starve to death. Yet, scientists do not know of any way to clean up the mess. The only thing we can do is keep it from getting bigger.

What can you do to help? Stop using plastic bags! This would help our Earth in several ways. Like all plastic products, the bags are made with petroleum. The amount of petroleum used in fourteen plastic bags could drive a car a mile. Yet, 380 billion plastic bags are thrown away each year just in the United States. That means millions of barrels of oil are used up in making the bags, and lots of those bags will end up in the Great Garbage Patch.

Using paper bags instead of plastic ones is not the answer. Making a paper bag releases 70 percent more global-warming gases than making a plastic bag. Eight out of every ten paper bags end up in landfills. Yet, paper bags do not biodegrade there. Why? There is not enough oxygen. Without oxygen, bacteria cannot live. The paper bags need bacteria in order to decay. So paper bags, while useful for fifteen minutes, sit in landfills and take up space for hundreds of years.

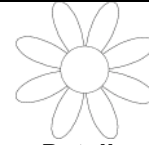
Make a decision that you will never throw any bag into the trash. Each time you toss out a bag, you throw away natural resources. We cannot get them back. Plus, cities spend about 17 cents to dispose of each plastic or paper bag.

This uses millions of tax dollars. That money could be spent in other ways. It might help the poor, make new jobs, or clean up the environment. New York City says that if each New Yorker used just one less bag per year, it would save \$250,000!

What's the solution? When you run into the store to get just one or two items, tell the cashier, "I don't need a bag." If you do have your items bagged, return the bags to the store for recycling. Most stores have bins in which you can put used plastic or paper bags from any retailer. Some curbside recycling bins accept paper bags too. Recycling bags uses less energy and materials than making them from scratch. Best of all, use bags made of fabric or canvas. Take these reusable bags into the store. Have your items put into them. You can use these bags many times before they need to be cleaned and hundreds of times before they'll need to be replaced. Most importantly, they will not end up in the sea.



Text
Structure



Details



Big Ideas

Name _____

Grade _____

Teacher _____

Reader's Initials:	Score:
Reader 1	
Reader 2	
Final Score = Reader 1 + Reader 2	

Name _____

Grade _____

Teacher _____

Reader's Initials:	Score:
Reader 1	
Reader 2	
Final Score = Reader 1 + Reader 2	

Grade 6
Summary of Expository Scoring Rubric

Summary	Content	Conventions
<ul style="list-style-type: none"> is characterized by concise paraphrasing of the main idea(s) and significant details 	<p>4: Exceeds and/or Extends Standards:</p> <p>The writing:</p> <ul style="list-style-type: none"> clearly addresses all parts of the writing task (follows prompt directions) demonstrates a clear understanding of purpose (*genre) maintains a consistent point of view, focus, and organizational structure, including paragraphing when appropriate includes a clearly presented central idea with relevant facts, details, and/or explanations 	<ul style="list-style-type: none"> includes a variety of sentence types including compound/complex sentences contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader's understanding of the writing.
<ul style="list-style-type: none"> is characterized by paraphrasing of the main idea(s) and significant details 	<p>3: Meets Standards:</p> <p>The writing:</p> <ul style="list-style-type: none"> addresses all parts of the writing task (prompt) demonstrates a general understanding of purpose (*genre) maintains a mostly consistent point of view, focus, and organizational structure, including paragraphing when appropriate presents a central idea with mostly relevant facts, details, and/or explanations 	<ul style="list-style-type: none"> includes a variety of sentence types contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader's understanding of the writing.
<ul style="list-style-type: none"> is characterized by substantial copying of key phrases and minimal paraphrasing 	<p>2: Partial Progress Toward Standards:</p> <p>The writing:</p> <ul style="list-style-type: none"> addresses only parts of the writing task (prompt) demonstrates little understanding of purpose (*genre) maintains an inconsistent point of view, focus, and/or organizational structure suggests a central idea with limited facts, details, and/or explanations 	<ul style="list-style-type: none"> includes little variety of sentence types contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors may interfere with the reader's understanding of the writing.
<ul style="list-style-type: none"> is characterized by substantial copying of indiscriminately selected phrases or sentences 	<p>1: Insufficient Progress Toward Standards:</p> <p>The writing:</p> <ul style="list-style-type: none"> addresses only one part of the writing task (prompt) demonstrates no understanding of purpose (*genre) lacks a clear point of view, focus, and/or organizational structure lacks a central idea but may contain marginally related facts, details, and/or explanations 	<ul style="list-style-type: none"> includes no sentence variety contains serious errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader's understanding of the writing.

* GENRE: A summary of expository text is a shorter version of the original text. The summary identifies pertinent facts, comparisons, and opinions. Important information is identified and paraphrased.

