

Grade 9: Integrated Reading/Writing Assessment Framework – Semester 1

By the end of the 2nd quarter (January 17), 9th grade students will be able to demonstrate understanding of the targeted standards by completing SBAC-like assessment questions and a writing performance task. Below are sample Smarter Balanced questions and a description of the writing task tied to the required module for semester 1 (first 2 quarters).

Common Core ELA Standards	Smarter Balanced Sample Questions/Tasks	WCCUSD Assessment Description
<p><i>Reading for Literature and Information Text:</i></p> <p>9-10.1 Cite strong and thorough textual evidence to support analysis...</p> <p>9-10.2 Determine a theme or central idea of a text...</p>	<p>Highlight the <i>parts of the text that provide evidence</i> to support the idea that the _____ were _____.</p> <p>Highlight six sentences in the text that explain why _____ might be considered _____.</p> <p>Using <i>details from the text</i>, explain how (a given sentence) affects the readers' understanding of _____.</p>	<p>Required</p> <p>Approximately 15 Reading for Literature/Information Text questions:</p> <ul style="list-style-type: none"> • Constructed response (short answer) • Selected response (multiple choice, but could have more than one correct answer) • Highlight words, phrases, sentences
<p><i>Language:</i></p> <p>9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words...</p>	<p>Read the sentences from the text listed below on the left. Then draw a line to match the underlined word in each sentence to its closest definition on the right.</p> <p>One sentence in the paragraph below contains a grammar usage and a punctuation error. <i>Rewrite the incorrect sentence below, correcting the two errors.</i></p>	<p>Required</p> <p>Approximately 10 Language questions:</p> <ul style="list-style-type: none"> • Structured similarly to the SBAC sample questions at left • Selected response • Highlighting
<p><i>Speaking & Listening:</i></p> <p>9-10.1 Initiate and participate effectively in a range of collaborative discussions...</p> <p>9-10.3 Evaluate a speaker's point of view, reasoning...</p>	<p>The narrator claims that _____ do not have _____. Support this claim <i>using two details from the presentation.</i></p>	<p>Optional Formative Assessment: Students working in small groups (4-5) respond to the essential question of the module, or discuss key points of selections with questions structured similarly to the SBAC prompt.</p>
<p><i>Writing:</i></p> <p>9-10.1 Write arguments to support claims...</p> <p>9-10.9 Draw evidence from literary or informational text...</p>	<p>Practice SBAC grade level performance tasks for grades 6 – 8 and 11 can be viewed at http://sbac.portal.airast.org/practice-test/ (access through Mozilla Firefox or Google Chrome browser).</p> <p>These tasks are comprised of multiple source documents, followed by a few questions to help students gather/organize information from the sources, and then a writing prompt.</p>	<p>Required</p> <p>The writing assessment prompt will follow up on the essential question of the module and require students to cite evidence from given primary and secondary sources.</p> <p>The writing task will be modeled after SBAC performance tasks and/or Literacy Design Collaborative (LDC) modules. (See http://www.literacydesigncollaborative.org for more information and example modules.)</p>