

# Changes to the SAGE Writing Assessment Scoring Engine 2017-2018

## What are the changes?



The SAGE Writing assessments scoring engine has been updated to recognize two specific things:

1. Prompt\_Copy\_Match – when too much is being directly copied from the stimulus/passage sets
  - a. Flagged when 70% or more of the student’s response is copied directly from the stimulus or passage set
  - b. If a response from the SUMMATIVE assessment is flagged with this code it will be sent for hand scoring
  - c. Any student assigned this code after hand scoring is automatically assigned the lowest score
2. Duplicate Text – when a letter, word, sentence, and/or paragraph is being copied over and over.
  - a. Flagged when at least 70% of the student’s response comprised of repeated text copied over and over
  - b. If a response from the SUMMATIVE assessment is flagged with this code it will be sent for hand scoring

Check out a [recording](http://stream.schools.utah.gov/videoarchive/assessment/July2017ADMeeting.mp4) of a presentation (beginning at minute 13) done in July 2017 for more details on the scoring engine. (<http://stream.schools.utah.gov/videoarchive/assessment/July2017ADMeeting.mp4>)

## Why were the changes made?

The changes to the scoring engine have been made to help us more accurately assess what a student knows and can do; not to penalize students but to recognize “good” writing. This change has revealed that students are struggling with how to appropriately use textual evidence in writing.

## When will these changes be implemented?

This change is in place this year, 2017-2018, for both opinion/argumentative and informative/explanatory prompts.

*Note: Students will only respond to **ONE** writing prompt. It will be random within a class, whether a student writes on an opinion/argumentative or informative/explanatory prompt.*

## How can teachers help their students?

Students need practice integrating textual evidence and then elaborating on it. The teachers could use the SAGE Writing Benchmark modules (Informational is recommended) and/or Utah Compose. Both are tools to help teachers “see” what the students know and can do related to integrating textual evidence and then elaborating on it.

### Use SAGE Benchmark Writing and Utah Compose as (In)formative Tools

1. Determine learning intention(s) for the lesson/unit.
2. Establish the success criteria—include students in this process whenever possible.
3. Select a SAGE Writing Benchmark as one piece of your instructional plan for pre-assessment.
4. Analyze the results of the pre-assessment and adjust instructional plan.
5. Discuss results with students. Reassess learning intentions.
6. Select a pre-packaged Utah Compose prompt. Students complete first draft.
7. Compare results from SAGE Writing Benchmark and Utah Compose essays. Select writing standard for instruction.
8. Students set individual learning goals using Utah Compose feedback.
9. Monitor progress with effective formative assessment strategies, feedback, and instruction.
10. Use a corresponding SAGE Writing Benchmark as a post-assessment.

### Instructional Suggestions and Resources

- Use mentor texts from [UEN](#), [Sage Portal](#), and [Utah Compose](#) with students
- Focus on **prompt analysis** and use of the correct writing **text structure**
  - Based on the task/topic of the prompt (One format/structure does not fit all writing)
- Focus on Tier II and Tier III vocabulary being incorporated in writing
- Teach **elaboration techniques** including: examples, analysis, figurative language, relationships, implications, and explanation
- Help students move past typical **transitions** and incorporate text structure appropriate transitions
- Incorporate writing in all content areas, and make it an ongoing process throughout the year