



DEPARTMENT OF EDUCATION

SAWS Writing Grade 7

Released Items With Data

2015

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Portions of this work were previously published.

Printed in the United States of America.

Writing Released Items with Data Introduction Page / Data Definitions

This Released Items with Data document provides a subset of items (writing prompts and papers) from the 2014 administration of the SAWS test. The data for an item is on the page that follows that item. Student papers, with scores and annotations, follow the item and data.

There are two main sections to this document. The first section contains the 12-point constructed response prompt and the second section contains the Response to Text (RTT) two-prompt set. Scoring notes are provided before each section to help guide the user in understanding how the student response papers to these different prompt types are scored.

The following provides several definitions for the data fields related to writing on the data page.

Item Information

Item Code and External ID: Identification codes assigned to the item

Title: Title of the passage the item belongs to (for the RTT passage-based set)

Skill: Skill being assessed by the specific prompt

2012 WyCPS Strand: Reporting category of the state content standards

2012 WyCPS Skill: State content skill

2012 WyCPS Standard: State content standard

Item Dok: The item's Depth of Knowledge designation, also called Cognitive Complexity;

- 1 - Recall and reproduction
- 2 - Skills and concepts
- 3 - Strategic and extended thinking
- 4 - Analysis and synthesis

Admin: The year an item is administered

Total N-count: Number of students counted as taking the test in which the item appears during the listed administration (includes item omissions)

Max Points: The maximum number of points a student response paper can receive according to the prompt type and scoring guide

Mean Score: The average of all student response scores for a given prompt

Score Analysis

Score Pt %: The percent of student response scores at each score point

Score Point Total %: Only for 12-point prompts and Analytic / Trait Scoring.

Across the top row are the four traits: Idea Development (ID), Organization (OR), Personal Voice (PV), and Conventions (CC).

In the left column are score points 3 (the max for each trait) through 0 (the minimum for each trait).

The resulting grid contains the percent of student responses that scored a particular score point for a particular trait.

The last row, the Mean Score, gives the average score of all student responses for that trait.

Item Notes: Area where user can make notes

Scoring the Analytic 12-point Constructed Response Items

In 2013, the WDE introduced operational, 12-point constructed response prompts to the Student Assessment of Writing Skills (SAWS). These prompts align with the *Wyoming Content and Performance Standards* (WyCPS) and assess Writing Standards 1, 2, or 3, depending on the type/mode of writing required (i.e., opinion/argument, informative/explanatory, narrative).

For each grade assessed (3, 5, and 7 from 2014 on), there is a writing-mode-specific, 12-point Analytic Scoring Guide. Each Scoring Guide includes score point descriptors (3-0) for four traits:

Idea Development

The writer develops the content of the message through the use of details.

Organization

The writer builds the structure to support the purpose and effectiveness of the writing.

Voice

The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.

Conventions

The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.

Scores are assigned for each of these four traits which allow teachers and parents to better understand the strengths and weaknesses of each student response. The scores of the four traits are summed to provide the total score for the 12-point item.

Scoring Guides for each grade and mode of writing are available on the WDE website.

Informative

Writing Prompt

Sometimes students have to complete group projects or assignments in school. Think about a time when you worked on a group project or assignment. Write an essay identifying ways students working in a group can get along and work together to get the project done.

Item Code:	VF095706	External ID:	WYW17013
Passage Accnum:		Passage Ext. ID:	Pair Ext. ID: N/A
Title:			
Prompt Type:	Writing		
Skill:	W.7.b Problem/Solution Essay		
2012 WyCPS Strand:	Writing		
2012 WyCPS Skill:	Text Types and Purposes		
2012 WyCPS Standard:	W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
Item Dok:	4	Item PLD:	

Admin:	Spring 2014	Item Use:	OP	Total N-count:	6756	Rasch Diff:							
Form:	WR7	Item Type:		Mean Score:	7.717	Fit Flag:							
Item Seq:	1	Max Points:	12.0	Item Corr:		Flags:							
Score Analysis				Dif Summary									
Score Point	ID	OR	PV	CC	Inv	Omit	Group	Dif Category					
Total %							Gender						
Score Pt 3 %	22	23	19	19			Hispanic						
Score Pt 2%	54	50	53	52			Native American						
Score Pt 1%	23	26	27	28			Asian						
Score Pt 0%	1	1	1	1									
Mean Score	1.975	1.947	1.907	1.887									
	0	1	2	3	4	5	6	7	8	9	10	11	12
Step Value													
Score Pt%	0	0	0	1	12	7	10	11	28	7	6	5	12

Item Notes													

Sometimes you can't do things on your own. When you work in a group you can work together, get along, + get what you are doing done. But if you can't get along + work together you obviously won't be efficient. When working in a group you have to figure out methods to get the job going faster + moving more efficiently.

Have you ever heard of when someone says "We can divide + Conquer"? Well this is an important thing to do when you are working on a group project or in a group. If every group member is doing the same thing at the same time you would not be very efficient. It would be easier to just let everyone do a different part. You can make different parts by dividing the project evenly. When you all do a different part you are getting multiple things done instead of just one. Now that I've covered "dividing" let me explain "conquering". Once everyone in your group has a specific part they can all work on them. When all the group members parts are completed you can now put them all together + your project will be completed. Think of everyone's part as a puzzle piece. When you put all the completed parts together you have a completed, put together, puzzle or in this case a completed project. This is one key strategie to

do when working on a project.

Another way you can get along + get the job done is by helping each other. Like I said before sometimes you can't do things on your own. If one person has finished their part they can pitch in + help someone who is still working. Do you think you are going to get the job done faster if you just sit + watch or help? The answer is obviously help. By working as a team you can finish the part together. No one team member in your group should have to do more work or be left out. Everyone in the group works together + includes everyone. Remember you are all doing the project together.

The last way you can be efficient in your group is to put people where they have skills. If one person is a really good artist + one person is a really good writer they should do things that correspond with their skills. The artist should work on graphics + designs + the writer should work on the writing parts or captions. If you try to flip them + have the artist as the writer + the writer as the artist it either won't look good or will take a lot longer. You should consult with your group members before you begin to discuss who is good at what. Then you won't

mix everyone's skills up.

All these solutions will help your group get along + get the job done. Remember to divide + conquer, help each other, work together, + let people do what they are best at. These will ensure that your group will create a positive environment where everyone is able to be a part of the efficient group.

The response earns a score of 3 for Idea Development. The response presents a clear problem (*Sometimes you can't do things on your own*) and a logical solution in response to the topic (*When you work in a group you can work together, get along, and get what you are doing done*). Descriptive, enriching details are evident in the response (*Have you ever heard of when Someone Says "We can divide and Conquer"?; If every group member is doing the same thing at the same time you would not be very efficient; Once everyone in your group has a specific part they can all work on them; When all the group members parts are completed you can now put them all together & your project will be completed*).

The response earns a score of 3 for Organization. The response has an introduction and effectively groups similar ideas within the body (*Have you ever heard of when Someone Says "We can divide & conquer"? Well this is an important thing to do when you are working on a group project; If every group member is doing the same thing at the same time you would not be very efficient; Another way, you can get along & get the job done is by helping eachother. Like I said before sometimes you can't do things on your own. If one person has finished there part they can pitch in & help someone who is still working; The last way, you can be efficient in your group is to put people where they have skills*). The response also has an effective conclusion (*All these solutions will help your group get along & get the job done. Remember to divide & conquer, help each other, work together, & let people do what they are best at. These will ensure that your group will create a positive enviornment where everyone is able to be a part of the efficient group*).

The response earns a score of 3 for Voice. The response consistently reveals voice, style, and tone appropriate to the purpose and uses a variety of precise, appropriate words and phrases (*Have you ever heard of when Someone Says "We can divide and conquer"?; Now that I've covered "dividing" let me explain "Conquering"; Like I said before sometimes you can't do things on your own; The last way, you can be efficient in your group is to put people where they have skills; These will ensure that your group will create a positive enviornment where everyone is able to be a part of the efficient group*).

The response earns a score of 3 for Conventions. The response uses grade-appropriate spelling consistently (*efficient, conquer, multiple, correspond*), uses grade-appropriate capitalization and punctuation (*Now that I've covered "dividing" let me explain "Conquering"; Do you think you are going to get the job done faster if you just sit & watch or help?*), uses grade-appropriate grammar and usage with a variety of correct sentences (*When all the group members parts are completed you can now put them all together & your project will be completed; No one team member in your group should have to do more work or be left out; Remember you are all doing the project together; You should consult with your group members before you begin to discuss who is good at what*).

A time that I had to work on a group project was in fourth grade. We were doing a project called the "egg drop". We were each given at least one partner. The purpose of this project was to drop an egg from 30ft. without it cracking. To keep it from cracking, with our group, we had to put together a creative covering or parachute of some type for the egg to ride in. The covering we made had to be homemade. In other words we weren't allowed to use a whole of a product. For example we couldn't use a whole milk carton but we could cut it up and use it. When it came to scoring they deducted points depending on the materials we used, how creative our project was, and if the egg cracked or not. For me, it was difficult to get along and work with my partner. I felt as though I was doing most of the work. Here are some tips on how you can agree with your partner(s) and work together to get your project done.

The first thing that you should do is form a plan. You will need to talk among your group to make sure that everyone agrees with the project you choose. For my first test with my

groups egg drop covering, it didn't work at all. This is because we weren't very prepared or organized when it came to what our plan was. We had to come up with a totally new idea. Also make sure that everyone understands your plan. This will make it easier for everyone to contribute the same amount of work.

The second thing that you should do is make a list of supplies needed. This will help you be more prepared and also will make it easier to decide who will bring what. You can divide the supplies evenly among your group. This way it will be fair for everyone and there won't be as much arguing.

Another tip is to set times for when your group can get together to work on the project. This will also help prevent the conflict of some people working more than others. When I did the egg drop I had a big problem when it came to contributing the same amount of work.

The most important course of action that you could take is to be willing to put time into your project. If you aren't willing to do this then you can't expect your team members to put

in time.

By following these tips not only are you preventing conflict, but you are also being organized and prepared. I'm sure that you and your team members will have a blast working together to get the job done! Make sure that you follow these tips if you want to be a successful team.

The response earns a score of 3 for Idea Development. The response presents a clear problem (*For me, it was difficult to get along and work with my partner. I felt as though I was doing most of the work*) and develops a logical solution in response to the topic (*Here are some tips on how you can agree with your partner(s) and work together*). The essay uses descriptive details to enrich idea development (*form a plan; make sure that everyone agrees with the project you choose; had to come up with a totally new idea; make a list of supplies needed; be more prepared ... and who will bring what; set times for when your group can get together to work; help prevent the conflict of some people working more than others; The most important course of action that you can take is to be willing to put time into your project*).

The response earns a score of 3 for Organization. The essay develops an effective introduction (*A time that I had to work on a group project; For me, it was difficult to get along and work with my partner*), body, and conclusion (*By following these tips not only are you preventing conflict, but you are also being organized and prepared*). The response uses varied transitions between paragraphs (*The first thing; The second thing; Another tip is to; The most important course of action; By following these tips*). The essay effectively groups similar ideas (*The first thing ... form a plan; talk among your group to make sure that everyone agrees with the project; For my first test; we weren't very prepared or organized when it came to what our plan was; come up with a totally new idea*).

The response earns a score of 3 for Voice. The narrative consistently reveals voice appropriate to the purpose and uses a variety of precise and appropriate words or phrases (*a creative covering or parachute of some type; they deducted points; weren't very prepared or organized; a totally new idea; contributing the same amount of work; most important course of action; a successful team*).

The response earns a score of 3 for Conventions. The essay uses grade-appropriate spelling consistently (*creative; parachute; homemade; deducted*), uses grade-appropriate capitalization and punctuation consistently (*I'm sure that you and your team members will have a blast working together to get the job done!*), and uses grade-appropriate grammar and usage consistently (*The second thing that you should do is make a list of supplies needed*). The essay uses a variety of correct sentences consistently (*The purpose of this project was to drop an egg from 30ft. without it cracking; For me, it was difficult to get along and work with my partner; The most important course of action that you could take is to be willing to put time into your project*).

Have you ever been assigned a project with someone you don't work well with? Sometimes students have to complete group projects or assignments in school with people that they don't work well with.

This is a problem because they aren't getting their school work done. Also, they are making enemies with their group member. They think it's their partner's fault that the work isn't getting done. Like wise, they are getting behind in class. These were the definitions of the problem.

Now that you know why this is a problem let's go over how the problem came about. One cause for the problem is that students are messing around when they should be working; they're wasting their work time. But sometimes the cause is that they just have trouble focusing; they don't go to bed early enough and are tired. A third reason for this is that they simply aren't trying to work; they're lazy. That's how the problem was made.

Some of the effects of the problem are bad grades, getting into fights, and having to stay in after school. When the partners aren't getting any work done

they're grade drops. Similarly, when one thinks badly about the other that person expresses the feeling and the other person gets angry. Soon after this they are in a fight. Also, when they get behind they have to make it up and end up staying after school. Even a small problem has large effects.

One solution to this problem is planning ahead for the day; they could make a schedule to follow so that they stay on task. That would make it so that they didn't mess around. Another solution is to get a good night's rest and eat a good breakfast. That would help them focus during the day so that they could do their work. Finally, as a third solution to the problem if the partners are just not trying they could find a motive to do a good job. This is how to solve the problem of students working as a group who don't get along with each other.

The response earns a score of 2 for Idea Development. The essay presents a clear problem (*Sometimes students have to complete group projects or assignments in school with people that they don't work well with*) and a logical solution in response to the topic (*planning ahead for the day; Another solution is to get a good nights rest and eat a good breakfast; find a motive to do a good job*). The essay uses relevant details (*students are messing around; have trouble focusing; simply aren't trying to work; bad grades, getting into fights, and having to stay in after school; make a schedual to follow; help them focus during the day; if the partners are just not trying*).

The response earns a score of 2 for Organization. The essay presents an introduction (*Have you ever been assigned a project with someone you don't work well with?*), a body that explains the problem and its effects, and a conclusion that offers a solution (*This is how to solve the problem of students working as a group who don't get along with each other*). The response uses topic sentences and transitions (*This is a problem because they aren't getting their school work done; Now that you know why . . . let's go over how the problem came about; Some of the effects of the problem are; One solution to this problem is; Likewise; Similarly*). The essay groups similar ideas together (*Some of the effects of the problem are bad grades, getting into fights, and having to stay in after school; they're grade drops; one thinks badly about the other; gets angry; they get behind they have to make it up and end up staying after school*).

The response earns a score of 2 for Voice. The essay reveals voice appropriate to the purpose and uses precise and appropriate words or phrases (*don't work well with; making enemies; the definitions of the problem; wasting their work time; trouble focusing; they're lazy; expresses the feeling; make a schedual to follow; find a motive*).

The response earns a score of 2 for Conventions. The essay uses grade-appropriate spelling (*assignments; enemies; fault; breakfast; definitions*), capitalization, and punctuation (*Have you ever been assigned a project with someone you don't work well with?*), and uses grade-appropriate grammar and usage (*This is a problem because they aren't getting their school work done*). The response uses varied and mostly correct sentences (*Also, they are making enemies with their group member; Even a small problem has large effects; That would make it so that they didn't mess around; Another solution is to get a good nights rest*).

I have to work in groups a lot in my math class. Often times I enjoy having the help of other students, although sometimes it is easier to do the problems by myself.

In my groups, I am usually the person that keeps everyone on task and working. My groups will get into arguments, but then we end up coming to a compromise.

Groups in my class usually have different answers and opinions. When that happens, the students talk it out. They talk it out by sharing their ideas and by stating why they think it should be what they think.

Every member takes turns doing this until, they all decide on the same answer or solution. If they can't come to an agreement on the problem, we usually go onto the next question and come back

to the problem we got stuck on.

The members of groups get along well. This is because, they try their best to be nice, kind, and respectful to their fellow classmates. They also have friends in their groups.

Groups that I am in often do the same thing. The thing that most groups do is, work together. They do this by helping each other out if a member asks for help. They will also explain why something is the way that it is if someone does not understand. The members usually stay on the same questions or step of a question as the rest of their group.

When ever I get put in to a group at school, a club, or even on a sports team I try to be respectful and understanding. I also think that that is how a lot of students are when the get put

into a group. I can tell that everyone in groups are willing to put effort into finding the solution to the problem.

Working in groups can be fun and at the same time productive. I enjoy working in groups and hope other people and students do too. I also think that working in groups is a good way to get more done. This is because, two heads are better than one.

The response earns a score of 2 for Idea Development. The essay presents a clear problem (*I have to work in groups a lot in my math class; My groups will get into arguments*) and logical solutions (*In my groups, I am usually the person that keeps everyone on task and working; we end up coming to a compromise*). The response uses relevant details (*different answers and opinions; students talk it out by sharing their ideas; they all decide on the same answer or solution; try their best to be nice, kind, and respectful; helping each other out if a member asks for help*).

The response earns a score of 2 for Organization. The essay presents an introduction (*I have to work in groups a lot*), body, and conclusion (*Working in groups can be fun and at the same time productive*). The response uses topic sentences (*Groups in my class usually have different answers; The members of groups get along well; Groups that I am in often do the same thing; When ever I get put in to a group at school, a club, or even on a sports team I try to be respectful and understanding*), and transitions (*When that happens; If; also; When ever*). The essay groups similar ideas.

The response earns a score of 2 for Voice. The narrative reveals voice appropriate to the purpose and uses precise and appropriate words or phrases (*Often times I enjoy having the help of other students, although sometimes it is easier to do the problems by myself; end up coming to a compromise; talk it out by sharing their ideas; try their best to be nice, kind, and respectful; helping each other out; I try to be respectful and understanding; willing to put effort into finding the solution; two heads are better than one*).

The response earns a score of 3 for Conventions. The response uses grade-appropriate spelling consistently (*arguments; compromise; opinions; respectful*), uses grade-appropriate capitalization and punctuation consistently (*In my groups, I am usually the person that keeps everyone on task and working; If they can't come an agreement on the problem, we usually go onto the next question*), and uses grade-appropriate grammar and usage consistently with minor errors (*everyone in groups are willing*).

What ways do students working in a group can get along and work together to get a project done.

Students can get along if they cooperate together, and they can speak to each other. Another way is if you're with your friends just work together and don't mess around. Working together means you must work as a team. To work together everyone must be doing something, and should say when their done. To work as a group they must work, talk to one another, and should not "horse" around.

Ways that students can get along and work together in a group project are; communication, work together, cooperation, participation, and no goofing around.

The response earns a score of 1 for Idea Development. The response attempts to present a problem (*What ways do students working in a group can get along and work together to get a project done*) and a solution (*Ways that students can get along and work together in a group project are; communication, work together, cooperation, Participitation, and no goofing around*) in response to the topic. There is a limited use of relevant details (*Students can get along iF they co-operate together, and they can speak to each other; don't mess around; Working together means you must work as a team*).

The response earns a score of 1 for Organization. The response attempts to group similar ideas (*Students can get along iF they co-operate together, and they can speak to each other. Another way is iF you're with your friends; Ways that students can get along and work together in a group project are*). The response lacks a consistent use of topic sentences and transitions between paragraphs.

The response earns a score of 1 for Voice. The response reveals limited voice, style, and tone appropriate for the purpose. The response also demonstrates little variation in word choice and reveals a repetitious use of simple words and phrases (*a group can get along and work together; students can get along; just work together; Working together means you must work as a team; To work together everyone must be doing something; Ways that students can get along and work together in a group project*).

The response earns a score of 2 for Conventions. The response spells common words correctly (*project, together, cooperation, goofing*) but other grade-appropriate words incorrectly (*thier [they're], Participitation [Participation]*). Grade-appropriate capitalization and punctuation, as well as grammar and usage is evident (*What ways do students working in a group can get along and work together to get a project done; Students can get along iF they co-operate together; Ways that students can get along and work together in a group project are; communication, work together, cooperation, Participitation, and no gooFing around*).

The last time I was in a group project, we had to summarise or paraphrase a writing called Casey at the bat. Our group did not work well together so one person ended up writing the whole summary of the writing. It would help if the groups would talk less and work more.

The response earns a score of 1 for Idea Development. The essay attempts to present a problem and solution (*Our group did not work well together; It would help if the groups would talk less and work more*) and provides a limited use of relevant details (*we had to summarise or Paraphrase a righting; one person ended up righting the whole summary; if the groups would talk less and work more*).

The response earns a score of 1 for Organization. The essay presents an introduction (*The last time I was in a group project*), but no conclusion. Because the essay is written using only one brief paragraph, it lacks consistent use of topic sentences and transitions between paragraphs.

The response earns a score of 1 for Voice. The essay reveals limited voice appropriate to the purpose (*we had to summarise or Paraphrase a righting*) and demonstrates little variation in word choice and repetitious use of simple words or phrases (*a righting called; ended up righting; summary of the righting*).

The response earns a score of 1 for Conventions. The essay spells common words correctly, but other grade-appropriate words are spelled incorrectly (*righting [writing]; summary*). The essay uses limited grade-appropriate capitalization (*Paraphrase; casey at the bat*) and seldom uses varied sentences.