

On-Demand

On-demand writing was designed as a way for teachers to measure a student's writing growth over time and determine a students' strengths and needs. Data collected can be used to inform instructional decisions for individual students, small groups of students, and the entire class.

For on-demand writing, students are asked to write on a given topic during regular writers' workshop time. The purpose of this assessment is to see what students can write on their own, without teacher assistance.

Narrative ‘On-Demand’ Assessment Writing Prompt

“Today, you are going to write your best personal narrative. This is a true story about one time in your life. Make sure you focus on just one or two moments.

Remember that you need to plan, draft, revise and edit your work. This is your chance to show all you know about narrative writing.

You can work on it today and you’ll have more time tomorrow.”

For 6th-8th grade students you will say:

“As you write your best personal narrative make sure you:

- **Include a beginning, middle, and a sense of closure**
- **Have details to help paint a picture for your reader (audience)**
- **Tell the story in the order that it happened**
- **Have a variety of transitional words, phrases and clauses**

Note:

It’s important that students have two days to write. This allows us to see if they have gone through the entire writing process: planning, drafting, revising and editing to see how students use what they know about narrative writing.

Informational ‘On-Demand’ Assessment Writing Prompt

Informational on-demand prompt:

Day Prior to Assessment:

“Think of a topic that you’ve studied or know a lot about. Tomorrow during writers’ workshop you will write an informational (or all-about) piece that teaches others interesting and important information and ideas about that topic. If you want to find and use information from a book or another outside source, you may bring that with you tomorrow.”

Day of Assessment:

“Today, you are going to write your best informational (or all-about) piece on a topic you have studied or know a lot about. This is the topic you have been thinking about since yesterday. Remember that you want this to be interesting to your reader and include important information and ideas. You may use the additional information you brought with you to complete this piece.”

For 6th-8th grade students you will say:

“As you write your best informational piece make sure you:

- **Introduce your topic**
- **Include facts, definitions, and details about your topic**
- **Organize your writing**
- **Maintain a formal style**
- **Have appropriate transitions**

Argument ‘On-Demand’ Assessment Writing Prompt

Day Prior to Assessment:

“Think of a topic or an idea that you have strong feelings about. Tomorrow during writers’ workshop you will write an argument text in which you will state your claim and reasons why you feel this way. Use everything you know about this type of writing. If you want to find and use information from a book or another outside source, you may bring that with you tomorrow.”

Day of Assessment:

“Today, you are going to write your best argument piece. Remember, you will tell your readers about an idea or an opinion that you have strong feelings about. Write your argument and convince your readers by telling them why you feel this way. Use everything you know about argument writing. Your piece can be a letter, a review, or an essay. Just remember to make this your best piece.”

For 6th-8th grade students you will say:

“As you write your best argument piece make sure you:

- **Introduce your topic**
- **State your claim**
- **Include reasons and evidence**
- **Organize your writing**
- **Maintain a formal style**
- **Use linking words, phrases and clauses**
- **Include a concluding statement or section**