

# **PART V**

## **INTERDISCIPLINARY WRITING**

- **Test Format**
- **Rubric**
- **Sample Test Items**
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# TEST FORMAT

The purpose of the interdisciplinary tasks of the writing across the disciplines test is to assess students' abilities to think critically, solve problems, make decisions and communicate their ideas to others in a realistic and interdisciplinary context. In the interdisciplinary assessment, students use skills and knowledge that they have gained through their social studies, science, mathematics, language arts, health and other classes.

Interdisciplinary writing is similar to the first generation interdisciplinary test in that students will read source materials about a controversial topic, take a position on the issue and prepare a persuasive written response. However, there will be two tests given to students. Each test is shorter than the interdisciplinary tasks of generation one in the amount of reading material and in the length of the writing piece. Each task includes three sources requiring approximately 25 minutes of reading. Thirty minutes of writing time will be allowed for each task. The test will be administered in two 55-minute testing sessions, given on two fixed dates. The first generation interdisciplinary test required 100 minutes of testing time, including a 10-minute discussion period, which has been eliminated for generation two.

In summary:

- The interdisciplinary writing test will consist of two separate tests. Each test will have three short (one to two pages) nonfiction informational and persuasive reading materials (e.g., newspaper articles), including charts and graphs, about a particular topic.
- Each task will use one extended response to assess how well students write to persuade.
- Two readers using a six-point scoring rubric, similar to the rubric used in generation one, will score each task holistically. Students will be evaluated as to whether they used information from **each** of the three sources.

The interdisciplinary writing tasks will be scored holistically according to the following five dimensions.

## 1. Taking a Position

- Does the student take a clear position for or against the issue?

## 2. Support

- Does the student support his or her position with accurate information from all the source materials?

## 3. Comprehensiveness

- Does the student use information from each of the three source materials?

## 4. Organization

- Does the student organize his or her ideas logically or effectively?

## 5. Fluency

- Does the student express his or her ideas with clarity and fluency?

# RUBRIC

## Interdisciplinary Writing

Each score category contains a range of student responses which reflect the descriptions given below.

### Score Point 1

- May take a position and address the problem; little or no awareness of audience is shown.
- The response offers little or no support from the source materials, OR the support provided is copied verbatim.
- The support may be emotional, inaccurate, irrelevant or show serious misunderstanding.
- The response lacks focus and a controlling idea; little or no organization is present and frequent digressions and/or abrupt shifts in the response interfere with meaning.
- Many ideas are difficult to understand; fluency and transitions are lacking.

### Score Point 2

- May take a position and address the problem; little, if any, audience awareness is shown.
- The response contains only superficial support and/or may use information from only one or two of the source materials.
- The supporting ideas may be poorly developed and/or illogical and inconsistent; the information may be inaccurate or irrelevant.
- The response may lack focus and a controlling idea; digressions and/or abrupt shifts in the response may interfere with meaning
- Some ideas may be difficult to understand; fluency and transitions are lacking.

### Score Point 3

- Takes a position, but the position may not be clearly developed; some awareness of audience may be shown.
- The response contains limited support and may not use information from each of the source materials.
- The supporting ideas are few and/or only somewhat developed; some information may be inaccurate or irrelevant.
- The response is somewhat organized, but there may digressions or abrupt shifts that interfere with meaning.
- Some ideas may not be clearly expressed; fluency and transitions may be lacking.

### Score Point 4

- Takes and develops a position; some awareness of audience is shown, but persuasiveness may be lacking.
- The response contains adequate support but may not use information from each of the source materials.
- The supporting ideas are adequately but not thoroughly developed; some information may be inaccurate or irrelevant.
- The response is adequately organized with at least one controlling idea; digressions, if present, are not disruptive.
- Most ideas are clear and understandable, but fluency and transitions may be lacking.

### Score Point 5

- Takes a clear and persuasive position; awareness of audience is evident.
- The position is well supported, typically using information from each of the source materials.
- The supporting ideas are generally well developed; information is accurate and relevant.
- The response is well organized and contains one or more controlling ideas; digressions are rare.
- Most ideas are clearly expressed; writing is generally fluent, with some use of transitions.

### Score Point 6

- Takes a clear, thoughtful and persuasive position; keen awareness of audience is shown.
- The position is richly supported with information from each of the source materials.
- The supporting ideas are very well developed; information is accurate and relevant.
- The response is unified and focused and contains one or more clear controlling ideas; organization and control are sustained throughout the response.
- The ideas are clearly and effectively developed; writing is fluent and polished with effective transitions.