

WRITING ASSESSMENT PROTOCOL

ADVANCED GRADE 3-5

Describe Spatial and Temporal Relations	<p>The writing sample should be: The writing sample should be a minimum of 3 paragraphs in length.</p> <p>To what extent can work samples be a product of group work? Although individual products may grow out of preliminary group work, the work sample is a means for students to demonstrate they can independently apply their learning. Work samples should represent the individual's own work, completed at a certain point in time, and scored using an official state scoring guide in those subjects for which one has been adopted.</p> <p>The sample should contain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Define, Explain and Sequence <input type="checkbox"/> Compare, Contrast and Classify <input type="checkbox"/> Make Predictions, Inferences, Cause and Effect <input type="checkbox"/> Justify and Persuade <p><input type="checkbox"/> ASSESSMENT CONTAINS ALL OF THE NECESSARY COMPONENTS</p> <p>How much teacher coaching/feedback is allowed as students are completing assessment? An underlying premise of assessments is that they are completed independently after students have been given sufficient instruction to prepare them for a more formal assessment. Given that assessments should reflect a student's own work, teachers must only assist in reminding students of the components that the writing piece should include, but specific suggestions like "this paragraph is a run-on sentence" or "type of soil is another variable that should be considered in this investigation" are not appropriate. Students may use English dictionaries, bilingual dictionaries or any other writing tools that they would typically use. Students may NOT use a computer with a spell checking device. However, students may use hand held spell checkers.</p> <p>IMPORTANT! If a student has NOT written a sample that contains at all of the components listed above, please encourage them and remind them of the "Remember to write about" section on the student's portion of the writing assessment and encourage them to write more. Remember to write about:</p> <ul style="list-style-type: none"> ⦿ What you would change ⦿ The order of the changes you would make ⦿ Why you would make those changes ⦿ How your changes would be different from what is happening now ⦿ How you will convince the people that the changes are good for the kingdom
Manage Conversations and Participate in Discussions	
Express Needs, Likes and Feelings	
Ask and Answer Clarifying and Informational Questions	
Define, Explain, and Sequence	
Compare, Contrast and Classify	
Make Predictions, Inferences, Cause and Effect	
Summarize, Draw Conclusions and Make Generalizations	
Describe Characteristics of People, Places and Things	
Justify and Persuade	



You are crowned QUEEN (or KING) of the World. They give you your crown and say, "Your Majesty, your wish is our command." What would you change? What would you do? How would you run this great big world?



Remember to write about:

- ⦿ What you would change
- ⦿ The order of the changes you would make
- ⦿ Why you would make those changes
- ⦿ How your changes would be different from what is happening now
- ⦿ How you will convince the people that the changes are good for the kingdom

WRITE YOUR IDEAS HERE:

If you were in charge of the world, what would you do with your power?

Blank writing area for student response.

