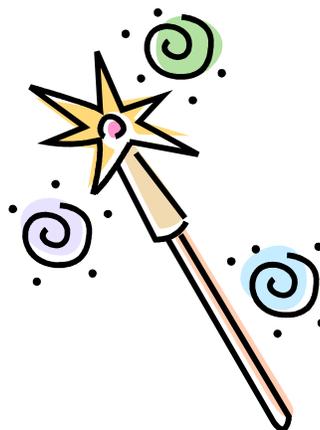


WRITING ASSESSMENT PROTOCOL

ADVANCED GRADE 6-8

Describe Spatial and Temporal Relations	<p>The writing sample should be: The writing sample should be a minimum of 5 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>
Manage Conversations and Participate in Discussions	<p>The sample should contain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Express Needs, Likes and Feelings <input type="checkbox"/> Compare, Contrast and Classify <input type="checkbox"/> Describe Characteristics of People, Places and Things <input type="checkbox"/> Justify and Persuade
Express Needs, Likes and Feelings	
Ask and Answer Clarifying and Informational Questions	
Define, Explain, and Sequence	<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>
Compare, Contrast and Classify	<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.</p> <p>Remember to write about:</p> <ul style="list-style-type: none"> ⊙ Describe who you would want to become ⊙ Explain the similarities and differences between you and the person you choose to become ⊙ Explain why you would want to become that person ⊙ Persuade your grandparents to approve that you should be someone else
Make Predictions, Inferences, Cause and Effect	
Summarize, Draw Conclusions and Make Generalizations	
Describe Characteristics of People, Places and Things	
Justify and Persuade	



Who would you want to be if you could be anyone? A movie star? A mariachi singer? A model? The President? Who would you be? Write to your grandparents and explain it all to them



Remember to write about:

- ⦿ Describe who you would want to become
- ⦿ Explain the similarities and differences between you and the person you choose to become
- ⦿ Explain why you would want to become that person
- ⦿ Persuade your grandparents to approve that you should be someone else

WRITE YOUR IDEAS HERE:

"If you could be someone else, who would you be? In a letter format tell your grandparents who and why you want to be someone else."

