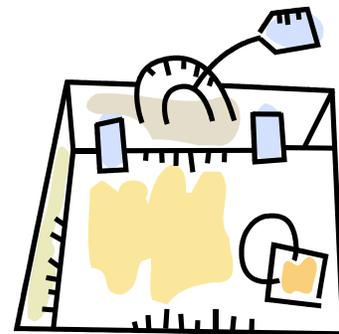


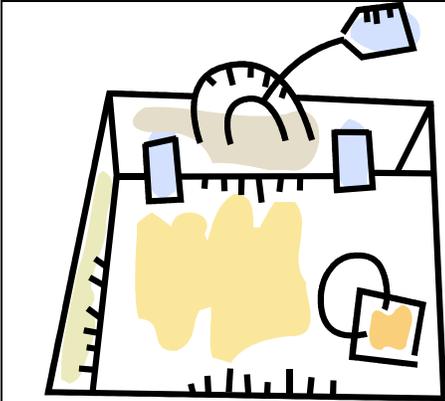
WRITING ASSESSMENT PROTOCOL

ADVANCED GRADE 9-12

Describe Spatial and Temporal Relations	<p>The writing sample should be: The writing sample should be a minimum of five 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"/> Express Needs, Likes and Feelings <input type="checkbox"/> Possible Ask and Answer Clarifying and Informational Questions <input type="checkbox"/> Possible Compare, Contrast and Classify <input type="checkbox"/> Possible Make Predictions, Inferences, Cause and Effect <input type="checkbox"/> Describe Characteristics of People, Places and Things <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.</p> <p>Remember to write about:</p> <ul style="list-style-type: none"> ⊙ Describe where you would go ⊙ Describe the people and what it would be like there ⊙ Why you want to go there ⊙ How it would feel to go there ⊙ How that place is different from where you live now ⊙ Maybe you would have to ask questions about the location before you went, what questions would you ask? ⊙ How you think the trip would change you
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	



Where would you go if you could go anywhere? Mexico? Europe? Back in time or into the future? Where would you go?



Remember to write about:

- ⦿ Describe where you would go
- ⦿ Describe the people and what it would be like there
- ⦿ Why you want to go there
- ⦿ How it would feel to go there
- ⦿ How that place is different from where you live now
- ⦿ Maybe you would have to ask questions about the location before you went, what questions would you ask?
- ⦿ How you think the trip would change you

WRITE YOUR IDEAS HERE:

"If you could go anywhere, where would you go? Why?"

A large empty rectangular box provided for the student to write their response to the prompt.

