

# WRITING ASSESSMENT PROTOCOL

## BEGINNING/EARLY INTERMEDIATE GRADE 2

Express Greetings and Social Courtesies	<p><b>The writing sample should be:</b> The writing sample should be approximately a paragraph in length.</p>
Give and Follow Directions and Sequence	<p><b>To what extent can work samples be a product of group work?</b> 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>
Express Needs, Likes and Feelings	<p><b>The sample should contain:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An introduction</li> <li><input type="checkbox"/> A sequence of events when bathing</li> <li><input type="checkbox"/> Expression of like or dislike</li> <li><input type="checkbox"/> Description of bathing</li> <li><input type="checkbox"/> Description of location for bathing</li> <li><input type="checkbox"/> <b>May contain a</b> description of people or things</li> </ul>
Ask and Answer Clarifying and Informational Questions	<p><input type="checkbox"/> <b>ASSESSMENT CONTAINS ALL OF THE NECESSARY COMPONENTS</b></p>
Participate in Conversations and Discussions	<p><b>How much teacher coaching/feedback is allowed as students are completing assessment?</b> 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>
Describe People and Things	
Describe Places	<p><b>IMPORTANT!</b> If a student has NOT written a sample that contains at least 5 of the components listed above, please encourage them and remind them of the "<b>Remember to</b>" section on the student's portion of the writing assessment and encourage them to write more.</p>
Describe Actions	<p>Remember to:</p> <ul style="list-style-type: none"> <li>⊙ Introduce yourself</li> <li>⊙ Write about why you do or don't like to take a bath.</li> <li>⊙ Describe how you get ready for a bath.</li> <li>⊙ Describe the bathroom</li> <li>⊙ Describe taking a bath</li> </ul>
Describe Spatial and Temporal Relations	
Compare and Contrast	



It's bath time! Do you like to take a bath? Today, you are going to write about why you like bath time or why you do NOT like bath time.



Remember to:

- ⊙ Introduce yourself
- ⊙ Write about why you do or don't like to take a bath.
- ⊙ Describe how you get ready for a bath.
- ⊙ Describe the bathroom
- ⊙ Describe taking a bath

WRITE YOUR IDEAS HERE:

"I do/do not like to take a bath because..."



