

WRITING ASSESSMENT PROTOCOL

BEGINNING/EARLY INTERMEDIATE GRADE 3-5

Express Greetings	<p>The writing sample should be: The writing sample should be a minimum of 2 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"/> Sequence of events <input type="checkbox"/> Expression of like or dislike <input type="checkbox"/> Description of people or things <input type="checkbox"/> Describe actions <input type="checkbox"/> Description of location (house, etc) <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 least 5 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"> ⦿ What happens in order ⦿ Say what you like and don't like about babysitting the monkey ⦿ Describe what the monkey and you do ⦿ Describe where you are babysitting ⦿ Describe the things the monkey plays with
Give and Follow Directions and Sequence	
Express Needs, Likes and Feelings	
Ask and Answer Clarifying and Information	
Participate in Conversations and Discussions	
Describe People and Things	
Describe Places	
Describe Actions	
Describe Spatial and Temporal Relations	
Compare and Contrast	



Your neighbor needs a BIG favor. She needs you to baby-sit her pet monkey. What FUN! Write about what happens.



Remember to write about:

- ⦿ What happens in order
- ⦿ Say what you like and don't like about babysitting the monkey
- ⦿ Describe what the monkey and you do
- ⦿ Describe where you are babysitting
- ⦿ Describe the things the monkey plays with

WRITE YOUR IDEAS HERE:

"You have to baby-sit a pet monkey. Write about your experience."

