

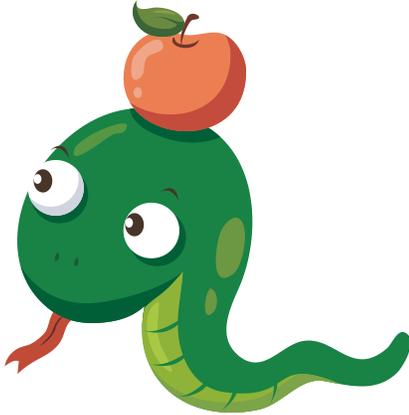
# WRITING ASSESSMENT PROTOCOL

## INTERMEDIATE GRADE 2

Describe Spatial and Temporal Relations	<p><b>The writing sample should be:</b> The writing sample should be a minimum of a paragraph in length.</p> <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> <p><b>The sample should contain:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Directions the teacher gave</li> <li><input type="checkbox"/> How people in the class felt about the escape?</li> <li><input type="checkbox"/> Describe people and things</li> <li><input type="checkbox"/> Describe places</li> <li><input type="checkbox"/> Describe actions</li> <li><input type="checkbox"/> Describe temporal relationships</li> <li><input type="checkbox"/> Written in past tense</li> </ul>
Manage Conversations and Participate in Discussions	
Explain Needs, Feelings, Opinions, and Thoughts	
Ask Clarifying and Informational Questions	
Describe People, Places and Things in Detail	<p><input type="checkbox"/> <b>ASSESSMENT CONTAINS ALL OF THE NECESSARY COMPONENTS</b></p> <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> <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 write about</b>" 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"> <li>⦿ What directions did the teacher give?</li> <li>⦿ How people in the class were feeling</li> <li>⦿ Describe some of the students</li> <li>⦿ Describe the classroom</li> <li>⦿ Describe what the students did</li> <li>⦿ What time it was when the escape occurred</li> <li>⦿ Tell what happened in order</li> </ul>
Describe Locations of People, Places & Things	
Define, Explain and Sequence	
Compare Contrast and Classify	
Make Predictions, Inferences, Cause and Effect	
Summarize, Draw Conclusions and Make Generalization	



One of your friends brought their pet snake to school! What FUN! But then their snake got loose! Uh oh!



Remember to write about:

- ⦿ What directions did the teacher give?
- ⦿ How people in the class were feeling
- ⦿ Describe some of the students
- ⦿ Describe the classroom
- ⦿ Describe what the students did
- ⦿ What time it was when the escape occurred
- ⦿ Tell what happened in order

**WRITE YOUR IDEAS HERE:**

"Someone's pet snake got loose in the classroom! Describe what happened."



