

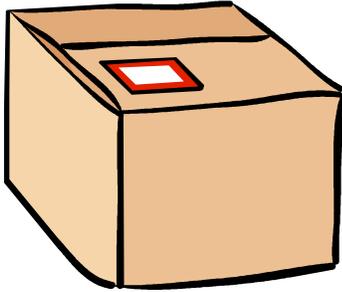
WRITING ASSESSMENT PROTOCOL

INTERMEDIATE GRADE 3-5

Describe Spatial and Temporal Relations	<p>The writing sample should be: The writing sample should be a minimum of two paragraphs in length.</p> <p>To what extent can assessments 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"/> Define, explain and sequence <input type="checkbox"/> Describe locations of people, places and things <input type="checkbox"/> Describe people, places and things in detail <input type="checkbox"/> Explain needs, feelings, opinions and thoughts <input type="checkbox"/> Describe temporal relationships <input type="checkbox"/> Written in past tense
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"/> 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>Remember to write about:</p> <ul style="list-style-type: none"> ⊙ What the classroom was like. ⊙ How your teacher looked and behaved when she dropped off the box. ⊙ What the box looked like. ⊙ What the students in the classroom did. ⊙ How you and the other students felt when the box started to move. ⊙ What happened to the box.
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	



Your teacher was acting so weird! She came in the room with a box, set it on the floor, turned around and marched right back out the door! Then the box began to move... What NEXT!



Remember to write about:

- ⊙ What the classroom was like.
- ⊙ How your teacher looked and behaved when she dropped off the box.
- ⊙ What the box looked like.
- ⊙ What the students in the classroom did.
- ⊙ How you and the other students felt when the box started to move.
- ⊙ What happened to the box.

WRITE YOUR IDEAS HERE:

"One day at school, your teacher came into the classroom, placed a box on the floor, and left the room. Suddenly, the box began to move. Write a story about what happened next."

