

# WRITING ASSESSMENT PROTOCOL

## INTERMEDIATE GRADE 9-12

Describe Spatial and Temporal Relations	<p><b>The writing sample should be:</b> The writing sample should be a minimum of four paragraphs in length.</p>
Manage Conversations and Participate in Discussions	<p><b>To what extent can assessments 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>
Explain Needs, Feelings, Opinions, and Thoughts	<p><b>The sample should contain:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe Spatial and Temporal Relationships</li> <li><input type="checkbox"/> Explain Needs, Feelings, Opinions and Thoughts</li> <li><input type="checkbox"/> Describe People, Places and Things in Detail</li> <li><input type="checkbox"/> Describe Locations of People, Places and Things</li> <li><input type="checkbox"/> Define, Explain and Sequence</li> <li><input type="checkbox"/> Written in past tense</li> </ul>
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>Remember to write about:</p> <ul style="list-style-type: none"> <li>⊙ When it happened</li> <li>⊙ Where you were</li> <li>⊙ Who was with you</li> <li>⊙ What is your memory? (Tell the story in the order it happened)</li> <li>⊙ How you felt when the memory happened. How do you feel when you think about it now.</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	



Each of us has memories that are special to us or have caused us to change somehow. These memories stay with us for the rest of our lives. Maybe it is the smell of our Grandfather's chewing gum, or our Mom's smile. What is one of your memories?



Remember to write about:

- ⊙ When it happened
- ⊙ Where you were
- ⊙ Who was with you
- ⊙ What is your memory? (Tell the story in the order it happened)
- ⊙ How you felt when the memory happened. How do you feel when you think about it now.

**WRITE YOUR IDEAS HERE:**

"Think of a real experience you have had that would be hard to forget. Think about what makes it so hard to forget. Tell what happened."



