



**Santa Clara Unified School District
Winter 2011 Writing Assessment**

On-Demand K-1 Writing Prompt

Prompt for Writing:

Today, I'd like you to write a personal narrative (story) about something that happened to you. It should be a story you remember well and want to write for other people to read. Remember, as a writer, the way you write your story should let your readers know why this is a story you remember, what happened, where you were when it happened, and how the story ended.

Prompt for Revising the Narrative

Reread your story and add details that make your story more interesting.

Prompt for Editing the Narrative

Read your story again and check to be sure that your writing is as correct as you can make it. Use the Editing Checklist* to help you.

Editing Checklist

Editing the Narrative

___ I used the word wall to check my spelling.

___ I started each sentence with a capital letter.

___ I started names with capital letters.

___ I ended sentences with periods or other end punctuation.

* Display the Checklist on a chart or write it on the board. You may read it to them and remind them about what it means before they begin to write. It is important to use the Checklist with the students prior to administration of the prompt.



Santa Clara Unified School District
Winter Writing Assessment: January 3 – 14, 2011

Directions for K-1 Teachers Administering the Test

Preparation

All teachers will read the prompt aloud to their students when administering the prompt.

- Plan for a 60-minute time period for giving the assessment.
- Read through the directions and contact the Assessment Department with any questions.
- Make sure you have plenty of paper and extra pencils.
- It is not necessary to cover word walls or charts, but do not prompt students to remember to refer to these items.

During

- **All teachers** will read the prompt aloud to their students when administering the assessment.
- **Kindergarten teachers** will read aloud only the first two sentences of the prompt.
- Remind students that this is to be the best piece of writing they can produce in a one-hour time block, using everything they know and have learned about the writing process and narrative writing. Make sure students understand they are not going to recopy their writing, but they will have time to reread and make their writing better.
- Remind students that they may take as much or as little time as they need within the hour, but they may not exceed one-hour writing time.
- Teachers should prompt students when appropriate to draw a picture or use a picture and words to tell their stories.
- Teachers may record the student oral language and attach to the picture, although this will not be used for scoring purposes.

After

When the students are finished, collect the pieces and hold them until either your principal collects them, or you gather for your analysis and scoring session.

Future Writing Assessments

Spring Assessment Window: April 19-21, 2011



Santa Clara Unified School District Winter 2011 Writing Assessment

SEQUENCE OF ACTIVITIES

Before Day One: Practice with Revision and Editing Checklists

Day One: Planning and Drafting

- **Planning:** Students will plan their narratives
- **Drafting:** Students will write a draft of their narratives

Day Two: Revising, Editing and Rereading

- **Revising:** Students will revise their writing using the Revision Checklist
- **Editing:** Students will use the Editing Checklist to make corrections to **spelling, punctuation, capitalization, and grammar.**
- **Rereading:** Once they have completed editing, students should proofread to catch and correct any errors they may have made and to be sure that their changes are clear and easy to read.



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On-Demand 2-5 Writing Prompt

DAY ONE

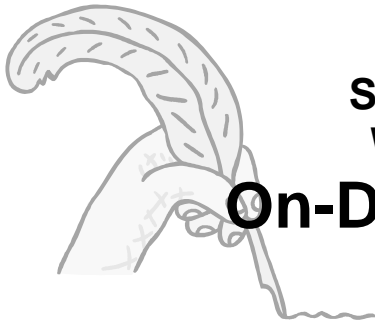
Prompt for Writing:

Today and tomorrow, I'd like you to write a narrative (story) about something that happened to you. Today you will be planning and then drafting your narrative. Tomorrow you will revise and edit your narrative.

Before you begin to write, I would like you to plan your writing by making a web of your narrative, or drawing a story map, or (*any strategy(ies) you have previously taught them for planning before they write*).

Plan a narrative you remember well and want to write for other people to read. Remember, as a writer, the way you write your story should let your readers know why this is a story you remember, what happened, where you were when it happened, and how the story ended. Include specific details to make your story real for your reader. You may want to include dialogue between the characters. Before you write, make a plan, listing all the ideas that you want to include in your narrative.

Collect the writing plan and the papers at the end of the workshop hour.



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On-Demand 2-5 Writing Prompt

DAY TWO

Once again, you will want to review all the directions at the beginning of the period. While students are working, you will need to walk around and monitor individual progress, prompting them on to next steps as necessary.

Prompt for Revising: *(Pass back the papers and distribute the Revision Checklist; see attached page.)*

“Reread your paper. Use the suggestions on the Revision Checklist to help you think about changes that will make your story stronger and more real for your readers. Make your changes right on your draft. Write the changes carefully, so that they are easy to read.”

Prompt for Editing: *(Once students have completed their revisions, they should edit their narratives for correctness, using the Editing Checklist; see attached page.)*

“When you are satisfied with your narrative, reread your revised draft for correctness, using the Editing Checklist. Make necessary corrections on your draft. Write the corrections carefully, so that your paper is easy to read.”

“Now that you have finished making changes and corrections, reread your narrative to see if you overlooked anything. Turn in your narrative.”

Collect both the writing plan and the narrative from each student. Attach them together and place them in the portfolio.

On Demand Writing Prompt

Revision Checklist (grades 2-5)

Use these suggestions to help you think about changes you may need to make in your writing. Make those changes on your rough draft. Be sure that the changes are neat and clear, so that your paper can be read easily.

_____ My beginning captures the reader's interest.

_____ I describe the characters well.

_____ I tell what happened in an interesting way.

_____ I include enough details.

_____ If I use dialogue, it is interesting and the reader is able to tell who is talking.

_____ The reader is able to tell why this event was important to me.

_____ The ending makes sense and brings my narrative to a satisfying conclusion.

On Demand Writing Prompt

Proofreading/Editing Checklist (grades 2-5)

Use these suggestions to help you think about corrections you may need to make to your writing. Make those corrections on the rough draft. Be sure that the changes are neat and clear, so that your paper can be read easily.

_____ I have checked and corrected my spelling.

_____ I have looked at each sentence separately to be sure it has

- a complete thought
- a capital at the beginning
- punctuation at the end

_____ I have capitalized the names of specific people, places and things.

_____ I reread and listened for places where I needed to insert a comma.

_____ If I used dialogue, I used proper punctuation and quotation marks.

_____ I began each new paragraph by indenting the first line.

_____ I reread to see if any words are missing.

_____ I reread to see if the grammar sounds correct.



Santa Clara Unified School District
Winter Writing Assessment: January 3-14, 2011

Directions for 2-5 Teachers Administering the Test

Preparation

Choose to do one or more of the following, depending on the needs of your students:

1. Make a copy of the prompt for each student
2. Make an overhead of the prompt

All teachers will read the prompt aloud to their students when administering the prompt.

- Plan for two 60-minute time periods for giving the assessment.
- Read through the directions and contact the Assessment Department with any questions.
- Make sure you have plenty of paper and extra pencils.
- It is not necessary to cover word walls or charts, but do not prompt students to remember to refer to these items.
- Make a copy of the Revision and Editing Checklists* for each student
- Give students practice revising and editing their own writing using the Revision and Editing Checklists* prior to first day of assessment.

During

- All teachers will read the prompt aloud to their students when administering the assessment.
- Remind students that this is to be the best piece of writing they can produce in two days of one-hour time blocks; using everything they know and have learned about the writing process and narrative writing. Students should be aware that they will plan and draft on the 1st day, and revise and edit on the 2nd day.
- Make sure students understand they are not going to recopy their writing.
- In grades 3-5, tell students they may not use references to assist them in editing since we are intending to assess their ability to independently use conventions correctly and prepare them for state testing conditions.
- Remind students that they may take as much or as little time as they need within the hour, but they may not exceed one-hour writing time each day.
- Teachers should prompt students when appropriate to draw a picture or use a picture and words to tell their stories.
- Teachers may record the student oral language when appropriate and attach to the picture, although this will not be used for scoring purposes.

After

When the students are finished, collect the pieces and hold them until either your principal collects them, or you gather for your analysis and scoring session.

Future Writing Assessments

Spring Assessment Window: April 19 – 20, 2009



Santa Clara Unified School District Winter 2011 Writing Assessment Directions for K-5 Test Coordinators

Included in this packet you will find materials needed for the Winter 2011 Writing PBA. All K-5 students will be writing to the same narrative prompt. The Assessment Office will not collect these papers or scores.

Before the PBA:

- Make sure a date for analysis and scoring student writing is identified on your site calendar.
- You will need to make copies of the Directions for Teachers Administering the Assessment and the Prompt for each teacher on your staff. Please note there are two sets of directions. One for K-1 and another for 2-5.
- The teachers may make copies of the Writing Prompt to distribute to each student and/or attach to each writing sample.
- Teachers read the *Checklist(s) and determine whether they will use it (them) for the January PBA.

During the PBA:

- The teachers will read the Writing Prompt to their students. Teachers may also copy the prompt on to an overhead to display or make copies of the prompt for each student.
- K-1 students will need a solid 60-minute block of time to write, revise and edit. 2-5 students will need two solid 60-minute blocks of time on consecutive days to plan, draft, revise and edit.
- The teachers will need to distribute paper of their choice for students to write their single draft.

After the PBA:

- Teachers will collect the student narratives and hold them until the date your school sets to analyze the writing.
- Teachers will use rubrics and anchor papers to analyze the student writing. These materials are at the school sites but check with Curriculum and Instruction if you have any questions or are missing materials.
- The Writing PBA is to be used in a formative way for teachers to analyze what the students know and can apply in an on-demand writing situation. This analysis will help guide teachers in their writing instruction.
- These papers and scores are to be used by the principal and teachers for evaluation, assessment, planning and conferring with students and parents.

After the site evaluation session, the papers are to be placed in the Student Evidence Folder. If you have any questions or concerns, please contact the Assessment Office.

The teachers will mark each student tested or not tested on the classroom testing roster. After the test coordinator has completed the school tally the original tally is to be sent to the assessment office, the scoring rosters will remain at your school site.