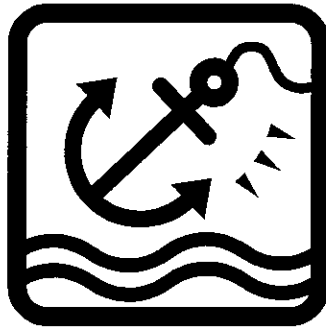


Oakland Unified School District Writing Proficiency Project



Process Writing Assessment

1st Grade Annotated Anchor Papers Fall Prompt: Narrative My Family

Note: Please do not use the anchor papers with students prior to the administration of the Process Writing Assessment

First Grade PWA: Narrative Writing Fall—My Family

What to expect when scoring the First Grade Fall Prompts:

Writers in the first grade must make a tremendous developmental leap in writing over the course of the school year. In the fall, these five- and six-year olds may be just beginning to develop the capacity to record their thoughts in writing. As emergent writers, their focus necessarily centers on content—getting ideas down on paper using their existing knowledge of letters, sounds and words.

Over the course of the year, as they solidify their understanding of phonemes, spelling patterns and sight words, their approximate spelling will become more and more conventional. Also, as they become more confident in their ability to express their thoughts in writing, they will gradually be able to turn their attention to mastering other conventions of print required to meet First Grade CA Standards in writing, such as: correct letter formation (including use of lines), proper capitalization and ending punctuation, adequate spacing between words, and the use of the apostrophe for contractions and singular possessive pronouns, for example.

What does this mean for scoring the First Grade Fall PWA?

Teachers should expect most of their students to score at Level 1 or 2 in the fall. However, they may also see many elements of Level 3 and 4 writing: for example, sophisticated organizational plans, interesting descriptive details, substantial amounts of writing, sentence variety, and a sense of audience. Often, students with highly developed oral academic English will be the ones who produce writing with these advanced elements, even when their conventions are not yet at grade level.

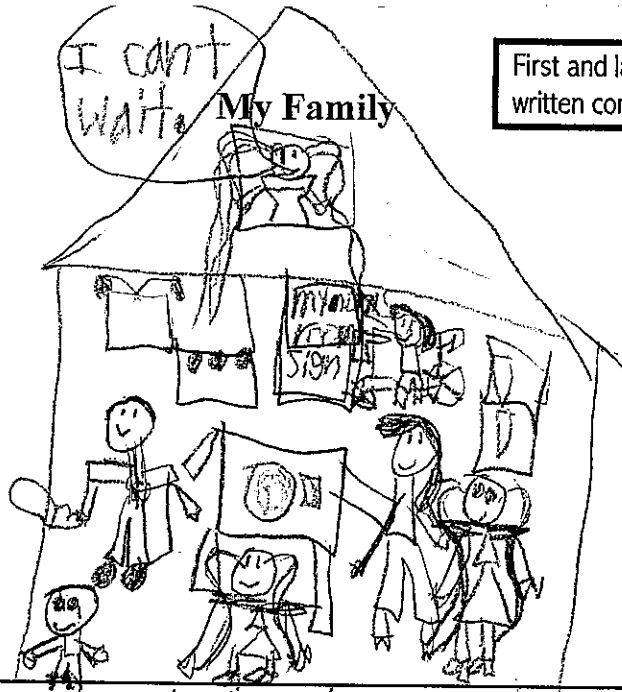
Remember, students cannot score a Level 3 unless the conventions as well as content are at grade level, and this is not expected until the end of the school year. For this reason, the anchor papers presented for the First Grade Fall Prompt include a Level 1 and Level 2, but not a Level 3 or 4. Papers with many elements of Levels 3 and 4 are only included to show teachers the breadth of writing they might expect to see in the fall.

1st Grade PWA: Narrative Writing

Fall Anchor Paper—My Family

Elements of Level 4

Detailed drawing labeled with signage and dialogue that elaborate on story.



First and last name written correctly.

I disidedid to degrade
our house. my Baby
brother had a Grate
I idea. he said we
Can have a Party.

Story begins with a clear idea.

Beginnings of sentences not capitalized.

Author introduces family by developing idea with details.

Author uses period instead of question mark.

Not yet using common spelling patterns (i.e. -tion) for unknown words.

I said I like decorated

my mom said lets have a barbeque in our back

Yard. I said its a

Grate idea. my Grandma

said lets watch

video games. I

like my whole family.

my family said they love me.

Random capital letters.

Dialogue develops description of family members.

Every sentence has ending punctuation.

Ending matches tone of entire piece, and introduces a bigger idea.

First Grade PWA: Narrative Writing Annotated Anchor Paper

Fall—My Family

Score Level: Elements of Level 4

“I decided to decorate our house.”

What elements of Level 4 does this writing exhibit?

A substantial amount of writing (8 sentences) shows evidence of a clear organizational plan. The author begins by telling her audience about the time she decided to decorate her house. She then gives details about how her idea led her family to plan a party together. She introduces her family members by describing their contributions to the party plan. The writing shows effective variety in sentence structure, including some dialogue. Her conclusion invites readers to understand the way people in her family feel about each other, extending the ideas and tone of her story. The author uses letter/sound correspondence for all sounds and spells all short-vowel and sight words correctly. She consistently capitalizes the word *I*. Every sentence has ending punctuation. Words are appropriately spaced. Her first and last names are written correctly.

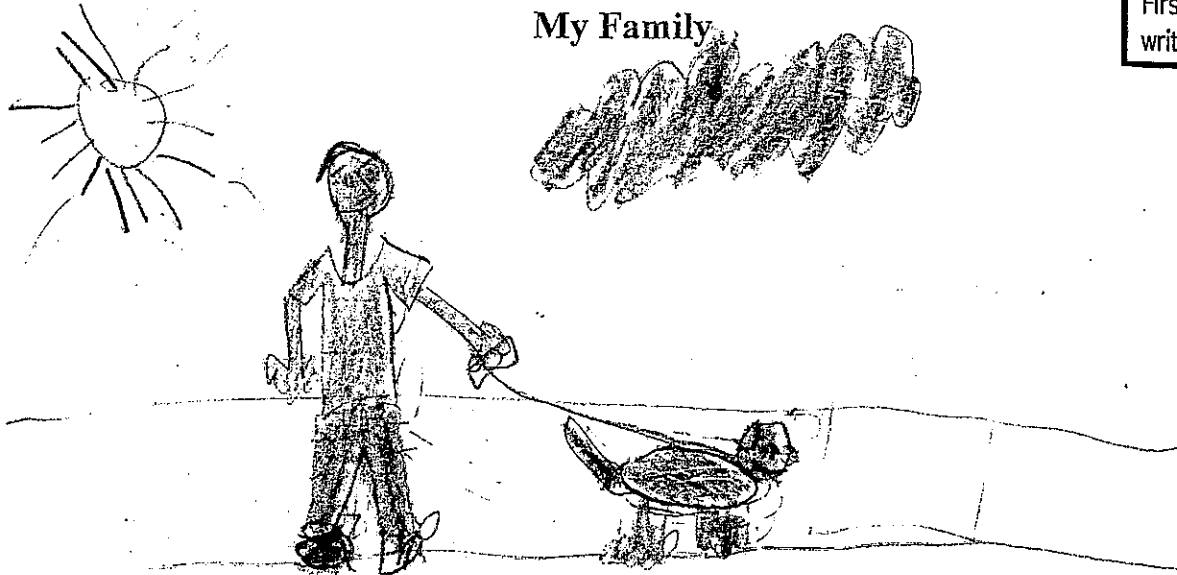
Why doesn't this paper merit a score of Level 4?

In order to score a Level 4, this author needs to fully master grade-level conventions of print. She consistently fails to capitalize the beginnings of sentences, unless they begin with the word *I*. Although every sentence has ending punctuation, in some cases she should have used a question mark or exclamation point instead of a period. Some capital letters are used interchangeably with lowercase letters (B, Y, and especially G). She fails to use an apostrophe in the words “let’s” and “it’s.”

All of these errors in conventions of print are completely normal for the beginning of the year. This student will undoubtedly be scoring at level 4 before the end of first grade, with proper instruction and practice in conventions.

1st Grade PWA: Narrative Writing
Fall Anchor Paper—My Family

Elements of Level 3



First and last name written correctly.

Topic sentence present, but idea presented not elaborated in subsequent text.

My family is a little bit of small.

Unusual grammar.

My family likes to go to the park with our dog Panda.

Subjects and verbs agree.

Errors in letter formation reflect first draft writing—overall, printing is very neat with correct use of lines and proper spacing.

together. My family

likes to play catch

Only one spelling error in entire piece.

with our dog at the park. My family

also likes to go to

the beach with our

dog and we like to

swim at the beach

with our dog together.

Sentence structure, ideas and vocabulary very repetitive.

First Grade PWA: Narrative Writing Annotated Anchor Paper

Fall—My Family

Score Level: Elements of Level 3

“My family is a little bit of small.”

What elements of Level 3 does this writing exhibit?

In four complete sentences, the author expresses a focused idea about his topic. The writing follows a logical sequence, although the author does not develop the idea presented in his first sentence, and includes no ending. With the exception of the word “catch,” the spelling is absolutely correct. Spacing between words is adequate, and letters are properly formed with correct use of lines. Every sentence is capitalized and has ending punctuation.

Why doesn't this paper merit a score of Level 3?

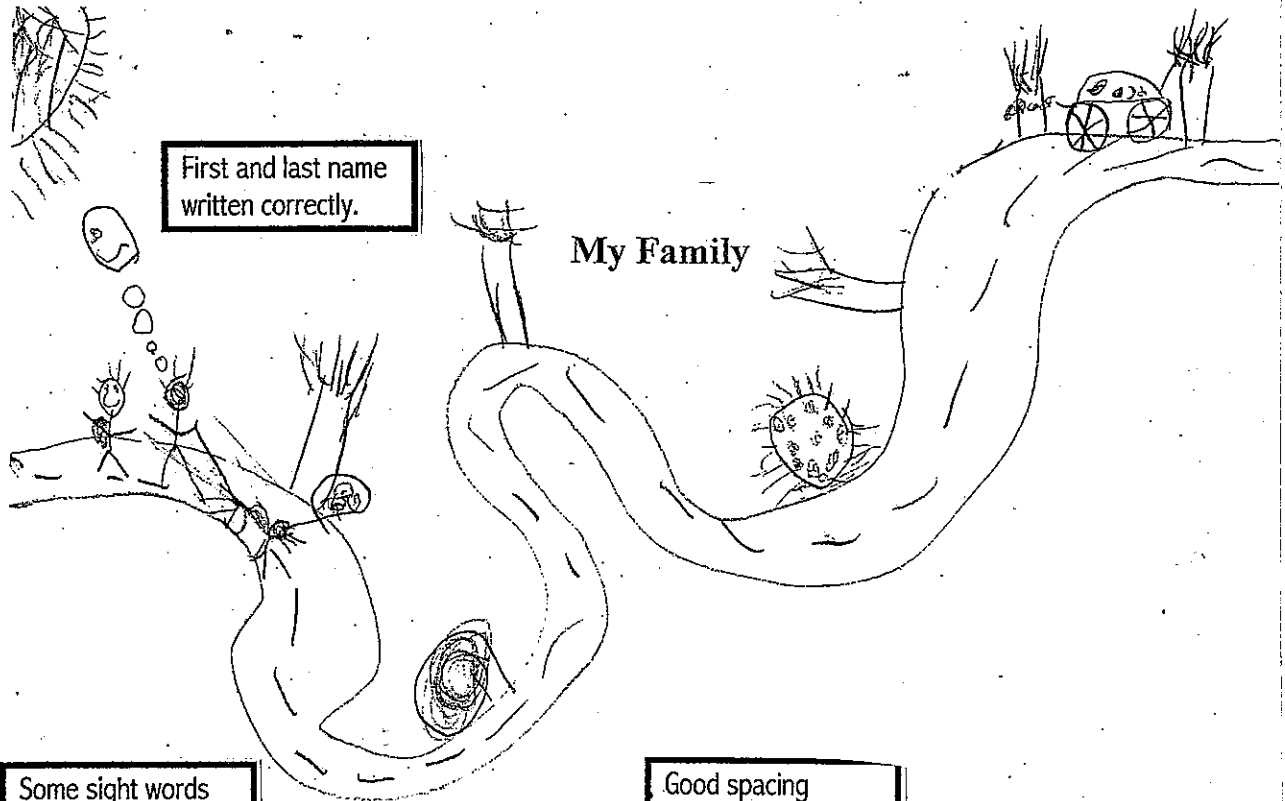
This writing takes very few risks, which may account for the highly accurate use of conventions. The sentence structure and ideas are very repetitive, and the author makes no attempt to include descriptive details. Words are correctly spelled, but also largely repetitive; the absence of errors with contractions or possessives may be due to the author's avoidance of difficult or unknown words. Unconventional grammar indicates that this writer may be an English language learner.

The limitations of content in this writing sample are completely normal for the beginning of the year. With ample opportunities to develop rich oral language, read interesting and comprehensible mentor texts, and engage in pre-writing activities to develop ideas and language prior to creating a first draft, this student will undoubtedly be scoring at least a Level 3 by the end of the school year.

1st Grade PWA: Narrative Writing

Fall Anchor Paper—My Family

Score Level: 2



Some sight words spelled correctly.

Good spacing between words.

Most letters correctly formed but lines not used properly.

Use of commas and clauses create more sophisticated sentence structure.

Sentences always punctuated and often capitalized.

Word "I" not capitalized.

Consistently uses approximated spelling to represent beginning, middle, and ending sounds of words.

Many capital letters randomly interspersed with lowercase letters.

ME and MY Dad Wook the
 Dog hom from sucraya when
 OVR. When
 opin hous is ~~the~~ wo ~~is~~ what
 I get hom i goow to
 the cinpa DR ROOM, & get hom.

First Grade PWA: Narrative Writing Annotated Anchor Paper

Fall—My Family

Score Level 2

“Me and my dad...”

Transliteration:

Me and my dad walk the
dog home from school, when
open house is over. When
I get home I go to
the computer room at home.

What makes it a 2?

The author uses a substantial amount of writing to convey a story about walking home from school with her dad. The first and last names are written correctly. Use of the word “when” introduces some sophistication in sentence structure and variety. Approximated spelling is consistent and sentences appear to be capitalized, although the improper use of lines and occasional random interjection of capital letters (M, D, W, R, D) makes it hard to tell. Some sight words are correctly spelled (me, and, my, dad, the, dog, when, get, to, at); others are not (I, home, go). However, the author does use approximated spelling throughout and spacing between words is largely consistent. Both sentences end in a period, and the author’s use of commas along with the evidence of preliminary editing show promise for this writer’s developing conventions of print.

The preponderance of evidence indicates a score of 2.

1st Grade PWA: Narrative Writing

Fall Anchor Paper—My Family

Score Level: 1

First name correctly spelled, but written with capital letter at the end of the word.

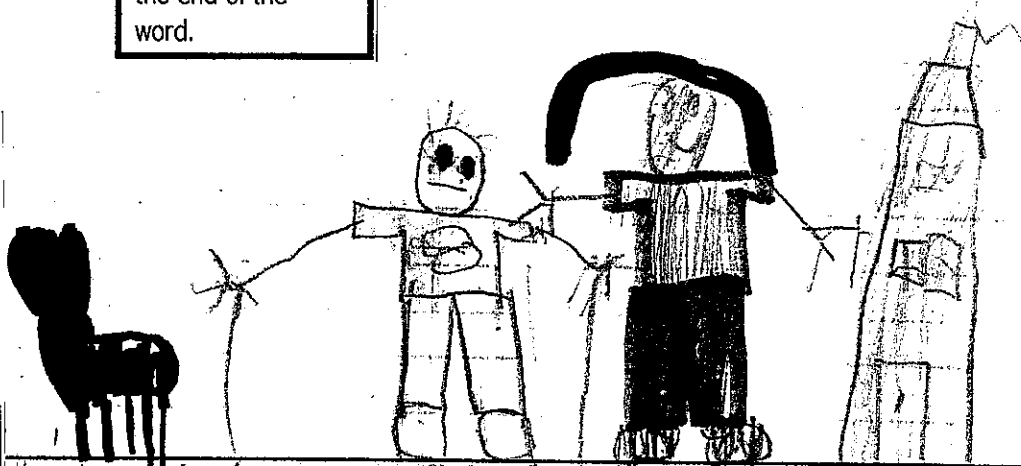
Correct directionality.

Incorrect use of lines for letter formation.

No spacing between words.

No sentence variety—every sentence begins with the word, "I."

Capital letters randomly interchanged with lower case letters (T, K, L, D, P, E, G).



I L V A R B C U S S P A W I T H M E

I L O K M O K D O G D O C U S E P T O X

M E I L Y M G A M B R U S S E

T O X S T O M E

Some sight words spelled correctly (me, dog, to, go), but more are not (I, love, plays, with, like, my, she, the).

Missing words—"with" & "gives."

Sentences generally not capitalized and missing ending punctuation.

(rm) not hected topic.

First Grade PWA: Narrative Writing Annotated Anchor Paper

Fall—My Family

Score Level 1

“I love her because...”

Transliteration:

“I love her because she plays with me.
I like my dog because she plays [with]
me. I like my grandma because she [gives]
toys to me.”

What makes it a 1?

This author is able to use approximated spelling to record his thoughts about the topic. His drawing is somewhat detailed and although the amount of writing is fairly minimal, it constitutes a substantial achievement at this point in the school year. The sentences are related by the topic of family, but the author makes no direct connection between the ideas of “dog” and “grandma.” Some missing words (with, gives) make it difficult to follow the author’s meaning. Overall, the thoughts expressed remain simple and undeveloped.

The writing demonstrates correct directionality, although the proper use of lines is still developing. The word “because” makes the sentences a bit more complex and interesting, but the vocabulary is very commonplace. The author correctly spells his name, but includes a capital letter at the end of the word. The author uses approximated spelling, but still often misses ending sounds. Only a few sight words are correctly spelled. Sentences are not capitalized, and only one is punctuated. Uppercase letters are randomly interchanged with lowercase letters. There is no spacing between words. A few letters are reversed.

The preponderance of evidence indicates a score of 1.