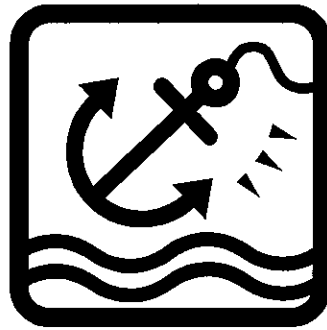


Oakland Unified School District Writing Proficiency Project



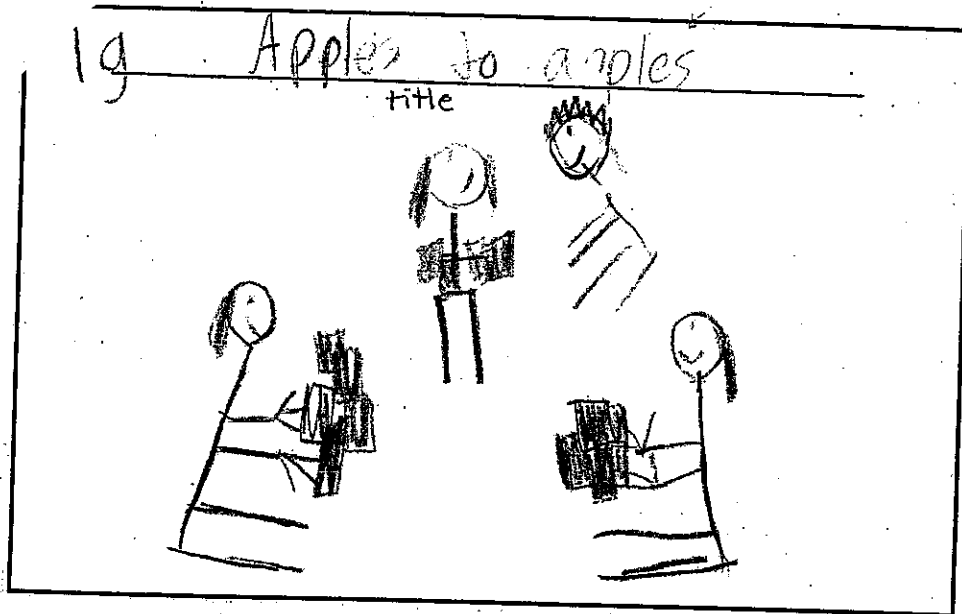
Process Writing Assessment

1st Grade Annotated Anchor Papers Spring Prompt: Expository My Favorite Game

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

1st Grade PWA: Expository Writing
Spring Anchor Paper—My Favorite Game

Score Level: 4



Rules: 1. Pick 5 red cards for each person. Don't look at them if you pass them out. 2. YOU look at YOUR cards. 3. The youngest gets to be the first judge. 4. let the judge pick a green card. On the green card will be an adjective.

Elaborates on focused idea about topic

Varied sentence structure

CVC, grade-level sight words spelled correctly

Try to pick a good red card in your hand that goes with the green card adjective. If the judge picks your card, you get that green card. You can also put down bad cards so you can get rid of them. (Key: green cards = adjectives, red cards = nouns)

Lively, interesting descriptive details

Then the second youngest gets to be judge, then third youngest. And so on.

6. keep repeating these steps until somebody gets 5 green

Some evidence of organizational plan

cards. 7. with every green card
you have and it's adjective,
use the adjective of each
green card to describe each
person playing that you pick

Consistent attempts at conventional spelling of unfamiliar words

with the adjective. no

WHOEVER GETS

FIVE CARDS FIRST

WINS!!!!!!

!!!!!!

Basic sense of audience in tone and choice of language

I like apples to apples

because it can teach you

to read words. We usually

play with 4 people or more

5 or more focused sentences

First Grade PWA: Expository Writing Spring—My Favorite Game

Annotated Anchor Paper

Score Level 4

“Apples to apples”

What makes it a 4?

The student has written a very systematic, detailed explanation of his game. The rules are numbered and explained in sequence. However, the student moves beyond a mere report about the game to develop a connection with his audience, as shown by the upper case words YOU and YOUR in rule #2 and the added explanation of cards in the key at the end of rule #4. These details communicate an enthusiasm for the game as well as a clear ability to explain the important steps. The student clearly paid attention to all the entire prompt and included the last directions about why the game is special and develop a controlling idea. He was able to express a sophisticated reason why the game is special at the end of his writing.

The student has a clear grasp of the conventions of English. The sentences were complete with mostly correct capitalizations and different ending punctuations. He is able to effectively use a variety of punctuation marks in his writing, like parentheses, colons, and apostrophes. Spelling is appropriate for first grade work despite some first-draft errors like pepole.

The preponderance of evidence indicates a score of 4 despite some errors with lower case letters in the beginnings of sentences. The student has developed a detailed description of his game, a sound justification for its uniqueness, and a clear sense of audience.

1st Grade PWA: Expository Writing Spring Anchor Paper—My Favorite Game

Score Level: 3



I Like alot of games but
freeze tag is my favorite.

Dont go on the ice
wall or your out. Be
careful and watch out!

Freeze tag is a fun game to
try it have a...

Sensory detail, use of descriptive language

Different sentence types

Correctly spaces letters, words, sentences

Sense of audience shown

Freeze tag is fun maybe
you could try it
have fun! This is how
you play freeze tag. Step 1
pick two players to be
the tagger. Step two
there is two sides 1 tagger
go on the 1st side the
other tagger go on the other side.
Step 3, even people go on the 1st side
other even people go on
the other side. Step 4,
start the game. You can
not cheat! Freeze tag is fun
because its a challenging
game.

Uses variety
of
punctuation

Uses strategies
& phonics rules
for unfamiliar
words

Sentences
relate to
topic

3 or more
complete
sentences

Complete,
coherent
sentences

Letter/sound
correspondence
for all sounds

Correct spelling
of 3- to 4-
short-vowel
words and sight
words

Sentences in
logical
sequence

Writes
correctly and
neatly on lines

Teacher: Be sure to have the author read the story aloud and record a transcription here if necessary.

First Grade PWA: Expository Writing Spring—My Favorite Game

Annotated Anchor Paper

Score Level 3

“FreezeTag”

What makes it a 3?

The student is writing at grade level for first grade. There is a significant amount of writing for a first grader. The illustration is imaginative and fun, with labeled monsters playing the game of freeze tag, and further extends the writing. The first sentence provides an excellent introduction into his favorite game of freeze tag. The cautionary remarks in the second and third sentences convey a clear sense of audience. The student explains the game with four detailed steps and concludes with a reason to play. The writing is well-organized and keeps the focus on freeze tag, as stated in the standards, **Writing Strategies 1.0**.

The student is able to use a variety of sentence structures and different ending punctuations. There are some run-on sentences and incorrect capitalizations, but it is difficult to tell if the student would have noticed these when editing his work. Students are expected to correctly use contractions by the end of first grade and this student made two errors – dont and its. However, the bulk of the English Language conventions are appropriate for first grade level writing. The preponderance of evidence indicates a score of 3.

This student could benefit from added instruction in grammar, especially around contractions and run-on sentences. He may have had a checklist for editing posted in his classroom, but he might need help in successfully implementing it to improve his work.

1st Grade PWA: Expository Writing
Spring Anchor Paper—My Favorite Game

Score Level: 2

His name (the players name)

PWA Field Test 1st Grade, Spring 2009

My Favorite Game



Correctly spells
some sight
words

My game is awesome because

it has awesome players.

Correct
production of
upper &
lower case
letters

My game has people

like a [redacted] [redacted] [redacted]

[redacted] [redacted] [redacted] [redacted]

Writes first
and last
names
correctly

Teacher: Be sure to have the author read the story aloud and provide transcription here if necessary.

Letter-sound
correspondence

Why is your game awesome
because it has
ALL the pieces to my
game. MY game is so
awesome because

Run-on
sentences

Capitalizes
beginnings of
sentences and
punctuates
ends often

Spacing
between
words present
but
inconsistent

it has ALL the players
to it. My game is
awesome because
it has ALL the
players that can play for

Consistent use
of
approximated
spelling

Teacher: Be sure to have the author read the story aloud and record a transcription here if necessary.

5 or more
lines of
writing

First Grade PWA: Expository Writing Spring—My Favorite Game

Annotated Anchor Paper

Score Level 2

“My game is awesome.”

What makes it a 2?

This student is writing below grade-level for the end of first grade. The student remains focused on the “awesome” quality of his game and, more specifically, its players, without developing a description of the game. He lists the names of his fellow players, but, despite the detailed illustration, the actual attributes of the game itself remain unclear. The writing does consist of several sentences, but they all begin the same way, “my game is awesome because”. He does not take any risks with his sentence variety. The sequencing of ideas is unclear as the game itself is not developed. There is a poor sense of audience, only a clear sense that this child likes the game and his friends..

The student’s writing shows an inconsistent use of spacing, as in the first line. Upper and lower case letters are used interchangeably and incorrectly. While the student does ask a question at the top of the second page, it is not punctuated correctly. Spelling is decent, but the same words are used over and over with minimal risk-taking. This repetition makes it difficult to determine what the student can actually do with his encoding skills. The student understands that proper nouns begin with an upper case letter and probably used environmental print to get the correct spellings of the names.

The preponderance of evidence indicates a score of 2.

1st Grade PWA: Expository Writing Spring Anchor Paper—My Favorite Game

Score Level: 1

My Favorite Game



Uses blank spaces for illustration, lines for writing

Upper and lower case letters used interchangeably and randomly

MY Favoti Game is soccer

Letter-sound correspondence

ti is f

Simple sentences

Approximated spelling

SOKRIS FUN becues

Phrase, fragment

ti is cool app.

Ending punctuation absent or incorrect

FUN becues you can

Reversed or incorrectly-formed letters

dit

Spacing insufficient or nonexistent

you win a game

and you win a game!

Correct directionality

you gata novee!

1st Grade PWA: Expository Writing

Spring Anchor Paper—My Favorite Game

Score Level: 1

My Favorite Game



Uses blank spaces for illustration, lines for writing

Upper and lower case letters used interchangeably and randomly

MY Favoti Game is soccer

Letter-sound correspondence

ti is f

Simple sentences

Approximated spelling

SOKRIS FUN becayes

Phrase, fragment

ti is cool and

Ending punctuation absent or incorrect

FUN becayes you can

Reversed or incorrectly-formed letters

dit

Spacing insufficient or nonexistent

you win a game

you win a game!

Correct directionality

game navee!

First Grade PWA: Expository Writing Spring—My Favorite Game

Annotated Anchor Paper

Score Level 1

“My favorite game is socr.”

What makes it a 1?

This student is writing below grade-level for the end of first grade. His ideas about soccer are unclear and poorly developed. He states his reason for liking soccer, “it is cool and. fun”, but he does little to explain the game. There is only minimal writing about a game that he clearly likes, showing his inability to communicate his meaning through writing.

The student writes in letter strings with nonexistent spacing between words. While he is aware of ending punctuations, he obviously is not using them correctly. He demonstrates the common misunderstanding of a beginning writer who places a period at the end of every line, not every sentence. His spelling is approximate, with some words showing adequate phonetic awareness. Letter reversals and incorrect use of upper and lower case letters further support his score as below grade level.

The preponderance of evidence indicates a score of 1.