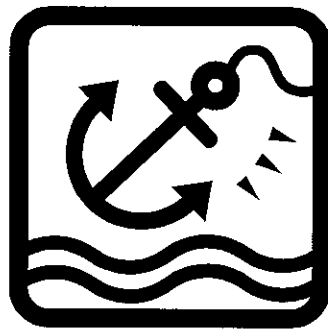


# **Oakland Unified School District Writing Proficiency Project**



## **Process Writing Assessment**

### **Kindergarten Annotated Anchor Papers Spring Prompt: Wild Things!**

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

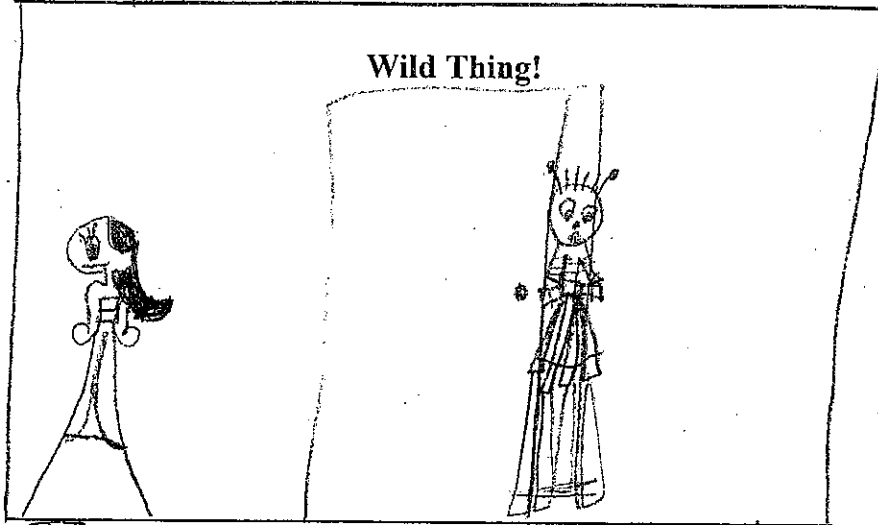
# Kindergarten PWA: Emergent Writing Spring Anchor Paper—Wild Thing!

Score Level: 4

PWA Field Test: Kindergarten, Spring 2009

High

Name: HAO



Clear,  
complete idea  
with details

Descriptive  
details  
"closet"

I saw a monster  
in my closet. He  
is nice and cute.  
I was his friend. I  
play with him.

Phonetic  
spelling;  
letter/sound  
relationship

Complete  
sentences  
develop main  
idea

Be sure to have the author read the writing aloud and record a transcription below student if necessary.

PWA Field Test: Kindergarten, Spring 2009

Grade-level sight words, CVC words spelled correctly

I have a bath  
with him. I have  
dinnre with him.  
I drik mink with  
him. I sleep with  
him.

Ending punctuation

Capital letters at beginning of sentences

4 or more lines of writing

# Kindergarten PWA: Emergent Writing Annotated Anchor Paper

## Spring—Wild Thing!

### Score Level 4

*“I saw a monster in my coslet/closet”*

### What makes it a 4?

The student has demonstrated mastery of Kindergarten standards of writing. The ideas about the monster are organized into a description of him that includes the details of “nice and cute” and a delineation of activities done together. The content of the ideas and their clear organization show above grade-level control of **Writing Strategies 1.0** for Kindergarten. Words show an understanding of sound-letter correspondence and the alphabetic principle. The student is also able to write words legibly and space them properly on the lines. There is a sizeable amount of writing for a Kindergartener.

The student shows excellent control over written English Language conventions. Sentences are punctuated properly and begin with capital letters. While all but one sentence (#2) start with “I”, that repetition is developmentally appropriate for a Kindergartener. The sentences are all complete and neatly written. The few spelling errors are significant to understanding the meaning that the student is communicating.

The preponderance of evidence indicates a score of 4.

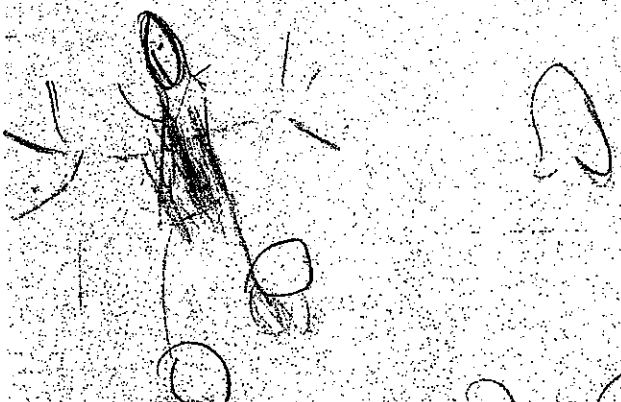
# Kindergarten PWA: Emergent Writing Spring Anchor Paper—Wild Thing!

Score Level: 3

PWA Field Test: Kindergarten, Spring 2009

Name: Amaya

Wild Thing!



Writing related to prompt topic

The monster waz se it

scared

Attempts at phonetic spelling

to rise and the the

roller skate

then

Logical progression of ideas

he tall and

tried

Upper- and lower-case letters used.

the he waz

wasn't

Correct directionality

se it

scared

Several simple sentences

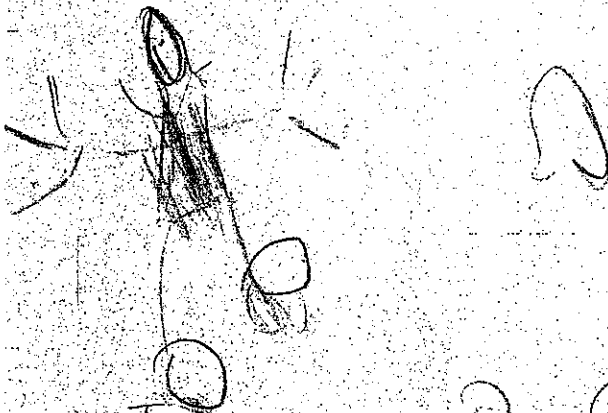
# Kindergarten PWA: Emergent Writing Spring Anchor Paper—Wild Thing!

Score Level: 3

PWA Field Test: Kindergarten, Spring 2009

Name: Amaya

Wild Thing!



Writing related to prompt topic

The masop waz se it  
scared

Attempts at phonetic spelling

to riseh and the the  
roller skate then

Logical progression of ideas

he trill and  
tried

Upper- and lower-case letters used.

the the he wazh  
wasn't

Several simple sentences

se it  
scared

# Kindergarten PWA: Emergent Writing Annotated Anchor Paper

## Spring—Wild Thing!

### Score Level 3

*“The monster was scared”*

Transliteration:

The monster was scared to roller skate and then he tried and then he wasn't scared.

### **What makes it a 3?**

This student demonstrates grade-level ability to write. The writing is clearly focused on the monster and his fear of roller skating, showing the student's understanding of problem/solution in fiction. Organization of the ideas is very clear despite the run-on sentence. The choice of a simple storyline with a happy ending shows that the student has a developmentally appropriate sense of her audience. The story resolves itself in a manner that is very satisfactory for a Kindergartener; the monster was no longer scared after he tried to roller skate.

The student has some control of conventions, as shown by the capital letter at the beginning and the period at the end of the long sentence. Words that are misspelled do interfere with meaning and would have been difficult to decipher without the transliterated words below. However, this story does show that the student clearly knows that writing will allow her to communicate her story.

The preponderance of evidence indicates a score of 3.

# Kindergarten PWA: Emergent Writing Spring Anchor Paper—Wild Thing!

Score Level: 2

PWA Field Test: Kindergarten, Spring 2009

M

Name: olele

Writes own name correctly.

Wild Thing!



Writing related to illustration

A P F O X E O E A O

My wild thing is a bird. It is named

E A X E A O E L W A E

moon night. She has friends at school.

M O I N E O A L A A

Letters formed correctly

N O E O F A M



# Kindergarten PWA: Emergent Writing Spring Anchor Paper—Wild Thing!

Score Level: 1

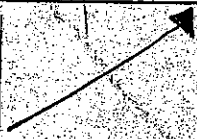
PWA Field Test: Kindergarten, Spring 2009

Name: Tony's

Tony's

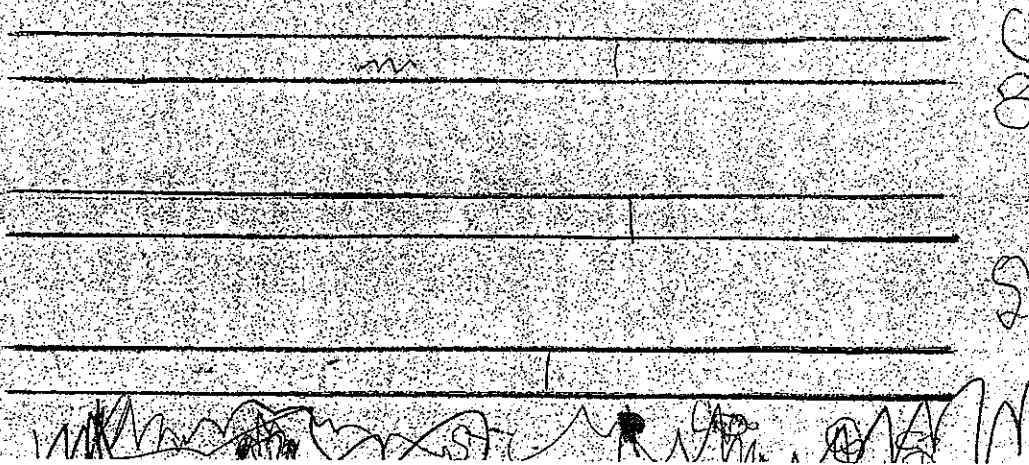
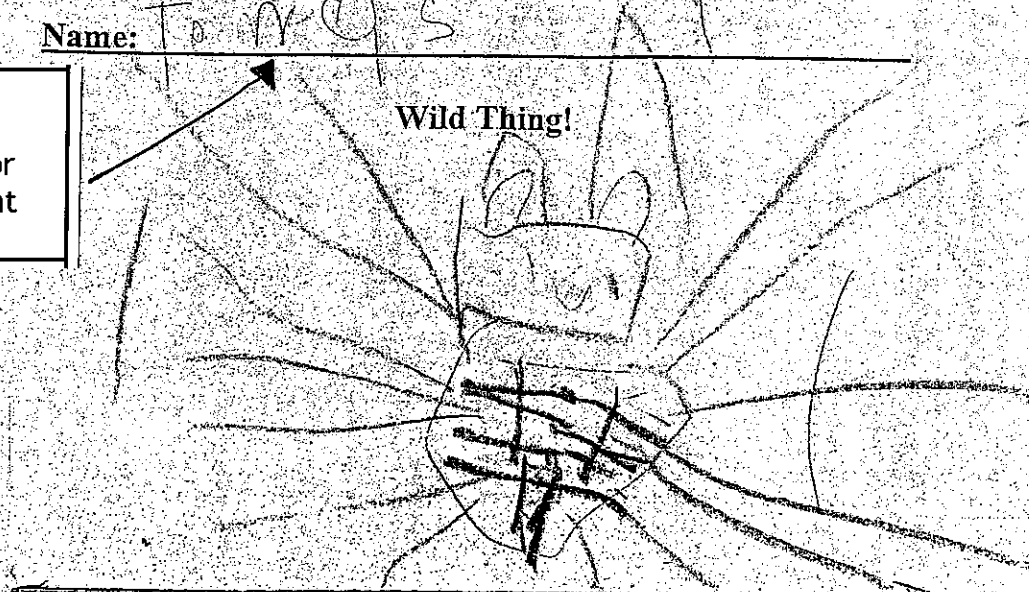
Wild Thing!

Letter formation incorrect or inconsistent



I m g  
I am Spider Snake

Illustration expresses idea related to topic



Writing in scribbles, letters at bottom of page

# Kindergarten PWA: Emergent Writing Spring Anchor Paper—Wild Thing!

Score Level: 2

PWA Field Test: Kindergarten, Spring 2009

L (2)

Writes own name correctly.

Name: T O M M Y S

Wild Thing!

Upper-case letter at beginning of sentence.

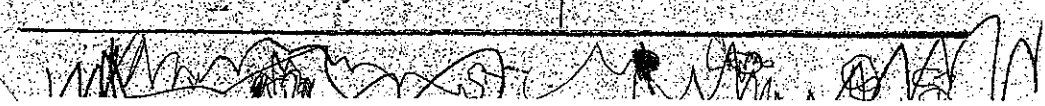
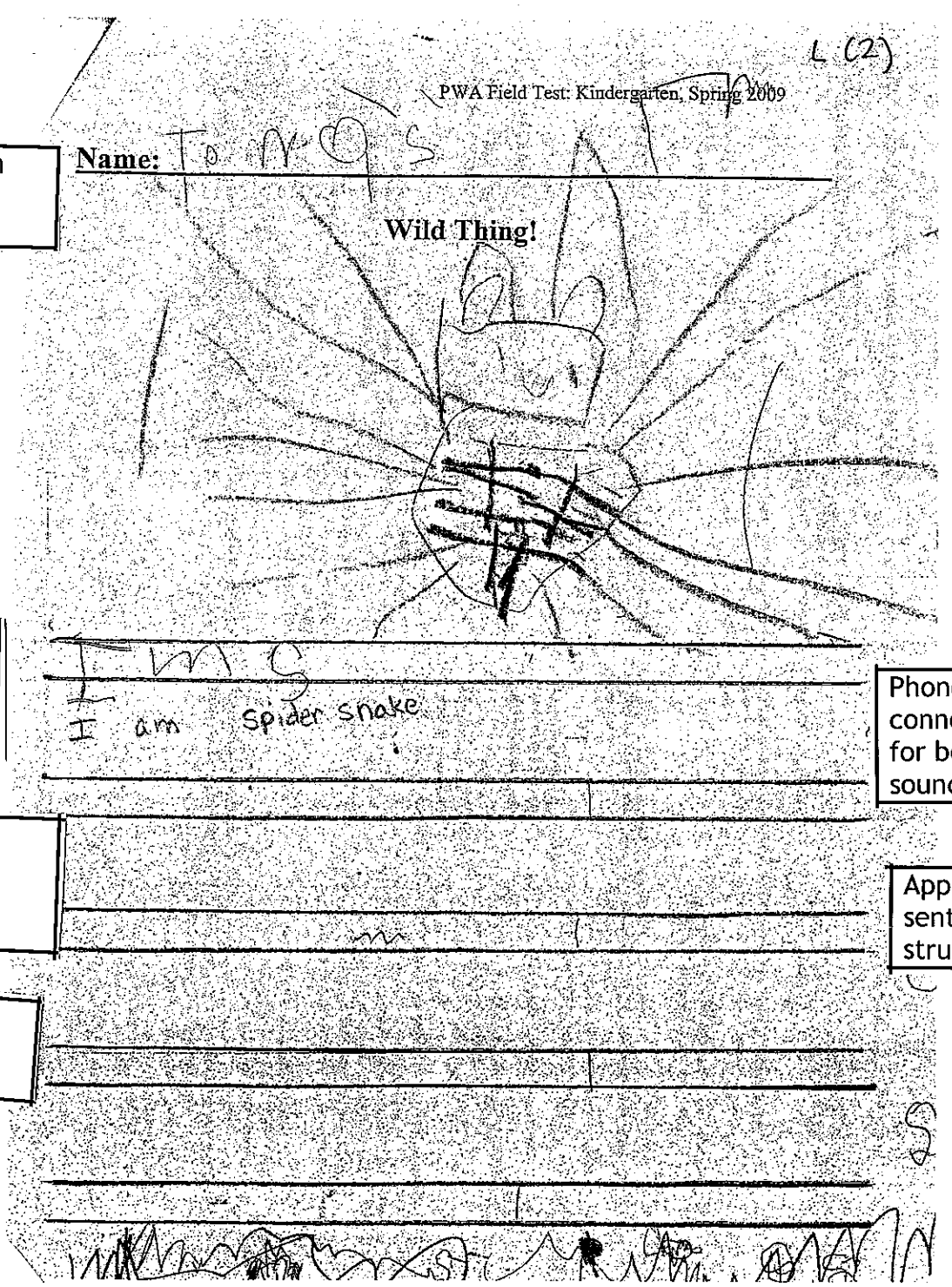
I m s  
I am spider snake

Phonetic connections for beginning sounds

Letters formed correctly

Approximates sentence structure

Writing related to illustration



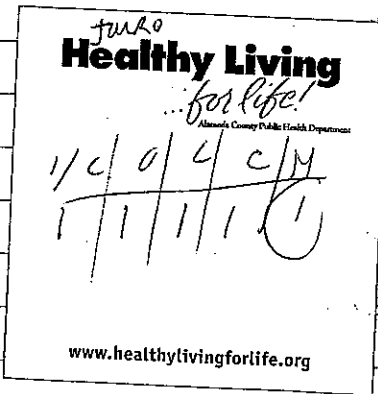
5,8,09

Mr. Heart
2938 Joy Lane
Upland, CA
91761

Dear Mr. Heart

I am writing to request  
100 so our class get toy at the toy store

I we like to get ~~toy~~ ~~at~~ ~~the~~ ~~toy~~ ~~store~~  
God Books. ~~at the toy store~~



Sincerely

Joy

# Kindergarten PWA: Emergent Writing Spring Anchor Paper—Wild Thing!

Score Level: 2

PWA Field Test: Kindergarten, Spring 2009

M

Name:

okel

Writes own name correctly.

Wild Thing!



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

My wild thing is a bird. It is named

okel. She has friends at school.

moon night.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Writing related to illustration

Letters formed correctly

# Kindergarten PWA: Emergent Writing Annotated Anchor Paper

## Spring—Wild Thing!

### Score Level 2

*“My wild thing”*

Dictation:

My wild thing is a bird. It is named moon night. She has friends at school.

### **What makes it a 2?**

This student demonstrates some beginning understanding of communicating meaning through writing. The dictated version of the writing shows clear organization about the monster that is described like a bird. The writing is related closely to the illustration of the monster.

By the end of Kindergarten, students are expected to “write words and brief sentences that are legible.” **Writing Strategies 1.0.** This student has not yet mastered the standard. She is able to form a string of letters, both upper and lower case, but there is little evidence in the writing of a sense of sentence structure and punctuation. Phonetic connections to sounds are difficult to decipher because of the string of letters. It does appear that the student understands directionality and can correctly form the letters she is using. She also wrote her own name correctly.

The preponderance of evidence indicates a score of 2.

# Kindergarten PWA: Emergent Writing Spring Anchor Paper—Wild Thing!

Score Level: 1

PWA Field Test: Kindergarten, Spring 2009

Name: TOMAS

Letter formation incorrect or inconsistent

Wild Thing!

I am spider snake

Illustration expresses idea related to topic

Writing in scribbles, letters at bottom of page

# Kindergarten PWA: Emergent Writing Annotated Anchor Paper

## Spring—Wild Thing!

### Score Level 1

*“I am a spider snake”*

### What makes it a 1?

The student has written minimally about the monster. The idea of a spider snake is clear in both the writing and the picture. Directionality is understood and the student spelled his name correctly, but reversed the letter “n” on Tong. However, by the end of Kindergarten, the student should be able to write brief, legible sentences, as stated in the standards for Writing Strategies. This student has only shown a beginning understanding of organizing ideas. A statement is made about the monster, but nothing is developed to describe it. The details in the pictures could have been used to add details to the writing.

The scribbles and designs at the bottom of the page and the lines and zig-zags on the last four lines further demonstrate the skills of a very beginning writer. It is unclear whether these designs are part of the message about the spider snake. However, they do show an undeveloped understanding of written English Language conventions.

The preponderance of evidence indicates a score of 1.