

Ohio's Assessment System



Writing

Administration Manual

Screening Measure

3rd Edition

Office of Curriculum and Assessment

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ADMINISTRATION MANUAL

Grade One Writing Screening Measure

This Administration Manual provides scripts and step-by-step instructions for administering and scoring the Grade One Writing Screening Measure. As the chart below shows, the activity in this measure is aligned with the Common Core Standards for Writing.

	Activity	Strand/Topic(s)	Standard Statement(s)
Session 1			
Activity (page 5)	Writing a Story	Writing: Text Types and Purposes	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
		Language: Conventions of Standard English	Print all upper- and lowercase letters. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. Use end punctuation for sentences. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

	Activity	Strand/Topic(s)	Standard Statement(s)
Session 1			
			Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

The following pages provide specific information about administering the screening measure, including estimated time, teacher scripts and scoring guidelines. Please review this manual carefully before you begin.

Accommodations

For an LEP student, a student on a 504 plan and a student with an IEP, provide the testing accommodations specified in the student’s plan. Accommodations should always be related to the student’s specific disability. A student’s assessment results should reflect his or her true ability and should not be affected by inappropriate accommodations.

Things to Remember

Before you begin . . .

- Note that the Screening Measure is organized in sessions, which can be administered together or separately as dictated by the district.
- Prepare a score sheet for each student you are assessing.
- Plan to spend several minutes gathering and organizing the necessary materials before administration.

When the students are ready to begin . . .

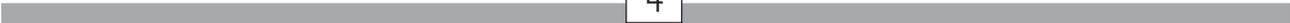
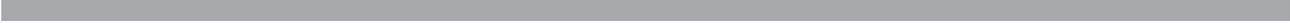
- Explain to the students that they will work on a writing activity and that you will provide breaks when needed.
- Let the students know that this is a chance to show what they know.

While administering the Screening Measure . . .

- Use the script in this Administration Manual. The script is written in **bold type**. You may assist the students, as necessary, to understand the directions. This is a measure of the students' writing abilities, not reading abilities.
- When the students are writing, give them as much help as they need to write without actually giving them ideas or writing the story for them.
- Note that the Type of Administration is one way to administer the activity. Teachers may alter the Type of Administration to better meet their needs.
- Observe and document the strategies that the students use in responding to the questions.

After administering the Screening Measure . . .

- Thank the students for their efforts.
- Score their responses and record the score on the Student Score Sheet.
- Note that total scores are valid if the assessment is administered as a whole during the spring. Use caution when interpreting scores when assessments are being administered differently.
- Refer to the Resource Manual for guidance in developing strategies or interventions based on the student's performance.



Session 1: Writing: Text Types and Purposes; Language: Conventions of Standard English

Activity: Writing a Story

Writing: Text Types and Purposes

Standard Statement

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Language: Conventions of Standard English

Standard Statements

Print all upper- and lowercase letters.

Produce and expand complete simple and compound declarative, interrogative, imperative; and exclamatory sentences in response to prompts.

Use end punctuation for sentences.

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Type of Administration: Whole Class

Estimated Time to Administer: 45 minutes; 15 minutes for prewriting activities and 30 minutes for writing the story. Extra time may be allotted as necessary.

Materials

- Student Score Sheet for each student
- Pencil for each student
- Writing Activity Sheet for each student

Script

Introduce the activity to the students.

Today you are going to write a story about a night that a child spent in a tent in the backyard with two friends. While I pass out the booklet, think about what might happen in your story. What will the children do in the tent?

Draw a picture of what you think will happen.

Provide the Writing Activity Sheet and pencils to the students for their drawing. Have students turn to page 1 of the Writing Activity Sheet to complete their drawing. When all students have completed their drawing, continue with the prewriting.

Now, before you write your story, you will answer four questions that are on the Prewriting page of the Writing Activity Sheet. Use your picture to help you answer these questions. I will read each question aloud to you. Listen to each question, and then take a few minutes to write your answer.

Do you have any questions about what to do?

Answer any student questions.

Let's begin. Question 1: What will be the names of the three children in the tent?

Give the students time to write their individual responses. Repeat the question if necessary.

Question 2: What will happen at the beginning of your story?

Give the students time to write their individual responses. Repeat the question if necessary.

Question 3: What will happen in the middle of your story?

Give the students time to write their individual responses. Repeat the question if necessary.

Question 4: What will happen at the end of your story?

Give the students time to write their individual responses. Repeat the question if necessary.

When all students have finished prewriting, begin the writing activity.

Now you are going to use your answers to the questions and your imagination to write a story about the night a child spent in a tent with his or her friends. Take a few minutes to read your answers and to think about how you will use them in your story.

Do you have any questions?

Answer any student questions.

You will write your story on the next page. Remember to keep looking at your answers on the Prewriting Sheet to help you write your story. When you are finished writing, please read over your story and correct any mistakes you find. Then close your booklet and sit quietly so that I can see you are finished.

Are there any more questions?

You may begin.

Monitor the students as they work. Make sure that they all understand the task.

Prompt students who are having problems with **What happens first? Then what? What happens last?** or **What happens first? Second? Third?**

After 30 minutes have passed, see whether any student needs more time to finish. You may allot extra time as appropriate.

To score this activity, see the Scoring Guidelines on the next page of this Administration Manual.



Scoring Guidelines

Scoring the Writing Activity

Use the Ohio Grade One Writing Rubric at the back of this manual to score the Writing Activity. Using the rubric, you will first score the student's story holistically, assigning a single score for the entire story. Then you will score it analytically, assigning a score for each column in the rubric. Follow these step-by-step instructions:

1. Assign a **holistic** score; that is, score the response produced by the student as a whole. Consider all domains of the rubric at once, and assign a score point, 0 through 4, that best describes the quality of the entire piece. Try to capture the overall quality of the response. See Notes on page 9 for a further description of the score points.
2. On the Student Score Sheet, circle the number in the points column on the line for the holistic score that corresponds to the score you have assigned. If the student has written nothing, circle NR for no response. Include comments about the overall quality for later reference.
3. Next, assign two **analytic** scores. Begin by scoring for Text Type and Purposes. Comparing the student's writing to the criteria in the Text Type and Purposes column of the rubric, assign a score for the degree to which the student develops all the points in the Text Type and Purposes column. Refer only to the criteria in the Strand/Topic of the rubric without reference to the other Strand/Topic.
4. On the score sheet, circle the number in the Points column on the line for the Text Type and Purposes score that corresponds to the score you have assigned. Include comments about the completeness and quality of the content for later reference.
5. In the same fashion, assign a score for Conventions of Standard English. Record a score and note comments for future reference. Also note in the Comments section whether the student was able to read his or her story.

Notes

The score points in the rubric domains correspond to the following levels of performance.

Score Point 4 constitutes a superior written performance that consistently goes beyond satisfactory work.

Score Point 3 constitutes an acceptable performance, with some areas in need of improvement. The student demonstrates solid understanding of skills and knowledge necessary for writing at this grade level. All parts of the written response or all aspects of the main idea are addressed. Work at this level meets the basic requirements for satisfactory work.

Score Point 2 constitutes a marginally acceptable outcome. The student shows a partial understanding of the writing process, but is unable to translate that understanding into an acceptable product. Flaws and errors in his or her response may make it difficult to understand.

Score Point 1 constitutes an inadequate, minimal performance. The response has serious problems or patterns of errors in nearly every domain. The student has only a minimal grasp of the writing process.

Score Point 0 applies to the response in which the student attempts to address the prompt, but result is off-topic or illegible. There may be insufficient text to determine a score.



Scoring Rubric

Score Point	Text Type and Purposes	Conventions of Standard English
4 Effective	<ul style="list-style-type: none">• develops a main idea• supports a main idea with descriptive words and details• determines purpose and audience effectively• uses complete sentences• contains a simple beginning, middle and end	<ul style="list-style-type: none">• prints all upper- and lowercase letters• displays complete sentences• displays correct spelling of high-frequency words• displays readable phonetic attempts at spelling unfamiliar words• displays correct punctuation• displays a few errors that do not interfere with meaning
3 Adequate	<ul style="list-style-type: none">• develops a mostly complete main idea• supports a main idea with some descriptive words and details• determines purpose and audience effectively• uses complete sentences in most cases• contains a simple beginning, middle and end; one may be missing	<ul style="list-style-type: none">• prints most upper- and lowercase letters• displays complete sentences in most cases• displays mostly correct spelling of high-frequency words• displays mostly readable phonetic attempts at spelling unfamiliar words• displays mostly correct punctuation• displays occasional errors that do not interfere with meaning

<p>2</p> <p>Partial</p>	<ul style="list-style-type: none"> • develops an incomplete main idea • supports a main idea with some details • has an unclear purpose and audience • uses complete sentences in some cases • contains a simple beginning, middle and end; one or two may be missing 	<ul style="list-style-type: none"> • prints upper- and lowercase letters in some cases • displays complete sentences in some cases • displays some correct spelling of high-frequency words • displays some readable phonetic attempts at spelling unfamiliar words • displays some correct punctuation • displays patterns of errors that sometimes impede meaning
<p>1</p> <p>Minimal</p>	<ul style="list-style-type: none"> • does not develop a main idea • includes few details that do not focus on one topic • does not determine purpose or audience • uses complete sentences in a few cases • contains a confusing story line that makes it hard to determine whether there is a beginning, middle or an end 	<ul style="list-style-type: none"> • prints upper- and lowercase letters in a few cases • displays complete sentences in a few cases • displays mostly incorrect spelling of high-frequency words • displays unreadable phonetic attempts at spelling unfamiliar words • displays limited correct punctuation • displays patterns of errors that seriously interfere with meaning
<p>0 Student attempts to respond, but response is off-topic, illegible or insufficient or otherwise fails to meet requirements for a score of 1.</p>		

