Ohio's Assessment System

Grade K

Writing

Administration Manual

Screening Measure

3rd Edition

ADMINISTRATION MANUAL

Kindergarten Writing Screening Measure

This Administration Manual provides scripts and step-by-step instructions for administering and scoring the Kindergarten 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 Response to a Story	Writing: Text Types and Purposes	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
		Foundational Skills: Print Concepts	Understand that words are separated by spaces in print.
		Language: Conventions of Standard English	Print many upper- and lowercase letters. Write a letter or letters for most consonant NS short vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

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 . . .

- 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.
- Observe and document the strategies 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.
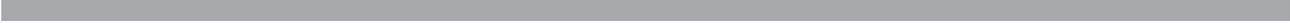
Session 1: Foundational Skills: Print Concepts; Writing: Text Types and Purposes; Language: Conventions of Standard English

Activity: Writing a Response to a Story

Foundational Skills: Print Concepts

Standard Statement

Understand that words are separated by spaces in print.

Writing: Text Types and Purposes

Standard Statement

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Language: Conventions of Standard English

Standard Statements

Print many upper- and lowercase letters.

Write a letter or letters for most consonant and short vowel sounds (phonemes).

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Type of Administration: Small group

Estimated Time to Administer: 35 minutes

Materials

- Student Score Sheet
- Pencil and crayon or marker for each student
- Blank paper
- Lined paper (one-side blank)

Note

Review the Student Check Sheet prior to administering this activity.

💬 Script

Introduce the students to the activity.

I am going to read a story called "Kim's Show and Tell." When I have finished reading the story, we will talk about the story, and you will draw a picture about it. Then you will write about your picture. I will read the story to you now.

Read "Kim's Show and Tell" to the students. Read each sentence slowly enough for the students to comprehend the ideas presented. Do not read the story more than once.

Kim's Show and Tell

It was Show and Tell day in Kim's class.
Kim brought her frog to school.
The whole class got to hold Kim's frog.
Suddenly, the frog jumped out of Kim's hands.
The girls and boys in her class tried to catch it.
Cindy caught the frog.
Kim was happy.

After you read the story, discuss it with the students as you would normally discuss a story read in class. You may use questions such as these:

What was the story about?
Does the story remind you of anything you do in class?
What would you bring for Show and Tell?

Allow time for the students to ask questions about the story. Answer each question appropriately without sharing your own ideas about the story. Let the ideas come from the students.

Pass out the paper, pencils and crayons or markers to all students and introduce the drawing task.

Now it is time for you to draw a picture of something you brought to Show and Tell or something you would like to bring to Show and Tell. Use your imagination and what you remember about the story.

Please start drawing your picture.

Allow enough time for the students to draw pictures and incorporate ideas into the drawings. Do not spend too much time addressing the students' ability to draw. This is an opportunity for the students to engage in a prewriting activity.

After the students have created enough of a drawing to generate writing, instruct them to stop.

Now you are going to label (or write the name of) the picture that you drew on your paper.

Allow sufficient time to label the picture.

Provide the lined paper for each student.

It is time for you to write a story about what happened when you brought your object to Show and Tell. If you haven't brought it to Show and Tell, imagine what might happen when you do. You may use your picture to help you write your story. Do you have any questions?

Answer questions without telling the students what to write. Provide enough writing time for the students to feel that their stories are complete.

☑ Scoring Guidelines

Completing the Student Check Sheet

When the students have finished writing, have them show you their work. Open the Student Score Sheet to the Student Check Sheet. Take the following steps to complete the Student Check Sheet.

1. Drawing: Did the student draw a picture about Show and Tell? Check the appropriate box on the Student Check Sheet.

2. Labeling: Did the student label the objects in the picture? Check the appropriate box on the Student Check Sheet and add notes about the quality of the labeling in the Comments section.

3. Story writing: Did the student write a story about Show and Tell? Check the appropriate box on the Student Check Sheet.

4. Rereading: If the student wrote a story, ask him or her to read the story to you and check the box on the Student Check Sheet. Reading the story aloud may reveal more information about the student's abilities and the meaning of the student's writing.

5. Dictation: If the student was unable to write a story, ask him or her to tell the story to you and check the box on the Student Check Sheet accordingly.

6. Lastly, if the student has written a story, score it using the Scoring the Writing Activity. If the student did not write a story, but was able to label the drawing, you can assign a score for Print Concepts, Conventions of Standard English, and Text Types and Purposes using the Scoring Rubric. Make a note in the Comments section to indicate that you are scoring labels only.

Scoring the Writing Activity

Use the Scoring Rubric at the back of this manual to score the writing activity. Using the rubric, you will first score the student's story holistically. Then you will score it analytically, assigning a score for each column on the rubric. Follow these step-by-step instructions:

- 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 10 for further description of the score points.

- 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.

- Next, assign three **analytic** scores one each for Print Concepts, Conventions of Standard English, and Text Types and Purposes. Begin by scoring for Print Concepts. Comparing the student's writing to the criteria in the Print Concepts column of the rubric, assign a score for the degree to which the student's writing flows from left to right from the top of the page down and the degree to which spacing is applied. Refer only to the criteria in the Print Concepts domain of the rubric without reference to the other domains.

- On the Student Score Sheet, circle the number in the points column on the line for the Print Concepts score that corresponds to the score you have assigned. Include comments about the completeness and quality of the content for later reference. Also note in the Comments section if the student was able to read his or her story.

- In the same fashion, assign a score for Conventions of Standard English and assign a score for Text Types and Purposes. Record a score for each domain, and note comments for future reference.

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	Foundational Skills: Print Concepts	Language Standards, K–5: Conventions of Standard English	Writing Standards, K–5: Text Types and Purposes
4 **Consistent**	• writes left to right • writes top to bottom • spaces correctly between letters and words	• prints uppercase and lowercase letters correctly • includes early sound-letter spelling • writes consonant sounds at the beginning and end of words	• conveys meaning of simple story that relates to the topic
3 **Frequent**	• writes mostly left to right • writes mostly top to bottom • spaces correctly between most letters and most words	• prints most uppercase and lowercase letters correctly • includes early sound-letter spelling most of the time • writes most consonant sounds at the beginning and some consonant sounds at the end of words	• conveys a meaningful idea that relates to the topic

2	• writes left to right some of the time • writes top to bottom some of the time • spaces correctly between letters and some words	• prints some uppercase and lowercase letters correctly • includes early sound-letter spelling some of the time • writes some consonant sounds at the beginning and few consonant sounds at the end of words	• conveys a meaningful idea that somewhat relates to the topic
Partial			
1	• does not write left to right • does not write top to bottom • does not space correctly between letters and words	• prints few uppercase and lowercase letters correctly • does not include early sound-letter spelling • writes only a few consonant sounds at the beginning of words	• conveys on idea that does not relate to the topic
Minimal			
0	Student attempts to write, but result is illegible, is insufficient, or otherwise fails to meet criteria for Score Point 1.		