

## OVERVIEW – 2014-15 Interim Assessment # 1

LAUSD K-2 narrative writing task utilizes the resources from [achievethecore.org](http://achievethecore.org):

*In Common: Effective Writing for All Students.*

This is a formative assessment to measure students' independent narrative writing ability at this point in the year, and to inform future writing instruction.

### ADMINISTRATION PROTOCOL:

K-2 Common Core State Standards Evaluated on LAUSD Rubric	Writing 3 ( <i>Narrative</i> )
	Language 1 ( <i>Grammar &amp; Usage</i> )
	Language 2 ( <i>Conventions</i> )
K-2 Common Core State Standards Engaged in Process for Administration	Reading Literary 3
	Reading Informational 2
	Speaking & Listening 1

- Please ensure student discussion protocols are established at the beginning of the year in order for students to engage in the assessment process.
- Teacher should display the image to accompany this assessment, and make it clearly accessible to all students throughout the assessment.
- Students should have access to drawing and writing materials, so they can capture their thoughts on paper during pair-share discussions and drafting.
- Students can draw in preparation for the assessment, but must write independently to be scored on the Language standards section of assessment rubric.
- Mark student work with 3 rubric-based scores. See attached rubric.
- **Please do not** model the task with cloze sentences prior to the assessment, provide pre-made graphic organizers, or scaffold the writing beyond what is described in the administration procedures.

### TEACHER MATERIALS:

- Teacher directions
- PHOTO IMAGE (print one per student or pair, and/or project accessibly)
- Rubric reflecting CCSS grade level standards for Writing and Language

### STUDENT PAGES:

- Photo image with writing task checklist

### ADDITIONAL RESOURCES available online:

The *In Common* resources augment the annotated student writing samples in CCSS Appendix C and support grade level and vertical articulation at school sites.

- Student Writing Samples from *Achieve the Core "In Common" Resources*:  
<http://www.achievethecore.org/page/507/in-common-effective-writing-for-all-students>

*Note: Only Writing Standard 3 was considered when the student writing pieces were annotated in the Achieve the Core "In Common" Resources.*

*Mastery of conventions – addressed in the CCSS Language Standards – was not evaluated.*

## Grade K Prompt for Narrative Writing Teacher Directions – Overview

This assessment is done in **one session** with kindergarten students.

### INTRODUCTION

- 1) Today you're going to write a **NARRATIVE** – a story – based on a picture.
- 2) I will show you the picture.  
What might be happening in this picture?
- 3) Before writing your narrative:  
Think about the events or things that are happening in this picture.  
Think about the events in order.  
What happens first, next, and after that?  
What do the characters think and feel about the events?
- 4) You're going to share your ideas with your partner.

### STUDENTS IN PAIRS/SMALL GROUPS FOR DISCUSSION – [10-15 min]

(Speaking & Listening 1)

- 5) Now decide what you're going to draw and write about.
  - Talk with your partner, and share some things from the picture you are going to include in your narrative.
  - Talk with your partner about the events and the order in which they happen.
  - What do the characters think or feel about these events?

### DRAWING & WRITING AFTER STUDENT DISCUSSION – [Estimate 30-55 min]

(Writing 3, Language 1 & 2)

*[The goal is to capture students' authentic expression. Please avoid use of cloze sentences/sentence frames.]*

- 6) You're going to draw and write your narrative now. Let's look at the instructions.  
You are going to:
  - Draw and write about the **events happening in the picture.** (*Events*)
  - Tell about the events in the **order they happen** using **time order words.** (*Sequence*)
  - Draw and write **what the characters think or feel about the events.** (*Reaction*)

- 7) Now, draw and write as much as you can, about the events in the picture.  
You can also tell me what you are drawing and I can help you write.

*[As students are drawing and writing, walk around and make notes on how students are able to write their narrative.]*

*[You can use dictation, if needed. However, please make sure students do at least some independent writing to get a score on the language standards section of the rubric, even if they dictate part of the piece. Left column of rubric is for content; right columns are for independent writing.]*

Kinder - Available from the First Grade Visual Vocabulary Resources, (VVR), Pg. 327. McGraw-Hill California Treasures.



- Draw and write about the **events happening in the picture.** (*Events*)
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### Teacher’s Rubric – NARRATIVE – Grade K

- Draw and write about the **events happening in the picture.** (*Events*)
- Tell about the events in the **order they happen** using **time order words.** (*Sequence*)
- Draw and write **what the characters think or feel about the events.** (*Reaction*)

	<b>WRITING STANDARD 3 Text Types &amp; Purposes</b>	<b>CONCEPTS OF PRINT &amp; LANGUAGE STANDARDS 1 &amp; 2** Conventions of Standard English</b>	
	To score Writing Standards, you can use a combination of student drawing/writing & dictation. Also consider the evidence gathered during the student discussion part of the administration.	**Students need to attempt to write independently in at least part of their response, to score on Concepts of Print and Language Standards 1 & 2.  Grading on Language Standards should be based on students’ own writing, not copying from dictation.	
	<b>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.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> <i>*Standards apply if elements present in student writing</i>
<b>4</b>	<ul style="list-style-type: none"> <li>• Draws a picture that is very detailed and enhances the topic</li> <li>• Writes and draws a paper that tells about an event or events in detail (<b>W3</b>)</li> <li>• Recounts the events in order (<b>W3</b>)</li> <li>• Uses temporal words to signal event order (<b>W3 Gr1</b>)</li> <li>• Expresses a reaction to the event (<b>W3</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Writes left to right and top to bottom, and wraps text appropriately (<b>Concepts of print</b>)</li> <li>• All uppercase and lowercase letters printed correctly (<b>L1a Gr1</b>)</li> <li>• Uses a variety of frequently occurring nouns and verbs (<b>L1b</b>)</li> <li>• Uses the most frequently occurring prepositions (<b>L1e</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly capitalizes the first word in a sentence and the pronoun I; capitalizes dates and names of people (<b>L2a Gr K&amp;1</b>)</li> <li>• Uses correct end punctuation (<b>L2b</b>)</li> <li>• Writes a letter or letters for most consonant and short-vowel sounds (<b>L2c</b>)</li> <li>• Spells simple words phonetically (<b>L2d</b>)</li> <li>• Spells untaught words phonetically, drawing on phonemic awareness (<b>L2e Gr1</b>)</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Draws a picture that is appropriate to the topic</li> <li>• Writes, draws, and/or dictates a paper that tells about an event or events (<b>W3</b>)</li> <li>• Recounts the events in order (<b>W3</b>)</li> <li>• Expresses a reaction to the event (<b>W3</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Writes left to right and top to bottom (<b>Concepts of print</b>)</li> <li>• Prints correctly many uppercase and lowercase letters (<b>L1a</b>)</li> <li>• Uses frequently occurring nouns and verbs (<b>L1b</b>)</li> <li>• Uses the most frequently occurring prepositions (<b>L1e</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalizes the first word in a sentence and the pronoun I (<b>L2a</b>)</li> <li>• Uses some correct end punctuation (<b>L 2b</b>)</li> <li>• Writes a letter or letters for some consonant and short-vowel sounds (<b>L2c</b>)</li> <li>• Spells simple words phonetically, drawing on knowledge of sound-letter relationships (<b>L2d</b>)</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Draws and/or writes (or dictates*) ideas, not necessarily an event</li> <li>• Writes or draws something about the event</li> </ul>	<ul style="list-style-type: none"> <li>• Writes top to bottom</li> <li>• Prints some uppercase and lowercase letters</li> <li>• Inconsistently uses nouns and verbs</li> </ul>	<ul style="list-style-type: none"> <li>• May use end punctuation</li> <li>• Uses some capital letters correctly</li> <li>• Spells a few simple words phonetically</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Picture is absent or unclear</li> <li>• Draws and/or writes (or dictates*) something not related to event</li> </ul>	<ul style="list-style-type: none"> <li>• Uppercase letters are few or random within words</li> </ul>	<ul style="list-style-type: none"> <li>• Words are randomly written without phonetic connection</li> <li>• Random or no use of punctuation</li> </ul>

\*\*Students need to write independently in at least part of their response, to score on Concepts of Print & Language Standards 1 & 2.  
Grading on should be based on students’ own writing, not copying from dictation.