

WRITING

INDEPENDENT WRITING

WHAT?

Independent Writing is an authentic sample of a student's writing collected periodically throughout the school year.

This assessment measures the child's ability to:

- use the conventions of print
- use grammar and punctuation conventions
- apply sound-symbol relationships
- use conventional spelling
- apply elements of a story
- record observations and describe experiences
- use tools in the environment for writing (words around the room, dictionaries, word books).

WHY?

Each piece of writing is a document of a child's growth in the use of print to communicate ideas effectively. Periodically the teacher can analyze the child's piece of writing for information about writing and spelling development.

HOW?

Administration

The topic is self-selected and the sample is informal, an example of daily work. Independent Writing is not based on an assigned topic or specific prompt generated by the teacher. Nor is it a structured frame sentence where the child is expected to fill in a blank. It is an authentic sample of work that shows what the child **can do**.

Scoring and Analysis

The teacher needs to use professional judgment in determining which profile, rubric scale, or checklist to use in evaluating the Independent Writing sample.

ON-DEMAND WRITING

WHAT?

On-Demand Writing is more formal than Independent Writing and all students write on a specific prompt. The writing reflects a student's ability to produce a written product in a controlled situation within a given period.

This assessment measures the child's ability to:

- use the conventions of print
- use grammar and punctuation conventions
- apply sound-symbol relationships
- use conventional spelling
- use techniques that give writing power and impact
- use a pattern of organization suited to topic, purpose and audience.

WHY?

An On-Demand Writing is another opportunity to assess a student's progress in writing. It gives the teacher a "snapshot" of how well a student can write about a given topic on a given day. This writing sample is another piece of information the teacher can use to make an informed decision about the next steps in writing instruction.

HOW?

Administration

Go to the PUSD literacy web site for a selection of prompts appropriate for the grade level. (<http://powayusd.sdcoe.k12.ca.us/projects/literacy/>)

Writing Rubric

Grade 3

6 Exceptional Writer

Enthusiastic and reflective writer who enjoys pursuing writing independently; uses a wide range of techniques to engage the reader; writing is fully developed, appears effortless, shows originality, liveliness, excitement, humor or suspense. This narrative demonstrates:

- Purposeful organization plan
- Clear sentence sense and variety
- Control over vocabulary choice and arrangement
- Few errors in conventions and spelling
- Sustained quality throughout each piece

5 Strong Writer

Competent and confident writer who uses a wide range of techniques to engage the reader. This narrative demonstrates:

- Strong organizational plan (more elaborate than just beginning, middle, end)
- Clear sentence sense and variety
Appropriate vocabulary choice (increased **showing** writing)
- Few errors in conventions and spelling (errors in more difficult words)

4 Capable Writer

Comfortable with writing; developing skills and confidence; beginning to use techniques to engage reader. This narrative piece demonstrates:

- Some organizational plan (beginning, middle, end)
- Varied sentence structure, may include fragments and/or run-on sentences
- Beginning use of precise vocabulary (more telling than showing writing)
- Some errors in conventions and spelling

3 Developing Writer

Developing fluency and writes with some degree of confidence; lacks techniques to engage the reader. This narrative piece demonstrates:

- Evidence of organization plan (but may lose focus)
- Simple or repetitive sentences, may include fragments and/or run-ons
- Few descriptive words
- Errors in conventions and spelling, but is **readable**

2 Limited Writer

May be reluctant writer; has limited experience in writing. This narrative piece demonstrates:

- Inconsistent organization plan
- Vague or confusing statements
- Short, simple sentence, long rambling sentences, or in phrase-like groups of words

1 Emergent Writer

Tries to communicate using scribble writing or random letters; has no meaning to reader. May only draw picture(s) or dictate writing.

OT Off Topic

The paper is off topic. A score of zero is not less than a score of one. It indicates that the student wrote on a topic entirely unrelated to the assigned prompt