

## **LRSD WRITING PROMPTS: Beginning of Year 2016-2017**

### **KINDERGARTEN\* (Read to Students)**

*Draw and write about your favorite animal. What does this animal look like: What does this animal do? Why is this your favorite animal? Write to describe your favorite animal.*

### **FIRST GRADE (Read to students)**

*Think about a time when you were having fun! Tell about a time when you were having fun. Who was there? Where were you? What did you do? Now, draw and write about a time that you had fun.*

### **SECOND GRADE**

*Prompt: Many good things happen in our lives. Sometimes these things are big, like special celebrations. Sometimes good things happen in small ways, like doing something fun with a friend or getting a good grade at school. Think about something good that has happened in your life and write about it.*

### **THIRD GRADE**

*Write about a time you experienced or learned something for the first time. It could be when you first rode a bike or learned a new game. It could have been your first day of school, the first time you went swimming, or your first trip to a new store. Write a story about doing or learning something new. Give details so readers will understand what happened.*

### **FOURTH GRADE**

*Draw and write about your best friend. Why is this person your best friend? What do you and your best friend like to do together? Write to describe your best friend and include information about why you chose this person as your best friend.*

### **FIFTH GRADE**

*Draw and write about your best friend. Why is this person your best friend? What do you and your best friend like to do together? Write to describe your best friend and include information about why you chose this person as your best friend.*

\*Kindergarten students who are not yet writing may dictate information to accompany the picture drawn. Read the "I/E Emergent Writing Scoring Guide" carefully. This rubric allows the opportunity to indicate whether the student dictated the writing with or without prompting, wrote the information with prompting, or wrote independently.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# I/E Emergent Writing Scoring Guide

**Procedure:**

1. Have copies of the scoring guide for each student to be assessed. Have student drawing/writing available.
2. Sit one-on-one with the student in a quiet location.
3. Have the student dictate a description of his or her drawing/writing, and record the dictation.
4. Using the student's dictation, mark the most accurate descriptors in each row.
5. Indicate if the student needed prompting at the bottom. Students who are emergent or who have less experience talking about their writing are expected to need prompting (e.g., *who, what, when, where, and why* questions).

**Topic/Prompt =** \_\_\_\_\_

	No Credit (0)	Below Basic (1)	Basic (2)	Proficient (3)	Advanced (4)	Score
<b>Organization</b>	___ No writing/drawing produced	___ Topic is not named	___ Topic is somewhat unclear	___ Topic is identified  ___ A sense of closure is provided*	___ Topic is clearly identified  ___ A concluding statement or section is provided*  ___ Transitions link ideas	
<b>Ideas/Content</b>	___ No writing/drawing produced	___ Information is not related	___ Some information is related but unclear	___ Information or facts (key/star ideas) about the topic are provided	___ Facts and definitions (key/star ideas and the E's) develop the topic	
Total Score (8 possible)						/8

\*Kindergarten, not applicable; Grade 1 requires a sense of closure; Grade 2 requires a concluding statement or section.

**Prompting:** Level of teacher prompting required to elicit student's discussion of his or her writing:

High      Medium      None

**Notes:** \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Informative/Explanatory Writing Scoring Guide

Topic/Prompt = \_\_\_\_\_

	No Credit (0)	Below Basic (1)	Basic (2)	Proficient (3)	Advanced (4)	Score
<b>Organization</b>	___ No writing produced	___ Topic is not named	___ Topic is somewhat unclear	___ Topic is identified ___ A sense of closure is provided**	___ Topic is clearly identified ___ A concluding statement or section is provided** ___ Transitions link ideas	
<b>Ideas/Content</b>	___ No writing produced	___ Some information is not related	___ Some information is related but unclear	___ Information or facts (key/star ideas) about the topic are provided	___ Facts and definitions (key/star ideas and the E's) develop the topic	
<b>Language/Style</b>	___ No writing produced	___ Uses incomplete sentences and run-on sentences ___ Words do not fit the topic	___ Uses mostly complete sentences  ___ Some words fit, others are unclear or incorrectly used	___ Uses complete sentences  ___ Uses words that fit the topic	___ Uses a variety of complete sentences  ___ Uses some action verbs and sensory description	
<b>Neat + CUPS*</b>	___ No writing produced	___ Handwriting difficult to read ___ Initial caps are missing  ___ End punctuation is missing  ___ Taught words misspelled; other spelling is random (not based on phonetic knowledge)	___ Handwriting mostly readable ___ Mostly uses initial capitals  ___ Mostly uses end punctuation  ___ Spells some taught words correctly; estimates spelling based on phonetic knowledge	___ Readable handwriting ___ Uses initial capitals  ___ Uses end punctuation  ___ Spells most taught words correctly; estimates other spellings based on phonetic knowledge	___ Readable handwriting and neat paper ___ Uses capitalization correctly, including initial caps, proper names, and dates ___ Uses end punctuation correctly; demonstrates understanding of commas and apostrophes ___ Spells taught words correctly; estimates other spellings based on phonetic knowledge	
*Neat = Neatness    Conventions, or CUPS: C = Capitalization    U = Usage    P = Punctuation    S = Spelling						Total Score (16 possible)
						/16

\*\*Kindergarten, not applicable; Grade 1 requires a sense of closure; Grade 2 requires a concluding statement or section.

# Informative/Explanatory Essay and Report Scoring Guide

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Tool E4-36a

Topic/Prompt = \_\_\_\_\_

	No Credit (0)	Below Basic (1)	Basic (2)	Proficient (3)	Advanced (4)	Score
<b>Organization</b>	<ul style="list-style-type: none"> <li>— Introduction is missing</li> <li>— Transitions are missing or don't make sense</li> <li>— There is no conclusion, or it is not about the topic</li> <li>— Images or formatting are missing or off-topic**</li> </ul>	<ul style="list-style-type: none"> <li>— Introduction of topic is unclear or incomplete</li> <li>— Some transitions are used, but they don't connect ideas</li> <li>— Conclusion is not about the topic or is not a paragraph</li> <li>— Images or formatting are not related or confusing**</li> </ul>	<ul style="list-style-type: none"> <li>— Introduction of topic is clear and fits part of task or purpose</li> <li>— Transitions connect most body paragraphs and ideas; some missing or repeated</li> <li>— Conclusion paragraph restates the topic</li> <li>— Images or formatting relate to topic**</li> </ul>	<ul style="list-style-type: none"> <li>— Introduction of topic has a plan and clearly fits the task and purpose</li> <li>— Transitions connect body paragraphs and ideas in an order that mostly follow a plan</li> <li>— Conclusion paragraph connects back to the topic</li> <li>— Images or formatting inform readers**</li> </ul>	<ul style="list-style-type: none"> <li>— Introduction has a plan and presents topic in an interesting way that clearly fits the task and purpose; may include a lead</li> <li>— Different transitions are used to connect body paragraphs and ideas in an order that follows a plan</li> <li>— Strong conclusion paragraph connects back to the topic in an interesting way</li> <li>— Images or formatting interest and inform readers**</li> </ul>	
<b>Ideas/Content</b>	<ul style="list-style-type: none"> <li>— Ideas are missing, unclear, or off-topic</li> <li>— Details and facts (the E's) are missing, not correct, or repeated</li> <li>— Reader will not learn anything about the topic</li> </ul>	<ul style="list-style-type: none"> <li>— The ideas don't fit the topic</li> <li>— Body paragraphs may have few details and facts (the E's), or they are incorrect or don't fit the topic</li> <li>— Reader may be confused or will not have correct information about the topic</li> </ul>	<ul style="list-style-type: none"> <li>— Some ideas fit the topic</li> <li>— Body paragraphs have some details and facts (the E's) about the topic</li> <li>— Reader has some information but needs more to understand the topic</li> </ul>	<ul style="list-style-type: none"> <li>— The ideas fit the topic and task or answer the prompt</li> <li>— Each body paragraph includes important details and facts (the E's)</li> <li>— Reader will understand the topic</li> </ul>	<ul style="list-style-type: none"> <li>— The ideas fit the topic and task and answer the prompt completely</li> <li>— Each body paragraph has many interesting and important details and facts (the E's)</li> <li>— Reader will understand the topic in detail</li> </ul>	
<b>Language/Style</b>	<ul style="list-style-type: none"> <li>— Sentences are not complete; do not make sense</li> <li>— Many words are repeated or not used correctly</li> <li>— No clear style</li> </ul>	<ul style="list-style-type: none"> <li>— Many sentences are not complete, making it difficult for reader to follow</li> <li>— Some words are repeated or not used correctly</li> <li>— Style does not fit the task</li> </ul>	<ul style="list-style-type: none"> <li>— Sentences are mostly complete, but with little variety</li> <li>— Words are used correctly and fit the topic</li> <li>— Style fits task</li> </ul>	<ul style="list-style-type: none"> <li>— Sentences are complete and have some variety</li> <li>— Includes some action verbs, precise words, or content vocabulary</li> <li>— Style is formal and fits the task</li> </ul>	<ul style="list-style-type: none"> <li>— Sentences are a variety of simple, compound, and complex</li> <li>— Many action verbs, precise words, content vocabulary, and descriptions are used</li> <li>— Style is formal and fits the task well</li> </ul>	
<b>Neat + CUPS*</b>	<ul style="list-style-type: none"> <li>— Because of mistakes in CUPS, the reader can't understand the writing</li> <li>— Doesn't look like paragraphs</li> <li>— Not neat, can't be read</li> </ul>	<ul style="list-style-type: none"> <li>— Many mistakes in CUPS make it hard for reader to understand writing</li> <li>— Attempts to write in paragraph format</li> <li>— Not neat, hard to read</li> </ul>	<ul style="list-style-type: none"> <li>— Several mistakes in CUPS, but the reader can understand writing</li> <li>— Clear effort to write in paragraph format</li> <li>— Mostly neat, can be read</li> </ul>	<ul style="list-style-type: none"> <li>— A few mistakes in CUPS that don't stop the reader from understanding writing</li> <li>— Writes neat, indented paragraphs</li> <li>— Neat and easy to read</li> </ul>	<ul style="list-style-type: none"> <li>— Very few or no mistakes in CUPS</li> <li>— Clearly writes in essay/report format</li> <li>— Very neat and easy to read</li> </ul>	
<p>*Neat = Neatness    Conventions, or CUPS: C = Capitalization    U = Usage    P = Punctuation    S = Spelling</p>						
Total Score (16 possible)						

\*\*Not all topics, prompts, or tasks require images or formatting.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Narrative Emergent Writing Scoring Guide

**Procedure:**

1. Have a copy of the scoring guide for each student to be assessed. Have student drawing/writing available.
2. Sit one-on-one with the student in a quiet location.
3. Have the student dictate a description of his or her drawing/writing, and record the dictation.
4. Using the student's dictation, mark the most accurate descriptors in each row.
5. Indicate if the student needed prompting at the bottom. Students who are emergent or who have less experience talking about their writing are expected to need prompting (e.g., *who, what, when, where, and why* questions).

**Topic/Prompt =** \_\_\_\_\_

	No Credit (0)	Below Basic (1)	Basic (2)	Proficient (3)	Advanced (4)	Score
<b>Organization</b>	___ No writing/drawing produced	___ Event order is confusing*  ___ Events are unrelated  ___ No end was attempted	___ Events are mostly in order*  ___ Events are mostly linked  ___ End was attempted but does not provide closure	___ Events in the beginning and middle are in order*  ___ Events are linked; some transitions are used*  ___ End provides some sense of closure	___ Beginning introduces characters or setting; middle expands upon events*  ___ Events are clearly linked with transitions*  ___ End provides a clear sense of closure	
<b>Ideas/Content</b>	___ No writing/drawing produced	___ Story does not fit prompt or assignment  ___ No details were included*	___ Story fits part of prompt or assignment  ___ A detail was included*	___ Story fits prompt or assignment*  ___ Includes some details about actions, thoughts, and feelings*	___ Story addresses prompt or assignment in an interesting way  ___ Includes details about characters, setting, and events*	
Total Score (8 possible)						/8

\*Kindergarten: Only a single event is required, no transition words or details are required.

**Prompting:** Level of prompting required to elicit student's discussion of his or her writing:                      High                      Medium                      None

**Notes:** \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Narrative Writing Scoring Guide

Topic/Prompt = \_\_\_\_\_

	No Credit (0)	Below Basic (1)	Basic (2)	Proficient (3)	Advanced (4)	Score
<b>Organization</b>	<input type="checkbox"/> No writing produced	<input type="checkbox"/> Event order is confusing** <input type="checkbox"/> Events are unrelated <input type="checkbox"/> No end was attempted	<input type="checkbox"/> Events are mostly in order** <input type="checkbox"/> Events are mostly linked <input type="checkbox"/> End was attempted but does not provide closure	<input type="checkbox"/> Events in the beginning and middle are in order** <input type="checkbox"/> Events are linked; some transitions are used** <input type="checkbox"/> End provides some sense of closure	<input type="checkbox"/> Beginning introduces characters or setting; middle expands upon events** <input type="checkbox"/> Events are clearly linked with transitions** <input type="checkbox"/> End provides a clear sense of closure	
<b>Ideas/Content</b>	<input type="checkbox"/> No writing produced	<input type="checkbox"/> Story does not fit prompt or assignment <input type="checkbox"/> No details were included**	<input type="checkbox"/> Story fits part of prompt or assignment <input type="checkbox"/> A detail was included**	<input type="checkbox"/> Story fits prompt or assignment <input type="checkbox"/> Includes some details about actions, thoughts, and feelings**	<input type="checkbox"/> Story addresses prompt or assignment in an interesting way <input type="checkbox"/> Includes details about characters, setting, and events**	
<b>Language/Style</b>	<input type="checkbox"/> No writing produced	<input type="checkbox"/> Uses incomplete sentences and run-on sentences <input type="checkbox"/> Some words are unclear or incorrectly used	<input type="checkbox"/> Uses mostly complete sentences <input type="checkbox"/> Language is simple but words are used correctly	<input type="checkbox"/> Uses complete sentences <input type="checkbox"/> Uses some action verbs and sensory description	<input type="checkbox"/> Uses a variety of complete sentences <input type="checkbox"/> Action verbs and sensory description bring story to life	
<b>Neat + CUPS*</b>	<input type="checkbox"/> No writing produced	<input type="checkbox"/> Handwriting difficult to read <input type="checkbox"/> Initial capitals are missing  <input type="checkbox"/> End punctuation is missing  <input type="checkbox"/> Taught words misspelled; other spelling is random (not based on phonetic knowledge)	<input type="checkbox"/> Handwriting mostly readable <input type="checkbox"/> Mostly uses initial capitals  <input type="checkbox"/> Mostly uses end punctuation  <input type="checkbox"/> Spells some taught words correctly; estimates spelling based on phonetic knowledge	<input type="checkbox"/> Readable handwriting <input type="checkbox"/> Uses initial capitals  <input type="checkbox"/> Uses end punctuation  <input type="checkbox"/> Spells most taught words correctly; estimates other spellings based on phonetic knowledge	<input type="checkbox"/> Readable handwriting and neat paper <input type="checkbox"/> Uses capitalization correctly, including initial capitals, proper names, and dates <input type="checkbox"/> Uses end punctuation correctly; demonstrates understanding of commas and apostrophes <input type="checkbox"/> Spells taught words correctly; estimates other spellings based on phonetic knowledge	
*Neat = Neatness    Conventions, or CUPS: C = Capitalization    U = Usage    P = Punctuation    S = Spelling						Total Score (16 possible) /16

\*\*Kindergarten: Only a single event is required, no transition words or details are required.

# Imaginative and Nonfiction Narrative Scoring Guide

Prompt/Assignment = \_\_\_\_\_

	No Credit (0)	Below Basic (1)	Basic (2)	Proficient (3)	Advanced (4)	Score
<b>Organization</b>	<ul style="list-style-type: none"> <li>___ No beginning; events start in a confusing way</li> <li>___ Middle is missing or the order of events does not make sense</li> <li>___ No end; story just stops</li> </ul>	<ul style="list-style-type: none"> <li>___ Beginning leaves the reader wondering about the setting, characters, or the problem</li> <li>___ Middle has many events that are out of order or not connected</li> <li>___ End doesn't show how the problem was solved</li> </ul>	<ul style="list-style-type: none"> <li>___ Simple beginning tries to introduce characters, setting, or problem</li> <li>___ Middle has some events that are out of order or not connected</li> <li>___ End tries to solve problem but reader is confused</li> </ul>	<ul style="list-style-type: none"> <li>___ Beginning introduces characters, setting, and/or problem</li> <li>___ Middle has events that happen in a logical order; uses transitions</li> <li>___ End shows how the problem was solved</li> </ul>	<ul style="list-style-type: none"> <li>___ Beginning grabs the reader's attention and introduces characters, setting, and/or problem</li> <li>___ Middle has events that flow and happen in a logical order; uses a variety of transitions</li> <li>___ End solves the problem in a surprising or memorable way</li> </ul>	
<b>Ideas/Content</b>	<ul style="list-style-type: none"> <li>___ Not clear what the story is about</li> <li>___ No clear characters</li> <li>___ No clear events in the story</li> </ul>	<ul style="list-style-type: none"> <li>___ Story does not fit the prompt or assignment</li> <li>___ Characters are not described or are hard to tell apart</li> <li>___ Events don't move the story forward or don't make sense</li> </ul>	<ul style="list-style-type: none"> <li>___ Story fits part of the prompt or assignment</li> <li>___ Characters are described simply</li> <li>___ Most events help move the story forward, but some are missing or don't fit</li> </ul>	<ul style="list-style-type: none"> <li>___ Story fits the prompt or assignment</li> <li>___ Characters are developed through descriptions, actions, or dialogue</li> <li>___ Events make sense and help move the story forward</li> </ul>	<ul style="list-style-type: none"> <li>___ Story addresses the prompt or assignment in an interesting way</li> <li>___ Characters are developed through descriptions, actions, or dialogue that create interesting personalities</li> <li>___ Events make sense, move the story forward, and keep the reader's attention</li> </ul>	
<b>Language/Style</b>	<ul style="list-style-type: none"> <li>___ Sentences are not complete or do not make sense</li> <li>___ Many words are repeated or not used correctly</li> </ul>	<ul style="list-style-type: none"> <li>___ Many sentences are not complete, making it difficult for reader to follow</li> <li>___ Language is simple</li> </ul>	<ul style="list-style-type: none"> <li>___ Sentences are mostly complete, but with little variety</li> <li>___ Some descriptions, strong verbs, or sensory details are included</li> </ul>	<ul style="list-style-type: none"> <li>___ Sentences are complete and have some variety</li> <li>___ Strong verbs, precise words, sensory language, and detailed descriptions are used</li> </ul>	<ul style="list-style-type: none"> <li>___ Sentences are a variety of simple, compound, and complex</li> <li>___ Strong verbs, precise words, sensory language, and detailed descriptions bring characters and events to life</li> </ul>	
<b>Neat + CUPS*</b>	<ul style="list-style-type: none"> <li>___ Can't understand the writing because of mistakes in CUPS</li> <li>___ Not written in paragraphs</li> <li>___ Not neat; can't be read</li> </ul>	<ul style="list-style-type: none"> <li>___ Many mistakes in CUPS make it hard for reader to understand writing</li> <li>___ Attempts to write in paragraphs</li> <li>___ Not neat; hard to read</li> </ul>	<ul style="list-style-type: none"> <li>___ Several mistakes in CUPS, but the reader can understand writing</li> <li>___ Clear effort to write in paragraphs</li> <li>___ Mostly neat; can be read</li> </ul>	<ul style="list-style-type: none"> <li>___ A few mistakes in CUPS that don't stop the reader from understanding writing</li> <li>___ Writes in neat, indented paragraphs</li> <li>___ Neat and easy to read</li> </ul>	<ul style="list-style-type: none"> <li>___ Very few or no mistakes in CUPS</li> <li>___ Clearly writes in neat, indented paragraphs</li> <li>___ Very neat and easy to read</li> </ul>	
*Neat = Neatness    Conventions, or CUPS: C = Capitalization    U = Usage    P = Punctuation    S = Spelling						Total Score (16 possible)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Tool EG-31a