

# Instructions for Administering the Optional T-PRO Writing Assessment – First Grade

Read the directions to students or paraphrase the directions in your own words.

## **DICTATION**

**Say:** Look at the dictation page.

*Check to make sure all students are on the correct page.*

**Say:** On this page you will write a sentence that I say aloud. Listen carefully to the sentence I read. When I am done reading the sentence, I will read it again slowly and you will write down each word that I say.

*Show students where they will begin writing.*

**Say:** Now I will read the sentence. ***Tim’s dad has two pet snakes.***

*Read the sentence without pausing. Reread the sentence, pausing between each word as students write each word on the lines. Repeat the words as often as needed for students.*

## **WRITING PROMPT**

**Note:** The writing prompt is about spiders. You may want to read books (non-fiction or fiction) and discuss spiders to help students form ideas before administering the writing prompt.

*Each student will need a pencil and tools for drawing (crayons, markers, pencils, etc.).*

**Say:** Turn to the planning page.

*Move around the room to be sure each student is on the correct page.*

**Say:** Today you will write about a spider. On these pages you will be planning and writing about a spider. You can make up a story about a spider or you can write information about a spider.

*Show students the planning page.*

**Say:** On this page you will be planning your writing. Think about a real or pretend spider. Use words or draw a picture to show your thoughts and ideas. You will use these ideas to write sentences on the next pages.

*Show students the writing pages.*

**Say:** These pages are for writing sentences about a spider. You can write a story or write what you know about spiders.

*Students should be given as much time to complete the writing prompt as needed and given extra notebook paper if necessary. Do not help students brainstorm, organize, or edit their papers. Answer questions students have about the prompt, and direct students to appropriate resources available in your classroom such as dictionaries, word books, or word walls. Encourage students to do their best work.*

# Instructions for Scoring the Optional T-PRO Writing Assessment – First Grade

## Dictation

- Each sound (phoneme) in the sentence is worth one point. There are 20 phonemes in the sentence for a total of 20 points.
- Phonetically-spelled sounds count as correct, even if the words are not spelled correctly.
- Non-standard spellings (e.g., *shoo* instead of *shoe*) count as correct.
- There is no penalty for extra letters (e.g., *bagg* instead of *bag*), backward letters (e.g., *Dab* instead of *Dad*), and punctuation errors (e.g., *dont* instead of *don't*).
- Students with standard spellings may end up with the same score as those who include non-standard spellings. A scoring chart lists responses worth one point for each sound. Sample student responses are listed below.
- Teachers may accept student responses that they feel are adequate phonetic representations of the phonemes.

***Tim's dad has two pet snakes.***

# of Phonemes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
<b>Dictation</b>	T	i	m	s	d	a	d	h	a	s	t	w	p	e	t	s	n	a	k	e	s
<b>Acceptable Phonetic Responses</b>	t	i	m	s z	d	a	d	h	a	s z	t	w o oo ooh	p	e	t	s	n	a ai ay ae	k c ce ck k x	e	s z

Student examples and scores:

6 point answer

T D To P S ---  
 ✓ ✓ ✓ ✓ ✓  
 ---  
 ---

11 point answer

T DaD H to ---  
 ✓ ✓ ✓ ✓ ✓ ✓  
 ---  
Pr sk ---  
 ✓ ✓

17 point answer

Tmzh Dad has ---  
 ✓ ✓ ✓ ✓ ✓ ✓ ✓  
 ---  
Too pat saks ---  
 ✓ ✓ ✓ ✓ ✓ ✓ ✓

## Writing Prompt

The Writing Prompt:

- is used to score a student's overall writing ability: his/her ability to communicate through writing, to organize thoughts, and to follow grade-level writing conventions.
- scores may show solid performance in some categories, but not others.
- evaluates a student's answer to a specific prompt, not what he/she could write or has written previously.
- responses can still receive some points if the student writes on a completely different topic.
- is scored using a rubric worth 30 points: The student receives a score of 0, 1, or 2 on various skills in each of four categories:
  - Ideas and Content;
  - Organization and Focus;
  - Style: Word Choice, Voice, and Sentence Fluency/Structure;
  - Conventions: Capitalization, Spelling, and Handwriting.

To score the writing prompt, use the Writing Rubric. Read the student's paper and assign scores accordingly. The total score is out of 30 points. **The expected skill level for Administration 1 is 18 points.** For a more detailed explanation of rubric items see the chart on the next page.

	<b>Work exhibits:</b>
Ideas and Content	original ideas <ul style="list-style-type: none"> <li>• <i>Student did not copy from a neighbor, copy random words from the classroom, or copy a known story in its entirety.</i></li> </ul>
	utilized planning space (drawing, word list, graphic organizer, etc.) <ul style="list-style-type: none"> <li>• <i>There is evidence that the student brainstormed / pre-planned his/her writing.</i></li> </ul>
	details ( <i>who, what, where, when, how</i> ) <ul style="list-style-type: none"> <li>• <i>Writing contains names, places, or other specifics.</i></li> </ul>
	an overall concept that the student can read or retell <ul style="list-style-type: none"> <li>• <i>Student can re-read his/her words or tell about the overall concept of his/her writing.</i></li> </ul>
Organization and Focus	clear focus and is easy to follow <ul style="list-style-type: none"> <li>• <i>Writing stays on topic and makes sense as it is read. It does not need to address the prompt.</i></li> </ul>
	writing that matches the prompt <ul style="list-style-type: none"> <li>• <i>Writing specifically addresses the prompt.</i></li> </ul>
	logical sequence or order <ul style="list-style-type: none"> <li>• <i>Sequence of the writing makes sense and is in logical order. It does not need to address the prompt.</i></li> </ul>
	a well developed idea (complete topic) or story (beginning, middle, end) <ul style="list-style-type: none"> <li>• <i>Writing includes a complete idea/topic or a story with a beginning, middle and end. It does not need to address the prompt.</i></li> </ul>
Style: Word Choice, Voice, and Sentence Fluency	varied sentence patterns <ul style="list-style-type: none"> <li>• <i>Sentences do not all begin with the same word or phrase ("Then we, then I, then they, then he"); sentence structure varies (sentences vary in length and word order).</i></li> </ul>
	descriptive or colorful words <ul style="list-style-type: none"> <li>• <i>The student uses words that improve overall detail or imagery (e.g., gray sky, icy cold water, quickly raced, unbelievable, enormous).</i></li> </ul>
	student's personality or personal experience <ul style="list-style-type: none"> <li>• <i>Writing clearly identifies thoughts specific to the student and/or the student's personality shows through the writing.</i></li> </ul>
Conventions: Capitalization, Spelling, and Handwriting	legible and correctly spaced letters and words <ul style="list-style-type: none"> <li>• <i>The reader does not need to spend time deciphering the handwriting.</i></li> </ul>
	complete sentences with punctuation <ul style="list-style-type: none"> <li>• <i>Sentences have a noun and verb and end with the appropriate punctuation.</i></li> </ul>
	correctly spelled 3 and 4 letter words and grade-level sight words <ul style="list-style-type: none"> <li>• <i>Approximately 90%-100% of easily sounded out words (c-v-c such as hot, pat, fit, etc.) and common first grade level words (such as my, the, of, thing, etc.) are spelled correctly.</i></li> </ul>
	capitalization for the first words in sentences, "I", and names <ul style="list-style-type: none"> <li>• <i>The student uses proper capitalization 90%-100% of the time.</i></li> </ul>