

Instructions for Administering the Optional T-PRO Writing Assessment – Second 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. ***Pat made dinner reservations.***

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 asks students to write a friendly letter. You may want to discuss letters and letter writing before administering the writing prompt. Students need to understand the correct format for a friendly letter which includes a greeting, body, closing, and signature.

Each student will need a pencil and tools for planning (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 be using your imagination and writing a letter. Imagine the principal is having a contest to see who has the best idea for how to paint the school. Write a letter to the principal that explains your idea.

Show students the planning page

Say: On this page you will plan your writing. Think about how you would paint the school if you could paint it any way you wanted. Use this page to organize your ideas. You may use words or draw a picture*. This plan will help you write a letter to the principal about how you would like to paint the school.

Show students the writing pages.

Say: These pages are for writing your letter to the principal about how you would like to paint the school. Use thoughts from your planning page. Make sure you write

- what color or colors you would use.
- how it would look when it was done.
- why your idea would be good for the school.

Answer any questions students have about what they are to do.

Say: You may begin planning your writing now. When you are done planning, begin your writing.

Students should be given as much time as needed to complete the writing prompt 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.

*(*Teachers may want to encourage students to use a planning and organizing strategy with which the students are familiar. Student may draw word webs, write lists, draw pictures, etc.)*

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

Dictation

- Each phoneme (sound) 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.

Pat made dinner reservations.

# of Phonemes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Dictation	p	a	t	m	a	de	d	i	nn	er	r	e	s	er	v	a	ti	o	n	s
Acceptable Phonetic Responses	p	a	t	m	a ay ai	de d	d	i ih	nn n	er r ir ur	r	e eh	s z	er r ir ur	v	a ay ai	ti sh	o u uh	n	s z

Student examples and scores:

17 point answer

Pat md denr ---

rezvayshuns. ---

19 point answer

Pat mad dinr ---

rezvashuns. ---

20 point answer

Pat made dinr ---

resrvashunz. ---

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 40 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, Audience, Voice, and Sentence Fluency/Structure;
 - Conventions: Capitalization, Spelling, and Handwriting.

To score the writing prompt, use the Writing Rubric found on **page 43** in the Student Booklet. Read the student's paper and assign scores accordingly. The total score is out of 40 points. **The expected skill level for Administration 3 is 32 points.** For a more detailed explanation of rubric items see the chart on the next page.

	Work exhibits:
Ideas and Content	originality of ideas. <ul style="list-style-type: none"> • <i>Student's paper is different from others in the class, student did not copy from a neighbor, copy random words from the classroom, or copy a known story in its entirety.</i>
	an effectively utilized planning space. <ul style="list-style-type: none"> • <i>There is evidence that the student brainstormed/pre-planned his/her writing with a drawing, word web, list, etc.</i>
	a writing format that complements the writing prompt. <ul style="list-style-type: none"> • <i>Writing genre matches the prompt request: stories are in narrative format, letters are written in letter format, etc.</i>
	details that support the main idea. <ul style="list-style-type: none"> • <i>Specifics such as who, what, where, when, how, and why are included.</i>
	a complete event, developed topic, or story. <ul style="list-style-type: none"> • <i>The combination of sentences and/or paragraphs makes a complete idea, event, or story.</i>
Organization and Focus	writing that responds to the prompt. <ul style="list-style-type: none"> • <i>Writing specifically addresses each aspect of the prompt.</i>
	a title or introduction. <ul style="list-style-type: none"> • <i>Student made a clear attempt to begin writing with an introduction or title.</i>
	a focus that is easy to understand. <ul style="list-style-type: none"> • <i>Writing stays on topic. The writing does not need to address the prompt.</i>
	a logical sequence or order. <ul style="list-style-type: none"> • <i>The sequence of the writing makes sense and is in logical order. The writing does not need to address the prompt.</i>
	a conclusion, closing, or non-abrupt ending. <ul style="list-style-type: none"> • <i>Student made a clear attempt to end his/her narrative writing with a conclusion or letter writing with a closing. If the writing is an informational piece, the student has finished his/her last thought and does not end the piece abruptly.</i>
Style: Word Choice, Audience, Voice, and Sentence Fluency/Structure	vivid text through adjectives, adverbs, specific vocabulary, dialogue, or punctuation. <ul style="list-style-type: none"> • <i>The student uses words and punctuation that improve overall detail or imagery (e.g., icy cold water, quickly raced, enormous!).</i>
	evidence of the writer's personality/interests. <ul style="list-style-type: none"> • <i>Writing clearly identifies thoughts specific to the student, the student's personality, or interests (informational pieces).</i>
	evidence of sense of audience/purpose. <ul style="list-style-type: none"> • <i>Writing matches the prompt in tone whether it is to entertain, inform, or persuade, etc.</i>
	variation in sentence patterns and sentence lengths. <ul style="list-style-type: none"> • <i>Sentences do not all begin with the same word or phrase (e.g., Then we... Then I... Then they... Then he...); sentence structure varies (sentences vary in length and word order).</i>
	sentences that flow together to resemble a paragraph. <ul style="list-style-type: none"> • <i>Sentences are combined in an attempt to form paragraphs (indenting is not necessary).</i>
Conventions: Capitalization, Spelling, and Handwriting	correctly formed and spaced letters. <ul style="list-style-type: none"> • <i>Letters and words follow rules of conventional handwriting and reader does not need to spend time deciphering the handwriting.</i>
	complete sentences with correct punctuation. <ul style="list-style-type: none"> • <i>Sentences begin with capital letters, include nouns and verbs, and end with the appropriate end-marks.</i>
	proper capitalization. <ul style="list-style-type: none"> • <i>Every sentence starts with a capital letter; "I," proper nouns and names are capitalized.</i>
	standard spellings of grade-level sight words. <ul style="list-style-type: none"> • <i>Approximately 90%-100% of common 2nd grade sight words (e.g., because, many, very) are spelled correctly.</i>
	standard spellings of grade-level short and long vowel words. <ul style="list-style-type: none"> • <i>Approximately 90%-100% of the easily sounded out long and short vowel words (e.g., name, feet, chips) are spelled correctly.</i>