

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

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

WRITING PROMPT

Note: This prompt asks students to write a persuasive essay. You may want to discuss persuasive writing before administering the writing prompt. Students need to understand the correct format for persuasive writing which includes a clear position on the topic.

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

Say: Look at the planning page.

Say: Today you will be writing a paper about whether television is a good thing or a bad thing for children. Think about what makes television good or bad for children. Ask yourself whether adults should limit what children watch on television and limit how many hours they watch each week.

Show students the planning page.

Say: On this page you will plan your writing. Think about whether you think watching television is good or bad for children. Use this page to organize your ideas. You may use words or draw a picture.* This plan will help you write your opinions about children watching TV.

Show students the writing pages.

Say: These pages are for writing whether you think TV is good or bad for children. Make sure you write why television is good or bad, if it matters what kinds of shows children watch, and if adults should limit the amount of television children watch.

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

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

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, direct students to appropriate resources available in your classroom such as dictionaries, word books, and/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. Students may draw word webs, write lists, draw pictures, etc.)*

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

Writing Prompt

The Writing Prompt:

- is used to score a student’s overall writing ability: his/her ability to communicate through writing, to organize writing, 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 can write or has written previously.
- responses can still receive 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. Read the students paper and assign scores accordingly. The total score is out of 40 points. **The expected skill level for Administration 3 is 32 points.** For 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>
	a 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, web, list, etc.</i>
	a writing format that complements the writing <ul style="list-style-type: none"> • <i>Writing format matches the prompt request: stories are in narrative format, letters are written in letter format, etc.</i>
	details <ul style="list-style-type: none"> • <i>Specifics such as who, what, where, when, how, and why are included.</i>
	a complete event, idea, 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 and makes sense as it is read. 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 a capital letter, include a noun and a verb, and end with the appropriate end-mark.</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>