

Oakland Unified School District  
Writing Proficiency Project

**Process Writing Assessment**  
**(PWA)**

**Kindergarten**

**Fall:**  
**Self Portrait with Writing**

<p><b>Kindergarten Fall Prompt</b>  <b>SELF-PORTRAIT WITH WRITING</b></p>
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**Materials:**

Teacher-selected read aloud (see page 12 for suggestions)  
 8” x 12” white construction paper  
 Prompt paper (photocopy from page 11)  
 Crayons or markers  
 Pencils with no erasers  
 Copies of Cover Sheets (page 13)

**Overview of week:**  
**time:**

**Suggested**

<b>Day One</b>	<i>Self-Portrait with Writing</i>	30-40 minutes
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**Summary of Activities:**

The teacher introduces the idea of drawing and writing about ourselves, through discussion or reference to a **read-aloud**. Students develop **oral language** by describing their features, clothing and personalities. The teacher **generates interest** in writing by presenting the prompt paper and reviewing the use of materials. Students are then invited to **draw** a self-portrait, and then whatever letters and words they know to **write** about themselves on a separate page.

**CA Standards Addressed by the Fall Kindergarten PWA**

**1.0 Writing Strategies**

*Organization and Focus*

1.3 Write by moving from left to right and from top to bottom.

**NOTE:** In the fall, many Kindergarten students are just getting used to being in a school setting, and have many things to learn about use of materials, the learning environment, and working independently. Therefore, the Fall PWA Prompt for Kindergartners intends to be a gentle and friendly introduction to the joys of self-expression through writing, as well as a simple baseline assessment of students' writing. As the very first formal writing assessment that school-age students encounter, its design is substantially different from subsequent PWAs. Most notably, the entire writing process occurs within the course of one short session, resulting in a self-portrait with writing that teachers score using the Kindergarten Rubric.

## **Pre-Teaching: SUGGESTED MINI-LESSONS**

If your writing program has not already included these mini-lessons so far this school year, you may want to take some time in the weeks Assessment Day to teach any of the following lessons you think would be most beneficial to your students' success as writers.

### ***Mini-Lessons on the Management of Writers' Workshop***

- **How to use materials:** including where to find them, when they are available, how to share them, how to take care of them (cap pens, sharpen pencils, etc.), how to put them away

For: Pencils, crayons, markers

- **Sharing ideas with partners**
- **Silent writing time**

### ***Mini-Lessons on Conventions of Print***

- **Directionality:** where to start writing, which direction to continue, return sweep (left-to-right, top-to-bottom)
- **How to find/copy/write your first name**
- **Phonemic awareness**
- **Introduction to the alphabet**
- **Ways to use the alphabet strip**

### ***Mini-Lessons on the Writer's Craft***

- **Everyone is a writer**
- **Drawing is writing**
- **Adding detail**

## Teacher Instructions: GETTING READY


1) Review all introductory material and instructions in this manual, and prepare materials for the lessons prior to beginning assessment. For all PWA lessons preceding Assessment Day, feel free to make any modifications that seem appropriate to the needs and abilities of your current class. This might mean adding, skipping or changing lessons/materials, according to your expert judgment as classroom teacher. See page 5 for some suggested mini-lessons you may wish to teach prior to beginning the assessment.


*IMPORTANT: On Assessment Day, be sure to follow instructions exactly, with NO modification of materials or procedure. See pages 6-7 for details.*

2) During your regular Writers' Workshop or Language Arts time, introduce the lessons over the course of one to four weeks.

3) After Assessment Day, collect assessments and evaluate in grade level teams, using the included rubric and forthcoming anchor papers to guide scoring.

4) SUGGESTED-Continue the writing process with the students, helping them revise, edit and publish or present their work.

 **Teaching Tip:** Throughout the instructions, look for teaching tips marked with this symbol.

 **Say:** Throughout the instructions, look for the words you will say aloud to students marked with this symbol. Except on assessment day, feel free to modify the language you use with your students to suit their vocabulary, interest and understanding.


## Teacher Instructions: ASSESSMENT DAY


1. *The assessment must be completed in one sitting.* You may wish to schedule the assessment before recess or lunch to accommodate students who need more time to finish the prompt (whether because they write slowly, want to complete very detailed drawings, have a lot to write, or have an IEP indicating extended time for assessments). Students who have not finished may get up, get their food, then return to their table to finish drawing and writing. Midway through the writing time, reassure students who are worried about running out of time about the plan to give them more time.


2. *It is essential that you transcribe all emergent student writing for later assessment.* Students who are not yet writing phonetically to create decipherable text should be asked to read their work aloud to you. Record what the student says below the text, even if it does not match. Use both the student writing and the transcription for assessment. See teaching tips on next page for management ideas.

3. *This assessment may be conducted entirely in students' primary language.* Writing in primary language may be assessed using the Kindergarten Rubric by a teacher literate in that language.

### ***Teaching Tips for Assessment Day***

 Have the children complete the assessment at a time when they normally write.

 Be sure children know what to do when they finish writing. It should be an independent, silent activity that is commonly available (so as not to provoke undue motivation to finish writing quickly in order to get to the second activity). Suggestions: silent reading or coloring a take-home book.

 Some students may need regular reminders about time elapsed or a time deadline in order to finish their writing. A timer may be helpful.

☞ You may wish to allow time for students to share their portraits with each other or the class at the end of the activity or later in the day.

☞ Bind completed self-portraits in a class book, post them outside the classroom, or include them in students' writing portfolios.

## ***Ideas for Managing Transcription of Student Writing***

☞ You may want to administer the assessment to small groups of four to six children at a time while the rest of the class works on their journals. You can do the assessment with small groups over the course of one or several days.

☞ You may choose to transcribe & score only six samples altogether. To determine which six samples to collect, do an alternate ranking of your students' writing ability. See below for an example.

Alternate Ranking Example: For a class of 20, number a sheet of blank paper from 1-20. Write the name of the student who most excels in writing in the #1 spot. Then write the name of the student most challenged in writing in the #20 spot. Continue by listing the second-best writer in the #2 spot, and the second-worst writer in the #19 spot, and so on until every child has been assigned a "rank." Divide the list into thirds, and choose the top two students from the top, middle, and bottom third. Be sure to transcribe those student stories, make copies, and bring those six samples to the collaborative scoring session. Keep in mind that an alternate ranking is a subjective assessment, and that collaborative scoring of a writing sample using a common rubric will produce a more accurate picture of each student's strengths and weaknesses in writing, as well as provide information about strengths and weaknesses in your writing program.

☞ As you listen to students read their work, you may wish to tape record them for later transcription.

👉 Recruit classroom aides, parent volunteers or older students to help you with transcriptions. Train them to record exactly what the student reads aloud underneath the corresponding student writing.

## Day One: ASSESSMENT DAY—DRAW & WRITE! (30-40 minutes)

Academic language that students may need to know for this PWA: self-portrait, details, describe, letter, word,


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### ***Generate Interest***

#### 1) Introduce activity


 *Say: Raise your hand if you have ever drawn a picture of yourself before. A drawing of yourself has a special name: it's called a self-portrait. Today we are going to draw self-portraits!*


### ***OPTIONAL: Read Aloud***

2) Read aloud and discuss with the class one of the books suggested on the booklist on page 12, or any other picture book you think might help the class understand the concept and purpose of a self-portrait.

### ***Develop Vocabulary***

#### 3) Talk about bodies

 *Say: Look at the parts of you that you can see—your hands, feet, clothes, body, maybe your hair. If you were to draw a picture of yourself, what would you draw?*

 *Teaching Tip:* You may wish to provide children with hand mirrors for this activity. Take time to instruct them in proper use before distributing.

Students take turns sharing with the class ideas about how they could portray themselves in their self-portraits.

As the children share, incorporate their own language into your responses, attempting to enrich their vocabulary for describing themselves, and get them to notice new details (for example: if a child mentions blue shoes, say something like, “You have fast feet, and thick brown hair, too!”

It's likely that a pattern will develop to the conversation, with all children talking about their hair, or their shoes; you can introduce a new direction by talking about yourself, "I think I would draw my long fingers with their rings, and the yellow buttons on my shirt."

## ***Introduce Materials***


### **4) Introduce drawing and prompt paper**


With a flourish, show the children the 8" x 12" drawing paper. Point out the size of the paper and encourage children to make big drawings of themselves on this paper. Review expectations about use of the drawing materials you've made available.

Remind students to write their names on the backs of their drawings. *Do not model any drawing.* Show the prompt paper (photocopied from page 11) and explain that once they've finished drawing, they'll use this special paper to write a story about themselves. Have a student point out the space for writing one's name.


## ***Give Directions***

### **5) Give prompt**

 *Say: First put your name on the portrait paper. Then I want you to draw a picture of yourself on the other side. Use as many colors as you can! Fill the whole paper with a big drawing of yourself. Think about some of the things we just talked about (give examples: "...like Mary's red shoes, or Rodolfo's curly black eyelashes), and include as many details as you can.*

 **Prompt: *When you're done with your drawing, use letters and words to write a story about yourself on the second piece of paper.***

### **6) Give guidelines**

 *Say: If you don't know how to write a word, you can use the letters and sounds you think you hear when you say the word. Just do your best to write your story by using the letters and words you see around the classroom, and the sounds you hear in the words you're trying to write. Point out the alphabet chart and say, *You can also use this to help you write.**

## ***Draw and Write!***

**7) Give the children a mechanism for letting you know that they've finished, and an activity that they can do quietly while waiting for others to finish. After setting expectations for the activity (time, noise level, materials, getting help), distribute the prompt papers, crayons and pencils, and let the children begin work.**


NOTE: It is acceptable and appropriate that children talk to each other as they draw and write for this prompt, although in all future PWAs there will be a time for silent writing on Assessment Day.

Children work independently on their self-portraits.


### 8) Give prompts for revision and writing


As students draw and write, circulate through the classroom to assist and encourage.

As students first indicate that they are finished drawing, prompt them to look again at the work they've done.


 *Say: See if you can add some more details or colors to your self-portrait.*


When a child insists that s/he is finished with the drawing, prompt them to start writing their story on the prompt paper.

 *Say: Now use letters and words to write a story about yourself. If the child says s/he doesn't know how to write, say: Use the letters and words you know.*

 *Teaching Tip:* It may help some students to discuss their drawing or story with you before they begin to write. You may ask them to repeat the words they want to write out loud or show you where they will write the words. Do not yourself indicate where words should be written.

If the child says that s/he doesn't know any letters or words, respond with:

 *Say: Well, you're in the right place! We're going to learn all about writing letters and words this year. That's what kindergarten is for! And collect the student's drawing.*

 *Teaching Tip:* You may wish to tell students to raise their hands when they've finished with their drawing in order to get the prompt paper from you. This gives you an opportunity to check in with each student and give the prompts for adding details and writing to each individual. It may be helpful to recruit a volunteer to assist you with this step.

### 9) Conclusion

As children finish, have them read their story to you aloud. Note what they say underneath their words. See tips for recording transcriptions on the page 5. Collect all the papers and see instructions for scoring included with the rubrics.

Name \_\_\_\_\_

*Write “translations” directly underneath the student’s writing in pencil.*

## Suggested Books: Autobiography and Self-Portraits

NOTE: Some of these books would be excellent for read-aloud to your Kindergarten class in their entirety. Others are listed as references for you as the teacher, or might be appropriate to share only in part with your class. Please preview the books as part of your preparation for the PWA.

*A Little Tiger in the Chinese Night: An Autobiography in Art*, by Song Nan Xhang. Tundra Books, 1993.

*Children from Australia to Zimbabwe*, by Maya Ajmera. Charlesbridge, 1997.

*Children Just Like Me*, by Anabel & Barnabas Kindersley. DK Children, 1995.

*I Like Me*, by Nancy Carlson. Viking Kestrel, 1988.

*I Love My Hair*, by Natacha Anastasia Tarpley. Ill. E. B. Lewis. Little, Brown Young Readers, 2001.

*Just Like Me: Stories and Self-Portraits by Fourteen Artists*, by Harriet Rohmer. Children's Book Press, 1997.

*One of Three*, by Angela Johnson. Ill. David Soman. Scholastic, 1995.

*Self-Portrait*, by Louise & Richard Spilsbury. Cherry Tree, 2008.

*The Colors of Us*, by Karen Katz. Owllet Paperbacks, 2002.

*Wake Up, World*, by Beatrice Hollyer. H. Holt, 1999.

*We're Different, We're the Same*, by Bobby Kates. Ill. Joe Mathieu. Random House Books for Young Readers, 1992.

*What I Like About Me*, by Allia Zobel Nolan. Ill. Miki Sakamoto. Reader's Digest, 2010.

*What is a Self-Portrait*, by Ruth Thomson. Sea-to-Sea Publications, 2006.

**Cover Sheet**  
**Kindergarten Process Writing Assessment**  
**Fall**  
**Self-Portrait with Writing**

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

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

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

*Fill in the above information before photocopying. Fill in the score once the assessment has been completed and scored. Attach completed score sheet to each scored prompt with a staple or paperclip.*

Score: \_\_\_\_\_

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