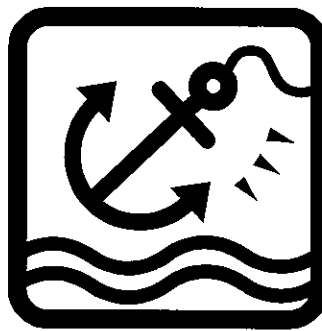


Oakland Unified School District Writing Proficiency Project



Process Writing Assessment

Kindergarten Annotated Anchor Papers Winter Prompt: Our Classroom

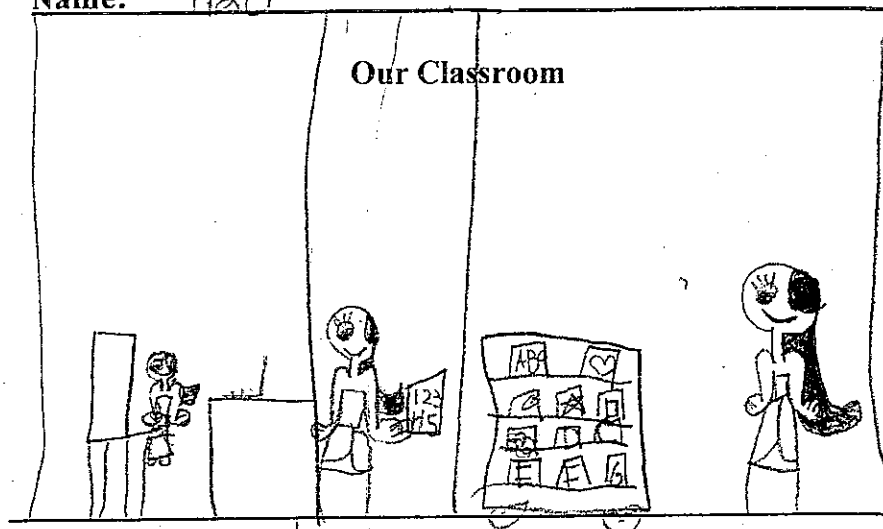
Note: Please do not use the anchor papers with students prior to the administration of the Process Writing Assessment

Kindergarten PWA: Emergent Writing Winter Anchor Paper—Our Classroom

Score Level: 3

Student's name
written correctly as
a proper noun.

Name: Had



Left-to-right and
top-to-bottom
directionality.

Letters are correctly
formed.

I like computers.

Sight words
meaningfully
incorporated and
spelled correctly: I,
like, and.

I like to read.

Period at the end of
the sentence.

And I like dogs.

Teacher: Be sure to have the author read the writing aloud and record a transcription below student writing if necessary.

Three sentences.

Spaces between
words.

Phonetically spelled
words attend to
beginning, medial
and ending sounds.

Kindergarten PWA: Emergent Writing Annotated Anchor Paper

Winter—Our Classroom

Score Level 3

“Hao”

Transliteration:

I like computers.
I like to count.
And I like books.

What makes it a 3?

The detailed drawing and three sentences express a more complex idea relating directly to the prompt topic: What parts of the classroom do you like best and why? The use of the word “And” to begin the third sentence introduces a sense of logical progression to the text. The piece displays correct directionality and the author’s name is written correctly as a proper noun. Sight words are meaningfully incorporated into the writing.

What keeps it from being a 4?

This writing sample does demonstrate some elements of level 4 writing, especially in conventions of print. All letters are correctly formed, with proper use of lines and no reversals. Each sentence includes ending punctuation, and capital letters are used correctly to begin each sentence. Words are spelled phonetically with attention to beginning, medial and ending sounds. However, the amount of writing does not exceed 4 lines. The “I like...” sentence structure is repetitive—a score of four requires some sentence variety. Furthermore, the piece lacks descriptive or sophisticated language, and the ideas expressed are not supported by any details.

The preponderance of evidence indicates a score of 3.

Kindergarten PWA: Emergent Writing Winter Anchor Paper—Our Classroom

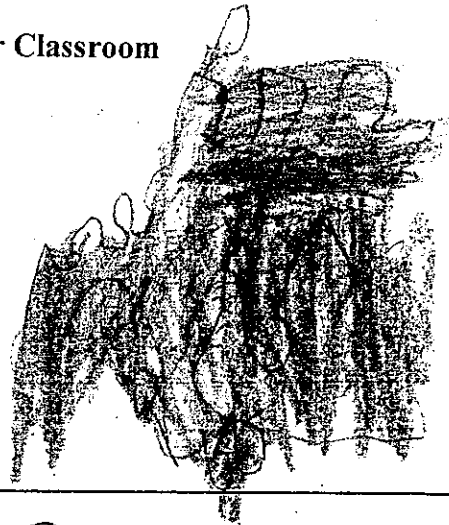
Score Level: 2

Name spelled and capitalized correctly, but letters float above line.

Name:

A d e e b

Our Classroom



Writing consists of one sentence.

Period misplaced at the end of the first line.

I like the

Phonetically spelled words attend to beginning, medial and ending sounds.

C A N R

Inconsistent spacing between words.

Capital letters included in the middle of words.

Some sight words meaningfully incorporated and spelled correctly: I, like, the, MONDAY (in drawing).

"I like the calendar" ✓

Kindergarten PWA: Emergent Writing Annotated Anchor Paper

Winter—Our Classroom

Score Level 2

“Adeeb”

What makes it a 2?

The text expressed a simple idea related to the illustration. The writing itself consists of just one sentence, not clearly linked to the prompt topic.

Student’s name is spelled correctly. Letters are correctly formed with no reversals, but the author is not yet attending to proper use of lines. The spacing between the words “like” and “the” is inadequate. Capital letters and lower-case letters are used interchangeably in the only phonetically-spelled word.

The author demonstrated correct left-to-right and top-to-bottom directionality. Sight words are incorporated meaningfully into the text and drawing (I, like, the, MONDAY). Phonetic spelling of the word “calendar” shows attention to beginning, medial and ending sounds. Although these elements do correspond to a score of 3, there is not enough text to justify the higher score. The extremely simple sentence structure does not demonstrate that the author has advanced beyond use of the “I like...” sentence frame. To score a level 3, this author needs to be able to express more complex ideas about the prompt topic and produce enough writing to demonstrate a more consistently correct use of conventions of print.

The preponderance of evidence indicates a score of 2.

Kindergarten PWA: Emergent Writing Winter Anchor Paper—Our Classroom

Score Level: 1

Name correctly
written.

TOMATO'S

All capital letters.

SQIF BBIVCS

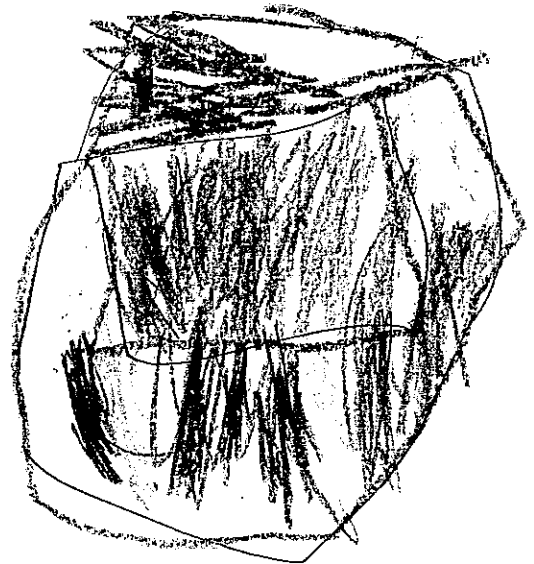
I

Spacing
inconsistent—
distinction between
words unclear.

Amount of writing
minimal.

TOMATO'S

Drawing and words
indistinct and
lacking in detail.



Kindergarten PWA: Emergent Writing Annotated Anchor Paper

Winter—Our Classroom

Score Level 1

“Tomas”

No transliteration or dictation.

What makes it a 1?

It is unclear how the drawing related to the topic. Writing is minimal and appears to be limited to incorrectly copied vocabulary words (“science” and “blocks”?). It is possible that the word “blocks” was spelled phonetically, but without a transliteration it is impossible to be certain that this was the author’s intended word. The letters are all capitals, and the shaky/incorrect formation of some letters may indicate that this author might have some fine motor challenges (see “o” and “a” in “Tomas” and the letter “C”). The writing is not a complete sentence but rather a short list of words.

NOTE: The absence of a transliteration for the writing makes this piece more challenging to score. It is unclear whether the teacher simply did not provide a transliteration, or whether the student was unable to read his own text.

Also, note that the paper used was not the prompt paper and lacks dotted lines. This also may have affected the student’s ability to properly form letters and provides some indication of the level of instruction that the student has received in proper letter formation.

The preponderance of evidence indicates a score of 1.