



Hiseville Elementary Writing Plan Resource Manual

August 2012

*Included: Requirements per Senate Bill 1
Adapted from Bullitt County Elementary Writing Plan*

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Information Related to the Program Review Process

Source: Carol Franks, Kentucky Department of Education

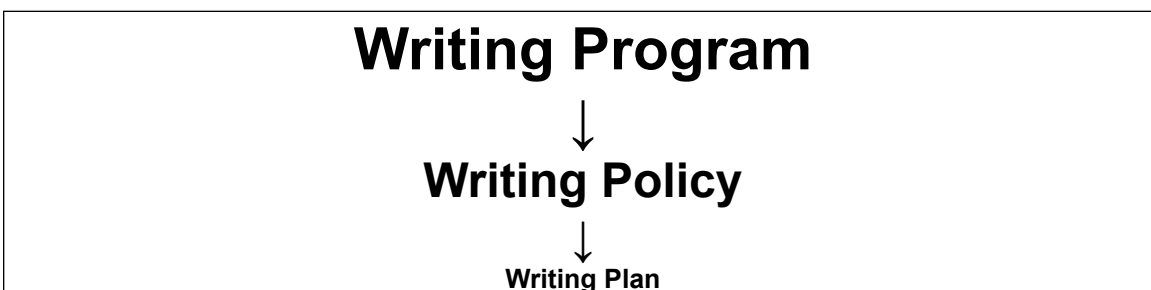
Timelines:

2009-2010 – Writing Program Review: Schools develop interim plan for transition period.
2010-2011 – Writing Program Review Pilot: Schools have access to pilot program review process.
2011-2012 – Writing Program Review: Results included in accountability for each school.

Writing Programs

Per Senate Bill 1 Requirements and Instructional Best Practices

- Each SBDM Council shall determine the writing program for it's school.



Components of a Program

- Instructional Practices
 - Aligned and Enacted Curriculum
 - Formative and Summative Assessments
 - Professional Development and Support Services
 - Administrative Monitoring and Support
- Each SBDM Council shall adopt policies that determine the writing program for it's school.

Writing Program Review Process

The writing program review is the process for analyzing components of a school's writing program: the instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional develop and support services, and administrative support and monitoring.

"Portfolios" / Working Writing Folder Information

Language from SB 1

"Writing portfolios, consisting of samples of individual student work that represents the interests and growth of the over time, shall be a required part of any writing program in primary through grade twelve."

Please understand that thinking of the term "portfolio" as in the old assessment system has changed. A PORTFOLIO is simply a COLLECTION OF STUDENT WORK / WRITING. A working writing folder fulfills this requirement. Not all students writing folders are the same....they will differ.

A school's policies for the writing program shall address the use of the "portfolio":

- *for determining a student's performance in communication,*
- *grading procedures and feedback to students regarding their writing and communication skills,*
- *the responsibility for review of the "portfolios" and feedback to students, and*
- *other policies to improve the quality of an individual student's writing and communication skills.*



Take a "snapshot" of your school's writing program as it is NOW.....

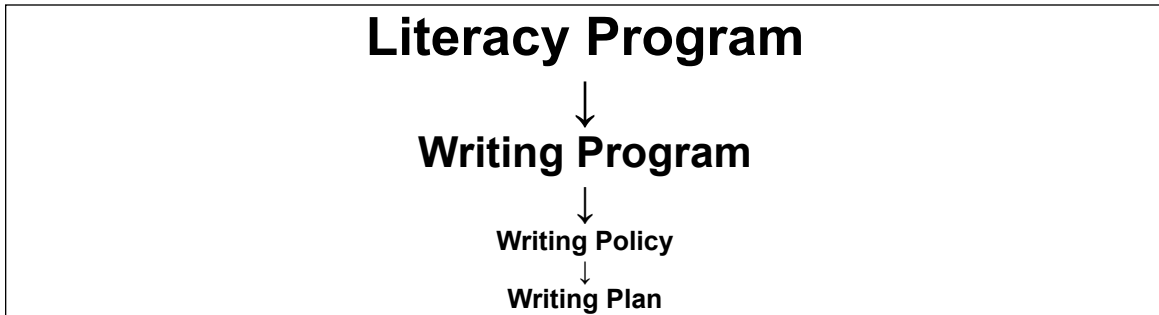
**Create future
"snapshots" of what your school's writing program will
look like.....**

- in the next year?
- in 3 years?
- in 5 years?

Long range planning should be a consideration.....

Current and Future Thinking

School-wide Literacy: Beyond the Writing Program



A school's writing program fits within the larger realm of a school's literacy program. A school's literacy program includes reading, writing, speaking, listening, and observing.

Purpose / Rationale

Based on Information and Language Contained in SB1 and the Program Review Process

A working writing folder is a collection / sampling of a student's writing from the prewriting stage to the publishing stage and includes a variety of real world samples that are developmentally appropriate for young writers

Each individual school has a school-level writing plan that specifically addresses the needs of the respective school. One "all encompassing" writing plan may not work for schools based on instructional configurations, staffing, class sizes, and other variables. Each school may revise their plan based on an annual evaluation of the instructional successes of the students as well as including provisions for state level writing program review.

Hiseville Elementary has adopted an elementary level working writing folder requirement matrix that is broken down by specific grade level. The working folder, as defined above, should be passed to the next level at the conclusion of the school term. School level writing plans should also allow for the meeting of any district requirement related to working writing folder submissions.

Developing a School Wide Writing Plan / Working Writing Folders

Students at all grade levels shall have working folders as a part of their school-wide writing plan and program.

SB 1, in conjunction with September 2009 KDE Guidelines, a “program review” is a systematic method of analyzing components of an instructional program including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring.

“Writing portfolios” / “writing folders” consisting of samples of individual student work that represent the interests and growth of the student over time are a required part of any program in primary through grade twelve.

Portfolios are a part of the required criteria for the program review and audit process relating to the writing program [KRS 158.6451].

School Writing Policies:

A school’s policies for the writing program should address:

- Communication skills
- Grading / evaluation procedures and feedback to students regarding their writing and communication skills
- Responsibility for review of the portfolios and feedback to students
- Other policies to improve the quality of an individual student’s writing and communication skills

Key Components of a Writing Plan:

1. Multiple opportunities for students to develop complex communication skills for a variety of purposes
2. Access to and use of technology tools
3. Access to and usage of language resources
4. Procedures for developing and monitoring portfolios / folders
5. Feedback to students regarding writing and communication skills

Schools provide multiple opportunities for students to develop complex communication skills for a variety of purposes.

Communication skills include reading, writing, speaking, listening, and observing. Ensuring that students are actively engaged in using communication skills regularly in every class is perhaps the most important part of a school’s⁷ plan.

Considerations: {Communication Skills}:

- Does the school's literacy plan contain communications as a component?
- How are communication skills being taught?
- Are teachers providing effective literacy instruction across the curriculum?
- How do teacher build written and oral literacy skills through effective instruction?
- How do teacher integrate the application of inquiry and research skills into a variety of experiences to support students' literacy skill development.
- What opportunities do student have to revise current and past work to communicate effectively with a variety of audiences for a variety of purposes?

Schools provide technological tools to assist students in being creative and innovative members of a global society.

Considerations: {Technological Skills}:

- What opportunities are available for student to create analyze and evaluate multi-media texts?
- Does the school think beyond the paper portfolio?
- Do students use technology as a tool to research organize, evaluate, and communicate information?

Schools provide access to a variety of language resources.

Considerations: {Language Skills / Resources}:

- How are students asked to apply listening, speaking, reading, writing and thinking in the process of learning?
- How do teachers integrate a variety of learning resources with classroom literacy instruction to increase learning options and products?

- **Do student articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts?**

Schools support teachers in developing themselves as teachers of writing and create procedures for developing and monitoring portfolios / writing consisting of samples of individual student work that represent the interests and growth of the student over time.

Consider:

- What types of student work can be collected in a “portfolio” to represent the creative and innovative literacy opportunities offered?
- How does the school focus on a writing program rather than writing pieces to be produced by students?
- How does the school encourage teachers from all content areas to teach writing to learn, writing to demonstrate learning, and writing for publication?
- What opportunities are available for students to collaborate in writing?
- How do teachers explicitly teach revision strategies throughout instruction and provide time for revision of current and past work to allow students to apply and refine skills?
- Do teachers set high expectations for oral and written responses?
- Do teachers utilize best practice in writing instruction?

Schools develop a system for providing descriptive feedback to students regarding the writing and communication skills demonstrated in their portfolio.

Rubrics or scoring guides can be a powerful self-assessment tool if teachers disconnect them from grades and give student time and support to revise their work. Andrade, Educational Leadership, vol.65 no.4.

Consider:

- How should feedback on students’ writing be provided?
IMPORTANT
- Does the school encourage teachers across content areas to use coaching and ethical markings to provide meaningful descriptive feedback on student writing?
- How do teachers design writing instruction and mini lessons in response to student’s needs?
- Do teaching teams commonly design scoring guides or rubrics?
- Do teachers provide opportunities for students to evaluate their work and the work of others?
- Do teachers provide opportunities for students to participate in writing response groups / peer conferencing?

Hiseville's Writing Policy adopted by SBDM

POLICY TOPIC DESCRIPTION

Writing

POLICY STATEMENT

The Hiseville Elementary SBDM Council will be responsible for approving and monitoring the school's writing program in accordance with KRS 158.6453 and the Kentucky Core Academic Standards. The school's writing program shall give all students the opportunity to achieve at high levels through authentic learning opportunities that promote 21st century skills in thinking, writing and communicating.

The School Principal shall:

- assign a knowledgeable teacher to be the writing cluster leader.
- support the writing cluster leader in his/her role.
- be a member of the literacy team.
- support teachers through professional development and resources to enhance writing program.

The Writing Cluster Leader shall:

- attend district meetings and professional development that will enhance the writing program.
- support literacy team and staff in the implementation of the school's writing plan.
- facilitate literacy team meetings in order to accomplish writing policy requirements.

A Literacy Team shall:

- be organized to analyze and evaluate strengths and needs of the writing program
- determine the professional development needs for the program based on that analysis and evaluation and make recommendations to the school administration
- work collaboratively to develop the school's writing plan. The writing plan shall be a living document revised annually to address changing program needs and changing student needs
- report annually to the SBDM council to make recommendations regarding policy

Four Requirements of Writing Policy will be addressed in detail in the School Wide Writing Plan and reviewed annually by the SBDM Council:

Communication Skills

- Provide developmentally appropriate opportunities for students to communicate (speaking, listening and writing) across the curriculum for authentic purposes.
- Include writing to learn, writing to demonstrate learning and writing for publication across content areas.
- Address a variety of audiences and purposes through publications.
- Publications can be traditional written work but should also reflect 21st century learning. (examples: writing/delivering a speech, use of multi-media, electronic/digital publications)
- Allow students to use the writing process in classroom and real world situations.
- Integrate communication through technology in order to prepare students to be creative and innovative members of a global society.
- Use a variety of purposes for writing that will include giving opinions, explaining, informing and narrating.

Grading procedures and feedback to students regarding their writing and communication skills

- Allow student self-reflection and assessment when practicing proficient communication (speaking, listening and writing).
- Use a variety of rubrics (teacher made, student made, Ky. Writing scoring rubric) to analyze student progress.
- Provide feedback (conferencing, descriptive feedback, rubrics, etc.) to students and parents frequently.
- Use both formative assessment (during the writing process) and summative assessment (after publication).
- Keep a writing folder in the classroom for each student to place work that reflects writing across the curriculum.
- Keep an instructional working folder/portfolio that will follow the student grade-to-grade. The working folder will contain student-writing samples that reflect student interest and choice. Pieces will reflect 21st century skill that center around writing to learn, writing to demonstrate learning, and writing for publication.

Responsibility for the review of the portfolios and feedback to students

- Grade-level teams will review the working folders/portfolio for their grade level and collect data in order to improve writing instruction across the curriculum. Teams will develop a data collection tool based on instructional goals (21st century skills, writing process, content, structure, conventions, etc.)
- Feedback on writing progress will be sent home with each child with the final report card.
- A portfolio team will randomly review a sampling of portfolios from each grade level annually.
- Recommendations for instructional planning and revisions to the school's writing plan will be reported to the Literacy Team after the portfolio review.

Other policies to improve the quality of an individual student's writing/communication skills

- Provide students with opportunities to think, write and communicate at the higher levels of Bloom's Taxonomy.
- Use PLC time to have professional discussions about writing across content areas.
- Provide staff development to ensure a common understanding of writing instruction Kindergarten through 6th grade.
- Decide on a common language and/or method that will be used when discussing writing, communication and 21st century skills across content areas.
- Provide time for staff to vertically and horizontally align literacy curriculum.

What is a working folder?

A working folder is a collection of a student's work in which the student and others (e.g., principals, teachers) can see evidence of growth in writing over time. Since a working folder is a place students keep samples of their work as they move from grade to grade, **each working folder is a collection over time**, one that shows evidence of alignment of a school's writing program to the Common Core Standards and evidence of a student's growth as a writer over multiple grades. It is important that a working folder follow a student from one grade level to the next. The working folder should include a variety of **dated** samples that address a variety of writing tasks and allow students and teachers to use past writing experiences as teaching tools for current and projected instruction. Most often this folder contains multiple drafts of a piece of writing. On a regular basis, the student should review and reflect on what has been placed in the folder in order to make decisions about what to keep for further development. The pieces in the working folder may become the basis for the generation of possible portfolio entries. Students might also select to write new pieces to be included in the assessment portfolio. Not all entries in a working folder are full process pieces. Students in grades 4, 7 and 12 should turn to this collection of pieces produced year after year as they put together their accountability year writing portfolios. After several grade levels pass, it may be that the students simply look to the working folder for a place to pull ideas rather than samples. Students should be encouraged to look at their work over time. Likewise, teachers should allow appropriate time to reflect regularly on their growth in writing over time. Teachers should always strive to help students write at the appropriate developmental levels.

Must working folders be cumulative?

Yes, working folders should be cumulative in the sense that they are continually updated from year to year. **This is not the same "Cumulative Folder" kept by school administrators showing many kinds of information about the student.** Students should select pieces for inclusion in the working folders that they feel demonstrate their growth in writing over time (though they may confer with teachers and others about the selection process to meet state and district program review requirements).

What should be added to the working folder in each grade? Common Core Standards state that students in all grade levels will write to include samples in all categories (opinion, informative/explanatory, narrative and argumentative) across those grade levels. It is important that, each year, students have multiple publishing opportunities to meet this Common Core Standards requirement and include them in the working folders. This folder may contain various types of writing including writing samples for publication—drafts and pieces that were taken through the final stages in the writing process. Writing pieces, including teacher feedback, could include the following: Stories, poems, illustrations, letters, essays, persuasion, expository, descriptive, narrative, and technical. [This is not an all-inclusive listing.]

Working Folder Organization/Management

All Hiseville Elementary School teachers will organize and manage working writing folders according the following guidelines:

Organization

The contents of the folder will be writing samples at each grade level and in each form designated for that grade. The progression will begin at the lowest grade the folder was established and continue on through the student's years at Hiseville Elementary.

Management

- During the school year the folder should be kept in an easily accessible place in the classroom in a separate, clearly marked container. At the end of the school year they will be stored in the students' cumulative working folder.
- At the end of sixth grade the entire Working Folder will be sent to the students' middle school in regular file folders.
- All schools must keep cumulative working folders for all students, grades K-12.

Barren County WRITING PLAN MATRIX: Draft 2012–2013

Purpose--to Show Growth Over Time/COMMUNICATION FOLDER: All Writing Should be Dated

Types of Writing	K	1 st	2 nd	3 rd	4 th	5 th	6 th
Writing to Learn Audience is the student Fall – Winter – Spring	*3 Samples of writing (graphic organizers, writer's notebooks, learning logs, etc.)	*3 Samples of writing (graphic organizers, writer's notebooks, learning logs, etc.)	*3 Samples of writing (graphic organizers, writer's notebooks, learning logs, etc.)	*3 Samples of writing (graphic organizers, writer's notebooks, learning logs, etc.)	*3 Samples of writing (graphic organizers, writer's notebooks, learning logs, etc.)	*3 Samples of writing (graphic organizers, writer's notebooks, learning logs, etc.)	*3 Samples of writing (graphic organizers, writer's notebooks, learning logs, etc.)
Writing To Demonstrate Learning Audience is the teacher	*1 Content Related Writing (sequencing, ERQ, SAQs, same/different, response journals, etc.)	*1 Content Related Writing (sequencing, data analysis, same/ different, response journals, ERQ, SAQs, etc.)	*1 Content Related Writing (sequencing, data analysis, same/ different, response journals, ERQ, SAQs, ODW etc.)	*1 Content Related Writing (sequencing, summaries, data analysis, same/ different, response journals, ERQ, SAQs, ODW, etc.)	*1 Content Related Writing (sequencing, summaries, data analysis, same/ different, response journals, ERQ, SAQs, ODW, etc.)	*1 Content Related Writing (sequencing, summaries, data analysis, same/ different, response journals, ERQ, SAQs,ODW, etc.)	*1 Content Related Writing (sequencing, summaries, data analysis, same/ different, response journals, ERQ, SAQs,ODW, etc.)
Writing for Publication Audience is authentic	*2 Published Pieces (narrative, opinion, and informative piece)	*3 Published Pieces (narrative, opinion, and informative piece, feature article)	*3 Published Pieces (narrative, opinion, and informative piece)	*3 Published Pieces (narrative, opinion, and informative piece, may include ODW)	*3 Published Pieces (narrative, opinion, and informative piece, may include ODW)	*3 Published Pieces (narrative, opinion, and informative piece, may include ODW)	*3 Published Pieces (narrative, argument, and informative piece, may include ODW)
Multiple Opportunities	Visual Representations Presentations/Varied Collaborative Conversations Explanations/Descriptions Questioning Visual Representations Audio Recordings			Presentations/Varied Collaborative Conversations Explanations/Descriptions Questioning Visual Representations Audio Recordings Oral Presentations			
Access to Technology and Language Resources	Keyboarding Digital Citizenship Video/Multimedia Print and digital tools: Thesaurus, Dictionary, EncyclopediasKVL, MS Office, Email (3–5 th) Web 2.0 Tools Interactive Whiteboards Destiny/Quest, Compass Learning						
Analyzing and Feedback	School-wide writing rubrics and feedback bank. Most pieces should reflect meaningful feedback (one strategy could be Stars and Stairs), providing the student with information to assist the student in growing as a writer.						

Use of the **writing process should be clearly taught, modeled, and demonstrated. Writing should reflect student choice. Writing can include both draft and published pieces.

Procedures: The contents of the folder will be writing samples dictated at each grade level on the writing plan. Only those pieces should be included in the folder. Students can choose what pieces they would like to include in the folder, as long as requirements are met. The progression will begin at the kindergarten level and continue throughout the student's years in Barren County Schools. At the end of sixth grade, the teacher and student should conference as to what will travel to the middle school. Minimal requirements include a piece that illustrates growth from the beginning of the piece to the published piece. PLC team will periodically check and analyze the writing folders several times throughout the year. Components of the Writing Program Review must be met.

Modified by Shari Alexander –Barren County Schools. Original Plan Design: Bullitt County Schools– Julie Skeens March 2012; District Plan Modification, May 2012

Three Main Types of Writing

"ELA (English/Language Arts) courses also require students to use the writing process and criteria for effective writing included in the "Big Ideas" of Writing Content, Structure, and Conventions. The central idea of the writing standards is *effective communication*. Students use writing-to-learn and writing-to-demonstrate-learning strategies to make sense of their reading and learning experiences. As well, students will write in authentic forms for authentic purposes and audiences" (Writing for Publication).

Program of Studies

All Hiseville Elementary teachers will provide students the opportunity to write using the following three types of writing:

Writing to Learn

Definition: Students need to be engaged in many "writing to learn" activities throughout the day. This will help students to learn course content by processing the information they receive.

Audience: the student

Purpose: to understand and learn the content of the course

Examples: learning logs, writer's notebook, observation notes, double entry journals, information processing strategies, graphic organizers, class notes, admit/exit slips.

Writing to Demonstrate Learning to the Teacher

Definition: Students need many opportunities to use writing to show what they have learned. Rather than providing a steady diet of multiple choice and short-answer test questions, teachers need to develop open-response questions that allow students to do more than simply list facts they have memorized.

Audience: the teacher

Purpose: to show the teacher what the student knows about the content

Examples: answers to open response questions, mathematics entries, traditional lab reports, traditional reports, traditional research papers, test essays, summaries of reading

Writing for Publication

Definition: This is the type of writing that is appropriate for the writing portfolio. Students need to have the opportunity to use what they have learned and experienced to communicate with a reader outside the classroom for a specific purpose.

Audience: Authentic, real-world (various)

Purpose: Authentic, real-world (various)

Examples: feature articles, letters, short stories, plays, poems, editorials, speeches, personal narratives, memoirs, personal essays

Writer's Reference Sheet

Grades 5 and 6

Focusing

- Read the prompt and, if provided, the passage(s).
- Think about what the prompt is asking you to do.
- Think about key issues in the passage, if provided, that will help you fulfill the purpose of writing your response.

Pre-writing

- Think about your audience and purpose for writing.
- Use a pre-writing technique (e.g., brainstorming, webbing, drawing, outlining) to plan your response.
- Think of your thesis statement and supporting details.

Drafting

- Write your response in your response booklet.

Reviewing

- Reread your response to correct any errors that interfere with your ability to communicate your ideas to the audience.

If I am writing a **narrative**, did I

- establish a clear purpose?
- use a variety of techniques (e.g., dialogue, description, anecdote, rhetorical question, surprising fact) to engage my audience?
- convey a sense of significance of the experience?
- use a sequence of events that would unfold naturally for the reader?
- use concrete words and sensory details?

If I am writing to provide **information or explain**, did I

- establish a focused purpose?
- anticipate the needs of my audience?
- incorporate relevant background and contextual information from the reading passage (if a passage is provided)?
- use general and specific details and examples to support my thesis?
- use precise language and domain-specific vocabulary?

If I am writing my **opinion** or creating an **argument**, did I

- establish and maintain focus?
- anticipate audience's knowledge and concerns?
- provide relevant background and contextual information from the reading passage (if a passage is provided)?
- use facts, details and examples to support my opinion/argument?
- use words and phrases to clarify the relationship among opinions/claims, reasons, and evidence?

On-Demand Writing

All Hiseville Elementary teachers will provide the students the opportunity to complete on-demand writing tasks throughout the school year.

Guidelines for On-Demand Writing:

SPEAKING THE LANGUAGE

Mode: Kentucky uses **mode** to refer to the three text types found in the writing standards—argumentative, informative/explanatory text, and narrative.

Form: Our state uses **form** to name the format of the writing piece (editorial, memoir, friendly letter, feature article).

The released modes for the 2012 on-demand writing test are listed in the chart below. This information was given only for 2012. Both the modes and forms will randomly change each year.

Students in the grades listed in the first column will complete two separate on-demand writing pieces based on two prompts:

GRADE LEVEL	Stand Alone Prompt (Choice between two prompts) 2 pages for response	Time*	Passage-Based Prompt (One prompt – no choice) 4 pages for response	Time*
Grade 5	Narrative or Opinion	30	Informative/Explanatory	90
Grade 6	Narrative or Argumentative	40	Informative/Explanatory	90

*For 2012, **no** extra time was allowed if students did not finish their on-demand writing task within the timeframe.

Writer's reference sheet was provided (the writer's reference sheet is based on the original

Scoring Criteria.)

Scoring Rubric for Kentucky On-Demand Writing

4 Points:

Writers at this score point level display consistent, though not necessarily perfect, writing skill, resulting in effective communication.

- The writer establishes and maintains focus on **audience and purpose** and effectively engages the audience by providing relevant background information necessary to anticipate its needs.
- The writer consistently **develops ideas** with depth and complexity to provide insight, support, and clarification of the topic. The writer consistently develops ideas using appropriate and effective examples, details, facts, explanations, descriptions, or arguments. In grades 5 and 6, writers may address counterclaims in support of opinion and argument; in grades 8, 10 and 11, counterclaims are addressed effectively to help support arguments. The writer may use a variety of techniques or approaches.
- The writer consistently **organizes** the writing by using a logical progression of ideas that flows within and between paragraphs. The writer consistently uses a **variety of sentence lengths and structures**. The writing includes a variety of transitional words and phrases that connects ideas and guides the reader. The writer uses appropriate organizational techniques (e.g., comparison/contrast, cause/effect, order of importance, reasons/explanations).
- The writer maintains an appropriate voice or tone. The writer consistently **chooses words** that are appropriate to the intended audience and purpose of the writing. The writer consistently uses correct **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) to communicate effectively and clarify the writing.

3 Points:

Writers at this score point level display adequate writing skill, resulting in effective, though not consistent, communication.

- The writer adequately establishes focus on the intended **audience and purpose**, but may not consistently maintain this focus, losing sight of audience or purpose on occasion. The writer provides adequate background information that generally anticipates audience needs.
- The writer **develops ideas** with adequate support, and clarification of the topic through examples, details, facts, explanations, descriptions, or arguments. In supporting arguments and opinions, the writer in grades 5 or 6 may address counterclaims; the writer in grades 8, 10 and 11 addresses or considers counterclaims. The writer may use different techniques or approaches, but some are less successful than others; one technique may be prominent.
- The writer adequately **organizes** the writing by using a logical progression of ideas that generally flows from idea to idea, though connections between some ideas are less clear on occasion. The writer displays **variety in sentence lengths and structures**. The writing includes transitional words and phrases that generally guide the reader. The writer generally maintains organizational techniques, but organization and connection of ideas may become less clear on occasion.
- The writer may have occasional lapses in language that cause voice or tone to weaken. The writer **chooses words** that are generally appropriate for the intended audience and writing purpose. The writer adequately demonstrates correct **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) to communicate. A few errors may occur that do not impede understanding.

2 Points:

Writers at this score point level display developing writing skill, resulting in less effective communication.

- The writer identifies a generalized **purpose or audience** but does not maintain focus on both. Instead, the writer focuses more on the task (creating a letter, speech, etc.) than the actual purpose or intended audience. Irrelevant or inconsistent background information demonstrates a general lack of awareness of audience needs.
- The writer demonstrates inconsistent **development of ideas** often presenting facts (sometimes in isolation from one another) with little insight, interpretation, or clarification. The writer provides minimal or irrelevant examples and/or details for support. The writer in grades 8, 10, and 11 may attempt to address counterclaims in support of arguments or is unsuccessful in the attempt. If the writer attempts to use different techniques or approaches, their relation to the writing purpose may be unclear.
- The writer demonstrates some attempt at **organization**, but often places ideas in an unclear order that disrupts the natural flow or cohesion. The writer occasionally uses varied sentence structures, but these appear alongside mostly **simple sentences**. Transitions are simple and infrequent. The writer may use organizational strategies inappropriately or ineffectively, such as attempting to use a comparison when it is not warranted.
- The writer often uses language that causes voice or tone to weaken or emerge only on occasion. The writer occasionally chooses appropriate **words**, but these appear alongside language that is simple or inappropriate for the intended audience or purpose. Frequent errors in **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) appear alongside occasional control of these features and may impede understanding of the text.

1 Point:

Writers at this score level demonstrate little or no writing skill, resulting in mostly ineffective communication.

- The writer may identify a general topic but demonstrates little or no awareness of **purpose or audience**. The writer does not provide background or show awareness of the needs of the audience.
- The writer gives little or no purposeful **development of ideas**, interpretation, insight or clarification. The writer provides no examples and/or details for support or the support is inaccurate or irrelevant. The writer in grades 8, 10, 11 does not address counterclaims in support of argument or opinion.
- The writer offers little or no **organizational structure**, placing ideas in no logical order. The writer uses little if any **variety in sentence structures**. Ineffective or absent paragraph divisions create a lack of cohesion. Few, if any, transition words or phrases are used.
- The writer's tone or voice is either inappropriate or absent. The writer uses simple or inappropriate **words**. Errors that appear in **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) impede understanding of the text.

Scoring Criteria for On-Demand Writing

These criteria will be used to score your work.

Communicating with an Audience through Purpose/Focus	<ul style="list-style-type: none">• Establishes and maintains an authentic purpose• Addresses an appropriate audience• Establishes and maintains an awareness of audience needs
Communicating with an Audience through Idea Development	<ul style="list-style-type: none">• Develops ideas with sufficient depth and complexity to support audience and maintain a focused purpose• Elaborates ideas with details, support and examples specifically relevant to the audience and purpose• Applies characteristics of the mode
Communicating with an Audience through Structure	<ul style="list-style-type: none">• Demonstrates coherent and effective text structure in relation to the purpose• Includes a logical progression of ideas• Maintains coherence within and between paragraphs• Uses effective transitional elements within and between paragraphs guiding the reader through the text and clarifying the relationship of events, ideas, concepts or arguments• Maintains control of sentence structure• Varies sentence structure effectively
Communicating with an Audience through Language and Conventions	<ul style="list-style-type: none">• Selects and maintains word choices to effectively communicate with the audience• Employs voice and tone appropriate for audience and purpose• Communicates with audience effectively, applying correct grammar, usage and mechanics

Two American Holidays

The fighting in World War I stopped on the eleventh hour of the eleventh day of the eleventh month in 1918. The next year, President Woodrow Wilson said that November 11, 1919, would be a day of public celebration and parades to remember the end of the war. In 1938, it became a national holiday and was called Armistice Day. In 1954, the name of the holiday was changed to Veterans Day. It is now a day that has been set aside to thank all members of the American armed forces for their service.

Many people today celebrate Memorial Day, the last Monday in May, with family picnics, parties, and lake trips. The day is often thought of as the beginning of summer. On May 5, 1868, General John Logan set the first official Memorial Day as May 30, 1868. Flowers were placed on the graves of Union and Confederate soldiers in Arlington National Cemetery. Soon after the end of World War I, Memorial Day became a day for America to honor those who had served bravely in any war, not just the Civil War.

Moina Michael

Moina Michael was born in 1869 in Good Hope, Georgia. She studied in Georgia and New York City and spent the next fifty years as a teacher. After the United States entered World War I, she left her job at the University of Georgia and volunteered to teach people who were going to help the soldiers in Europe.

After reading a poem titled “In Flanders Fields,” Moina Michael decided to write her own poem in honor of American soldiers. Her poem was called “We Shall Keep the Faith.” Moina Michael cared about the soldiers. She worked hard to raise money for their needs after they came home. Some of her ideas spread to England, France, and Australia, as well as several other countries.

In 1948, the U.S. Postal Service issued a stamp in honor of Moina Michael’s life-long work for American soldiers and their care. She was also remembered by her home state of Georgia. In 1969, a section of highway was named the Moina Michael Highway.

Writing situation:

Your class is studying American celebrations when a new student from another country joins the class. The new student speaks English but knows very little about American celebrations. To help the new student, the teacher asks the class to create a notebook with articles about celebrations in the United States. You have read the passage about the two celebrations and the article about Moina Michael. You decide you want to tell the new student about Memorial Day and Veterans Day.

Writing directions:

Write an article for the new student's notebook about the two celebrations that honor past and present members of the American armed forces. Include information about why the celebrations are held. Describe the activities that some people might enjoy on these days.

Writing situation:

Leaders in your county are considering a law that would require all dog owners to keep their dogs on their property or on leashes while out in public. The county has received many complaints in the last month about dogs running across busy streets, into neighbors' yards, and through elementary playgrounds. Some citizens have expressed fears for their safety. If this law is passed, anyone who breaks the law will have to pay a fine. County leaders are seeking public opinion as they consider this law.

Writing directions:

Decide if you think this law is a good idea. Write an email to the county leaders giving your opinion about whether this law is necessary or not. Use specific details to support your opinion.

Should Students Be Paid to Do Well?

Recently the mayor of a large city announced a plan to pay students who do well in school. This plan has received a lot of attention. Some people disagree with the mayor. They feel that paying students for doing well is a bad idea. Many students and parents do not think there is anything wrong with giving hardworking students some kind of reward. People on both sides believe they know what is best.

Feeling proud when they do a good job is important to students. There are those who believe that paying students teaches them to try just to get the prize. They think that students who always get paid do not care as much about feeling proud as they do about getting the reward. They point to a study of third graders who were rewarded for reading. The study found that after a while, the students only read if they knew they would receive a prize. The researchers say that this shows that rewards do not contribute to student growth over a long period of time.

People who give rewards for good grades say that students should be rewarded if they work extra hard. The reward gives students a reason to try harder. When they get the prize, then they want to do a good job the next time. They also point out that some research shows that rewards work exactly as intended. Seventh-grade students in one study showed a large improvement after their school started a program of paying for learning. Those in favor of similar programs compare it to adults getting paid for the work they do. They believe that it does not matter why the students are working hard as long as they are learning.

Writing situation:

The editors of a news magazine for young people want to know what students think about getting paid for doing well in school. They have asked people to write letters supporting or opposing paying students to do well in school. Some of the letters will be published in the next issue of the magazine.

Writing directions:

Write a letter to be published in the news magazine for young people. Present an argument as to whether or not students should be paid for doing well in school. Provide reasons and details to support your argument.

Writing situation:

A school district has a new middle school. On the first day, the students realize that they are the first people to sit in the desks, use the books in the library, walk in the halls, and set the traditions for all of the students who will attend for years and years to come. One of the teachers suggests that everyone write about his or her first day in the school. The students' narratives will be compiled in a book and placed in the library for the students who attend after them to read.

Writing directions:

Think about what it would be like to be the first to attend a newly built school. Write a narrative for the book, and tell about that first day. Describe what you do, see, and feel throughout the day.

Test Blueprint for Writing

4th grade: NRT-30 Multiple Choice, Language Mechanics, 40 minutes

**5th grade: Part A-On Demand, Stand-alone, 30 minutes
Part B-On Demand, Passage-based, 90 minutes**

6th grade: NRT-30 Multiple Choice, Language Mechanics, 40 minutes

**Part A-On Demand, Stand-alone, 40 minutes
Part B-On Demand, Passage-based, 90 minutes**

Writing Process¹

To communicate effectively, students should engage in the various stages of the writing process including focusing, prewriting, drafting, revising, editing, publishing, and reflecting. The writing process is recursive; different writers engage in the process differently and proceed through the stages at different rates.

Program of Studies and Core Content for Assessment 4.1

Students should understand that the writing process is a helpful tool in constructing and demonstrating meaning of content through writing. The stages are sometimes recursive (e.g., in the process of revising, a writer sometimes returns to earlier stages of the process). Writers work through the process at different rates. Often, the process is enhanced by conferencing with others.

Conferencing

Conferencing is the process of a student communicating with another person about his or her work. The goal of conferencing is constructive feedback on the student's writing, not correction. Conferencing is perhaps one of the most important steps in the writing process, and it can—and should—occur throughout the writing process. There is no “right time” or “wrong time” to conference with students. **Conferencing partners should be available to help students at all stages of the writing process, whenever they may need it**—during the focusing stage, prewriting, drafting, etc. It is essential that, during these conferences, the student writer retain ownership of his/her writing. While responders (teachers, peers, or others) may ask questions and offer suggestions, the writer will decide what to incorporate and into his or her writing, and what to reject.

Responders should assist students by

- questioning rather than dictating
- critiquing rather than criticizing
- coaching rather than correcting
- guiding rather than directing
- suggesting rather than imposing

Often, effective conferences are structured this way. The conference partner begins by asking: “Where are you with the writing?” The student must indicate a conferencing point or a question or concern. The pattern of questions and response follows by the teacher offering suggestions which support writing growth. At the end of a conference, the teacher should make certain a student has a clear plan of action for revision of his/her work.

¹ From the *Kentucky Writing Handbook* (2006)

Conferencing partners may ask, “What will you do with the writing now?” Too often, students do not know where to begin again in the revision process. However, if the student can articulate his goals, he has a place to begin in revision. Though conferencing may occur at any point of the writing process, the writer will generally move through the process in fairly regular stages. It is important for teachers to understand that the process is recursive; that is, it may repeat itself at different times during the writing cycle given the needs of the individual students.

Focusing

Focusing is an important first step in the writing process that encompasses everything that happens before anything is put on paper. Students need to focus on and identify what they might be interested in writing to achieve an important level of ownership.

To focus, students will

- connect to content knowledge
- connect with prior learning and experience
- initiate an authentic reason to write
- think about a subject, an experience, a question, an issue or a problem to determine a meaningful reason to write

Teachers should assist students in focusing by

- creating opportunities in the classroom for students to inquire, learn, and think critically as they investigate topics
- providing a variety of activities for students to initiate a reason to write

Prewriting

In prewriting, a writer explores subjects and experiences, determines a focused purpose for writing, begins to consider the needs of an audience, selects ideas and support for the purpose, and begins to organize these ideas.

During prewriting, students will

- establish a purpose and central/controlling idea or focus
- identify and analyze the audience
- determine the most appropriate form to meet the needs of purpose and audience
- generate ideas (e.g., mapping, webbing, note taking, interviewing, researching and other writing-to-learn activities)
- organize ideas – examining other models of good writing and appropriate text structures to match purpose and organize information.

Teachers should assist students during prewriting by

- providing written models and instruction in analyzing writers’ forms, purposes, audience awareness, idea development and organizational strategies.
- providing whole class instruction and practice in a variety of prewriting strategies and activities from which students can choose those that best suit their particular needs.
- guiding students as they determine their realistic purpose and audience and real-world form in order to develop their selected topics.
- allowing for some student choice and not depriving students of either ownership of their writing or opportunities to improve their writing abilities.

Drafting

During the drafting stage, a writer begins to compose the work by drafting sentences and paragraphs connecting one thought to another. Writers concentrate on creating their meaning, developing thoughts, providing relevant support, addressing their reader’s needs, and organizing their work.

During drafting, students will

- write draft(s) for an intended audience.
- develop topic, elaborating, exploring sentence variety and language use.
- organize writing.

Teachers should assist students during drafting by:

- maintaining a supportive environment that allows for different learning styles, provides rich resources and gives ample drafting time in and out of class.
- respecting the writer's ability to make choices about purpose, audience, form, content and length.
- encouraging students to draw appropriately on their experience, learning, reading and inquiry to accomplish their authentic purposes as writers.

Revising

In revising, the writer begins to make appropriate changes to a draft. Revision is, in a sense, rethinking or “re-visioning” of ideas. During revision, the writer reshapes and reorders the text to match it as closely as possible with the new ideas in his or her head. The general guideline in revision is that the students will make decisions about what to add, delete or change. Teachers and others may respond, but they should ensure that authors have the final say in the revisions they make in their writing.

During the revision stage(s), students will revise for specific criteria:

Content

- reflect to determine where to add, delete, rearrange, define/redefine or elaborate content
- conference with teacher or peer(s) to help determine where to add, delete, rearrange, define/redefine or elaborate content
- check for accuracy of content
- consider voice, tone, style, intended audience, coherence, transitions, pacing
- compare with rubric criteria and anchor papers/models
- Consider effectiveness of language usage and sentences to communicate ideas

Idea Development

- narrow topic for selected writing
- compose a topic sentence of a paragraph that is purposefully placed to enhance reader awareness
- select appropriate supporting details relevant to a specific writing category (e.g., dialogue, predictions, findings from research, needed definitions, causes and effects, comparisons, contrasts, reference to concepts)
- delete extraneous/irrelevant materials

Organization

- correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position
- compose effective and subtle transitions
- develop effective introductions and closures for writing
- apply appropriate usage of parallelism (e.g., word forms, lists, phrases, clauses, sentences, organization, idea development)

Word Choice

- eliminate redundant words and phrases
- apply the most specific word for use in a sentence

Teachers may use a variety of strategies to promote revision by

- raising questions to clarify the student's purpose, audience, meaning, content, ideas and organization.
- modeling and discussing revision while preserving author's ownership.
- teaching students how to review their writing with each other and to talk about possible changes.
- providing class time for revision.
- allowing peers to read each other's writing and offer suggestions for the author to consider.
- encouraging students to read/reread examples of writing to help make decisions about their own writing.
- designing revision checklists for students to use with their own writing and when

conferencing with peers.

- allowing students to talk and write about their revisions and the rationale behind them, reflecting upon their work and progress as writers.
- encouraging students to inquire and learn more about their selected topic, drawing on this learning to accomplish their purposes.

Editing

During editing, the writer strives to create a correct piece of writing. The writer's goal in editing is to produce the best possible paper according to his/her developmental level. Arranging for a specific time for editing can help students spot errors and correct them. Teachers should emphasize the role of students as owners of their work in making final decisions.

During editing, students will

- Check for correctness with self, teacher or peer(s) regarding language, sentence structure, spelling, capitalization, punctuation, abbreviation and documentation of sources
 - Use resources to support editing (e.g., spell check, dictionaries, thesauri, handbooks)
 - Edit for correctness regarding verb tenses, agreement concerns and usage problems
- Teachers can use a variety of strategies to promote editing, including
- monitoring students' writing development to discover patterns of error and to determine students' critical needs and developmental level in order to plan instruction designed to address specific grammar, spelling, punctuation, and usage needs.
 - supporting students in self-assessing and making final editing decisions.
 - providing mini-lessons and encouraging students to apply lessons to their own writing.
 - encouraging students to use appropriate resources such as handbooks, dictionaries, thesauri (print and electronic), spell checkers, or computer writing programs.

Following are some appropriate strategies to use with students when you focus on the editing process:

Mini-Lessons: Brief lessons on common editing problems can be of immediate benefit to students when they are taught as part of an editing workshop. After a short lesson at the beginning of an editing session, students can immediately apply the lessons to their own writing, reinforcing new information about correctness through meaningful use rather than isolated exercises. Mini-lessons can be used with smaller groups of students experiencing similar, specific problems.

Peer Editing: Students pair off and edit one another's drafts, pointing out the positions of any errors they see. **Each student makes his/her own corrections, preserving author's ownership.**

Class Experts: Students skilled in a specific editing area check the drafts of peers for errors, but do not make direct corrections. Often, a student can explain a point in terms that a classmate can understand.

Transparency Editing: Make a transparency of an anonymous student draft from a **previous year** and ask the class to identify editing needs. As students identify and correct errors, the teacher corrects each on the transparency and then asks students to apply these same editing strategies to their own pieces of writing. If this model is followed regularly, students receive numerous short lessons focusing on mechanics and usage and have many opportunities to apply new strategies.

Minimal Mark: During an editing conference, the teacher places a dot or check mark in the margin of a line containing an editing error. Students must find and correct the error. Teachers should be careful not to mark all errors during a conference, but instead focus on one or two specific skills during the session.

Teachers should not at any time actually compose writing for the student or make direct corrections for the student on student work, unless indicated in the student's IEP/504 Plan. (703 KAR 5:070)

Modeling: Teachers should be sure that every piece of their own writing that they share with students is as accurately edited as possible. When errors do occur in teacher models, these errors should be used to facilitate a mini-lesson focusing on the specific skill.

Publishing

In publishing, students make their writing public for others. For assessment purposes, 4th and 7th grade students will publish three pieces for their writing portfolios, and 12th grade students will publish four pieces for their writing portfolios. Students determine the point at which their writing is ready to be published. Following are some guidelines for the publishing stage:

- Many forms of publishing are acceptable (bound books, pamphlets, illustrated works, regular manuscripts), but the work should be a size that will fit the standard writing assessment portfolio.
- The writing should be neat and legible. Students may use many methods to produce published pieces (pen or pencil, printing or cursive, word processors or typewriters). Regardless of the method selected, the students must write, type or word process by themselves unless otherwise noted in an IEP/504 Plan.

Student authors must first give their permission before any writing can be published for any purpose outside that of portfolio assessment.

Reflecting

During the reflection stage, students think about their writing and their growth as writers. Reflection should occur throughout the writing process and at all grade levels.

Students should reflect in many ways upon many learning experiences including

- progress, growth, and goals as a writer.
- literacy skills.
- who or what has influenced progress and growth.
- approaches used when composing (e.g., free-writing, mental composing, researching, drawing, webbing, outlining).

Teachers may use a variety of strategies to promote reflection, including

- providing class time for reflection.
- offering multiple opportunities for student reflection on a variety of learning experiences.
- creating opportunities in the classroom for writers to identify and explain their writing skills, strategies, and processes (i.e., entries in writers' notebooks, letters, check lists, oral presentations).
- allowing students to talk and write about the decisions they make as writers.
- designing open-ended questions that require students to reflect on their writing.
- encouraging students to assess their strengths and areas for potential growth.
- providing written models and instruction on analyzing how writers use reflection.

Best Practices

All Hiseville Elementary teachers will teach using best practices that utilize whole group, small group and individual instructional practices by:

- Expecting all students to maintain a writer's notebook for student selected writing, for use in a writer's workshop
- Establishing real purposes for writing
- Providing instruction in and support of all stages of the writing process
- Encourage student ownership and responsibility by:
 - helping students choose their own topics and goals
 - holding brief teacher to student conferences
 - holding conferences among peers
 - teaching students to reflect on their own progress
 - teaching students to establish goals for improvement.
- Use teacher modeling of good writing.
- Focus on the learning of grammar and mechanics in context at the editing stage.
- Develop writing for real audiences and real purposes.
- Increasing making the classroom a supportive setting for shared learning by:
 - valuing students ideas
 - working in small collaborative groups
 - providing time for positive peer critiquing.
- Using writing across the curriculum as a tool for learning.
- Increasing efficient evaluation by
 - using the Marker Papers to evaluate and determine the next steps for the writing pieces.
- Increasing the amount of writing displayed in classrooms and schools.

Extended-Response Writing

All Hiseville Elementary teachers will provide the students the opportunity to answer open-response questions throughout the school year. Extended-response writing will be analyzed by teams throughout the year to guide instruction. Individual student progress will be monitored by teachers by analyzing student responses.

Guidelines for Extended-Response:

- Follow format for Types of Extended-Response Questions.
- Write Common Core driven questions.
- Utilize power verbs.
- Incorporate critical vocabulary.
- Writing is succinct, not more than 1 page.
- May contain bullets or lists (in addition to narrative).
- May contain math computations, graphs, etc.
- Often has more than one part. Students should label parts of answer (ex: A, B, or C).
- Scored with a rubric written specifically for the question.
- Faculty uses analysis of assessment to drive instruction.
- Responses written on released answer sheet for content area.

A template for writing short-answer and extended-response questions can be found on the following pages.

The following are the general guides that will be used to evaluate your responses to short-answer and extended-response questions in this test.

Kentucky Short-Answer Questions General Scoring Guide

Score Point 2

- You complete all components of the question and communicate ideas clearly.
- You demonstrate an understanding of the concepts and/or processes.
- You provide a correct answer using an accurate explanation as support.

Score Point 1

- You provide a partially correct answer to the question and/or address only a portion of the question.
- You demonstrate a partial understanding of the concepts and/or processes.

Score Point 0

- Your answer is totally incorrect or irrelevant.

Blank

- You did not give any answer at all.

Kentucky Extended-Response Questions

General Scoring Guide

Score Point 4

- You complete all important components of the question and communicate ideas clearly.
- You demonstrate in-depth understanding of the relevant concepts and/or processes.
- Where appropriate, you choose more efficient and/or sophisticated processes.
- Where appropriate, you offer insightful interpretations or extensions (generalizations, applications, analogies).

Score Point 3

- You complete most important components of the question and communicate clearly.
- You demonstrate an understanding of major concepts even though you overlook or misunderstand some less-important ideas or details.

Score Point 2

- You complete some important components of the question and communicate those components clearly.
- You demonstrate that there are gaps in your conceptual understanding.

Score Point 1

- You show minimal understanding of the question.
- You address only a small portion of the question.

Score Point 0

- Your answer is totally incorrect or irrelevant.

Blank

- You did not give any answer at all.

Name _____


**Reading Test Grade ?
SHORT-ANSWER QUESTION**

Read all parts of each short-answer question before you begin. Write your answers to the short-answer questions in the space provided in this test booklet.

Write your answer to question 1 in the space provided on the next page.

Title of Question

1. Type your question here.

Do not write on this page. Please write your answer to this short-answer question in the space provided in this test booklet. 

PLEASE GO ON TO THE NEXT PAGE →

Reading SHORT ANSWER

Do not write outside this box.

Teacher feedback to student (written comments on back)...	
<input type="checkbox"/> Did not answer all parts	<input type="checkbox"/> Lacked understanding of content
<input type="checkbox"/> Did not show work	<input type="checkbox"/> Did not follow verb meanings
<input type="checkbox"/> Answer is unclear	<input type="checkbox"/> Did not observe key(bold) words

1	2	3	4	5	6	7	8	9	0
---	---	---	---	---	---	---	---	---	---

Go on 


READING EXTENDED-RESPONSE QUESTION

Read all parts of each extended-response question before you begin. Write your answers to the extended-response questions in the space provided in this test booklet.

Write your answer to question 2 in the space provided on the next page.

Title of Question

2. Type your question here.

Do not write on this page. Please write your answer to this open-response question on the next page. 

PLEASE GO ON TO THE NEXT PAGE →

[illegible]

2012 K-PREP Extended Response Space (Gridded)

Do not write outside this box.

57.

1.

A large grid of 20 columns and 30 rows for writing an extended response. The grid is composed of light green lines on a white background. The first column is slightly wider than the others, providing space for a single-digit answer or a small label. The remaining 19 columns are of equal width. The grid is enclosed in a thin green border.

Student-Friendly Short Answer Score Sheet

Owner of paper: _____

Scorer of paper: _____

2nd score by teacher _____

Circle final score point:

Score Point 2	_____ You completely <i>restate</i> the question.
	_____ All parts are answered correctly (total understanding of concept).
	_____ You give accurate explanation(s) as <i>support</i> for your answer.
Score Point 1	_____ You partially restate the question.
	_____ Some parts are answered correctly (partial understanding of concept).
	_____ You do NOT give support for your answer.
Score Point 0	_____ You attempted an answer, but it is...
	_____ totally incorrect or
	_____ has nothing to do with the question.
Blank	_____ You did not attempt to answer the question.

Student-Friendly Extended Answer Score Sheet

Circle final score point:

Score Point 4	_____ You completely <i>restated</i> the question.
	_____ <i>All parts</i> are answered correctly (total understanding of ALL concepts).
	_____ You gave accurate explanation(s) as <i>support</i> for your answer.
Score Point 3	_____ You completely <i>restated</i> the question.
	_____ <i>Most parts</i> are answered correctly (understand most major concepts).
	_____ You gave explanations (<i>support</i>) for <i>most</i> parts of your answer.
Score Point 2	_____ You partially restated the question.
	_____ <i>Some parts</i> are answered correctly (partial understanding of concepts).
	_____ You gave explanations (<i>support</i>) for <i>some</i> parts of your answer.
Score Point 1	_____ You did not restate the question.
	_____ <i>Very few parts</i> are answered correctly (minimal understanding of concepts).
	_____ You did NOT give support for your answer.
Score Point 0	_____ You attempted an answer, but it is...
	_____ totally incorrect or
	_____ has nothing to do with the question.
Blank	_____ You did not attempt to answer the question.
