GOLETA UNION SCHOOL DISTRICT
Instructional Services

2017-2018 BENCHMARK WRITING ASSESSMENTS

1ST GRADE

Dear Teachers,
Enclosed you will find documents for the three Benchmark Writing assessments, in the order in which they are to be administered. The Assessment Timeline is as follows:

Assessment Timeline
Benchmark Writing Assessment 1   10/23-11/10   Entered in IO(EADMS):   11/10
Benchmark Writing Assessment 2   2/19-3/9   Entered in IO: 3/9
Benchmark Writing Assessment 3   5/14-5/25   Entered in IO: 5/26

The table below includes all three benchmarks in the order they are to be administered. You will also be able to access the writing prompts on the GUSD website under Staff Documents and links.

1st Rubric: GUSD	Opinion What is Your Favorite Animal and Why? Not in the Teacher Manual- Use provided writing sheets and district rubric.	Informative How do penguins' features help them survive the Antarctic? Write about how a penguin's features help them to survive in the Antarctic. (Unit 4 week 2 Leveled readers is all about penguins) Not in the Teacher Manual- Use provided writing sheets and district rubric.	Narrative Story Writing Look at the 3 pictures and create a story with a beginning middle and end. Don't forget to include all the story elements you learned this year. Unit 5 week 4 read aloud picture cards- "squeaky bed" Do not read this story out loud, instead show picture card 1,3 and 4 to students to interpret on their own. Use provided writing sheets and district rubric.

You may read aloud/discuss the prompt, and brainstorm ideas with your students. The prompts may take two sittings, and students may use a word wall, etc. to help them write. However, their writing needs to be done independently. As you score the prompts, it would be beneficial to identify anchor papers to recommend to Curriculum Council.

Scoring and Entering Scores

Please input the scores into IO/EADMS by the deadlines noted above. If you need assistance, please contact me. Access the input area under Input/Edit Scores (not Responses), either from the top menu or from one of the tiles on your Home page.
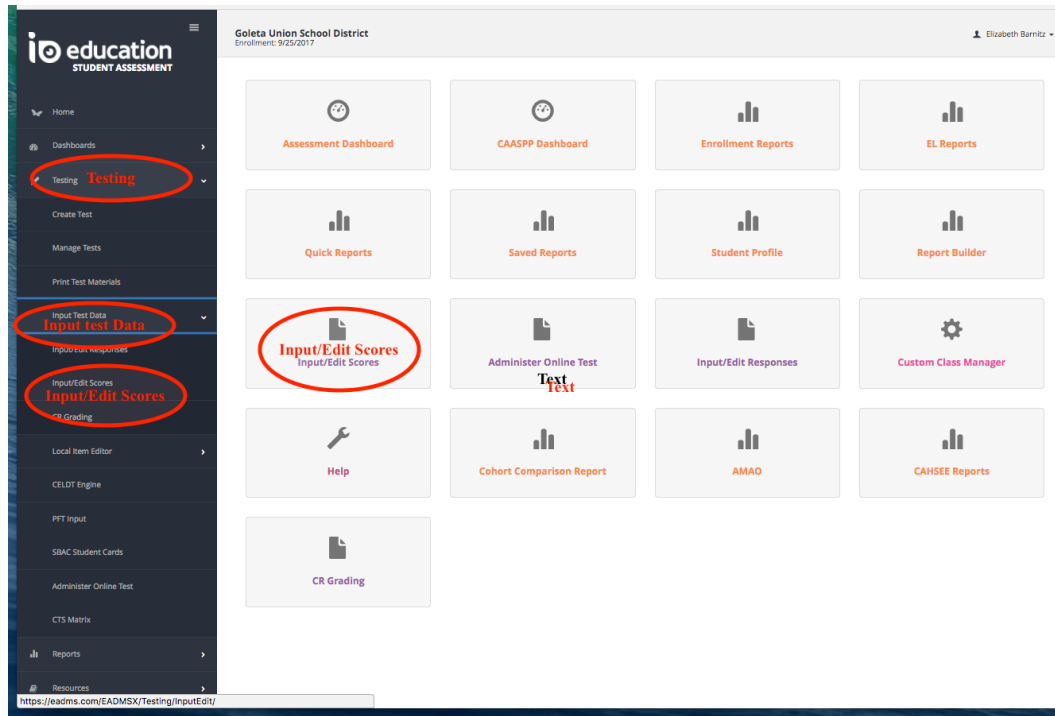
Collaborative scoring provides a measure of calibration and ensures teachers are using the rubric in the same way. Using the rubric, grade level colleagues independently and silently read the student work to result in two scores for each student paper.

Record the numerical scores for each student for the four or five areas on the rubric. The scoring rubric and evidence in the student work should always be the basis for the score, rather than the relative strength or weakness of a piece.

Once two scores have been determined, average the two for a final score in the four or five categories according to the rubric and enter them into IO/EADMS. Please note IO/EADMS will not take a decimal score, the final score must be a whole number. If a student receives a 2 and 3 for a category, the average is 3, not 2.5. Round up!

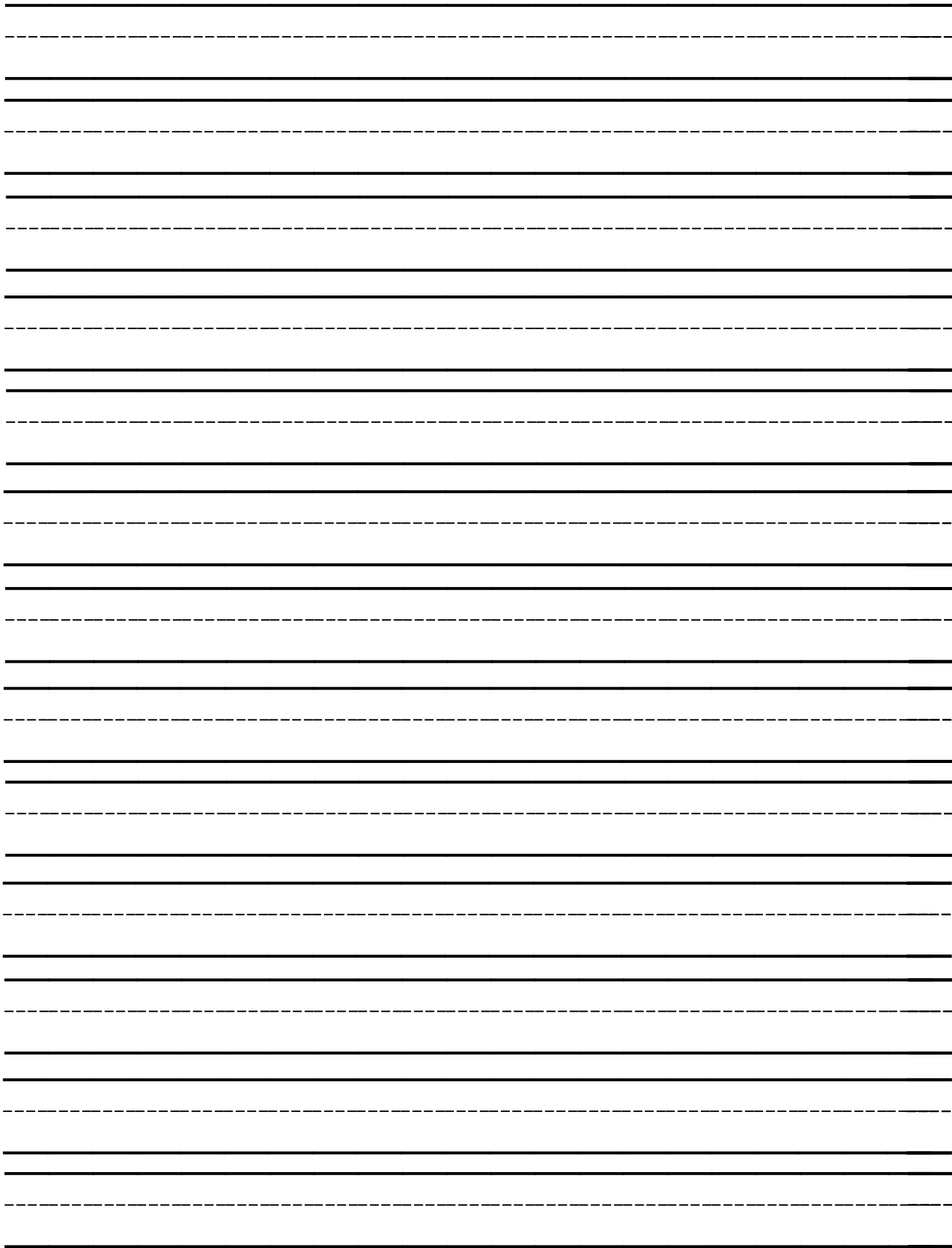If you need assistance with scores input or have any questions, please contact me.

Thank you,

Liz

Name: _____

What is your favorite animal and why?

GUSD – Opinion/Argument Rubric, Grade ___1__

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Purpose CCSS*: ➢ W – 1	• Responds skillfully with all statements related to the prompt • States an opinion that demonstrates an insightful understanding of topic/text	• Responds with all statements related to the prompt • States an opinion that demonstrates an understanding of the topic/text	• Responds with most statements related to the prompt • States an opinion that demonstrates limited understanding of the topic/text	• Responds with little or no statements related to the prompt • Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization CCSS: ➢ W – 1	• Introduces the topic and states a strong opinion • Supplies multiple reasons to support the opinion • Provides a concluding statement • Uses linking word(s) to connect opinion and reasons	• Introduces the topic and states a clear opinion • Supplies a reason to support the opinion • Provides some sense of closure	• Introduces the topic and states an unclear opinion • Supplies a reason that does not support the opinion • Attempts some sense of closure	• Does not introduce the topic and/or opinion is missing • Does not supply a reason • Does not provide a sense of closure
Evidence/ Elaboration CCSS: ➢ W – 1	• Supports opinion(s) with two or more relevant facts and details	• Supports opinion with a relevant reason	• Supports opinion with minimal and/or irrelevant reasons	• Does not support opinion
Language-Conventions of Grammar and Usage CCSS: ➢ L – 1c, j	• Uses verb tenses and plural nouns correctly, including irregular forms • Produces, expands, and rearranges simple and compound sentences	• Uses singular and plural nouns with correctly matching verbs • Produces correct simple and compound sentences	• Uses some singular and plural nouns with correctly matching verbs • Produces mostly correct simple and/or compound sentences	• Uses few singular and plural nouns with correctly matching verbs • Produces mostly incorrect simple and/or compound sentences
Language – Conventions of Capitalization Punctuation, and Spelling CCSS: ➢ L – 2 a-e	• Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly all the time • Applies conventional sound/ spelling for words with common spelling patterns and irregular sight words	• Capitalizes correctly and consistently with a minor error: first word in a sentence, "I," proper nouns, and titles • Uses commas in a series and with a conjunction correctly; uses apostrophes and end punctuation correctly • Applies conventional sound/ spelling for words with common spelling patterns and frequently occurring irregular words	• Capitalizes correctly and consistently with some errors: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly some of the time • Applies conventional sound/spelling for most consonant and short-vowel sounds	• Capitalizes incorrectly with many errors • Uses commas, apostrophes, and end punctuation incorrectly or not at all • Applies little to no sound/ spelling correspondence of consonants and short vowels

*CCSS – Common Core State Standards alignment ("W" = Writing strand; "RIT"=Reading – Informational Text; "L"= Language strand)

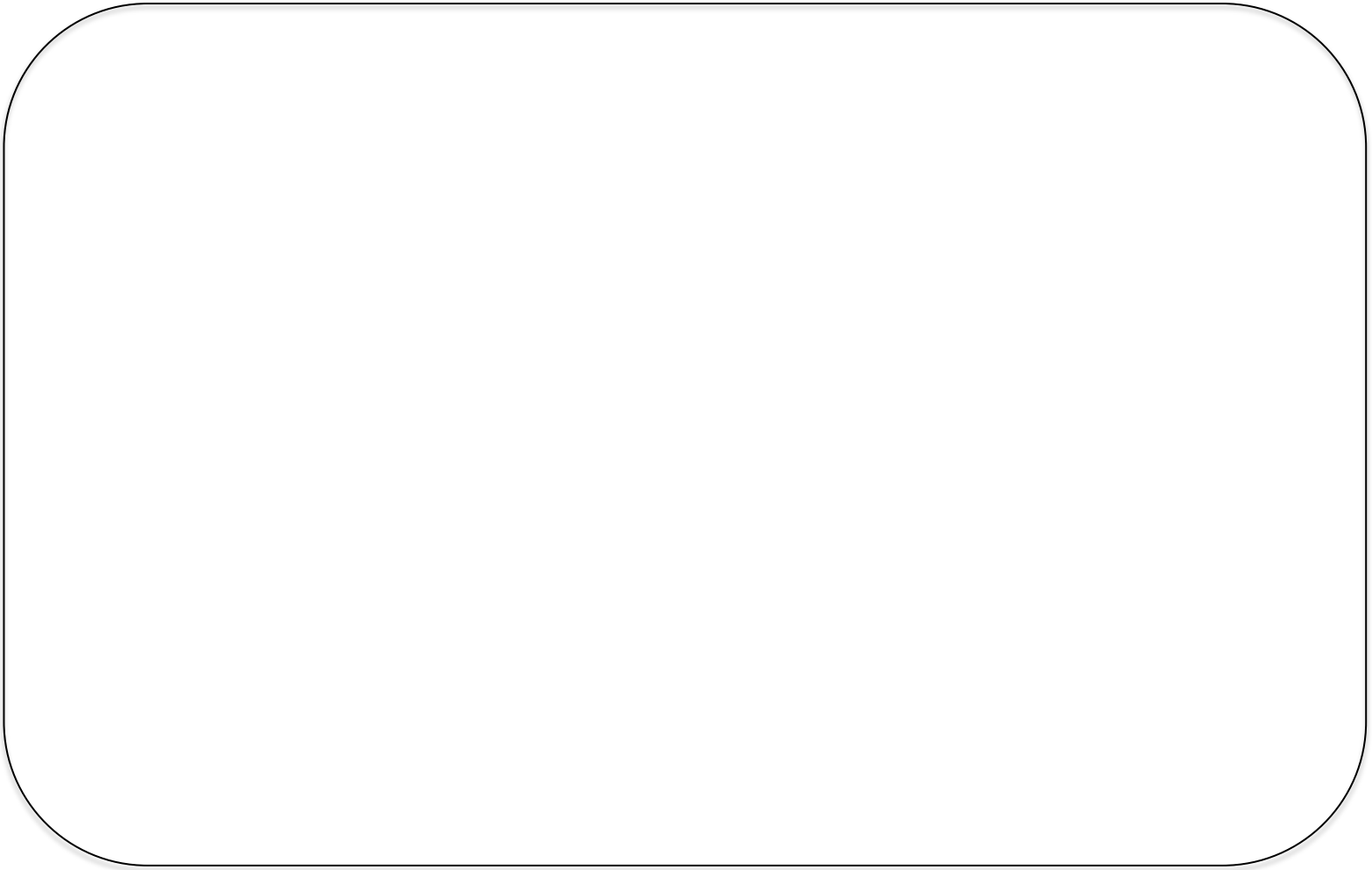# CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (1st) as well as the previous and subsequent grades. Since the rubric score of "4" represents "above grade level" work, the 2nd grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards   W = Writing   RIT= Reading – Informational Text   L=Language

Strand (Domain)	Kindergarten	1st	2nd
Writing	1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preferences about the topic or book (e.g., My favorite book is…).	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.
Language- Conventions of Grammar and Usage	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use singular and plural nouns with matching verbs in basic sentences j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Language – Conventions of Capitalization, Punctuation, and Spelling	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Name: _____

How do penguins' features help them survive in the Antarctic?
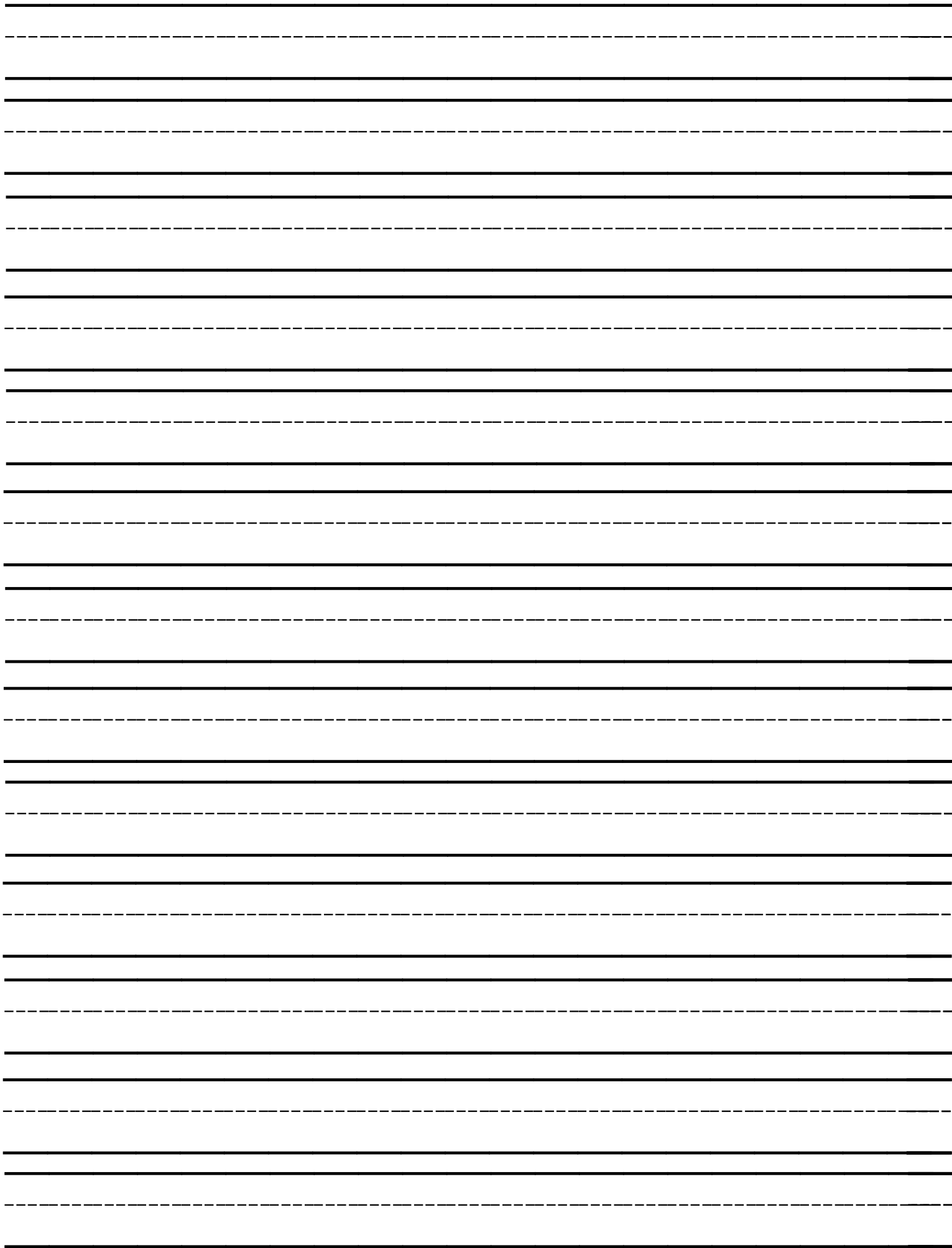
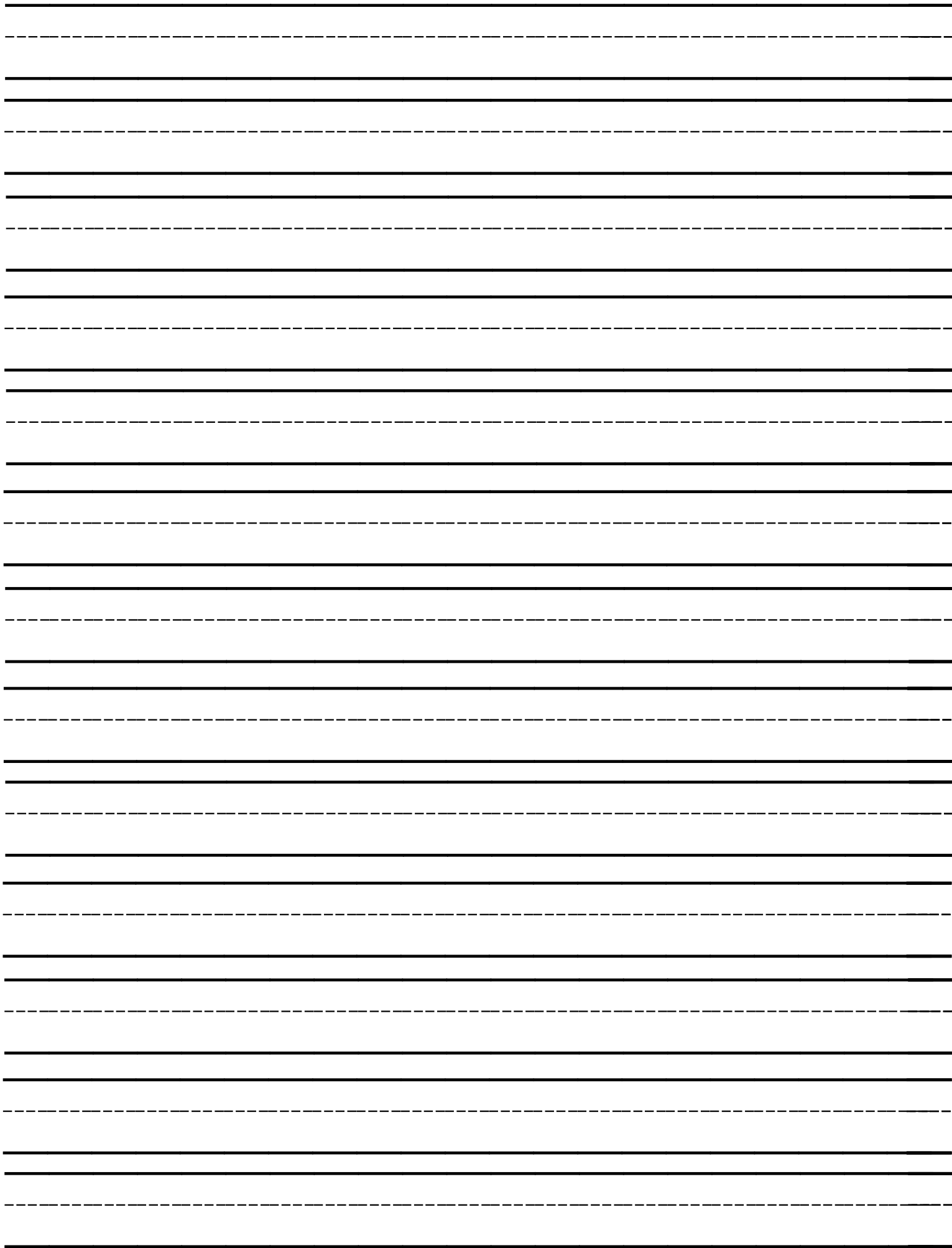# GUSD – Informational/Explanatory Text-Based Rubric, Grade 1

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Purpose CCSS*: ➤ W – 2	• Responds skillfully with all statements related to the prompt • Demonstrates a strong understanding of topic/text	• Responds with all statements related to the prompt • Demonstrates an understanding of the topic/text	• Responds with most statements related to the prompt • Demonstrates limited understanding of the topic/text	• Responds with little or no statements related to the prompt • Demonstrates little or no understanding of the topic/text
Organization CCSS: ➤ W – 2	• Organizes ideas and information into paragraph structure using a clear topic sentence, facts and definitions, and concluding sentence • Uses linking words to connect ideas	• Organizes ideas and information into paragraph structure using a clear topic sentence, facts, and a sense of closure	• Organizes ideas and information in an incomplete paragraph structure (e.g., missing sense of closure)	• Organizes with no evidence of paragraph structure
Evidence/ Elaboration CCSS: ➤ W – 2	• Develops the topic skillfully with facts and definitions	• Develops the topic with facts	• Develops the topic with limited facts	• Uses few to no facts
Language- Conventions of Grammar and Usage CCSS: ➤ L – 1b, c, and j	• Uses common, proper, possessive, and collective nouns correctly • Uses verb tenses and plural nouns correctly, including irregular forms • Produces, expands, and rearranges simple and compound sentences	• Uses common, proper, and possessive nouns correctly • Uses singular and plural nouns with correctly matching verbs • Produces correct simple and compound sentences	• Uses some common, proper, and possessive nouns correctly • Uses some singular and plural nouns with correctly matching verbs • Produces mostly correct simple and compound sentences	• Uses few common, proper, and possessive nouns correctly • Uses few singular and plural nouns with correctly matching verbs • Produces mostly incorrect simple and compound sentences
Language – Conventions of Capitalization Punctuation, and Spelling CCSS: ➤ L – 2 a-e	• Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly all the time • Applies conventional spelling for words with common spelling patterns and irregular sight words • Spells with learned spelling patterns with untaught words	• Capitalizes correctly and consistently with a minor error: first word in a sentence, "I," proper nouns, and titles • Uses commas in a series and with a conjunction correctly; uses end punctuation correctly • Applies conventional spelling for words with common spelling patterns and frequently occurring irregular words • Spells untaught words phonetically	• Capitalizes correctly and consistently with some errors: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly some of the time • Applies conventional spelling for most consonant and short-vowel sounds • Spells simple words phonetically	• Capitalizes incorrectly with many errors • Uses commas, apostrophes, and end punctuation incorrectly or not at all • Applies little to no sound/ spelling correspondence of consonants and short vowels • Spells few to no simple words phonetically

*CCSS – Common Core State Standards alignment ("W" = Writing strand; "RIT"=Reading – Informational Text; "L"= Language strand)

Name: _____

Create a story with a beginning, middle, and end using the picture cards.

GUSD – Narrative Rubric, Grade ___1___

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Purpose CCSS*: ➢ W – 3	• Establishes a well-elaborated recounting of two or more appropriately sequenced events	• Recounts two or more appropriately sequenced events	• Attempts to recount two appropriately sequenced events. Missing information creates confusion.	• Fails to recount two sequenced events. Events are irrelevant or not related.
Organization CCSS: ➢ W – 3	• Uses temporal words and phrases to signal event order • Provides clear closure.	• Uses temporal words to signal event order • Provide a sense of closure	• Limited use of temporal words to signal event order • Attempts to provide closure	• No use of temporal words or only uses temporal words without events. • Does not provide closure
Elaboration/ Details CCSS: ➢ W - 3	• Includes vivid details that describe what happened	• Includes details that describes what happened	• Includes few or irrelevant details to describe what happened	• Insufficient or no details
Language- Conventions of Grammar and Usage CCSS: ➢ L – 1b, c, and j	• Uses common, proper, possessive, and collective nouns correctly • Uses verb tenses and plural nouns correctly, including irregular forms • Produces, expands, and rearranges simple and compound sentences	• Uses some common, proper, and possessive nouns correctly • Uses singular and plural nouns with correctly matching verbs • Produces correct simple and compound sentences	• Uses few common, proper, and possessive nouns correctly • Uses some singular and plural nouns with correctly matching verbs • Produces mostly correct simple and compound sentences	• Does not use common, proper, and possessive nouns correctly • Does not use singular and plural nouns with correctly matching verbs • Produces mostly incorrect simple and compound sentences
Language – Conventions of Capitalization Punctuation, and Spelling CCSS: ➢ L – 2 a-e	• Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly all the time • Applies conventional spelling for words with common spelling patterns and irregular sight words • Spells with learned spelling patterns with untaught words	• Capitalizes correctly and consistently with a minor error: first word in a sentence, "I," proper nouns, and titles • Uses commas in a series and with a conjunction correctly; uses end punctuation correctly • Applies conventional spelling for words with common spelling patterns and frequently occurring irregular words • Spells untaught words phonetically	• Capitalizes correctly and consistently with some errors: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly some of the time • Applies conventional spelling for most consonant and short-vowel sounds • Spells simple words phonetically	• Capitalizes incorrectly with many errors • Uses commas, apostrophes, and end punctuation incorrectly or not at all • Applies little to no sound/ spelling correspondence of consonants and short vowels • Spells little to no simple words phonetically

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CA Common Core State Standards (CCSS) Alignment

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The letter abbreviations are as follows: CCSS = Common Core State Standards   W = Writing   RL= Reading – Literature   L=Language

Strand (Domain)	Kindergarten	1st	2nd
Writing	3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Language-Conventions of Grammar and Usage	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
Language – Conventions of Capitalization, Punctuation, and Spelling	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use collective nouns (e.g., group). c. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). g. Produce, expand, and rearrange complete simple and compound sentences.

Benchmark Writing Assessment Team Scoring

Trade and score each other's Benchmark Writing assessments using the grade level rubric and the scoring sheet.

Trade back samples and calibrate for a 4, 3, 2, 1 paper so there is some agreement on scoring. Record scores on the scoring sheet.

Discuss results and analyze for trends and patterns: What are areas of student strengths and what areas need more attention? Analyze for both writing content and writing conventions. Use the organizer below to record your team analysis.

Strengths:	Stretches:

Next steps:

Name_____

Grade_____

Teacher_____

Reader's Initials:	Score:
Reader 1	
Reader 2	
Final Score = Reader 1 + Reader 2	

Name_____

Grade_____

Teacher_____

Reader's Initials:	Score:
Reader 1	
Reader 2	
Final Score = Reader 1 + Reader 2	