

SCORED WRITING BENCHMARK

Opinion: GRADES K-2

Work Sample 1: Emerging

- “Sports”

This student work sample is emerging toward the criteria for overall proficiency.

Focus/Opinion –Score: E

The student states an unclear opinion that demonstrates limited understanding of topic and text.

Organization—Score: E

The student uses at least one linking word (and) but it is used incorrectly or ineffectively.

Support/Evidence—Score: E

The writing supports opinion with minimal and/or irrelevant reasons. The student’s ideas are not fully elaborated.

Craft—Score: E

Labels and words are used to give details about the writer’s opinion but the reasons are not elaborated. The student has an unclear concluding statement.

Language and Vocabulary—Score: E

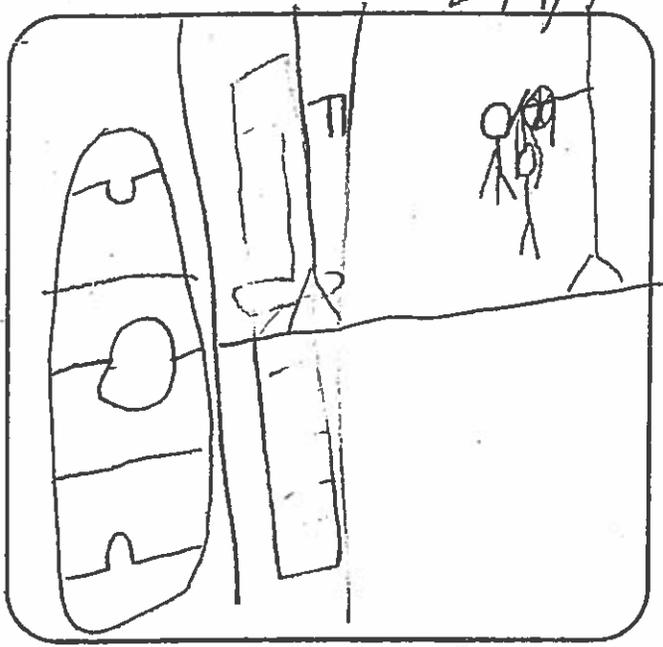
The student’s use of vocabulary and language is appropriate for the audience.

Grammar, Usage, Mechanics—Score: E

Correct words and chunks of words (at, it, etc.) appropriate to grade level.

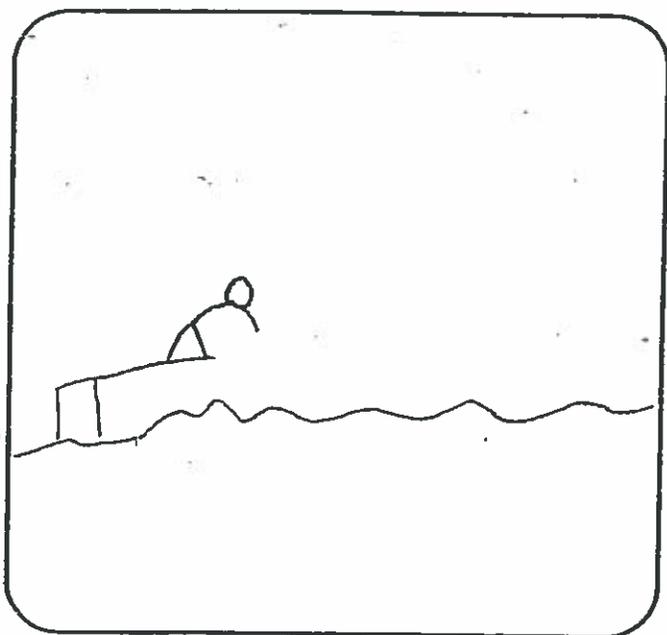
2/1/15

Emerging O/A



I think Sports
are very important
because everybody
needs exercise.

plus Sports are fun!! And
if you don't like
one sport theres many
more like hockey,
baseball, Soccer. And
with my writing
comment I think you



Showed play sports.

Blank handwriting practice lines consisting of solid top and bottom lines with a dashed middle line.

SCORED WRITING BENCHMARK

Informative: GRADES K-2

Work Sample 1: Proficient

- “Soccer”

This student work sample meets the criteria for overall proficiency.

Focus/Opinion –Score: **P**

The student uses a combination of drawing and dictation/writing to respond to the prompt. The student clearly states the focus “Soccer.”

Organization—Score: **P**

The student supplies more than one reason that supports the opinion. The student's pages are clearly divided into clear sections and each section has a clear focus. The student uses linking words to connect opinion to reasons and provides a concluding sentence.

Support/Evidence—Score: **P**

The student's writing includes many facts with relevant reasons, labels, captions, and text evidence. The student demonstrates elaboration in detail with labeled drawings.

Craft—Score: **P**

Shows evidence of using writer's craft including word choice to persuade readers. Such words used in the writing are; dribble, and goalie. The student also asks questions to gain readers interest.

Language and Vocabulary—Score: **P**

The student's use of vocabulary is appropriate for the audience.

Grammar, Usage, Mechanics—Score: **P**

The student uses domain specific vocabulary, spelling, and punctuation that are appropriate for the audience and purpose incorporating good mechanics that are easy to read.

INT





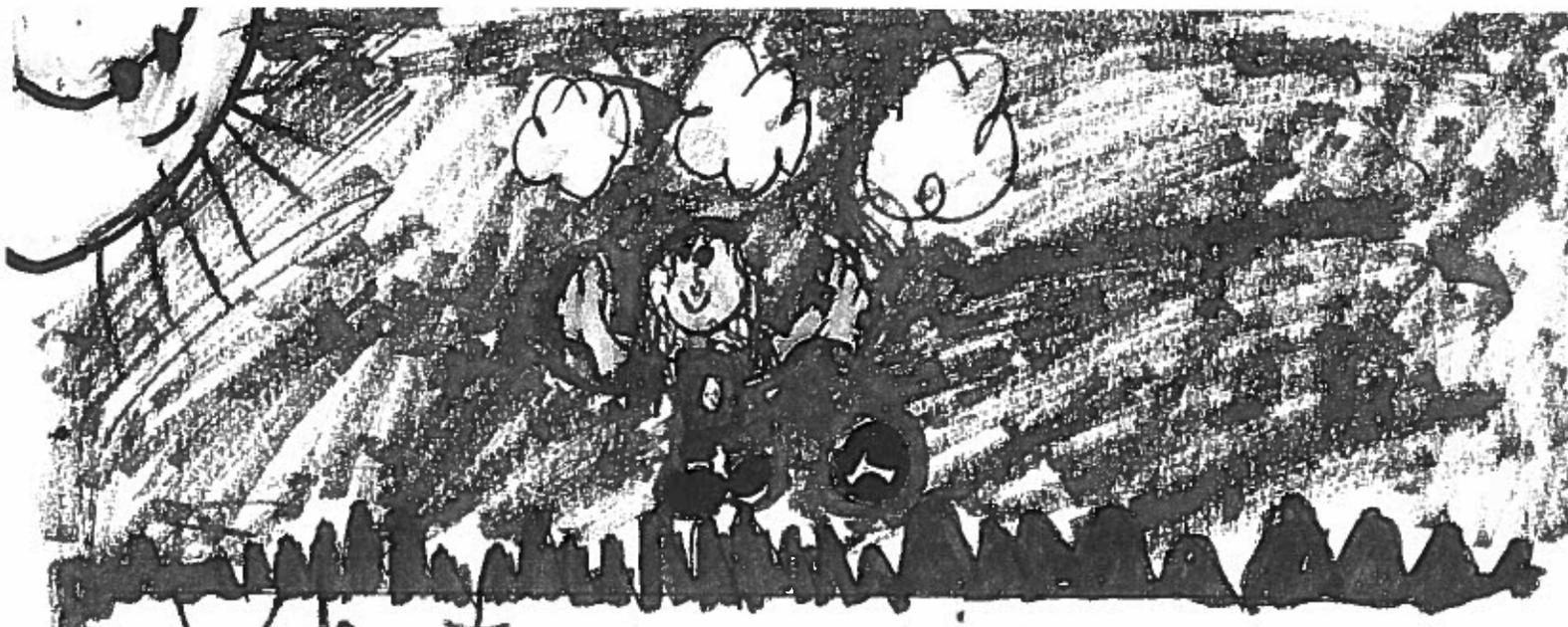
Soccer Practice 1

Famous Soccer Players..... 2

Soccer Rules..... 3

Women's World Cup.. 4

Soccer Opinion..... 5



What requires
just your feet,
special shoes
and a jersey?
It is soccer. I know
a lot about soccer.

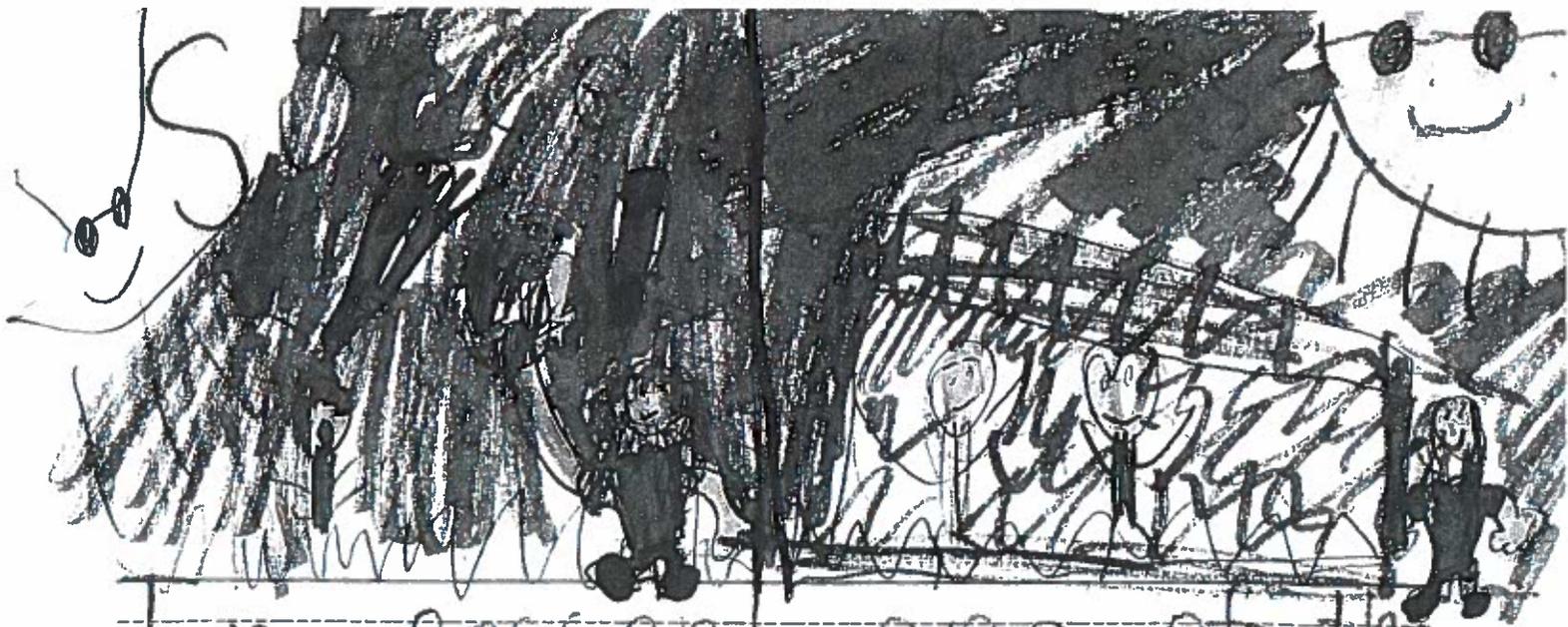


Do you know how to
dribble a soccer ball?
First you point your
toes to the ground
and kick it with
the top of your
foot and do it couple
times with each foot.
-Run while - you - do - it.

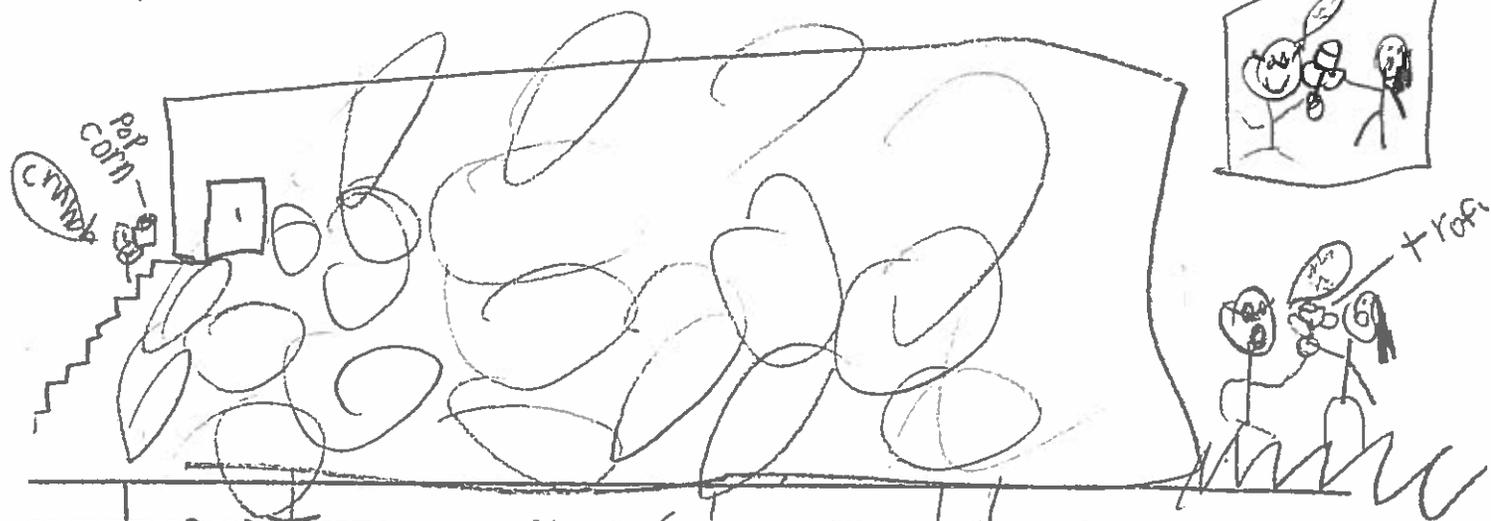
Famous Soccer players



Did you know I know some names of famous soccer players? One is named Messi. Messi is my favorite.



In soccer one of the rules is you have to keep both feet on the ground if you are doing a throw in. Another rule is no hands unless you are a goalie. P.S. a goalie is someone who protects the goal.



Last year in the
Women's World Cup
we won to Japan.
I love soccer.

P.S. Women's World
Cup is a famous
soccer tournament.

Soccer Opinion



In conclusion, I think
the game of soccer is
awesome.

SCORED WRITING BENCHMARK

Informative: GRADES K-2

Work Sample 1: Advanced

- “Pigs”

This student work sample is advanced beyond the criteria for overall proficiency.

Focus/Opinion—Score: A

The student consistently maintains focus throughout the piece and demonstrates an insightful understanding of topic with clearly stated focus/controlling idea that is consistently maintained. The student makes a connection between topic and broader ideas; “Just like any other mammal.”

Organization—Score: A

The student organizes ideas and information into paragraph structure using a clear topic sentence, facts/definitions grouped by related information and concluding sentence. The student's ideas are well organized into paragraphs with a variety of linking words.

Support/Evidence—Score: A

The student's drawings and writing elaborates on topic/focus with substantial and relevant details, definitions, labels, captions, facts, and examples.

Craft—Score: A

The student uses writer's craft to effectively convey information through the use of voice and asking questions to get the reader's attention. The writer uses figurative language (exaggeration) and creates suspense.

Language and Vocabulary—Score: A

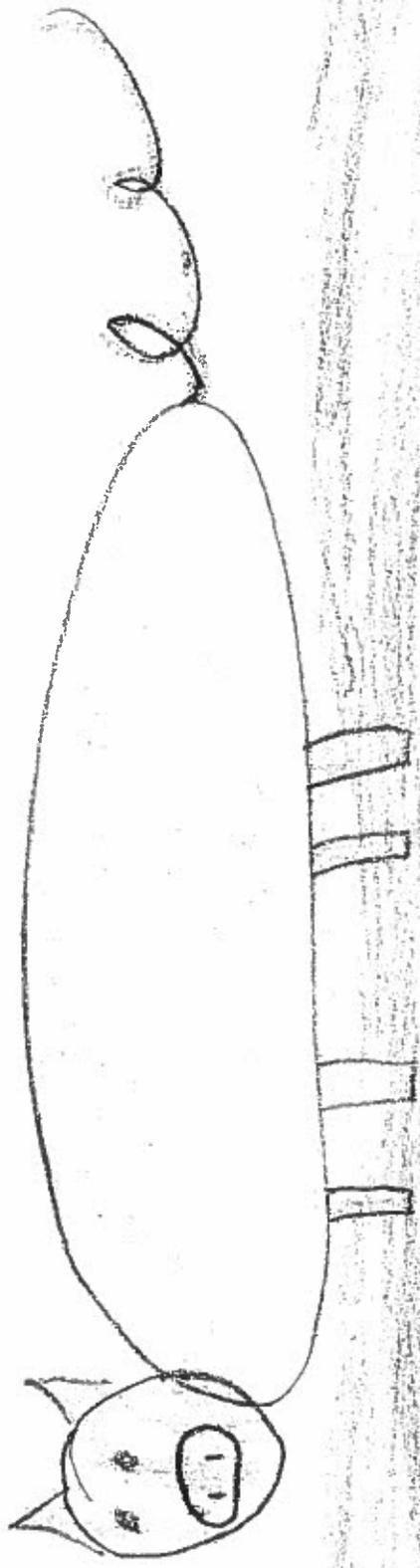
The writer uses correct use of a variety of pronouns, verb tenses, and plural nouns, including irregular forms.

Grammar, Usage, Mechanics—Score: A

The student has few or no errors in spelling, capitalization or punctuation. The writer also uses the correct words and chunks of words appropriate to grade level.

INF

pis



by WYMAN BRANFORD



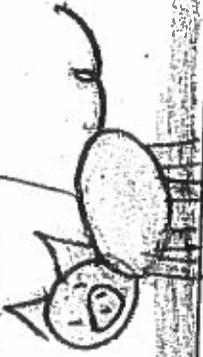
Table of Contents

1.	Introduction	2
2.	facts	4
3.	feeding \ hungry \ hungry \ hungry	5
4.	and \ yucks!	8
5.	pig-lits \ cute	12
6.	sleepy \ sleepy	14
7.	Conclusion	15

Introduction

~~messy~~

andy



sleepy

Pigs are cute

In this book you will learn all about
pigs. This book will answer any questions you
have about pigs. Do you want to learn about
pigs? If you do read along with me.

Facts

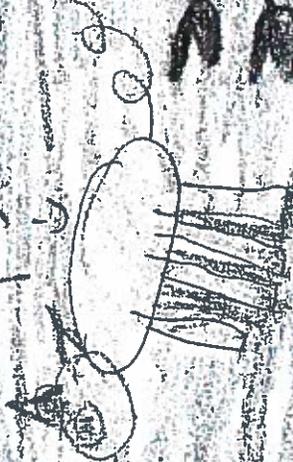
Pigs are

very messy and cute



↳ Mud →

pig



↳ Fox



A pig is a mammal. Pigs like to eat a lot. There are different kinds of pigs.

Some pigs can live in your house. Like a tea-cup-pig. And there are wild pigs. Like a wild-boar. Pigs need energy just like you do. Pigs foot-prints look like deer's foot-prints.

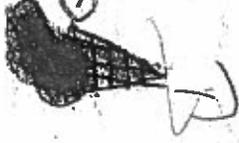
hungry hungry tummys!

apple

pizza



cotton
candy



bread



smelly

mushy



pigs

just like any other animal need to eat. But, pigs don't eat food that you eat. Pigs eat stuff that you wouldn't eat, and that you wouldn't like. For example, pigs eat smelly stuff, and mushy stuff. They eat, smelly cotton apples, moldy stuff, and they love to eat bread. Pigs eat any kind of bread. People save there food that they don't want and put it in a pig-bucket and they feed it to pigs. ^{And} that's why they call it a pig-bucket. You have to feed a pig at least 4 times a day. Pigs have a big appetite. They eat a lot.

yuck!

like in
to roll in

chick
mud
mud

Messy
very messy



Not every animal likes to roll in mud. But
one animal certainly loves to roll in mud. Can
you guess it.... Oh, fine I'll tell you it's
a pig. Pigs love to roll in mud... But they
get very very messy. They like to roll in mud
because they like to stay cool and the mud
covers their skin so they stay cool.

Pig-lits \ Cute

Splreaky

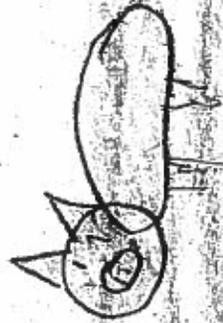
fussy

loud and

very

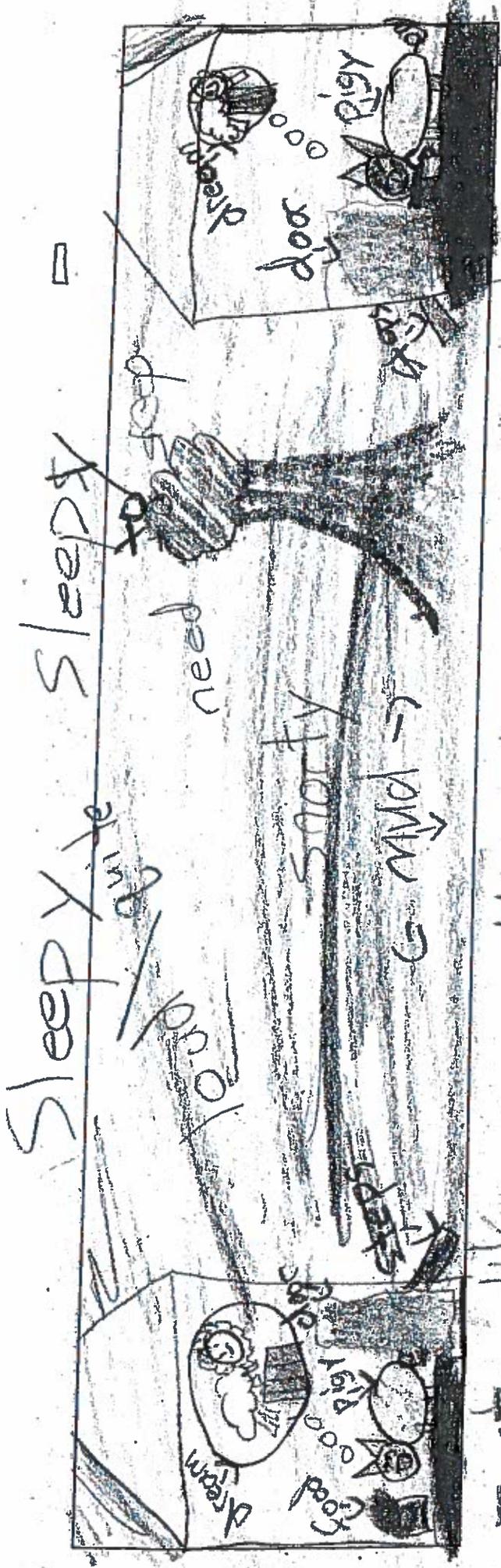
very cute!

mud →



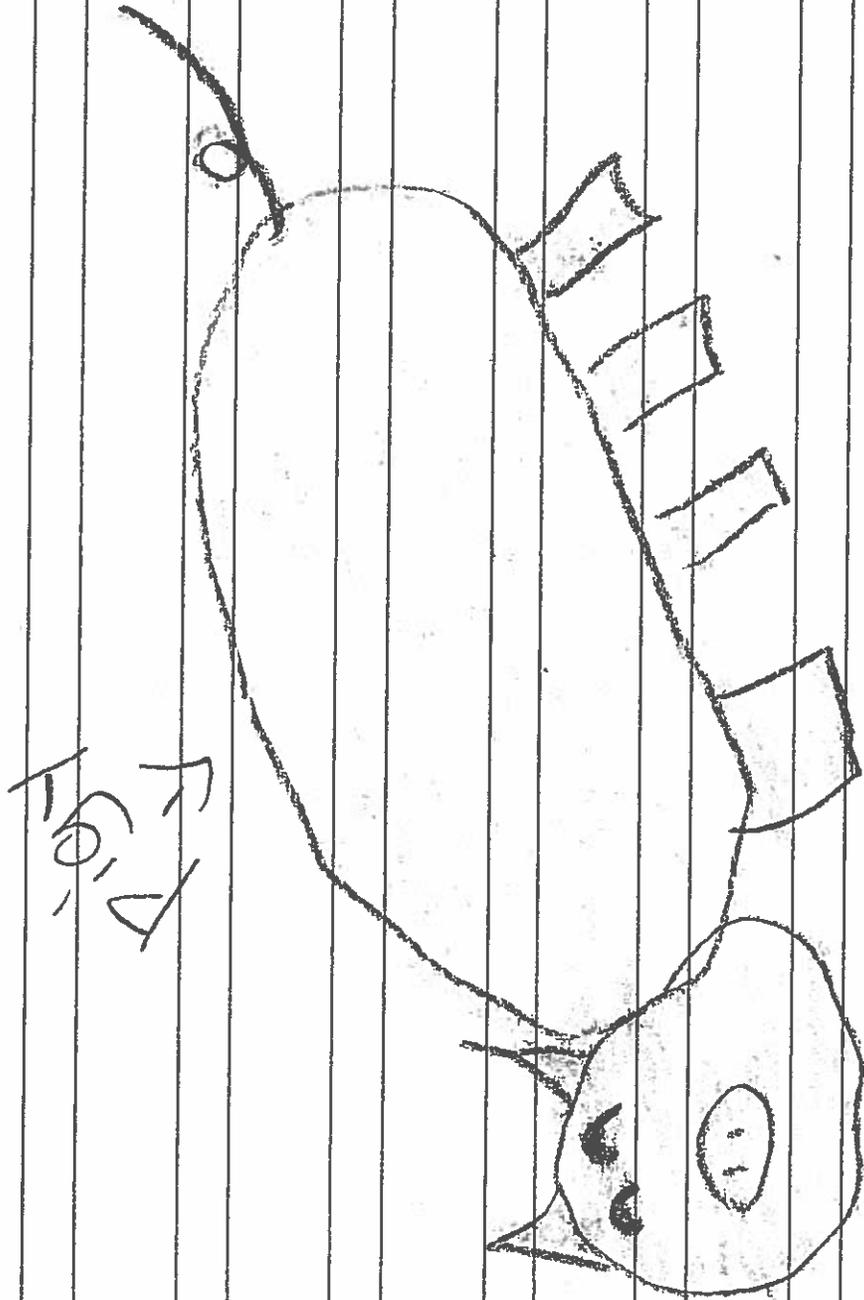
c-mud

When pigs are first born they weigh about 4 pounds. Pig-lits are fun to look at. There tails are about as big as your pinky-finger, there legs are as big as your nose, and there eyes are as big as your finger-nail. Baby pigs can only drink milk when they are born. When baby pigs are about 4 months old they can start eating slop.



Just like any other mammal pigs need to sleep. Pigs sleep in warm cozy shelters. But they don't sleep with blankets, pillows, sheets, beds, or stuffed animals. Pigs aren't like people. But they do have one thing in common they ^{they} like to sleep. They also need to sleep to get energy. Pigs have little tiny cabins. It's not like your house, because all that's in there is dirt and worms. You wouldn't want to sleep with dirt and worms, would you? I don't think you would.

There shelter helps keep them warm and cozy.



Conclusion

Pigs are amazing mammals. They are very smart. Some people even have pigs as pets. I hope you learned a lot about pigs.

SCORED WRITING BENCHMARK

Opinion: GRADES K-2

Work Sample 1: Proficient

• “Owls”

This student work sample is advanced beyond the criteria for overall proficiency.

Focus/Opinion—Score: A

The student uses a combination of drawing and dictation/writing to respond to the prompt.

The student responds skillfully and writes insightfully about owls with lots of specific information.

Organization—Score: A

The student supplies more than one reason that supports the story. The student’s use of transitions tells the story smoothly. Examples of these transitions: “Another reason owls are cool is because.” The student uses linking words to connect opinion to reasons and provides a concluding sentence.

Support/Evidence—Score: A

The student’s writing includes many facts with relevant reasons, labels, captions, and text evidence.

The student demonstrates elaboration in detail with labeled drawings. The student includes details that describe actions, thoughts and feelings to support the opinion.

Craft—Score: A

Shows evidence of using writer’s craft including sentences to persuade readers and writer used compelling details and figurative language, “Their soft feathers help them have silent flight.”

Language and Vocabulary—Score: A

The student’s use of vocabulary and language is appropriate for the audience.

Grammar, Usage, Mechanics—Score: A

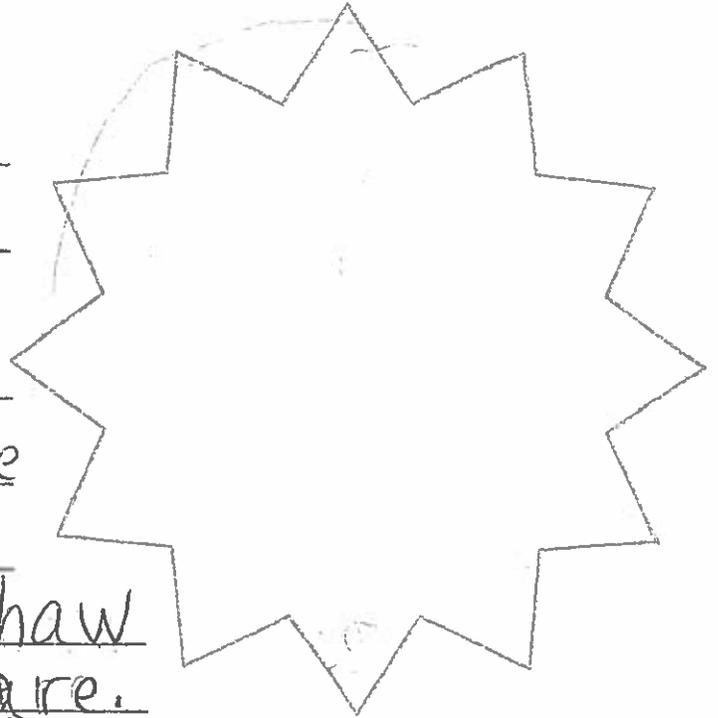
The student correctly uses grade level appropriate sentence formation, punctuation, capitalization, grammar usage and spelling.

Name _____

Date _____

Owls are
the coolest
animals.

They are cool
because they have
silent flight. I
will tell you how
cool owls are.



Owls are silent when they
fly. Their soft feathers
help them have silent
flight. When they are silent
it helps them catch their prey.
That is one reason I like
owls.

Another reason

is because owls are cool since they can see in the dark.

This makes some owls nocturnal. It is helpful for them to see in the dark when they are hunting. That is because they are nocturnal.

Another reason owls are so cool is because they can turn their head 225 degrees.

3

To bad they can't
turn their head all the
way around. They
can turn their head
so much farther around
than we can. We can only
turn our head 90 degrees.
Now you know how
cool owls are. I hope

4.

you see a real owl.

Handwriting practice lines consisting of 18 horizontal lines.

SCORED WRITING BENCHMARK

Informative: GRADES K-2

Work Sample 1: Emerging

- “Nerfs”

This student work sample is emerging toward the criteria for overall proficiency.

Focus/Opinion –Score: E

The student uses a combination of drawing and writing to respond to the topic and attempts a focus, but the focus is not relevant.

Organization—Score: E

The writing includes an introduction, body but no conclusion. The writing has different parts but lacks clarity and coherence (e.g. minimal information, confusing, insufficient details)

Support/Evidence—Score: E

The writing does not support the topic/focus and uses minimal and irrelevant information.

Craft—Score: E

Labels and words are used to give details about the topic but are confusing.

Language and Vocabulary—Score: E

Correct words and chunks of words (at, it, etc.) appropriate to grade level.

Grammar, Usage, Mechanics—Score: E

The student has many errors in spelling, capitalization and punctuation.

Inf/Exp

P

Nerfs

By: 

B.M.

Bunglo

Whats a kids toy? Wh-

ats like a gun? its a merf!

Something that

darts

There are 25 types of darts.

I am going to go threw

5 difrint types of darts.

Maga, Boom, woshy,

Stiky, and fire.

Customization

There are many types

of nerfs put like

stuff that carry out nerf

long. But the first ^{customization} customization

peace was the scope.

SCORED WRITING BENCHMARK

Opinion: GRADES K-2

Work Sample 1: Proficient

- “Do You Want A Good Pet?”

This student work sample meets the criteria for overall proficiency.

Focus/Opinion –Score: **P**

The student uses a combination of drawing and dictation/writing to respond to the prompt. The student clearly state an opinion; “A good pet is a dog.”

Organization—Score: **P**

The student supplies more than one reason that supports the opinion. The student uses linking words such as: First, Also, and Last to connect opinion to reasons. The student also provided a concluding statement.

Support/Evidence—Score: **P**

The students writing supports opinion with relevant reasons, labels, captions, facts, and text evidence. An example of written elaboration is; “You can teach them tricks like roll over and shake.”

Craft—Score: **P**

Shows evidence of using writer’s craft including word choice to persuade readers. Such words used in the writing are; furry, snuggle, and cuddle. The student also starts sentences with a question to hook the reader.

Language and Vocabulary—Score: **P**

The student’s use of vocabulary is appropriate for the audience.

Grammar, Usage, Mechanics—Score: **P**

Use of domain specific vocabulary is appropriate for the audience and purpose incorporating good mechanics that are easy to read.

Do you want a good pet? Well if you do get a dog. I will tell you why to get a dog.

First you can pet them. They are so furry and you can cuddle with them and they will keep you warm. Also you can teach them tricks like →

AAA 4190



roll over and shake.

Last they are really

fun you can race

them down the

road and you can

play fetch. That is

why you should get

a dog.

SCORED WRITING BENCHMARK

Narrative: GRADES K-2

Work Sample 1: Advanced

- “Going Fishing”

This student work sample is advanced beyond the criteria for overall proficiency.

Focus/Opinion –Score: A

The writer uses a combination of drawing and writing to focus on one story and sequence of events. The student effectively introduces a setting, narrator/characters, and/or point of view creatively.

Organization—Score: A

The writer organizes a natural, logical sequence of events from beginning to end by telling the story bit by bit. Chooses transition words and phrases to convey meaning in the story. Examples of the phrases are; “One early morning”, “After a while”, “After that.” The student has provided a conclusion that follows from the narrated experiences or events.

Support/Evidence—Score: A

The writing extensive use of dialogue enhances the stories details and descriptions.

Craft—Score: A

The student uses relevant and descriptive details and sensory language which connect to the overall purpose of the narrative. Elaboration on actions, reactions, motivations, thoughts and feelings are demonstrated through the uses of a variety of sentence structures.

Language and Vocabulary—Score: A

The student uses correct words and chunks of words above grade level.

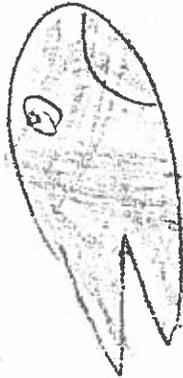
Grammar, Usage, Mechanics—Score: A

The writer correctly uses grade level appropriate sentence formation, punctuation, capitalization, grammar usage and spelling.

Nov 11

Going Fishing

A



B



dedicated

to my

dad

;

!

①

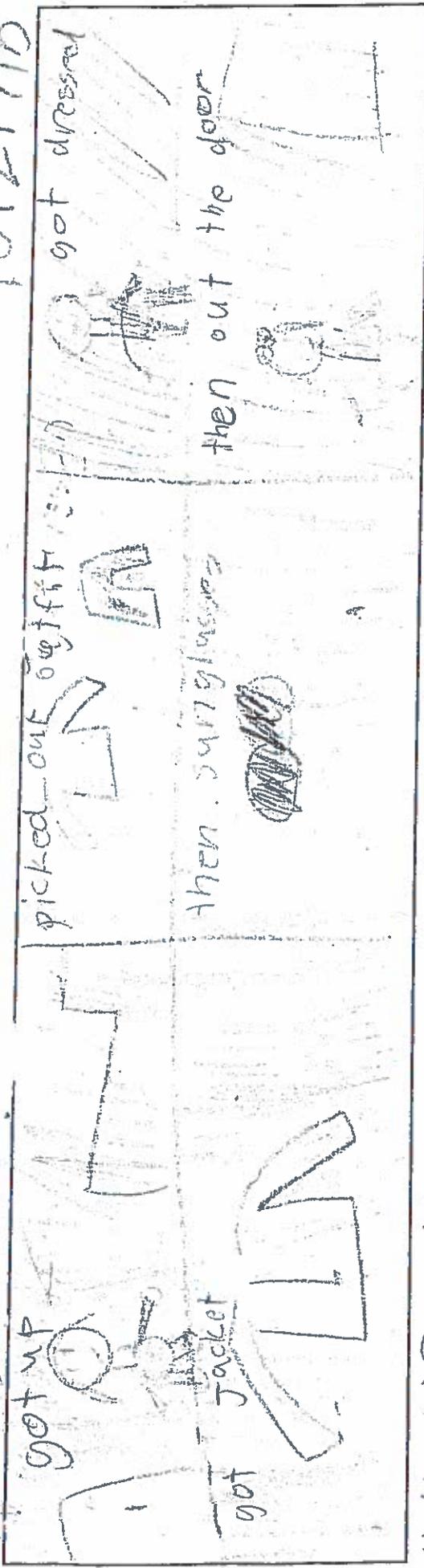
10/2/15



One early morning I slowly opened
 one eye. I forgot we were
 in nepot. We were at a friends
 grandma's house. They were with
 us. ^{not in} My ^{the} mom ^{came} in "time
 for fishing! she said" What? I said
 both eyes batted open. Then
 mom started talking ^{and} remember the fishing
 trip? she said.

(2)

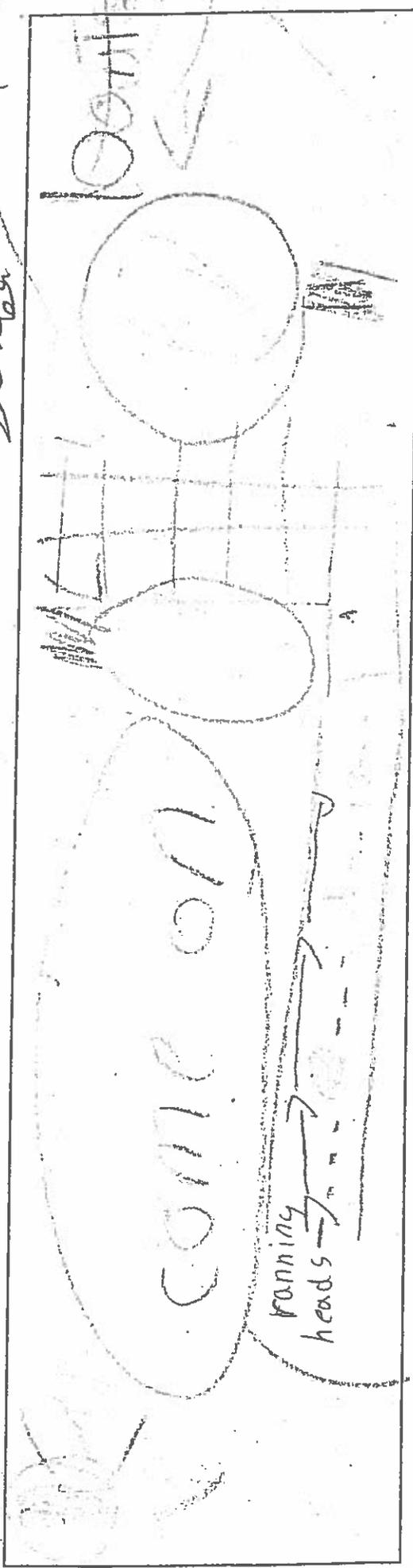
10/21/15



"Who?" "you remember... Oh just get up!" So I opened up my covers
 Then got up. Also picked out my outfit then got dressed. After that of my jacket then sunglasses. Out the door I went. We walked ^{the} family and
 walked until I could see the ocean.

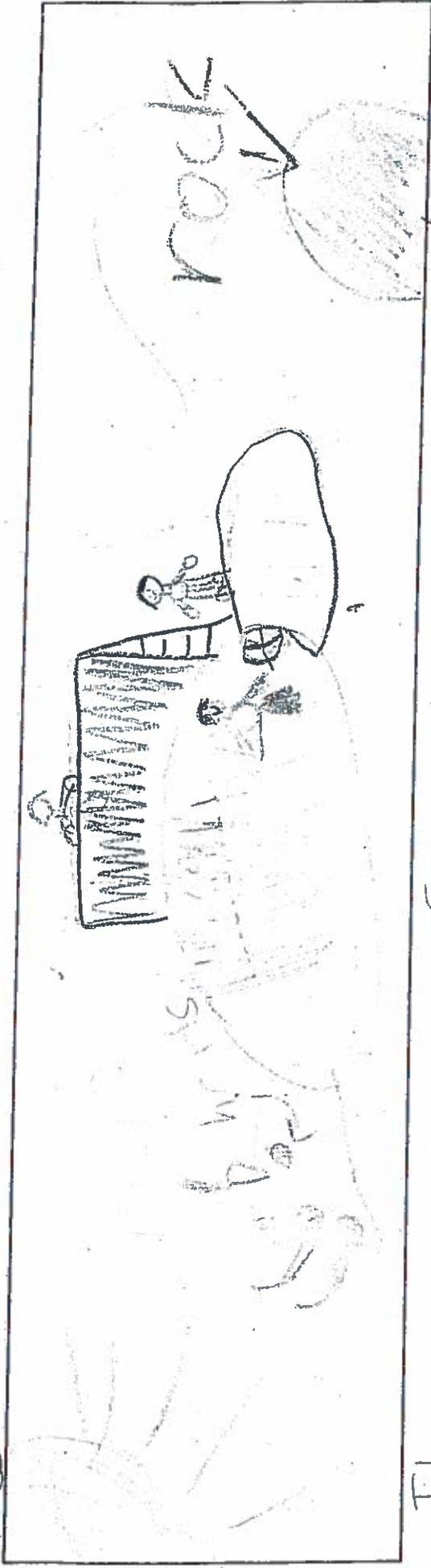
(3) Close eyes

Swim Zebra



Let's walk on the dock
 and see what boats there
 are mabe We can see are
 boat!! Said Careline, (One of the
 kids.) So all the kids went
 Reeda, Careline, Sophie and Me. Big boats
 past by while we walked. No boats
 were there. But the boat that we
 went on.
 Wasnt there (It was a Robb's boat,
 He had four kids All boys!

(4)



Then we found the boat

And we hopped on. Then

really fast. We went out

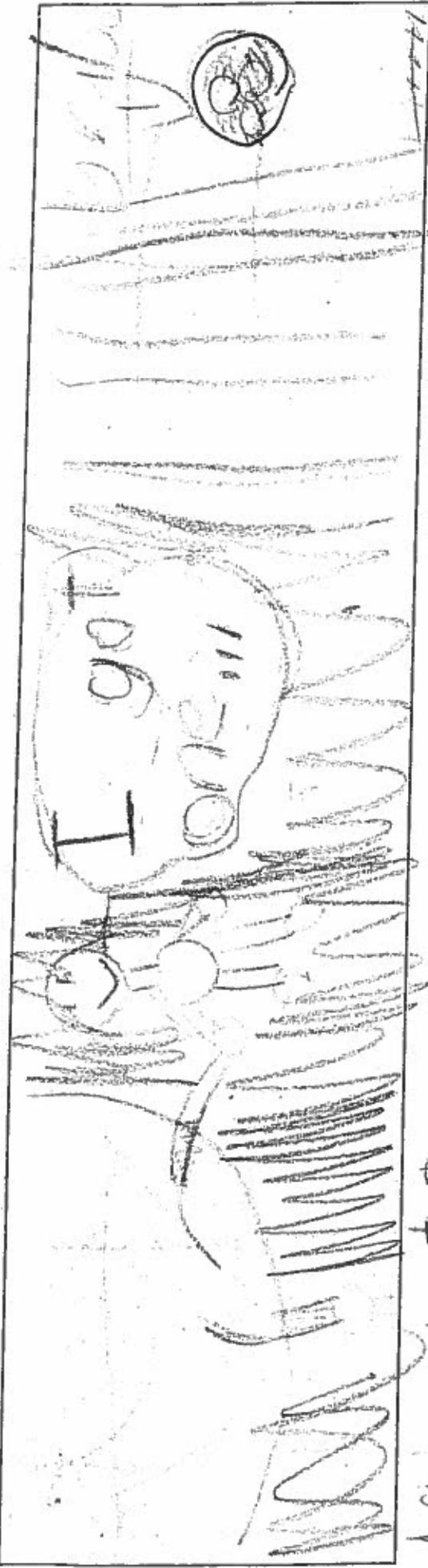
to sea. An hour later I heard
"you want to fish?" I + my

around. It was my dad. "Sure!! I saw
other people were doing. A different

kind of fishing. ^{and my mom and my} My mom

me now. But I still was not
stays.

(5)



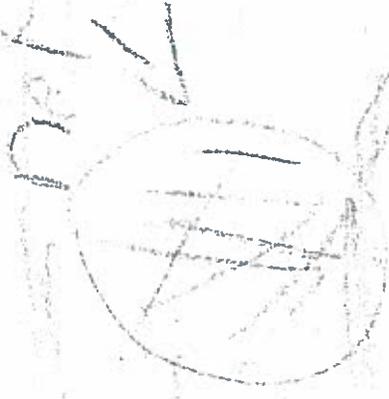
After that I let the fishing
rod down. For the bait was crab
I felt a tug but my mom
said "It's just the wave" I was sad
but I still had hope. Suddenly
I got a big tug! I got one
I got one!! I yelled "Mom! you
take over!" No you do it, you
fish!" she said.

(6)

I said

Also

I said



"No you" I said. "Fine" she said.

Yay I thought so my mom

waded it up, the fisherman guy

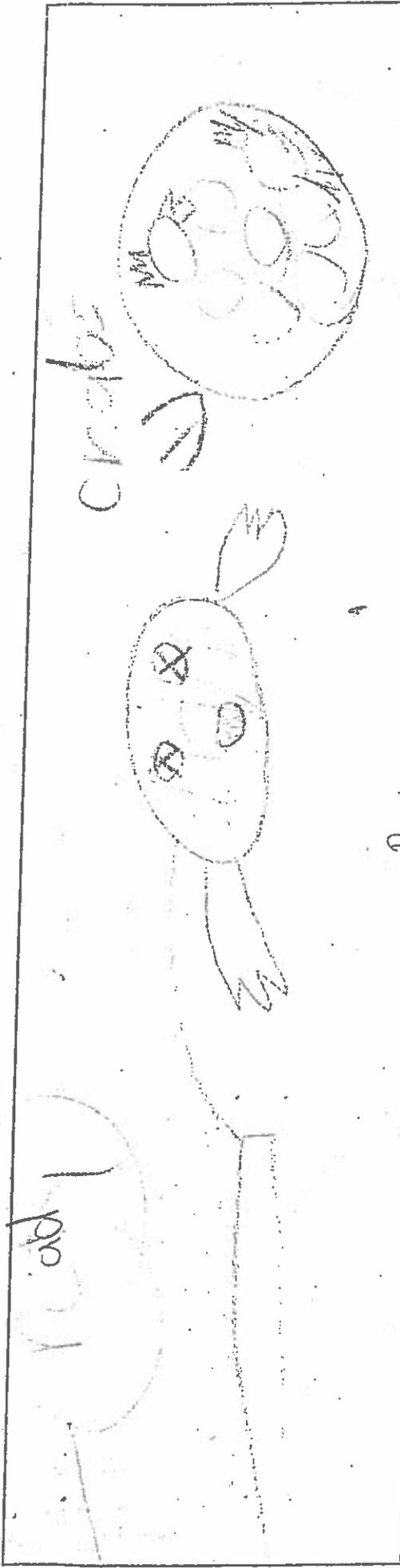
so, got the net, the fish was \$0

(Big!) could see a red thing

is that is its blaber said the guy

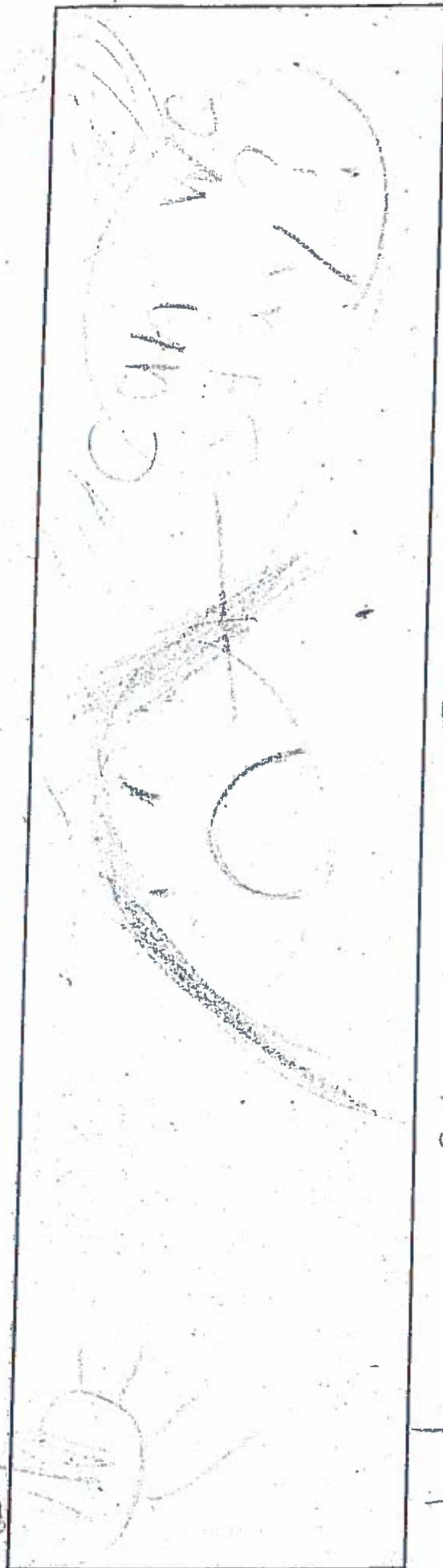
This was my first time

to go fishing with my mom



cc Ewwwwww I said. Then the guy dumped
it in a bucket with other fish.
They splashed and splash all over
me. Yuck! I said. do you want to catch
another fish? My mom said yes. Yab! I replied. So I
got a crab. My mom put it on a hook,
then down went the rod.

(8)



later after time I got 3 fish
Robe to the dock. I was
sad to go back.

SCORED WRITING BENCHMARK

Narrative: GRADES K-2

Work Sample 1: Proficient

- “The Frog Day”

This student work sample meets the criteria for overall proficiency.

Focus/Opinion –Score: **P**

The student uses a combination of drawing and dictation/writing to respond to the prompt. The student clearly states the focus through one story “Frog Day.”

Organization—Score: **P**

The student supplies more than one reason that supports the story. The student’s use of transitions tells the story smoothly. Examples of these transitions: One day, Then the next day, But this time, Then I found, After a while, Even though. The student uses linking words to connect opinion to reasons and provides a concluding sentence.

Support/Evidence—Score: **P**

The student’s writing includes many facts with relevant reasons, labels, captions, and text evidence. The student demonstrates elaboration in detail with labeled drawings. The student includes details that describe actions, thoughts and feelings: “Trying to swim as fast as the river.”

Craft—Score: **P**

Shows evidence of using writer’s craft including sentences to persuade readers. Such sentences used in the writing: “As tiny as the numbers on the clock.”

Language and Vocabulary—Score: **P**

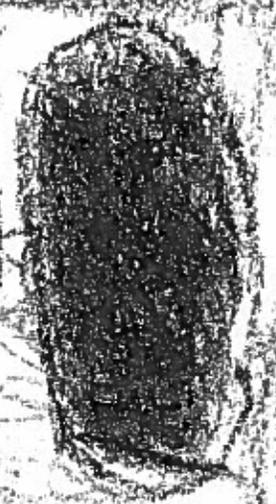
The student’s use of vocabulary is appropriate for the audience.

Grammar, Usage, Mechanics—Score: **P**

The student uses domain specific vocabulary, spelling, and punctuation that are appropriate for the audience and purpose incorporating good mechanics that are easy to read.

The Frog Day

BY ~~BY~~ Nery





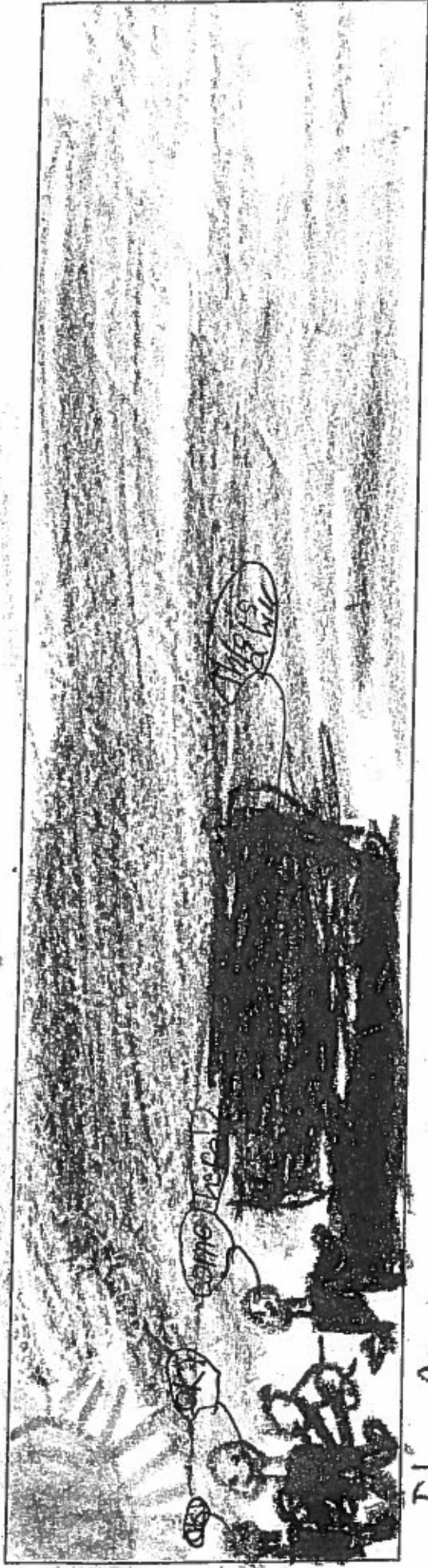
One day when my family went camping me

and my cousins found a flog in a rut that
a car made. We put it in a river close by.

It was trying to swim as fast as the river

was going. It ^{was} doing good until it hit a rock.

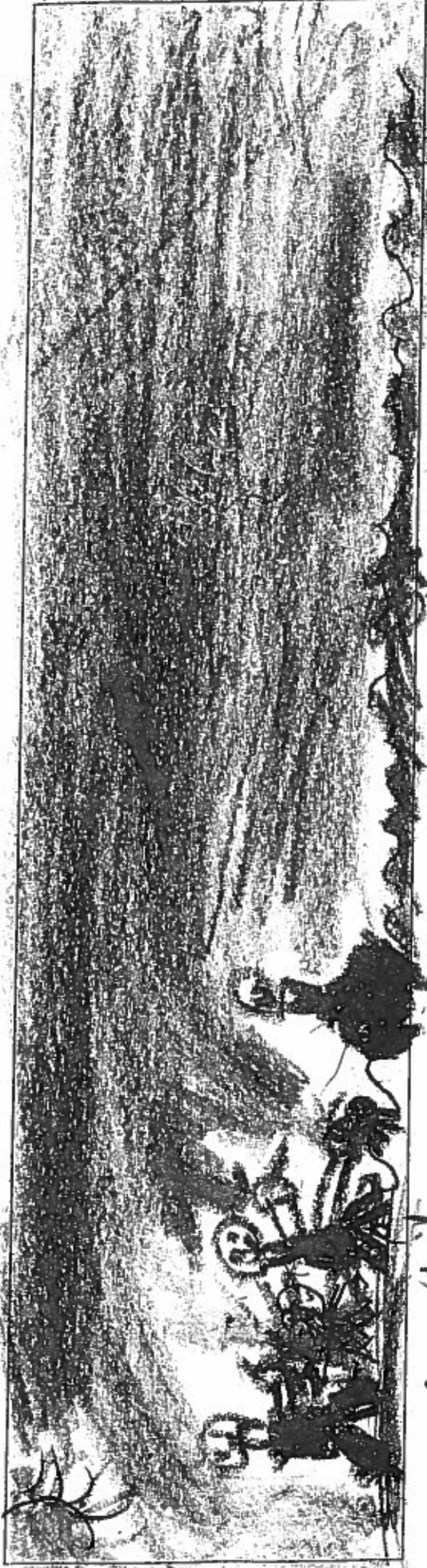
and floated away. We tried to get it but we didn't.



Then the next day we were there
we looked in the rut. We found
more litter floss. They were so little
they were as little as a number
on a clock. But this time we
didn't put them in the river. So
we kept them in the rut.



WE ALWAYS CHECKED ON THEM. ONE OF
OF THE TIMES ONE OF THEM WASN'T THERE.
WE LOOKED IN EVERY SPOT IN THE RUT. WE
CALL SAID "WHERE IS HE?" THEN I FOUND
HIM ON THE HILL NEXT TO THE RUT. WE WENT
TO CATCH HIM. HE DIDN'T WANT TO GO IN THE RUT,
BUT WE HAD TO PUT HIM BACK IN THE RUT. WE PUT
HIM BACK IN THE RUT BECAUSE HE WAS
A BABY SO HE MIGHT GET LOST.



After awhile we found another frog and we put it in the river again. But we made a rock wall so it wouldn't float away again. But then some of us thought we should put it back so we did. We put it back because we thought it might float away again. Even though we made a rock wall so it wouldn't float away.



Those two days were coooooooooooooo. It was exciting to see frogs in a unusual place.



SCORED WRITING BENCHMARK

Narrative: GRADES K-2

Work Sample 1: Emerging

- “Climbing Trees”

This student work sample is emerging toward the criteria for overall proficiency.

Focus/Opinion –Score: E

The writer uses a combination of drawing and dictation/writing (K) to recount an event or short sequence of events; but is missing key parts.

Organization—Score: E

The story has a beginning, middle and end that may lack detail and is missing key parts to complete the narrative.

Support/Evidence—Score: E

The story uses labels and words to give details.

Craft—Score: E

The student some specific words such as; “lots of leaves.” The writer also uses a variety of sentence structures.

Language and Vocabulary—Score: E

The student uses correct words and chunks of words appropriate of grade level.

Grammar, Usage, Mechanics—Score: E

The writer correctly uses some grade level appropriate punctuation, capitalization, grammar usage and spelling.

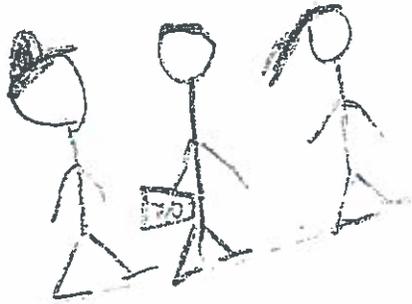
Narr

Emerging

climbing

trees

11/11/15



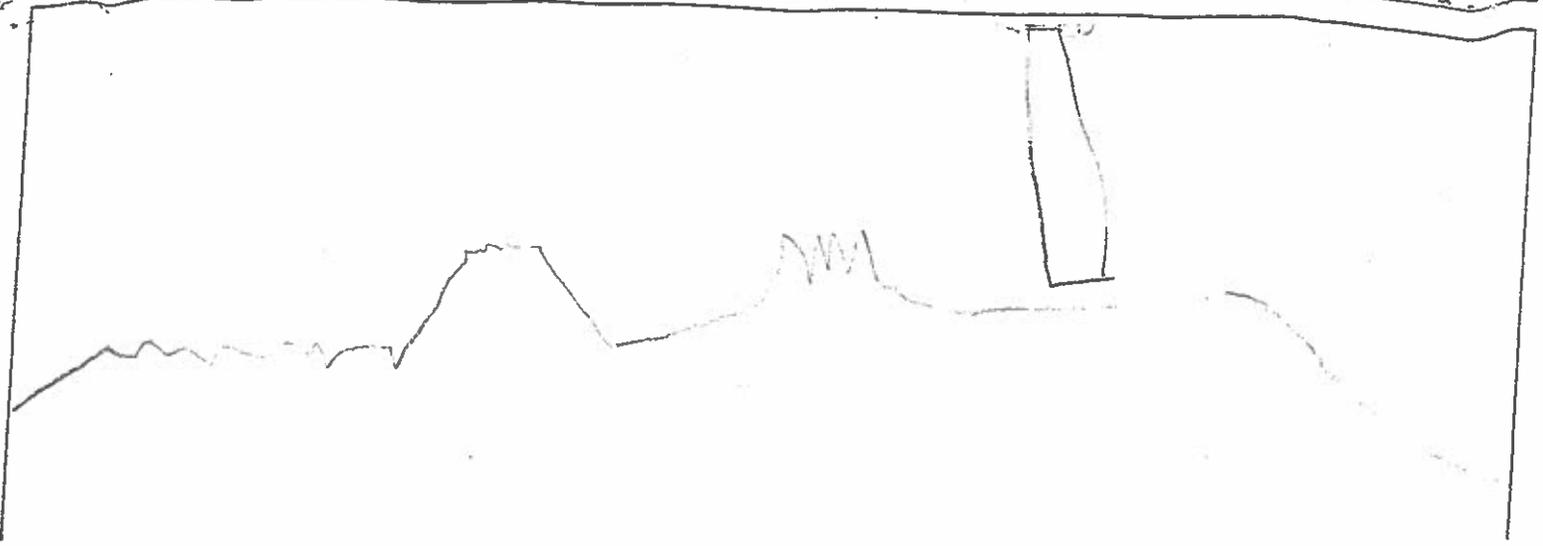
Me and my dad and

my sister went for

a hic We went to the

Wow! leles there were

lots of leers



I saw a riley car

I started to run fast!

