

Howard Elementary  
WRITING SAMPLE ADMINISTRATIVE GUIDELINES

## Directions for the Teacher

1. Before administering the writing assessment, assign each student a number, perhaps the class number you have already assigned students for coat hooks, laptops, desk placements, etc. This number should be written at the top of each student's paper.
2. The students should not receive any assistance from either you or classmates.
3. Students may use tools and/or resources you have introduced to them during prior instruction. For example, if you have posters or writing folders that include synonyms for common words, paragraph structure, how to write a topic sentence, how to organize a paragraph, etc. these items are okay for students to reference. However, you cannot distribute new resources/reference materials during the assessment or guide the students toward a particular resource while students are testing. Dictionaries and thesauruses are permitted, as are individual student "Word Dictionaries". We will not be using our laptops for this activity; work will be done using paper and pencil (no pens, please).
4. Share with the students how their papers will be scored, using the scoring rubric; let them know the target 😊.
5. Students should record their final drafts on the Zaner-Bloser handwriting paper. To conserve this paper, please only use Z-Bloser for the final, published piece. This may be the first/only draft for grades K-1.
6. Prominently display the prompts for student's easy viewing.
7. Instruct students to clear their desks of distractions.
8. Students often find quiet, background music helpful.
9. Collect assessments (or have students safety store) at the close of each writing session. Students should not take assessments home to "catch up".
10. Provide students with a quiet, academically relevant, activity should they complete their assessment before others.

Let Students Know: Students will progress at different rates, so you may have students at different stages on different days; that's okay.

Day 1: Pre-writing (brainstorming, drawing, outlining, etc.)

Day 2: Composing the rough draft (simply composing for grade K-1)

Day 3: Revising (improvements on content) & editing (corrections to grammar and punctuation); grades 2-5

Day 4: Publishing (writing the final draft on Z-Bloser paper); grades 2-5

Howard Elementary  
WRITING SAMPLE ADMINISTRATIVE GUIDELINES

**All assessments should be completed between 9/16-9/30. Bring all assessments to our Professional Development on 10/4.**

***All student final drafts are due to Allan by the end of the day, Monday, September 30.***

FALL Writing Prompt (K-3):

**Prompt 1: (narrative)**

Tell a true story about something fun or interesting you did one day this summer.

**Prompt 2: (expository)**

If you could be an animal, what would you be? Explain why you would want to be that animal.

FALL Writing Prompt (4-5):

**Prompt 1: (narrative)**

Tell a true story about something fun or interesting you did one day this summer.

**Prompt 2: (expository)**

Eating healthy foods is important. Think about why it is important to eat healthy foods. Explain why you should eat healthy foods.