

***NCEXTEND1* Writing Grade 4 Sample Prompt**

Read the writing prompt to the student. **The prompt may be read as many times as necessary.** The writing prompt may be read before administering each item.

Writing prompt:

Sam and Mary are in fourth grade. Their class went on a field trip. They went to see animals at the zoo. Sam's favorite animals were the monkeys. Mary's favorite animals were the elephants. Sam and Mary had fun at the zoo.

NCEXTEND1 Writing Grade 4 Sample Item 1

Manipulatives: Provided by NCDPI:

- Card A: went to
- Card B: the zoo.
- Card C: The class

**Object symbols may be substituted for the pictures if used routinely in the classroom. (Provided by teacher)*

Directions:

- Present the writing item to the student.
- Assessor 1 should follow the script exactly as written to present the item to the student. *The item may be read as many times as necessary.*
- While presenting the item to the student, Assessor 1 may point to the text and/or pictures.
- Assessor 1 may **NOT** rephrase any part of the item or add any language to the item.

Assessor 1 must follow the directions as listed and read the script to the student exactly as written.

- SAY: **“Put the cards in the correct order to make a complete sentence. Use every card.”**
- Present picture/text cards in the following order:
 - Card A: went to
 - Card B: the zoo.
 - Card C: The class
- SAY: **“This says, went to.” “This says, the zoo.” “This says, The class.”**
- SAY: **“Put the cards in the correct order to make a complete sentence. Use every card.”**

Scoring

- Score as correct if the student places the cards in the following order: **The class went to the zoo.**
- Score as incorrect if the student places the cards in any other order.
- If the student does not respond, the administrator may repeat the directions to the student two additional times.
- Score as incorrect if the student does not respond after three presentations of the directions for this item.
- Move to the next item.

NCEXTEND1 Writing Grade 4 Sample Items 2 & 3

Directions:

- Present the writing item to the student.
 - Assessor 1 should follow the script exactly as written to present the item to the student. *The item may be read as many times as necessary.*
 - While presenting the item to the student, Assessor 1 may point to the text and/or pictures.
 - Assessor 1 may **NOT** rephrase any part of the item or add any language to the item.
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Assessor 1 must follow the directions as listed and read the script to the student exactly as written.

SAY: “**Sam and Mary went to the zoo to see their favorite animals. Write a sentence about your favorite animal. Write at least two reasons why the animal you chose is your favorite animal.**”

SAY: “**Make sure that you write complete sentences. Remember to use capital letters and end punctuation marks correctly.**”

SAY: “**Begin writing your sentences now.**”

Scoring Item: Content

Score the item as correct if the student writes sentences containing content relevant to the writing prompt. Errors in spelling and conventions should not be considered in the scoring.

- Score as correct if the student writes ideas and/or events presented in a logical sequence relevant to “a favorite animal.” The student must identify a favorite animal and provide two reasons to support their choice.
- Score as incorrect if the student writes ideas and/or events not presented in a logical sequence and/or not relevant to “a favorite animal.”
- If the student does not respond, the administrator may repeat the directions to the student two additional times.
- Score as incorrect if the student does not respond after three presentations of the directions for this item.
- Move to the next item.

Scoring Examples for Content:

(Correct) i lik tigrs. tigrs are strong. tigrs have prety fir.

- The student has written sentences that contain ideas and/or events presented in a logical sequence that are relevant to the writing prompt. The student has chosen a favorite

animal and provided two reasons justifying their choice. Errors in spelling and conventions are not considered.

(Incorrect) I like the jungel. I like to liv and play in the jungel.

- The student has written sentences, but none of the sentences contain ideas and/or events presented in a logical sequence or content relevant to the writing prompt. The student has chosen something other than a favorite animal. Errors in spelling and conventions are not considered.

(Incorrect) Bears big.

- The student has attempted to write a sentence, but the writing does not contain content relevant to the writing prompt. Although the student has chosen a favorite animal the student failed to justify their choice with two supporting reasons.

(Correct) I like hippopotms cuz it big and fat.

- Although the student has written only one sentence, the student has chosen a favorite animal and justified their choice with two supporting reasons.

Scoring: Conventions

Use the student-produced sentences from the previous item.

Score item as correct if the student has written complete sentences, used correct capitalization, and used the correct end punctuation mark in each sentence. Errors in spelling and content should not be considered in the scoring.

Scoring Examples for Conventions:

(Incorrect) i lik tigrs. tigrs are strong. tigrs have pretty fir.

- The three sentences are not capitalized correctly. Errors in spelling and content are not considered.

(Correct) I like the jungel. I would like to liv and play in the jungel.

- The sentences are capitalized correctly and have the correct end punctuation marks. Errors in spelling and content are not considered.

(Incorrect) Bears big.

- Although “Bears is.” is capitalized and has an end punctuation mark, it is not a complete sentence. Errors in spelling and content are not considered.

(Correct) I like hippopotms cuz it big and fat.

- The sentence is capitalized correctly and has the correct end punctuation mark. Errors in spelling and content are not considered.