



WRITING STANDARDS ASSESSMENT PORTFOLIO

Grades 1-5

| | | | |
|---------|-------|-------|--|
| School | | | |
| Student | Track | Grade | |
| Teacher | | Year | |

Purpose: This assessment portfolio is a standards-based assessment data communication tool. It provides the student, parent, and teacher with evidence of the student’s progress toward meeting the standards. **The student should fill in the information** on the portfolio; the teacher should instruct students on how to do this.

Teachers: See the [Teacher Guide](#) packet for more information on how to use this portfolio.

PORTFOLIO COMPONENTS, GRADES 1-5

Content Standard 1.0, Writing Strategies
 Content Standard 2.0, Writing Applications

| Component | Description and Purpose |
|--|--|
| <p>Writing Tasks (Required) At least one Task per genre is required:</p> <ul style="list-style-type: none"> • Grade 1: Narrative, Expository (*description) • Grade 2: Narrative, Expository (*friendly letter), Response to Literature • Grade 3: Narrative, Expository (*personal and formal letters, thank you notes, and invitations), Response to Literature • Grade 4: Narrative, Expository (*information reports), Response to Literature, Summary • Grade 5: Narrative, Expository (*research reports - untimed), Response to Literature, Persuasive <p><i>*This reflects the minimum requirement in the Expository genre in the state content standard.</i></p> | <p>Narrative Writing tells a story. Successful narratives include descriptive details and dialogue to develop the characters, setting, and plot. Fictional narratives are stories that recreate an experience, real or imagined. Biographical or autobiographical narratives shape, recreate, reveal, or clarify an actual experience.</p> <p>Expository Writing informs and explains. Effective exposition states a clear purpose and supports it with relevant and accurate information. The writing follows an organizational pattern appropriate to the task.</p> <p>Response to Literature Writing demonstrates a thoughtful interpretation of a literary work with a central idea that addresses the writing task. Successful responses show literary understanding and insight where the writer justifies interpretations through textual evidence and prior knowledge.</p> <p>Summary Writing consists of a concise rewording of the most important ideas in a text. The writer paraphrases the author’s main idea(s) and essential details.</p> <p>Persuasive Writing allows you to use the power of language to inform and influence others. Effective persuasion clearly states the issue and the writer’s position using relevant, convincing evidence. The reader’s concerns are convincingly addressed.</p> |
| <p>*Additional Writing Products (optional) <i>-describe on back cover of folder</i></p> | <p>This writing reflects a topic and/or genre chosen by the student or teacher. The student may have chosen to produce this piece (e.g., during Writers’ Workshop), or it may be the result of a teacher assignment. This product may or may not have been taken through the writing process.</p> <p>This type of writing may be formal (e.g., a poem, brochure, essay, thank you letter, etc.) or informal (e.g., quickwrites, journal entries, graphic organizers, learning log entries, etc.).</p> <p>A teacher created scoring instrument or a district genre rubric may be used to assess this product, whichever is appropriate.</p> |

GRADES 1-5 PERFORMANCE STANDARD: RHETORICAL

1.0 Writing Strategies

2.0 Writing Applications (Genres and their Characteristics)

Directions: Place an X or ✓ on the grid for the scores you received for each timed Writing Task. Put the X or ✓ in the column that tells which month you finished that writing piece.

At least one entry per genre is required this year, in the genres assigned to your grade level. It is not expected that you write in each genre each month. The grid is just meant to show WHEN a writing piece was finished.

| | | Narrative | | | | | | | | | | | | | | | | | | | | |
|---|---------------------------|--|------|------|------|------|------|------|------|-----|------|------|------|--|--|--|--|--|--|--|--|--|
| | | At least one Writing Task entry is required in this genre, Gr. 1-5 | | | | | | | | | | | | | | | | | | | | |
| Performance Level Rhetorical | Advanced Proficient 4 | | | | | | | | | | | | | | | | | | | | | |
| | Proficient 3 | | | | | | | | | | | | | | | | | | | | | |
| | Partially Proficient 2 | | | | | | | | | | | | | | | | | | | | | |
| | Not Proficient 1 | | | | | | | | | | | | | | | | | | | | | |
| | | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June | July | Aug. | | | | | | | | | |

| | | Expository | | | | | | | | | | | | | | | | | | | | |
|---|---------------------------|--|------|------|------|------|------|------|------|-----|------|------|------|--|--|--|--|--|--|--|--|--|
| | | At least one Writing Task entry is required in this genre, Gr. 1-5 | | | | | | | | | | | | | | | | | | | | |
| Performance Level Rhetorical | Advanced Proficient 4 | | | | | | | | | | | | | | | | | | | | | |
| | Proficient 3 | | | | | | | | | | | | | | | | | | | | | |
| | Partially Proficient 2 | | | | | | | | | | | | | | | | | | | | | |
| | Not Proficient 1 | | | | | | | | | | | | | | | | | | | | | |
| | | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June | July | Aug. | | | | | | | | | |

**Performance Level
Rhetorical**

| Response to Literature At least one Writing Task entry is required in this genre, Gr. 2-5 | | | | | | | | | | | | |
|---|-------|------|------|------|------|------|------|------|-----|------|------|------|
| Advanced Proficient 4 | | | | | | | | | | | | |
| Proficient 3 | | | | | | | | | | | | |
| Partially Proficient 2 | | | | | | | | | | | | |
| Not Proficient 1 | | | | | | | | | | | | |
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June | July | Aug. |

**Performance Level
Rhetorical**

| Summary At least one Writing Task entry is required in this genre for Grade 4 | | | | | | | | | | | | |
|---|-------|------|------|------|------|------|------|------|-----|------|------|------|
| Advanced Proficient 4 | | | | | | | | | | | | |
| Proficient 3 | | | | | | | | | | | | |
| Partially Proficient 2 | | | | | | | | | | | | |
| Not Proficient 1 | | | | | | | | | | | | |
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June | July | Aug. |

**Performance Level
Rhetorical**

| Persuasive At least one Writing Task entry is required in this genre for Grade 5 | | | | | | | | | | | | |
|--|-------|------|------|------|------|------|------|------|-----|------|------|------|
| Advanced Proficient 4 | | | | | | | | | | | | |
| Proficient 3 | | | | | | | | | | | | |
| Partially Proficient 2 | | | | | | | | | | | | |
| Not Proficient 1 | | | | | | | | | | | | |
| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June | July | Aug. |

Additional Writing Product(s) (Optional)

| Genre | Topic/Description | Score (attach scoring instrument used) |
|-------|-------------------|--|
| | | |

GRADES 1-5 PERFORMANCE STANDARD: CONVENTIONS

1.0 Written and Oral English Language Conventions

Directions: Place an X or ✓ on the grid for the **conventions scores** you received for each portfolio piece. Place the marks in the column that tells which month you received that score.

| | | | | | | | | | | | | | |
|--|------------------------------|-------|------|------|------|------|------|------|------|-----|------|------|------|
| Performance Level Conventions | Advanced Proficient 4 | | | | | | | | | | | | |
| | Proficient 3 | | | | | | | | | | | | |
| | Partially Proficient 2 | | | | | | | | | | | | |
| | Not Proficient 1 | | | | | | | | | | | | |
| | | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June | July | Aug. |

INSERT

FOR THE WRITING STANDARDS ASSESSMENT PORTFOLIO

| | |
|---------|-------|
| School | Grade |
| Student | Year |

My Writing Goals

Content Standard 1.0: Writing Strategies

| Date/What I am able to do well in writing | The challenges or struggles in my writing | What I need to work on next (goals) |
|---|---|-------------------------------------|
| Beginning of Year | | |

| Date/What I am able to do well in writing | The piece I'm proud of is... because... | What I need to work on next (goals) |
|---|--|-------------------------------------|
| Middle of Year | | |
| Date/What I am able to do well in writing | The most important ideas I've learned about writing are... | What I need to work on next (goals) |
| End of Year | | |