**Diocese of Allentown Writing Assessment**

**Timeline and Directions Grades K-8 2017-2018**

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| **Prompt Sent** | **Samples Due** | **Kindergarten –** **Grade 2** | **Gr. 3 Writing Genre**  | **Gr. 4 Writing Genre**  | **Grades 5,6 Writing Genre** | **Grades 7, 8****Writing Genre** |
| **First Trimester**September 27 | November 3 |  | One well-constructed narrative/descriptiveparagraph using science, social studies, or reading text – teacher choice | One well-constructed non-fiction summary paragraph – teacher choice | Informative3 paragraphs piece | Informative3-5 paragraphs |
| **Second Trimester** January 23 | February 28 | **Teacher’s Choice** | \*One well-constructed narrative/descriptiveparagraph, preferably based on the an example from the reading text – teacher choice | \*Three well-constructed summary paragraphs using a story from the reading text – teacher choice | \*InformativeThree paragraphs using the curriculum | \*Informative3-5 paragraphsUsing the curriculum |
| **Third Trimester**March 13 | April 25 | \*Narrative/DescriptiveFollow directions on the writing prompt | \*One well-constructed informative paragraph about the Paschal Mystery  | \*Four or five well-constructed narrative paragraphs using diocesan prompt | \*Grades 5, 6 Opinion 3-5 paragraphs | \*Grades 7, 8Argument 3-5 paragraphs |

**\*For the second and third trimester writing samples, the writing prompt should be administered by the teacher and kept in the students’ portfolio. You will be asked to record the information on the Google Form.**

**Since the genre of the second trimester is the same as the first trimester, the students should find more ease in the assessment.**

The Writing Prompts information will be on <http://adeducators.org>

* Writing Prompt Timeline and Directions
* Graphic Organizer; Rubric
* Grammar Expectations; Conversion Table; Cover Sheet
* There are various writing resources on <http://adeducators.org>
	+ Also, [www.pdesas.org](http://www.pdesas.org); click on **standard** on the top left hand corner; click on **common core** on the top right hand corner; Resources are available to explore.
* **Follow the directions of the writing prompt.**
* Use classroom writing strategies.
* No teacher editing or proof reading during the writing assessment process (except K -2)
	+ Students may use the thesaurus, dictionary, or spell check as needed.
* **Constructive comments and corrections should appear on the final copy** **and on the rubric**
* Use the rubric to grade the writing.
* Staple the papers together in this order for the writing folder.

1-final copy on top, 2-rubric, 3-first draft, 4-graphic organizer, 5-writing prompt, with the writing assessment sheet on top.

* **Students may review the final writing assessment, when they are placed in the student portfolio.**
* **First Trimester** Send to the Office of Education, attention ELA Committee, the following:
	+ **Grades 3-8: ONE copy of an Advanced, Proficient, sample from each classroom for the required genre.** Please make a copy to send; the classroom teacher should keep the originals.
* It is important for teachers to realize that these assessments do not replace the writing instruction that is expected to happen in all classrooms. The writing assessment does not replace the writing portfolio samples. Teachers, principals and the diocese will use the assessment to guide instructions.
* The assessment may be used as a grade, if you choose to do so. There is a grade equivalent paper on adeducators for your convenience. **The assessments are then placed in the writing portfolio that teachers in subsequent grades can review.**

**Items in adeducators, under General Writing Prompt information:**

* Google form to record information
* Sample cover sheet
* Writing chart for writing portfolios (note the date at the top is when the document was created)
* The K-8 Writing Assessments Timeline
* The list of Written Communications