

- **Appendix B: Student Essay Instructions  
and Sample Student Essay Booklet**

## **Student Writing Assessment Directions to Teachers**

As part of a study to examine the effectiveness of the 6+1 Trait™ Writing model for teaching and assessing writing, students in your class will be asked to submit two pieces of writing to the Northwest Regional Educational Laboratory: one in September and one in June.

The students in your class will write a descriptive (expository) piece. The student booklets are marked with the student number for each of your students. Please check that these are accurate prior to beginning the assessment.

The writing assignments will be completed over three days (approximately 45 minutes per day\*):

- Day 1: introduce the project, choose prompt, do outline planning,
- Day 2: write the draft.
- Day 3: make revisions, edit and write the final copy

Students may use dictionaries and thesauruses, and they may do their writing on a computer if that is normal practice in your classroom; however, spelling and grammar checkers should be OFF. If students use a computer, please have students print the draft and the final copy, and staple them into the student booklet. Clearly label each printout as draft or final copy.

If students are absent, arrange time for them to complete their writing when they return, if possible.

\* While 45 minutes is suggested for each day, you may modify this to meet the needs of your class. The basic guideline is that all students should feel that they have had a reasonable amount of time to complete their writing.

### **Day 1: Planning and creating an outline (45 minutes)**

1. Explain to students that your school is participating in a study on student writing and their work will be sent to Portland for scoring. Students will not put their name on the booklets. For this writing assignment, students will be asked to write on their own, without peer or teacher assistance in drafting, revising or editing. Tell students that they will not be allowed to take their writing home.
2. Explain to students that they will complete their writing over three days, and briefly tell them the expectations for the three days. Explain that there is some flexibility in how they spread their work over the three periods, but all students are expected to have the finished copy at the end of the third day (exceptions can be made for special circumstances).
3. Pass out the Student Writing Booklets and ask students to check the information on the cover (your principal will have extra copies of the student booklets). Tell students not to put their name on the booklet. Write your class number on the chalk board and tell students to copy it in the space beside “Your Class Number”.
4. Read the instructions and provide clarification if necessary. Explain the format of the booklet (writing on every other line, and pages for planning, draft, and final copy). Writing on every other line on the draft pages will leave space for students to make revisions and to edit the draft.

5. Ask students to individually select a topic. Encourage them to spend a little time thinking about their topic and the possibilities for writing about it. They may record ideas from this thinking on the planning page 3.
6. Ask students to work independently to prepare a plan. Ask them to make notes, construct webs or maps, create outlines, or list key words and ideas on the planning page 3 (remainder of period). Feel free to help individual students by re-reading the prompts to them, but please do not offer suggestions about what to write.
7. Collect the booklets at the end of the period

### **Day 2: Writing a draft (45 minutes)**

1. Explain to students that they should begin to write the draft from their plan. Remind them to write on every other line (marked with arrows) and to write the draft on pages 4 and 5. Ensure that students have enough time to write the draft.
2. Collect the student booklets at the end of the period.

### **Day 3: Revising and editing the draft, and writing the final copy (45 minutes)**

1. Hand out the student booklets and the Guide to Revision. Ask students to work independently to revise the draft, using the Guide to Revision.
2. Ask students to carefully edit their drafts. Remind students to mark their revisions and edits in the lines above the draft text.
3. Remind them to leave enough time to write the final copy. Use your judgment to estimate how much time you think they will need for this, and tell students to leave at least that much time. Give students five minutes notice of the time to begin writing the final copy.
4. Tell students to write the final copy on pages 7 and 8. If students need additional space, they may write on lined paper, which must be stapled to page 8.
5. Collect student booklets and check that all students have entered the correct class number.

### **Returning Materials**

The writing will not be returned to the school until next fall. If you wish to use this writing as a portfolio piece, you should copy the writing before you give the booklets to your principal.

Check all booklets to see that they are complete and that the drafts and final copies are on the designated pages. If not, add explanatory notes. If a student was not able to complete the writing assignment due to absence, write absent on the front cover of the booklet.

Please give the booklets to your principal **by September 28, 2007**. Thank you for your assistance.

# **Student Writing Project**

## **Grade 5**

Your Student Number \_\_\_\_\_

Your Class Number \_\_\_\_\_

## Instructions

1. In this writing assignment you are asked to describe something. Below is your topic. Please read it carefully:

You are a reporter for the student magazine. Write an article for new students welcoming them to the school by describing for them some school activities that you have really enjoyed.

2. Use the next page, called **PLANNING**, to plan and organize your ideas.
3. Write your draft on the pages called **DRAFT**. Please write only on the lines with arrows →.
4. Mark your revisions and editing changes on the same pages called **DRAFT**. You may write your changes on the lines without arrows.
5. Write your finished copy on the pages called **FINAL COPY**.

# PLANNING

# DRAFT

**Write your draft only on lines with arrows →.  
Use the blank lines for your revision and  
editing changes**

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# DRAFT

**Write your draft only on lines with arrows →.  
Use the blank lines for your revision and  
editing changes**

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# GUIDE TO REVISION

For each comment that's true, put an X in the blank. Use this list as a guide to revise your paper.

- It's easy to understand what my paper is about.
- I use clear, relevant details and examples to help the reader understand my message.
- The way I've started my paper would make the reader want to keep reading.
- I tell things in an order that makes it easy to follow what I'm saying.
- I've said what I really think and feel about this topic.
- This paper sounds like me - not like someone else.
- My words paint a picture in the readers mind.
- My writing sounds natural.
- The meaning of each sentence is clear.
- Some sentences are longer than others, and they begin in different ways.
- I like the way my paper sounds when I read it aloud. It's smooth and easy on the ear.
- I have proofread my paper and corrected all the errors I could find.



**FINAL COPY**

A large rectangular box containing 25 horizontal lines, intended for writing or drawing.