

A Special Day

Grade 1

Teacher Directions

READ all of these instructions at least one day before giving this test to make the necessary preparations.

FIRST GRADE WRITING ASSESSMENT DIRECTIONS

Below are the directions for administering the first grade *On-Demand Writing* sample.

Collect the necessary materials.

Suggested Titles:

Who Will Be My Friends? by Sydl Hoff

Lilly's Plastic Purple Purse by Kevin Henkes

The Day Jimmy's Boa Ate The Wash by Steven Kellogg

Just Me and My Dad by Mercer Mayer

A Weekend With Wendell by Kevin Henkes

Ira Sleeps Over by Bernard Weber

Frog and Toad Are Friends by Arnold Lobel

Today I Feel Silly by Jamie Lee Curtis

Roxaboxen by Alice McLerran

****You may also use ideas and resources from your own library.**

Crayons and pencils

Familiar lined paper with space for a picture (8 -1/2 x 11)

Although the test is not rigidly timed, 1-1/2 hours is suggested as a maximum amount of time it will take to get through all the activities. Try to create a relaxed environment for the children.

We are asking for first draft writing so there is no need for students to recopy their papers. No dictionaries or individual word banks are to be used. (The committee of first grade teachers who wrote this prompt felt that the use of dictionaries would be a distraction to the students more than an asset. The use of inventive spelling will give a clearer picture of the students' real ability level and will hopefully reduce their anxiety about the writing task.)

Remember: This assessment is to provide information about individual performance. There is to be **no additional help from the teacher** prior to, during, or after the assessment.

This is a three-part test:

SECTION ONE	Reading, Discussion, and Brainstorming
SECTION TWO	Reading, Discussion, Drawing, and Partner Sharing
SECTION THREE	Independent Writing

SCRIPT AND NOTES FOR 1ST GRADE WRITING ASSESSMENT

SECTION ONE -Reading, Discussion, and Brainstorming

Read one of the stories about a character’s day. Here are some questions that may be used for your classroom discussion: Have you had a special day? When was your special day? What happened? Who was there? Where was it? What did you do? What did you see? Why was it special? How did you feel?

Brainstorm and record all of the reasons (who, what, when, where, and why) that make a special day.

SECTION TWO – Reading, Discussion, Drawing, and Partner Sharing

Read another story about a character’s day. Continue discussion about special days as you refer to the brainstorming chart.

In the space on the paper provided, have students draw a picture of their special day. Have them include all the details they can, including where they went, who they went with, what they did, what or who they saw. (Allow approximately 15 minutes for drawing.)

Share the pictures with a partner.

SECTION THREE - Independent Writing

Read another story and pass out the pictures from yesterday. Take down all brainstorming charts. Nothing pertaining to the prompt should be written on the board including the prompt itself.

SAY:

“Now you will write about your special day. Think about all the things we have talked about this week. Be sure to tell us in your own words about your special day, where it

was, who was there, what happened, why it was special, and how you felt about your special day.”

Have the students clear their desks except for the writing paper and a book to read if they finish early.

Before your students begin, inform them that they will be allowed at least 25 minutes, more if necessary, for independent writing. Explain to them that the teacher cannot assist in any way.

Direct students to write their names, school, and teacher’s name on the back of their papers in the top right corner when they have finished.