

Memorable Experience

Grade 4

TEACHER INFORMATION

Read ALL of these instructions at least one day before giving this test in order to make the necessary preparations.

FOURTH GRADE WRITING ASSESSMENT DIRECTIONS

Foreign language dictionaries or spelling aids may be used, but no electronic spell checkers. Students are not required to write in cursive or in ink.

This is a three-part test:

- SECTION ONE** - Personal Response (Brainstorming)
- SECTION TWO** - Partner Share or Group Discussion
- SECTION THREE** - Independent Writing

(The Individual Brainstorming Section and the Partner Share/Group Discussion Section that follows will serve as a prewrite and will not be scored.)

SCHEDULING THE TEST

Although the test is not rigidly timed, it is important that all teachers follow these guidelines. Allow a two-hour block for the complete test. There will be no break during the testing, but you may allow students to take a break after they finish their independent writing and then complete their final editing.

SCRIPT AND NOTES FOR ELEMENTARY WRITING TEST

SECTION ONE: Reading and Personal Response (Brainstorming)

SAY:

Over the next two-hour period, you will be taking a test of your writing abilities. First, you will brainstorm ideas about a memorable experience you have had. Then you will have a chance to discuss your ideas with your classmates. Finally, you will be asked to write.

Please look at "Section One: Brainstorming" of your test [Allow time for students to find this section].

Say:

First you will work individually brainstorming about a memorable incident from your own life that you could write about. We will go through this brainstorming now. As I read the brainstorming topics, you write your responses on your paper.

“There are many kinds of memories. Some are happy some are embarrassing, some are funny. Think about the different experiences you have had in your life so far that stand out in your memory. These incidents could have taken place at home, in school, on a vacation, or in your neighborhood. Take a moment and make a list of MEMORABLE experiences you have had that might be good writing topics. List some of them in the space on your paper [Allow a few minutes for brainstorming].

*Of all of these incidents, choose the **one** which you think would make the best story to write about [Allow a few minutes for students to select one].*

Once you have chosen the memorable incident you think will be your best topic, and now we will fill out the graphic organizer on the next page. Please turn to the page titled “Plan Your Story.” Do you all see it?

First inside the box called “Characters” and answer the question “Who was there?” Write the names of the people who were in your autobiographical story [Allow a few minutes for students to do this].

Now find the box that says “Setting.” Answer the question “When did it happen?” and then list all the details about the place where your incident took place. [Allow time for brainstorming]

Next, write find the circle called “What happened.” On the lines that are numbered one through six, write the details of your incident in order from the beginning to the end . [Allow time for brainstorming]

*Finally, find the box called “How did you feel at the end?” Think about how you felt. Try and describe the **feelings** you had during that experience and **WHY** this incident was important [Allow time for brainstorming].*

Section Two: Group Discussion

NOTE: Set up your class in pairs or cooperative groups of about three or four. Allow 10 to 15 minutes for groups to work together. Do NOT guide groups, only clarify directions if necessary. Tell groups that they must work on their own without teacher direction.

SAY:

Now you are going to work in small groups. Your group will be discussing ideas about memorable experiences. As each member in your group shares, be sure to listen carefully.

Someone else's ideas may help you remember more details about your own experience. Part of your job is to help the people in your group by listening to their incident and then asking them questions about any part of their story you didn't understand.

NOTE: Be sure to **allow at least 40 minutes for the written portion of the test** (Section Three). It may be necessary to stop some groups before they have finished their discussion.

SECTION THREE: Independent Writing

Announce that it is time to begin the independent writing.

SAY:

We are taking the last part of the test now. This is a test of your writing ability. You will be able to do a better job if you spend a few minutes planning. You may use the notes and ideas you wrote down for Section One when you brainstormed your ideas and Section Two when you worked in your groups.

Write on one side of the lined paper I have given you. There is no limit on length. If you need more paper raise your hand. Do not re-copy your paper; make any changes on the first draft. Your paper will be read by teachers who don't know you, so try to do your neatest work.

Ask your students to look at “Section Three: Writing” of their writing prompts now.

SAY:

As I read the writing directions out loud, you follow along silently.

You have brainstormed different ideas for topics. You spent time discussing your ideas with your classmates. All of these things should help you write a story that is full of details about the incident and your feelings.

Now, write about your memorable incident. Be sure to describe where your incident happened, include details to show exactly what happened, describe the people who were there, and let your reader know exactly what happened and how you felt. Try to make your readers understand why this incident is memorable to you.

Be sure your story includes:

- Complete sentences
- Correct punctuation and capitalization
- Correct spelling
- Clear handwriting or printing

You will have as much time as you need to complete your writing. If you are not sure of the spelling of a word, you may use a dictionary. You do not need to recopy your paper; just make your corrections on your paper so that the teacher can understand them.

Student Directions

Section One: Brainstorming

There are many types of memories. Some are happy, some are embarrassing, some are funny. Think about the different experiences you have had in your life so far that stand out in your memory. These incidents could have taken place at home, in school, on a vacation, or in your neighborhood.

Take a moment and write a list of MEMORABLE experiences you have had that might be good writing topics. List some of them below.

Of all of these incidents, choose the **one**, which you think, would make the best story to write about. Write a sentence about it here.

Now turn to the next page called “Plan your story.”

Section Two: Working With Your Group

During this part of the lesson, your group will have a discussion. It is important that everyone in the group has a chance to participate. Take turns telling about your memorable incident. Listen to what others say. If their incident reminds you of a detail you forgot to write on your list, add it.

Section Three: Writing

You have brainstormed different ideas for writing topics. You spent time discussing your ideas with your classmates. All of these things should help you write a story that is full of details about the incident and your feelings.

Now, write about your memorable incident. Be sure to describe where your incident happened, include details to show exactly what happened, describe the people who were there, and let your reader know exactly what happened and how you felt. Try to make your readers understand why this incident is memorable to you.

Be sure your story includes:

- Complete sentences
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