



GOLETA UNION SCHOOL DISTRICT

5th Grade

Coherent Writing Formative Assessment: Summary of Expository 2013-2014

☛ **NOTE TO TEACHERS:** This is the actual formative assessment for the school year 2012-2013. Please Do NOT show this to your students until the test date.

**Teacher Directions Rubric, Matrix of Skills,
Student Directions, Text and Writing Paper**

**Fifth Grade Formative Assessment
Summary of Expository
Teacher Directions**

Who to Test:

1. All fifth grade students are to be assessed in English.
2. RSP and SDC students are to be assessed in accordance with their IEPs

Preparations:

1. The students will need blank or lined paper for pre-writing, sharpened pencils, and erasers.
2. Teachers need to provide each student with a copy of the student directions, article, graphic organizer, and writing paper.
3. Students may take as long as they need to complete the assessment as long as it is completed in one sitting.
4. To prevent interruptions during the assessment, place “Do Not Disturb” or “Testing” signs on the door(s).

Administration Guidelines:

Teachers **May:**

- Read aloud the student directions.
- Instruct students to follow along as directions are being read.
- Encourage students to use the attached graphic organizer or blank paper to plan writing

Teachers **May Not:**

- Read the article aloud to the students
- Outline an organizational pattern on the board or overhead.
- Brainstorm with students.
- Discuss the story.

Students **May Not:**

- Ask the teacher spelling or grammatical questions.
- Use reference materials such as dictionaries

Administration Instructions:

1. **Please read the following instructions word for word to your students:**

“You are about to begin your writing prompt assessment. You will be given as much time as you need to complete your summary as long as you complete it in one sitting. You are not required to use the entire space provided. How well you write is more important than how much you write. Write in complete sentences. Please follow along as I read the prompt and the directions aloud.”

2. Read the student directions aloud making sure that the students are following along.

Post Writing Instructions:

1. Collect all materials. After you have collected all written work, enter student information on the reverse side of the student sheet.
2. Scoring will take place in grade level PLCs at the school. Two readers will score each paper.
3. After scoring, enter the 2 scores and the combined score on the reverse side of the student sheet and attach the 2 highlighted rubrics.

Fifth Grade Formative Assessment
Summary of Expository
Student Directions

Directions:

Read the following article.

- As you read, you may mark the article or make notes. Marks and notes will not be scored.
- Use the graphic organizer to help you.
- After reading the article, write a summary of what you have read. Make sure you plan, write and proofread your work.
- You may reread the article at any time during the assessment. You may not use any reference materials such as dictionaries, and your teacher may not answer any comprehension, spelling, or vocabulary questions for you.
- If you need more paper, please ask for it.

Scoring:

Your writing will be scored on how well you:

- show your understanding of the article;
- paraphrase and include only the main ideas and most important details; and
- use correct grammar, spelling, punctuation, and capitalization.

Please turn to the article and begin reading

Beekeeping Basics

Since ancient times, people have known that bees make a delicious, sweet food. To get it, people would search for a hive of wild bees and steal the honey. Then some people figured out that they could get honey more easily if they made hives for bees to live in. They became beekeepers.

The first hives were probably hollow logs or clay pots turned on their sides. Later, in about 1500, farmers in Europe began building straw beehives that looked like baskets turned upside down. Farmers from Europe brought honeybees with them to America in the 1600's.



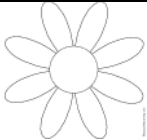

Around 1850, an American beekeeper invented a better kind of hive called the hanging movable-frame beehive. It looks like a stack of boxes. Inside are wooden frames where bees build wax honeycombs for storing their honey. This is the kind of hive that most beekeepers use today.

The amazing thing about a beehive is how much it actually is like a little factory for making honey. Each hive is home to a colony of as many as 60,000 bees. A colony has one queen that lays eggs. Other bees have different jobs, such as building the honeycomb, keeping it clean, feeding the young, or making honey. Some bees are guards that protect the hive. If a guard thinks you are a danger to the colony, it will sting you.

Honey is made from nectar, a sweet liquid inside flowers. A bee sucks nectar from a flower and then brings it back to the hive. A wax-making bee places the nectar in a honey cell. Other bees add more and more nectar to the honey cell. The nectar is mostly water when it is first brought to the hive. "House bees" fan their wings over the cell to remove the water. As the water evaporates, the nectar changes into honey. When the honey in a cell is ready, the bees cover it with a wax cap.

Beekeepers give the bees several months to fill the honeycombs in a hive. Bees must gather nectar from more than a million flowers to make just one pound of honey! When the honey is ready to harvest, beekeepers wear special clothes that cover their bodies completely. Otherwise, they would surely be stung many times as they pull frames filled with honey from the hive.

Using special tools, beekeepers can extract the honey without breaking the honeycomb. They do this so that the bees will not need to rebuild the honeycomb. When the beekeeper puts the frames back into the hive, the bees will start filling them with honey again.

	<p><u>Text</u> <u>Structure</u></p>		 <p>Details</p>	 <p>Big Ideas</p>

[illegible]

Name_____

Grade_____

Teacher_____

Reader's Initials:	Score:
Reader 1	
Reader 2	
Final Score = Reader 1 + Reader 2	

[illegible]

Name_____

Grade_____

Teacher_____

Reader's Initials:	Score:
Reader 1	
Reader 2	
Final Score = Reader 1 + Reader 2	

Grade 5

Summary of Expository Scoring Rubric

Summary	Content	Conventions
<ul style="list-style-type: none"> is characterized by concise paraphrasing of the main idea(s) and significant details 	4: Exceeds and/or Extends Standards: The writing: <ul style="list-style-type: none"> clearly addresses all parts of the writing task (follows prompt directions) demonstrates a clear understanding of purpose (*genre) maintains a consistent point of view, focus, and organizational structure, including paragraphing when appropriate includes a clearly presented central idea with relevant facts, details, and/or explanations 	<ul style="list-style-type: none"> includes a variety of sentence types including compound/complex sentences contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader's understanding of the writing.
<ul style="list-style-type: none"> is characterized by paraphrasing of the main idea(s) and significant details 	3: Meets Standards: The writing: <ul style="list-style-type: none"> addresses all parts of the writing task (prompt) demonstrates a general understanding of purpose (*genre) maintains a mostly consistent point of view, focus, and organizational structure, including paragraphing when appropriate presents a central idea with mostly relevant facts, details, and/or explanations 	<ul style="list-style-type: none"> includes a variety of sentence types contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader's understanding of the writing.
<ul style="list-style-type: none"> is characterized by substantial copying of key phrases and minimal paraphrasing 	2: Partial Progress Toward Standards: The writing: <ul style="list-style-type: none"> addresses only parts of the writing task (prompt) demonstrates little understanding of purpose (*genre) maintains an inconsistent point of view, focus, and/or organizational structure suggests a central idea with limited facts, details, and/or explanations 	<ul style="list-style-type: none"> includes little variety of sentence types contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors may interfere with the reader's understanding of the writing.
<ul style="list-style-type: none"> is characterized by substantial copying of indiscriminately selected phrases or sentences 	1: Insufficient Progress Toward Standards: The writing: <ul style="list-style-type: none"> addresses only one part of the writing task (prompt) demonstrates no understanding of purpose (*genre) lacks a clear point of view, focus, and/or organizational structure lacks a central idea but may contain marginally related facts, details, and/or explanations 	<ul style="list-style-type: none"> includes no sentence variety contains serious errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader's understanding of the writing.

* GENRE: A summary of expository text is a shorter version of the original text. The summary identifies pertinent facts, comparisons, and opinions. Important information is identified and paraphrased.

Teacher: _____

Teacher: _____

[illegible]

Teacher: _____

Matrix of Skills: Summary of Expository

[illegible]