



GOLETA UNION SCHOOL DISTRICT

1st Grade

Coherent Writing Formative Assessment: Summary of Narrative #2

☛ **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, Story and Writing Paper**

First Grade Formative Assessment—Teacher Instructions

Summary of Narrative

Who to Test:

1. All 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 may use either story map for planning their writing and will need sharpened pencils, erasers, and district writing paper.
2. Teachers should copy extra writing sheets to give to students if needed.
3. The teacher will need a copy of the prompt, the rubric, and directions for this activity.
4. Students may take as long as they like to finish the written summary; however, they must complete it in one uninterrupted period. Thirty to forty minutes is recommended.
5. To prevent interruptions during writing, place "Do Not Disturb" signs on the doors.

Administration Guidelines:

Teachers **May:**

- Read aloud to the students as students follow along in their own book.
- Instruct students to listen as directions are being read. Simplified directions or key words can be written on the board.
- Encourage students to use a story map to plan their writing, which can be completed the day before.
- Discuss difficult vocabulary with students after the story is read.
- The story can be read twice, once before the students make their story map and again before they write their summary.

Teachers **May Not:**

- 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.

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.

DO NOT GIVE TO STUDENTS

First Grade Formative Assessment Student Instructions

Summary of Narrative

Directions:

Formative Prompt: Pull out the story map organizers. Listen to the story "A Big Fish for Max".

Draw and label the story elements on the story map. If you are comfortable writing sentences, use the story map with lines.

Scoring:

Your writing will be scored on how well you:

- Include story elements.
- Sequence the events (beginning, middle, end).
- If you write sentences, use your own words and include only the important events.
- Use correct grammar, spelling, punctuation, and capitalization.

Please turn to the story and follow along as your teacher reads.

Grade 1
Summary of Narrative Scoring Rubric

<p>4: Exceeds and/or Extends Standards:</p> <p>The writing clearly addresses all parts of the writing task:</p> <ol style="list-style-type: none"> 1. clearly addresses all parts of the writing prompt 2. demonstrates a clear understanding of purpose* (genre) 3. maintains a consistent organizational structure 4. contains a variety of sentence types, including compound and/or complex sentences 5. contains few punctuation, capitalization, and grammatical errors 6. may contain spelling errors due to sophisticated language 7. uses sophisticated vocabulary appropriately 	<p>Summary —</p> <ul style="list-style-type: none"> • is characterized by sophisticated language and concise paraphrasing of the main events • includes only relevant details and/or events in sequential order
<p>3: Meets Standards:</p> <p>The writing addresses all parts of the writing task:</p> <ol style="list-style-type: none"> 1. addresses all parts of the writing prompt 2. demonstrates a general understanding of purpose* (genre) 3. follows a general organizational structure 4. contains complete sentences 5. contains some errors in punctuation, capitalization, and grammar 6. may contain spelling errors that do not interfere with meaning 7. uses grade level vocabulary appropriately 	<p>Summary —</p> <ul style="list-style-type: none"> • is characterized by paraphrasing of the main events • may include some unnecessary details and/or events but sequential order is maintained
<p>2: Partial Progress Toward Standards:</p> <p>The writing addresses some parts of the writing task:</p> <ol style="list-style-type: none"> 1. addresses some parts of the writing prompt 2. demonstrates a partial understanding of purpose* (genre) 3. has some organizational structure 4. may contain incomplete and/or run on sentences 5. contains many errors in punctuation, capitalization, and grammar, but meaning is still discernable 6. may contain spelling errors that interfere with meaning 7. attempts to use grade level vocabulary 	<p>Summary —</p> <ul style="list-style-type: none"> • is characterized by minimal paraphrasing • may include unnecessary details and/or events • excludes necessary details • is characterized by missing key story element(s)
<p>1: Insufficient Progress Toward Standards:</p> <p>The writing does not address the writing task:</p> <ol style="list-style-type: none"> 1. does not address the writing prompt 2. demonstrates no understanding of purpose* (genre) 3. no organizational structure 4. may consist of extraneous letters and words 5. demonstrates little or no understanding of appropriate punctuation, capitalization, and grammar 6. contains nearly indecipherable spelling 7. lacks grade level vocabulary 	<p>Summary —</p> <ul style="list-style-type: none"> • is characterized by substantial copying of indiscriminately selected phrases or sentences • is characterized by missing most or all key story elements

* GENRE: A summary of narrative is the paraphrasing of the main events including relevant details of a narrative in a shorter version. The writer focuses on the most important details of the beginning, middle, and end and the cause and effect relationship between the actions.

A Big Fish for Max

"I wish I had a fish to eat," said Max.



"Then we will catch a big fish," said Grandma.

"We can walk to the park," said Ruby. "And Max will catch a big fish."

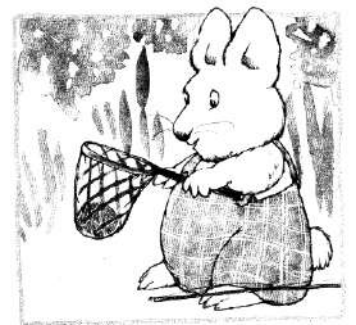


"Good," said Max. "Yum, yum, yum!"

The path in the park led to the pond.

"Max can fish in this pond," said Ruby.

Max sat. He got a red ball in his net.



But no fish bit.

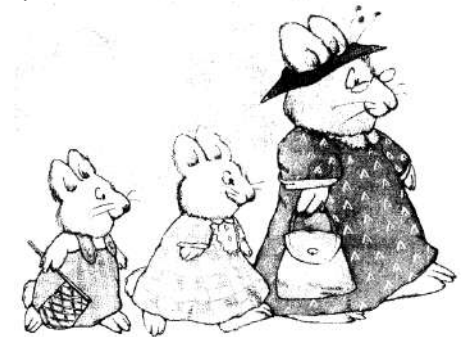
Then Max got a black ship in his net.

But no fish bit.



And then Max got a clam shell in his net.

"I want to call the fish," said Ruby. "Then I can talk to the fish."



But still no fish bit.

"Well, we can all walk to the fish shop," said Grandma. "And we can talk to the fish man."

The fish man had lots of fish in a box.

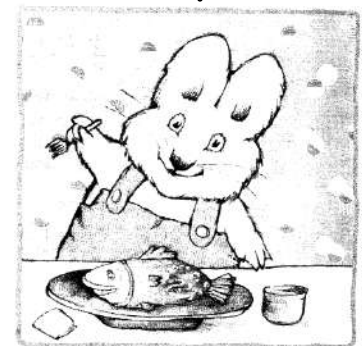


"We want a fresh fish," said Grandma.

"That fat fish is good."

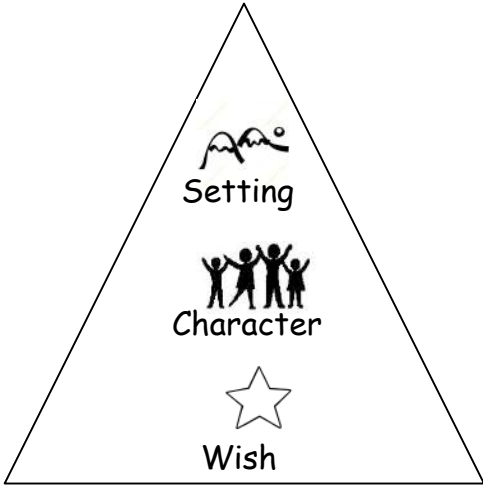
At home, Grandma put the fish in a hot pan.

Then Ruby put the fish in a dish.

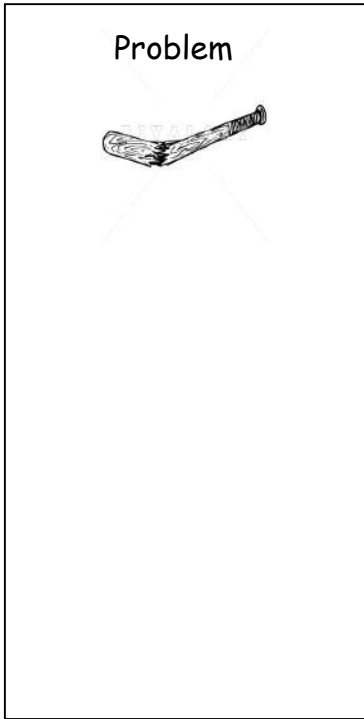


"Yum, yum, yum!" said Max.

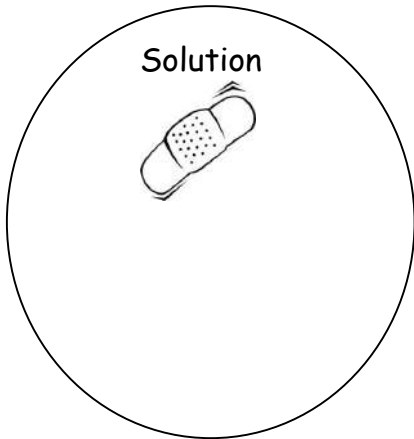
Story Map



Blank rectangular box for notes.



Blank rectangular box for notes.



Blank rectangular box for notes.

Name _____

Grade _____

Teacher _____

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

Name _____

Grade _____

Teacher _____

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