WRITE A DESCRIPTION

Performance Standard 3A.B

Compose simple sentences for a picture's description accordingly:
- *Making subject and verb agree*: Create a caption consisting of 3 or more sentences that extend the subject/verb pattern and relate to the picture.
- *Capitalizing and punctuating*: Consistently use beginning capitalization and end marks.
- *Spelling*: Consistently use conventional spelling; consistently use phonemic clues to spell unfamiliar words.

Procedures

1. ***In order to use correct grammar, spelling, punctuation, capitalization and structure accordingly (3A),*** students should experience sufficient learning opportunities to develop the following skills:
   - Write simple sentences (e.g., subject-verb/subject-verb-complement).
   - Use correct subject/verb agreement.
   - Use appropriate capitalization (e.g., beginning capitalization, proper nouns).
   - Use end marks (e.g., period, question mark, exclamation mark).
   - Use correct spelling of high frequency words.
   - Use phonemic clues, phonetic and /or developmental spelling to spell unfamiliar words.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Model the process and afford students writing experiences similar to the assessment task. Provide the students with a picture to use as a writing prompt. Ask students to write two or more sentences that describe the picture. The students should write the sentences independently using phonemic clues, if necessary, to construct words.
4. Evaluate the student's performance using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work follow

Time Requirements
- One class period

Resources
- Pictures
- Writing materials
- Write a Description Rubric

WRITE A DESCRIPTION
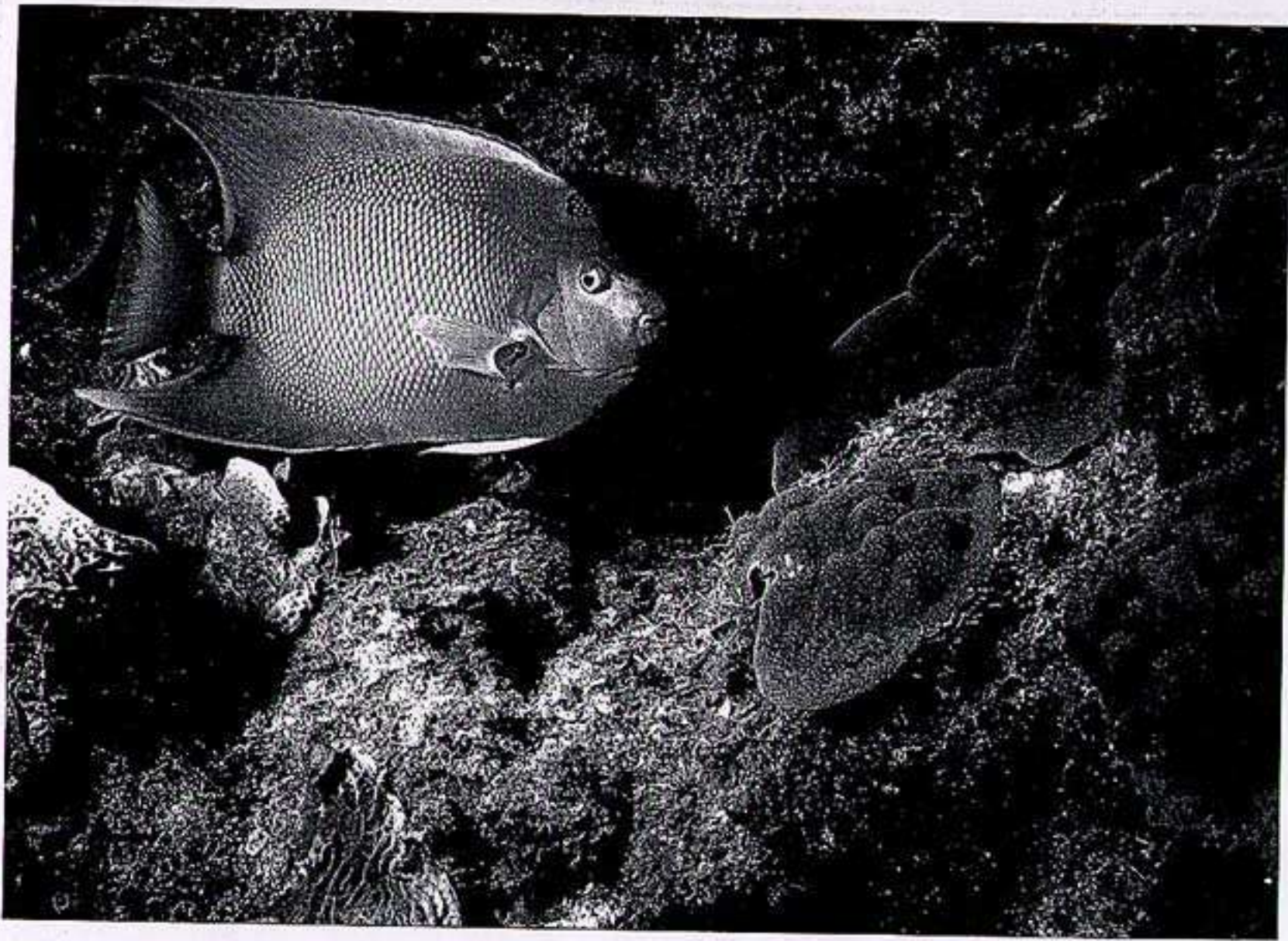
NAME _____   DATE _____

☐ Exceeds standard (must receive 11 - 12 total points)
☐ Meets standard (must receive 8 - 10 total points)
☐ Approaches standard (must receive 5 - 7 total points)
☐ Begins standard or absent (must receive 3 - 4 total points)

	Subject/Verb Agreement	Capitalization and Punctuation	Spelling
4	• Caption consists of 3 or more sentences that extend the subject/verb pattern. • Student writes sentences that relate to the picture.	• Consistently demonstrates - age appropriate correct use of beginning capitalization and end marks.	• Consistently writes age-appropriate words using conventional spelling. • Consistently uses phonemic clues in attempting to spell unfamiliar words.
3	• Caption consists of two sentences that extend the subject/verb pattern. • Student writes sentences that relate to the picture.	• Usually demonstrates age - appropriate correct use of beginning capitalization and end marks.	• Usually writes age - appropriate words using conventional spelling. • Usually uses phonemic clues in attempting to spell unfamiliar words.
2	• Caption consists of one sentence that extends the subject/verb pattern.	• Does not demonstrate age - appropriate correct use of beginning capitalization **or** • Does not demonstrate correct use of end marks.	• Occasionally writes age - appropriate words using conventional spelling. • Occasionally uses phonemic clues in attempting to spell unfamiliar words.
1	• The caption is not a simple sentence.	• Does not demonstrate age - appropriate correct use of beginning capitalization **and** • Does not demonstrate correct use of end marks.	• Seldom/never writes age - appropriate words using conventional spelling. • Seldom/never uses phonemic clues in attempting to spell unfamiliar words.
Score			

(6)

We have been lerning about the ocean. In the ocean is starfish, fish, sharks, fertil, and jellfish. The colros of the fish is blue and yellow it is a prity fish. I think it is waoching me.

Maldive Island reefs harbor many colorful fish, including striped grunts (opposite).
Territorial disputes provoke threat displays (top), and may end in these grunts
fighting mouth-to-mouth. The thick spine on the lower gill edge of the queen angelfish
(bottom) is typical of salt water angelfishes.

3-28-01 202

One time there was a boy finding tresure. He was wearing goguls. He saw a baby octopos. He saw gold

3A-RF1

gold and the baby didn't
want to give it. The
boy had a idea. He said
" I will" give you candy
The End by

3A-BE3

3A-BE4