

PURPOSEFUL

Writing Assessment

*Using Multiple-Choice Practice
to Inform Writing Instruction*

Susan Koehler



Maupin House

Purposeful Writing Assessment
Using Multiple-choice Practice to Inform Writing Instruction

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Assessments 1-5 are tailored to address the following specific genres:

- personal narrative
- fictional narrative
- expository

Re-teaching and Re-testing

Each assessment contains two tests, Form A and Form B. The specific questions and answer choices are different, but the types of items presented are the same. Form A should be administered as a diagnostic tool. Once scored, the teacher can identify specific error patterns and target instruction for those skills identified.

Following Form A, you will find an answer key for convenient scoring and a list of suggestions for re-teaching. These suggestions are genre-specific and tailored to cover typical error patterns. For further information and reading that can yield additional strategies, a brief bibliography of professional books and a cross-index of literature models are supplied in the Resources.

After re-teaching and practice, administer Form B. This second assessment will indicate the effectiveness of the strategies employed. Of course, if a student's performance is flawless on Form A, there is no need for re-teaching and administration of Form B.

Assessments – Organization Skills

Assessment 1: Planning for a personal narrative piece

Form A

Form B

Assessment 2: Planning for a fictional narrative piece

Form A

Form B

Assessment 3: Planning for an expository piece

Form A

Form B

Assessment 4: Analyzing a narrative piece

Form A

Form B

Assessment 5: Analyzing an expository piece

Form A

Form B

ASSESSMENT 1, FORM A

Everyone has had an embarrassing experience. Think about a time when you felt embarrassed. Write to tell about your embarrassing experience.

Jonah's teacher gave this prompt to him and Jonah created the following plan:

- 7:00 Woke up and ate breakfast.
- 7:30 Got dressed, brushed teeth, walked to bus stop.
- 8:00 Arrived at bus stop a little late, afraid I missed bus.
- 8:01 Bus came. No one there but sleeping kid in back.
- 8:05 Next stop: "New kids" got on bus.
- 8:08 Next stop: More kids I didn't recognize.
- 8:12 Realized other kids were older – bus was for middle school.
- 8:13 Slumped in seat. Pretended to be asleep. Tried to think of plan.
Possible plans:
 - Get off at middle school.
 - Tell bus driver I'm on wrong bus.
 - Stay on bus and see where it goes next.
- 8:25 Arrived at middle school. Talked to driver. Driver laughed and took me to my school.
- 8:40 Arrived at school late. Driver explained to principal.
- 3:00 School was out, everyone knew. They kept pointing out my bus to go home.

ASSESSMENT 1, FORM A

1. What type of prompt was Jonah given?
 - ① Personal narrative
 - ② Informational expository
 - ③ Persuasive
 - ④ Fictional narrative

2. What are some cue words in the prompt that indicate Jonah's purpose for writing?
 - ① Everyone has had
 - ② ...when you felt
 - ③ Think about
 - ④ Write to tell about

3. What type of plan did Jonah create?
 - ① Storyboard
 - ② Timeline
 - ③ Web
 - ④ Outline

4. Why is this type of plan appropriate for this prompt?
 - ① It arranges events in time order.
 - ② It groups related details into separate paragraphs.
 - ③ It identifies both similarities and differences.
 - ④ This is not an appropriate type of plan.

5. Which of the following details would **NOT** fit into Jonah's plan?
 - ① Kids were teasing me about the wrong bus at lunchtime.
 - ② My little sister's birthday party will be next Saturday.
 - ③ My face turned red when I realized I was on the wrong bus.
 - ④ From now on, I plan to check the bus number before getting on the bus.

6. Which of the following would make a good title for Jonah's piece?
 - ① My First Day of Kindergarten
 - ② The Lazy Days of Summer
 - ③ My Embarrassing Trip to Middle School
 - ④ Listen to Your Mom's Advice

ASSESSMENT 1, FORM A

7. What is the **main idea** of Jonah’s story?
- ① Jonah was embarrassed the day he got on the wrong bus.
 - ② Jonah is tired in the mornings.
 - ③ Jonah and his friends eat lunch together.
 - ④ It’s fun to try out different buses and meet new friends.
8. Which of the following would **NOT** be a good way for Jonah to begin his story?
- ① Have you ever had a really embarrassing experience? Let me tell you about my most embarrassing day ever.
 - ② Everyone knows what it’s like to feel embarrassed. I have had my share of embarrassing experiences – especially the day I got on the wrong bus!
 - ③ Hello. My name is Jonah and I will tell you a story about me.
 - ④ It seemed like a typical morning. Little did I know, it was the beginning of the most embarrassing day of my life.
9. Which of the following would make a good **ending** for Jonah’s story?
- ① Just remember: check the bus number *before* you get on the bus.
 - ② That is the end of my story about me.
 - ③ Kids at lunch were really teasing me and I felt embarrassed.
 - ④ I am out of things to say, so this is the end of my story.
10. Based on his plan, what point of view will Jonah use in his piece?
- ① Third person
 - ② Second person
 - ③ First person
 - ④ He will not use a point of view.

ASSESSMENT 1, FORM A

Answer Key:

- | | | | | |
|------|------|------|------|-------|
| 1. ① | 2. ④ | 3. ② | 4. ① | 5. ② |
| 6. ③ | 7. ① | 8. ③ | 9. ① | 10. ③ |

Purpose:

This assessment is designed to evaluate a student’s ability to recognize the essential elements of planning a focused personal narrative piece.

Tips for Re-teaching:

- Share personal narratives with students and work together to list main events in order of occurrence.
- Provide an assortment of prompts and discuss the purpose of each. Point out key words in the prompt that are “purpose cues” (e.g., *Tell about a time, Write about a time, Tell the story of what happened when, Tell about when, etc.*)
- Tell the students a brief personal narrative story, and then allow them to help you create a timeline plan for writing your story.
- Provide a personal narrative prompt and practice listing events in the order in which they occurred. Guide students through the process of verbalizing the story in chronological order.
- Practice using a storyboard as a personal narrative planner. Many students will benefit from visual cues to help them order the events in a story.
- Compare various types of graphic organizers (e.g., outlines, timelines, boxes, flow charts, webs, storyboards). Discuss the purpose of each and guide students to the understanding that personal narrative writing is best organized in a linear planner that places events in chronological order.
- After guiding students through the planning process, allow students to work independently to plan a personal narrative piece.
- Explicitly teach students to read and comprehend questions. Have them restate the question in their own words to check comprehension.
- After re-teaching and independent practice, re-test the students.