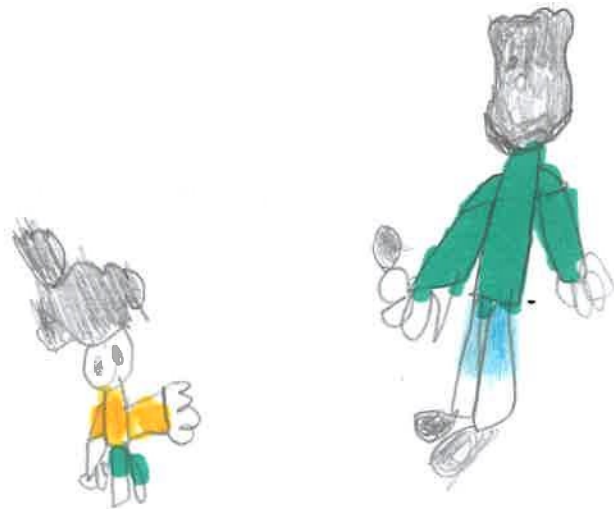


Ronald Durkin thought that she was weird but she had
a fun personality. On the 5th day of school he realized she was weird. He was nice.
he realized she was weird. He was nice.



* Ronald Durkin thought that she was weird but she had a fun personality.
But on the 5th day of school he realized she was weird. He was nice.

Kindergarten ELA Literature/Narrative Option 3

The scoring notes below were generated by analyzing the student writing piece against the foundational, reading, and writing scoring rubrics for this option, found in the Kindergarten ELA Portfolio Resource Guide [here](#).

Analyzing Student Work through the Foundational Lens

Standard K.FL.WC.4: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly

Student Work Notes

The student writing piece clearly demonstrates one-to one correspondence with the most frequent sound for each consonant. The VC, CVC, and CV words are written accurately, even though there are few of them. This writing piece goes beyond basic VC, CVC and CV words because of such words as “personality” written as “personalady”. Evidence of accurate VC, CVC, and CV are actually embedded in the multi-syllabic words within the piece. To determine whether the performance level is a level 4 or 5, I looked at the distinguishing factor between performance levels 4 and 5, and found that to be a 5, the student work artifact must show accurate CVCe words. The student writing artifact demonstrates that “nice” is spelled “nics”, therefore the performance level is at a level 4, not a level 5.

K.FL.WC.4: Performance Level: 4

Analyzing Student Work through the Reading Lens

Standard K.RL.KID.2: With prompting and support, orally retell familiar stories, including key details

Student Work Notes

The writing piece has two places in which the word *but* is used, which provides evidence of cause and effect which can lead to sequence. Therefore, the first sentence is a key detail about the beginning of the story and the second sentence, which begins with “*But on the 5th day of school...*” demonstrates a key detail about the beginning of the narrative. There is no evidence of a key detail from the end of the narrative. Because there are only two key details from the beginning and the middle of the narrative, the evidence from the student writing artifact scores at a performance level 2.

Special Note: The audio (or video) that accompanies this writing sample provides strong evidence of this reading standard. The writing piece alone scores a Level 2, but the performance level is a Level 4 when using both pieces of evidence because the student’s ability to orally retell surpasses the student’s proficiency in expressing those thoughts in written form.

K.RL.KID.2 Performance Level (through *writing*): 2

Analyzing Student Work through the Narrative Writing Lens

Standard K.W.TTP.3: With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event

Student Work Notes

This writing piece does not show evidence of sequence because there are only two sentences with no reference to time or order. The writing is on topic but is missing some information. There is a combination of drawing, writing, and dictating, but because there is no evidence of sequencing the writing piece does not meet Level 3 performance expectations.

K.W.TTP.3 Performance Level: 2