

The pes dog and The PISman
AF pres police prison police person and Thea They Be
Can Foraw Then a
Smell Fat a wa
Stew! still. away



[KC3]

Kindergarten ELA Informational/Explanatory Option C

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 word police is spelled incorrectly as *pes*, but the first consonant is correct. Likewise, policeman is spelled *incorrectly as pisman*, but the first consonant is correct. The student did not recall the word for *foraw*.

The evidence shows three correctly spelled CVC words – *dog*, *can*, and *far*. In addition, the word *man* is written correctly within the word *pisman*. There is one CV word, *be*.

The student work shows evidence of the blends *sm*, *st*, and *th*. To be a level 4, the student work must not only show evidence of blends and digraphs, but also accurate decodable letter-sound relationships. The student work shows the word *police* spelled as *pies* and *pes*, so there is not a strong sense of accurate decodable letter-sound relationships to support this work being scored beyond a performance level 3.

K.FL.WC.4: Performance Level: 3

Analyzing Student Work through the Reading Lens

Standard K.RI.KID.2: With prompting and support, orally identify the main topic and retell key details of a text

Student Work Notes

The writing piece demonstrates two main components of the main topic by the use of the words *pes* dog (police dog) and the *pisman* (policeman), but it is not a cohesive or connected thought- in writing or orally. Because the student did not orally elaborate on the word *foraw* (even with prompting), it is unknown if this word might be the word to tie policeman and police dog into the main topic. The student work demonstrates one key detail by “*smell far away and then be still*”. Due to the fact that there is only one key detail and two key details are required for performance level 3, the student writing scores at a performance level 2.

Special Note: The audio (or video) that accompanies this writing sample provides little additional evidence of this reading standard. In the video, the student did not provide an additional key details, even when prompted to do so by the teacher.

K.RI.KID.2 Performance Level (through writing): 2

Analyzing Student Work through the Explanatory Writing Lens

<p>Standard K.W.TTP.2: With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory text</p>

Student Work Notes

The informational/explanatory writing standard requires that a student work artifact demonstrate a single topic with two details.

The evidence within this student work artifact shows only one detail in the words, "*smell far away and then be still.*" (*These two actions occurred as one detail in the story.*) To perform at a level 3 performance level, the student work artifact must include two details about the assigned text. Even though the student work artifact weakly addresses a single topic through the words, "*pes dog*" (police dog) and the "*pisman*" (policeman), the lack of a second detail keeps the performance level at level 2.

K.W.TTP.2 Performance Level: 2