

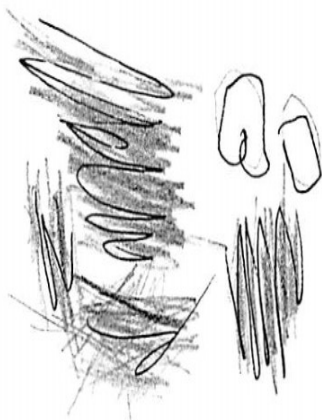
There was a sun and  
a caterpillar



First he ate  
apples and then  
cupcakes and he ate  
and ate and ate.



There was a stripe  
in the moon. There  
was an egg.



## Pre-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 Pre-K ELA Portfolio Resource Guide [here](#).

### Analyzing Student Work through the Foundational Lens

**Standard RF.PK.1:** Demonstrate understanding of basic features of print; distinguish between words and pictures (through representation)

#### Student Work Notes

The student writing artifact does not show evidence of distinguishing between pictures and words because there are no letter-like formations and mock words. Because the student writing artifact only demonstrates pictures with no connection between sounds and initial letters, it is scored at a level 1 performance level.

**RF.PK.1 Performance Level: 1**

### Analyzing Student Work through the Reading Lens

**Standard RL.PK.2:** With guidance and support, recall important facts to retell a familiar story in sequence

#### Student Work Notes

The first two dictated sentences demonstrate the recall of the beginning of the narrative. (*There was a stripe in the moon. There was an egg.*) The student work artifact was divided into three different sections as a scaffold to support the beginning, the middle, and the end of the narrative. However, the illustration and dictated sentences in the middle section and the illustration and dictated sentence(s) in the end section both recall the beginning to middle portions of the story. Because the student work artifact only shows evidence of the beginning and some of the middle of the story, and not the end, the writing artifact is scored at a performance level 2.

*Special Note: The audio (or video) that accompanies this writing sample provides limited additional evidence of this reading standard. The student responded with words consistent with the dictation, even with teacher prompting and support.*

**RL.PK.2 Performance Level (through writing AND video/audio): 2**

### Analyzing Student Work through the Narrative Writing Lens

**Standard W.PK.3:** With modeling and support, use a combination of drawing, dictating, and emergent writing to tell a real or imagined story indicating some order of events

#### Student Work Notes

The reading scoring rubric required that evidence of a beginning, middle, and end was required to demonstrate comprehension. However, the writing scoring rubric only requires that two details in

correct sequence are shown. The dictated sentences in this writing artifact demonstrate three details in correct sequence, as follows:

- *There was a stripe in the moon. There was an egg.*
- *There was a sun and a caterpillar.*
- *First he ate apples and then cupcakes and he ate and ate and ate.*

Because the student writing artifact shows three details in correct sequence, even though the ideas are strictly conveyed through drawing, the student work artifact demonstrates a level 4 performance.

**W.PK.3 Performance Level: 4**