



Me and my cissmates

read a book yesterday

it was called wake up farm

that book was fun. Tag read

I wish I could read that book again

next year. And it was so fun to read

I want to have that book to read

it again. And again and again that would

be fun to read it again.

“Wake Up Farm” / 1st Grade / Expository / Beginner's Six Trait, 6-Point Rubric

Prompt: Think of a book you would like your teacher to read to you and your classmates. What book would you choose? Why do you like it so much?

<p><i>Ideas and Content</i> 4/4</p>	<p>The Big idea is clear and focused. The writer provides a specific book title and conveys detail in text and pictures. (Did you spot the bird on the roof?) The reader longs to know <i>why</i> the book is such a favorite—is there a favorite character, a funny incident, or illustration that makes the book special?</p>
<p><i>Organization</i> 4/4</p>	<p>Elements are neatly organized on the page in both the writing and the illustration; the “stars” of the piece, the classmates held in rapt attention as the teacher reads <i>Wake up Farm</i> to them, are clearly the focal point. The piece begins well but hits the recycle button in the body and conclusion.</p>
<p><i>Voice</i> 5/5</p>	<p>Readers want to go out and get this book, worthy of reading again and again (and again) for years to come! The book “was fun” and one the writer would like to “have”. Combined with the picture showing happy listeners, a captivated bird and a cozy classroom—the piece is stamped with original, contagious enthusiasm.</p>
<p><i>Word Choice</i> 4/4</p>	<p>The words are natural, effective and used correctly. Repetition of the words <i>book</i>, <i>again</i>, <i>fun</i> may reflect the writer's hesitancy to attempt spelling “new” words. Citing the title of the book <i>Wake Up Farm</i> and the effort required to write <i>clssmates</i> and <i>yesterday</i>, are promising signs; soon, writing skills will match up with the story the writer wants to tell.</p>
<p><i>Sentence Fluency</i> 4/3</p>	<p>Sentences are generally well constructed, once the reader has mentally supplied punctuation—without changing any of the words, the piece might read like this: <i>Me and my classmates read a book yesterday. It was called “Wake up Farm.” That book was fun to read. I wish I could read that book again next year. And it was so fun to read, I want to have that book to read it again, and again and again. That would be fun, to read it again.</i> Still a few bumps and jolts, but a little better than the first read.</p>
<p><i>Conventions</i> 5/4</p>	<p>Spelling of common words, and a few harder words, is consistent and accurate. Capitals appear consistently at the beginning of sentences; end punctuation is present (sometimes misplaced). One slip-up in grammar (the dreaded <i>me and my classmates</i>) is relatively minor. Past and conditional tense (<i>could</i>, <i>would</i>) are used effectively.</p>

“Wake Up Farm” / 1st Grade / Expository / Common Core Proficiency Check
 Prompt: Favorite Object

Key: ☒ Proficient ☐ Not Proficient • Not Evident

<input checked="" type="checkbox"/>	W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<input checked="" type="checkbox"/>	L.1.1b	Use common, proper, and possessive nouns.
•	L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
•	L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
<input checked="" type="checkbox"/>	L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
<input checked="" type="checkbox"/>	L.1.1f	Use frequently occurring adjectives.
<input checked="" type="checkbox"/>	L.1.1g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
<input checked="" type="checkbox"/>	L.1.1h	Use determiners (e.g., articles, demonstratives).
•	L.1.1i	Use frequently occurring prepositions (e.g., during, beyond, toward).
<input checked="" type="checkbox"/>	L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
<input checked="" type="checkbox"/>	L.1.2a	Capitalize dates and names of people.
<input checked="" type="checkbox"/>	L.1.2b	Use end punctuation for sentences.
•	L.1.2c	Use commas in dates and to separate single words in a series.
<input checked="" type="checkbox"/>	L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
•	L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Student Report

Smith, Robert

Robert's Elementary School



Teacher: Sample Instructor

Grade: 1

T2 – 2013/2014 – May 7, 2014

Six Trait Evaluation

Ideas	Organization	Voice	Word Choice	Sentence Fluency	Conventions
4	4	5	4	3.5	4.5

Comments

The Big Idea is clear and focused. The reader longs to know why the book is such a favorite-is there a favorite character, a funny incident, or illustration that makes the book special?

Elements are neatly organized on the page in both the writing and the illustration; the piece begins well, but hits the recycle button in the body and conclusion.

Combined with the picture showing happy listeners, a captivated bird and a cozy classroom-the piece is stamped with original, contagious enthusiasm.

The words are natural, effective and used correctly. Repetition of the words "book," "again," "fun" may reflect the writer's "safety net" of known words. Work on ways to spice up the word choice.

Sentences are generally well constructed, once the reader has mentally supplied punctuation. Work on varying sentence beginnings.

Spelling of common words, and a few harder words, is consistent and accurate. Capitals appear consistently at the beginning of sentences; end punctuation is present (sometimes misplaced). One slip-up in grammar (the dreaded "me and my classmates") is relatively minor. Past and conditional tense (could, would) are used effectively.

Common Core Proficiency Check

Standard		Evaluation or Grade
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Proficient
L.1.1b	Use common, proper, and possessive nouns.	Proficient
L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	Proficient
L.1.1f	Use frequently occurring adjectives.	Proficient
L.1.1g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).	Proficient
L.1.1h	Use determiners (e.g., articles, demonstratives).	Proficient
L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Proficient
L.1.2b	Use end punctuation for sentences.	Proficient
L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Proficient