

SESSION ONE**REGULAR PROMPT****NEVADA STATE PROFICIENCY EXAMINATION IN WRITING
REGULAR GRADE FIVE PROMPT****January 14-25, 2008****(Use on any other dates must be approved by the Office of Assessment, Program Accountability, and Curriculum)****STUDENT INSTRUCTIONS AND EXAMINATION TOPIC FOR SESSION ONE:
PREWRITING AND DRAFTING (Approximately 65 MINUTES)**

Please follow along as your teacher reads the instructions for the writing assessment. (Note to teachers: Please read from the script beginning on page 20 of the *2007-2008 Nevada Fifth and Eighth Grade Proficiency Examinations in Writing Administration Manual*.)

STEP 1: INTRODUCTION TO THE WRITING TEST

You should have some blank scratch paper, lined or unlined, number 2 pencil(s), and this instruction sheet on your desk. You may not have access to any materials in your desks, backpacks, pockets, or any other personal items during the testing session.

Today you're going to write about an experience that you or someone you know had with an awesome event. On the blank scratch paper in front of you, write down as many ideas as you can about experiences you or someone you know had with something that was awesome. Neither I nor anyone else can help you. There is to be no talking during this time. (Give students quiet work time.)

Now let's share, as a group, some of your ideas. (The teacher will record the students' responses on the board or overhead.)

Now you will begin to think about what you will write. Remember, you must write on the following:

Writing Prompt

We often hear the phrase, "That was awesome." Think of something that has happened to you or to someone you know that you feel is truly awesome. Tell what happened.

You have our list, and you have your own list. Decide what you want to write about. Let's read the prompt one more time to help you focus on your idea. (The teacher will read the prompt again.) Now choose an idea, and write on your paper what you choose to write about.

Once you have decided what you want to write about, think of some of the things that you might write about the specific idea you have chosen. As you think of things to include in your writing,

write them down on your paper in whatever format works for you: a list, a cluster, an outline, or any other prewriting pattern that helps you think what to include in your writing. You must do this work on your own. No one can help you with it.

STEP 2: BEGIN WRITING YOUR ROUGH DRAFT

The teachers who score your writing will decide how well your paper does these things.

1. **Ideas** – Is your writing clear with enough details?
2. **Organization** – Does your paper have a beginning, a middle that tells things in order, and an end?
3. **Voice** – Does your paper sound as if you really understand and care about what you are writing?
4. **Conventions** – Does your paper use sentences and have correct capital letters, punctuation, and spelling?

Now, on the paper in front of you, use your ideas to begin your rough draft. You should begin putting down ideas to use in your writing. Use a pencil so that you can make changes easily. Remember that a good piece of writing uses descriptive words to give information. Try to include details about what can be seen, heard, and felt. Organize your writing so your paper has a beginning, a middle, and an end.

You should write on the idea you were given. If you do not write on the assigned idea or if your writing is very rude or offensive, your paper will not be scored. Writing that is too short – two or three sentences – also may not receive a score.

Remember, your final copy will need to fit on one page of the answer sheet.

You will be doing all of your writing here in class during three writing sessions, and no one can help you during that time.