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Student Writing Sample

ELD 307

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**Purpose of Assessment**

The end of the school year is approaching and it is becoming apparent just how much students have advanced throughout the past eight months. Growth is especially visible when comparing student’s work from the beginning of the year to what they are doing now. My co-op in the field had just started introducing essays to her students about a month ago. Back in February, she had her students write stories. She was looking for proper use of punctuation, sentence structure, and paragraph format. I collected a sample of a story from one of the students in the class to assess their growth in writing. Just from this sample I can tell so much about this student’s understanding of writing!

**Introduction to Child and Setting**

The sample I collected was from a student who is right where she needs to be, in terms of development, for third grade. She enjoys reading and writing and is always asking questions and staying engaged during class. After working with this student for several weeks, I know that she strives for her best in any work she does. That being said, in her writing she has demonstrated every key detail that my co-op would be looking for when reading the story. She wrote this story in class. They wrote a draft, revised the draft, and then wrote the final copy. The sample I have is the final copy.

**Methodology**

The sample that I had collected from the student was a story that she had written on February 19, 2014. I had taken the story out of her writing folder when she was at gym and made a copy of it. I was not in the field the day they were working on this story, however, I thought it would be a good writing piece to assess since I knew it would need a lot of different punctuation since it was a story and people would be talking.

**Description of My Findings**

Immediately upon looking at the story I could tell that this student had an understanding of how to set up an essay or story. She had paragraphs and each paragraph was indented. After reading the story I could tell that she knows how to use quotation marks. Every time somebody was talking, she used quotation marks to identify that someone was speaking and then following with “said mom” or something similar to state who was speaking. She had the proper usage of question marks, periods, and exclamation marks. However, I did notice some usage of commas that were wrong. Within her story there was also a beginning, middle and an end. This shows that she understands how to set up a story. These skills will also be useful when writing an essay. One thing I did notice in her story was that she did not start a new paragraph after every time someone spoke. However, being that she is only in third grade, I would say that her writing skills, sentence structure, punctuation use, and paragraph formation are right where they need to be.

**Further Instruction**

This student does not need any special help with sentence structure, punctuation use, or paragraph format. Her writing skills are acceptable for third grade. That being said, if I were to teach a lesson with this student I would teach her how to write an opinion paper. This way she can use the skills she already has for writing and use them when writing an essay, which is different than writing a story. In order to have an opinion essay, she will need to make three reasons why she thinks what she does about the topic and have evidence to back up those reasons.

I will teach her this in the form of a writing workshop. My mini lesson will begin with me explaining why I think the school year should be extended. I would model for her that I have three reasons why I think that, and evidence for those three reasons to back up my answer. After the mini lesson, I will have her do some guided practice, since this lesson is created only for her, I will help her with the guided practice. I will help her brainstorm ideas. After she has her idea, I will give her three post-its and on each post she will write a reason why she chose her opinion. Then I will give her more post-its and for each reason she should have at least two pieces of evidence to back up her reason. If she cannot think of more than one piece of evidence, then that reason should be taken away and she should think of a new one. After this process, she can begin her essay. She will write a draft, then proof read it, then make the final copy. For this lesson, only the draft should be written. She can share her draft with me after she is done. On the next day, she can proof read and then make her final copy when ready. I believe this lesson will help expand her writing skills and help her differentiate between the different types of writing that there can be.

**Writing Workshop – Opinion Essays**

**Rationale:**

* Students will be able to write an opinion essay and have evidence to support their reasoning.

**Standards:**

* CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

**Objective:**

* Students will be able to think of reasons to support their opinions.
* Students will be able to provide evidence to support their reasons.
* Students will be able to write a complete opinion essay.

**Procedures:**

* Mini Lesson
  + Tell students why I believe the school year should be extended.
    - “I believe the school year should be extended because it gives more time to learn in school, it allows us to not rush through lessons, and it allows for the teacher to offer more help to students during a lesson.”
  + Model for students that I have three reasons why I believe this, and at least two pieces of evidence to back up my reasoning.
  + Write reasons on chart paper.
* Guided Practice
  + Have the students brainstorm ideas about what they can write their opinion paper on.
    - Tell the students to “pick something to write about that you have strong feelings for.”
  + Once the students have their ideas, give them three post-its.
  + Tell students “on each post-it, you are going to write one reason why you believe what you do. For example, I believe that the school year should be extended because it allows for more time to learn in school.”
  + Since this lesson is for one student, I can help her with her ideas but being sure not to persuade her in any way. The opinions must be their own.
  + After the student has their reasons, give them at least six more post-its.
  + Tell the student that for each reason, they must have at least two pieces of evidence to back it up.
    - “For example, if we have more time to learn in school, then we will become smarter and it will allow for us to cover more topics to expand our educations.”
    - If student cannot think of at least two pieces of evidence to support their reasons then they should discard that reason.
* Independent Practice
  + Once students have their reasons and evidence they are ready to being their rough draft.
  + Have students work silently on their paper.
  + Conference with students while they work.
  + Once student is done, they may share their paper with the class, or in this case since it is only one student, the can share it with me.

**Materials:**

* Chart paper
* Post-its
* Lined paper

**Assessment:**

* Assessment will take after the student has finished their final copy of the opinion paper and I have graded it using the rubric attached.
* Assessment will also take place during conferencing with students.