

WRITING PORTFOLIO GUIDE: Kindergarten Narrative Writing



Connecticut State Department of Education

**CONNECTICUT STATE
DEPARTMENT OF EDUCATION**

Dr. Dianna R. Wentzell, Commissioner

Performance Office

Ajit Gopalakrishnan,
Chief Performance Officer

Abe Krisst,
Bureau Chief

Dr. Cristi Alberino,
Smarter Balanced
English Language Arts Education Consultant

Deirdre Ducharme,
Smarter Balanced
English Language Arts Education Consultant

Academic Office

Joanne R. White,
English Language Arts/Literacy
Education Consultant

STATE OF CONNECTICUT

Dannel P. Malloy, Governor

STATE BOARD OF EDUCATION

Allan B. Taylor, Chairperson

Erin D. Benham

Erik M. Clemons

William P. Davenport

Donald R. Harris

Terry H. Jones

Estela López

Maria I. Mojica

Malia K. Sieve

Joseph J. Vrabely

Stephen P. Wright

Mark E. Ojakian (ex officio)

Robert J. Trefry (ex officio)

Dr. Dianna R. Wentzell, Secretary

The Connecticut State Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Connecticut State Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of **race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Connecticut State Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction.** Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Act Coordinator, Connecticut State Department of Education, 450 Columbus Boulevard, Suite 607, Hartford, CT 06103-1841, 860-807-2071, Levy.Gillespie@ct.gov.

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
WRITING ADVISORY COMMITTEE**

Andrew Deacon
K-5 District Literacy Specialist
Torrington Public Schools

Adrienne Dunn
Grade 5 Teacher
Weston Intermediate School
Weston Public Schools

Brandy Gadoury
Assistant Principal
Memorial School
East Hampton Public Schools

Rita Gregory
Kindergarten Teacher
Booth Free School
Regional School District 12

Gina Kimber
Grade 3 Teacher
Annie Fisher STEM Magnet School
Hartford Public Schools

Tina Manus
General Education
Department Head
Wright Technical High School
Connecticut Technical
Education and Career System

Holly Miller
K–8 District Language Arts
Coordinator
Ledyard Public Schools

Paula Talty
Lecturer
Educational Leadership,
Policy & Instructional
Technology
Central Connecticut
State University

Carly Weiland-Quiros
TEAM Field Staff and
Professional Learning Specialist
EdAdvance

Craig Wisniewski
Instructional Coach
Martin Kellogg Middle School
Newington Public Schools

SPECIAL ACKNOWLEDGEMENTS

The Connecticut State Department of Education is especially appreciative to the Granby, Griswold, Hartford, New Haven, Norwich, Old Saybrook, Rocky Hill, Simsbury, Thompson, and Waterbury school districts for contributing to the development of the writing portfolio resources for early elementary educators.

WRITING PORTFOLIO GUIDE: Kindergarten Narrative Writing

To develop and promote effective writing assessment resources that align to the Connecticut Core Standards, the Connecticut State Department of Education (CSDE) developed training materials to support classroom teachers' instruction of writing throughout the year.

This particular kindergarten guide includes a grade-appropriate text and an evidence-based writing prompt that was administered to over 120 kindergarten students representing a range of writing abilities from across Connecticut. The CSDE collected and scored their responses with guidance from the Writing Assessment Advisory Committee.

These materials can be used for classroom-, building-, or district-level training to support evidence-based student writing.

Background

During the fall and early winter of 2017, English language arts consultants from the CSDE visited seven kindergarten classrooms in Connecticut in which the mentor text, *In My Heart*, written by Jo Witek, was read aloud to students. The main character in this story tells about all types of different feelings she has; one feeling captured sheer happiness and joy. Following the reading, the class was asked to write a story about a time that their heart felt so full of fun that it felt full of giggles and wiggles, just like the character in the story. Students were directed to use details in their story to tell about their giggly, wiggly, and silly feeling, to draw a picture that showed their silly feelings, and to make sure that their writing had an introduction, body, and conclusion.

Student responses were scored across three writing dimensions (Organization/Purpose, Development/Elaboration, and Conventions) using Connecticut-developed scoring rubrics aligned to the Smarter Balanced ELA Performance Task Writing Rubrics and the Connecticut Core Standards for kindergarten.

This collection represents a range in both depth and abilities. Examining student responses across the three dimensions for writing provides teachers with a closer look at individual and group strengths and weaknesses in writing. In particular, this writing prompt calls for students to use evidence-based examples in their written response. By looking more closely at the three scoring dimensions, teachers can provide students with specific tools and instruction needed to meet the grade-level expectations set in the standards.

The scoring rubrics were meant to be general and can be used with a variety of writing assignments across content areas and purposes. They can be used in part to focus on one particular dimension, such as using Development/Elaboration, or in their entirety to identify students' strengths and weaknesses in writing.

Student Exemplars

The exemplar set for kindergarten narrative writing contains a stimulus, an item stem, scoring rubrics, a Smarter Balanced Performance Task Conventions Scoring Chart, writing anchor papers, and a student friendly rubric.

Directions for using this ELA/Literacy guide:

1. Start by reading the stimulus and the accompanying item stem.
2. Examine the specific rubrics for each dimension and score point.
3. Read through the condition code document to better understand how to score unusual responses.
4. Read the student's response each time a new rubric is used.

Writing Portfolio Guide Glossary

Source: informational or research-based texts from various academic disciplines for students to use as evidence or support in their writing.

Item Stem/Your Assignment: a paragraph prompting the student to create a focused written response.

Anchor Papers: examples of student responses and scoring comments ordered from high to low by score point. In this set of anchor papers, each student response received three annotated scores: a score for Organization/Purpose, a score for Development/Elaboration, and a score for Conventions.

Scoring Rubrics: a description of the item expectations that includes a description of response characteristics typically exhibited at each score point to ensure consistent scoring.

Scores with Plus or Minus

Within a score point there are varying levels, from the low end of the point indicated by a minus sign, to the very high end of a score point, indicated by a plus sign. This allows us to differentiate when hand scoring between those students who are either barely within a score point and those that are close to the next score point. This additional information is beneficial when learning to score a paper and when determining next steps in instruction based on students' strengths and weaknesses.

Kindergarten Narrative Writing

Source: Witek, J. (2013). *In My Heart*. Abrams Appleseed, New York, NY.

Item Stem/Your Assignment: Write a story about a time that your heart felt full of fun — so much fun that your heart felt full of giggles and wiggles. What happened to make you feel that way? Use details in your story to tell about that giggly, wiggly, and silly feeling. Make sure that your story has a beginning, a middle, and an ending. After you have written your story, draw a picture that shows your silly feelings.

Standards

The Connecticut Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CCS ELA) are grounded in evidence and designed to ensure that all students have the academic knowledge and skills they need to succeed after high school. The CCS ELA standards progression documents provide a view of learning expectations by strand and by grade level, and can be useful in understanding why the standards are sequenced the way they are across a number of grade levels. The CCS ELA K–5 writing standards progression provides a more comprehensive identification of the skills and expectations at each grade level in the writing strand, and were designed to support organizing curriculum and classroom instruction. To access the learning progression documents, visit www.ctcorestandards.org.

Kindergarten Narrative Writing Scoring Rubrics

Kindergarten Narrative Writing Rubric: ORGANIZATION/PURPOSE				
Score	4	3	2	1
Organization/Purpose	<p>Using mostly writing, with some drawing or dictating, the narrative, real or imagined:</p> <ul style="list-style-type: none"> clearly narrates a single event, or includes several linked events provides a logically arranged event(s) using temporal words to signal order 	<p>Using a combination of drawing, dictating, and writing, the narrative, real or imagined:</p> <ul style="list-style-type: none"> adequately narrates a single event, or several loosely linked events provides an event(s) in the order in which it occurred 	<p>Using mostly drawing or dictating with minimal writing, the narrative, real or imagined:</p> <ul style="list-style-type: none"> attempts to narrate a single event (or events), with missing information that causes confusion provides an event(s) that is told, but not in the order in which it occurred 	<p>Using drawing, with no dictating or writing, the narrative, real or imagined:</p> <ul style="list-style-type: none"> provides no discernable event provides an unconnected or random event(s)

January 20, 2017

Kindergarten Narrative Writing Rubric: DEVELOPMENT/ELABORATION				
Score	4	3	2	1
Development/Elaboration	<p>Using mostly writing, with some drawing or dictating, the narrative, real or imagined, provides effective elaboration using relevant details, and/or description. The response:</p> <ul style="list-style-type: none"> provides details to describe a reaction to what happened connects to source materials to enhance the narrative 	<p>Using a combination of drawing, dictating, and writing, the narrative, real or imagined, provides adequate elaboration using relevant details, and/or description. The response:</p> <ul style="list-style-type: none"> provides a reaction to what happened connects to source materials to contribute to the narrative 	<p>Using mostly drawing or dictating with minimal writing, the narrative, real or imagined, provides little elaboration using relevant details, and/or description. The response:</p> <ul style="list-style-type: none"> provides a reaction with unrelated information or a confusing reaction to what happened connects to source materials and though information may be ineffective, awkward, or vague, it does not interfere with the narrative 	<p>Using drawing, with no dictating or writing, the narrative, real or imagined, does not provide relevant elaboration. The response:</p> <ul style="list-style-type: none"> provides no reaction to what happened lacks a connection to source materials, or if evident, the connection may detract from the narrative

January 20, 2017

Kindergarten Narrative Writing Rubric: CONVENTIONS			
Score	2	1	0
Conventions	<p>The response demonstrates an adequate command of conventions. The response demonstrates:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions. The response demonstrates:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions. The response demonstrates:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling

January 20, 2017

CONVENTIONS	
<p>Holistic Scoring:</p> <ul style="list-style-type: none"> Variety: A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling. Severity: Basic errors are more heavily weighted than higher-level errors. Density: The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece. 	

Smarter Balanced — Conventions Chart — April 2014 Grades K–1

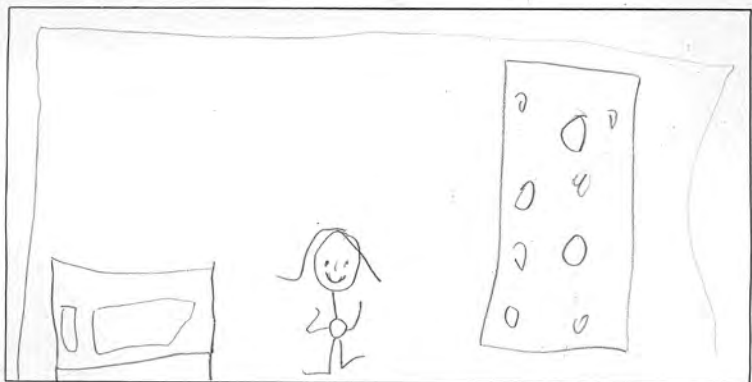
Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Use regular plural nouns correctly by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 	<p>Capitalize</p> <ul style="list-style-type: none"> the first word in a sentence. the pronoun I. names of people. days of the week. months of the year. 	<p>Use end punctuation for sentences.</p> <p>Use commas</p> <ul style="list-style-type: none"> in dates. to separate single words in a series. 	<p>Nouns:</p> <ul style="list-style-type: none"> Correctly use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). <p>Verbs:</p> <ul style="list-style-type: none"> Correctly 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). <p>Pronoun:</p> <ul style="list-style-type: none"> Correctly use common personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). <p>Determiners:</p> <ul style="list-style-type: none"> Correctly use determiners (e.g., articles, demonstratives). <p>Conjunctions:</p> <ul style="list-style-type: none"> Correctly use frequently occurring conjunctions (e.g., and, so, but, because). 	N/A

Smarter Balanced Condition Code Categories

For the purposes of scoring open-ended responses on the summative test, including Performance Tasks, Smarter Balanced applies the following Condition Code Categories to capture those responses that do not fulfill the expectation of the test item. In some cases, a student may not provide a response, while another case may include a response unrelated to the question or topic being assessed. These codes allow the handscorer to categorize the type of response and provide more information than merely scoring it a zero.

Condition Codes	Smarter Balanced Condition Code Category Updated April 25, 2017
B	<p>Blank</p> <p>No response provided</p>
I	<p>Insufficient</p> <p>a. Student has not provided a meaningful response. Some examples:</p> <ul style="list-style-type: none"> • Random keystrokes/handstrokes • Undecipherable text • <i>I hate this test</i> • <i>I don't know, IDK</i> • <i>I don't care</i> • <i>I like pizza!</i> (in response to a reading passage about helicopters) • Response consists entirely of profanity <p>b. For ELA Full Writes, use "I" code (Insufficient) for responses described above and also if:</p> <ul style="list-style-type: none"> • student's original work is insufficient to determine whether he or she is able to organize, cite evidence/elaborate, and use conventions as defined in the rubrics; or • response is too brief to determine whether it is on purpose or on topic.
L	<p>Non-Scorable Language</p> <p>ELA/literacy: Language other than English and/or Mathematics: Language other than English or Spanish</p>
T	<p>Off Topic <i>for ELA Full Writes Only</i></p> <p>Definition: A writing sample will be judged off topic when the response is unrelated to the task or the sources, or shows no evidence that the student has read the task or the sources (especially for informative/explanatory and opinion/argumentative).</p> <ul style="list-style-type: none"> • Off-topic responses are generally substantial responses.
M	<p>Off Purpose <i>for ELA Full Writes Only</i></p> <p>Definition: A writing sample will be judged off purpose when the student has clearly not written to the purpose designated in the task.</p> <ul style="list-style-type: none"> • An off-purpose response addresses the topic of the task, but not the purpose of the task. • Note that students may use narrative techniques in an explanatory essay or use argumentative/persuasive techniques to explain, for example, and still be on purpose. • Off-purpose responses are generally developed responses (essays, poems, etc.) clearly not written to the designated purpose.

Kindergarten Anchor Sets

GRADE K	P-1	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		4	4	2
 <p>On the last day of December I was Silly I jump out of Bed, Happy</p> <p><i>"On the last day of December I was silly. I jump out of bed. Happy."</i></p>		<p>4: With the picture, this response clearly narrates an event. It includes an introduction (<i>On the last day of December</i>) and a conclusion.</p>		
		<p>4: The narrative includes details (<i>I was silly... jump out of bed. Happy</i>).</p>		
		<p>2: The student demonstrates a command of conventions and applies mostly correct spelling and sentence formation.</p>		

GRADE K	P-2	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		4-	4	2



*"I am jumping up and down. I am silly.
I like to jump."*

4-: With the picture, this response clearly, and with a sense of structure, narrates an event.

4: The narrative includes details to connect to the prompt (*jumping up and down; I am silly; I like to jump*). The illustration enhances the story as it depicts a child jumping on the bed in his room.

2: The response incorporates appropriate sentence structure and spelling, and adequately uses correct punctuation. The response shows an adequate control of conventions.

GRADE K	P-3	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		4	4	1-



I AM SILLY IN THE
SNOW!
I MAKE SNOWBALLS.
I LOVE SNOW!

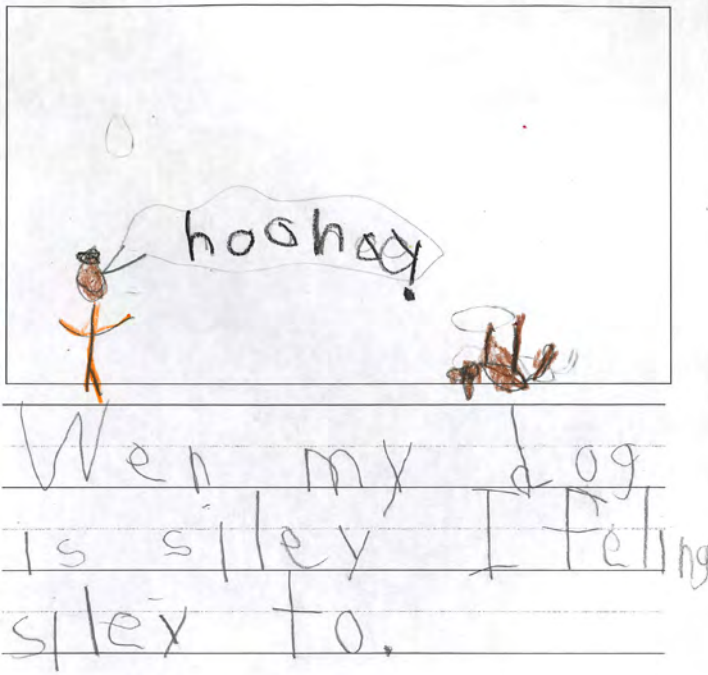
*"I am silly in the snow! I make snowballs.
I love snow!"*

4: This response has a closing and clearly narrates an event, providing a sense of structure.

4: The student adds information to support the narrative, and the drawing adds more elaboration.

1-: This response is written in all capital letters, but does include appropriate punctuation.

GRADE K	P-4	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		4	3	1-



"When my dog is silly, I feeling silly too."

<p>4: With the picture, this response clearly narrates an event and provides a sense of structure.</p>
<p>3: The student supports the narrative by providing a detail that connects to both the prompt and the text (<i>When my dog is silly, I feeling silly too</i>). The illustration of the dog on his back supports the dog's silly behavior.</p>
<p>1-: The student demonstrates phonetic awareness and uses correct capitalization and end punctuation.</p>

GRADE K	P-5	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		3	3	1



I WAS SLE WAN
I WAS. L PINGx

"I was silly when I was jumping."

3: With the picture, this response clearly narrates an event.

3: The student provides support for the narrative and provides a connection to the source material (*silly*) that is enhanced by the drawing.

1: This response includes a capital "I", but uses no punctuation and includes spelling issues.

GRADE K	P-6	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		3-	2+	1-




I love to mack My Siesira lafe
 I know so I mack my sestir lafe
 I know to mack my seestr lafe to mack my
 seestr lafe I haf to be stetes!

"I love to make my sister laugh. I know so I make my sister laugh. I know to make my sister laugh; to make my sister laugh I have to do silly things!"

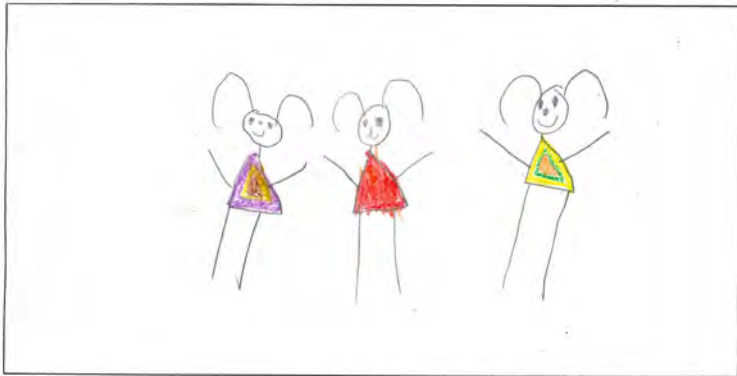
3-: The student writes independently and provides a narrative.

2+: The response is redundant, but connects to the prompt and attempts to focus on the ability to make her sister laugh.

1-: Although the student uses some correct sentence formation and some punctuation, grammar issues and sentence structure difficulties show a limited control of conventions.

GRADE K	P-7	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		3-	2	0
 <p>ME AD MI DAD</p> <p>RSILE EN THESNO.</p> <p><i>"Me and my dad are silly in the snow."</i></p>		<p>3-: The student adequately narrates a single event.</p>		
		<p>2: The student provides a connection to the source material (<i>silly</i>). The picture detracts from the narrative.</p>		
		<p>0: The student demonstrates an understanding of sound/symbol relationships (<i>mi/my; r/are; sile/silly</i>), but most of the words are spelled incorrectly.</p>		

GRADE K	P-8	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		3-	2	1



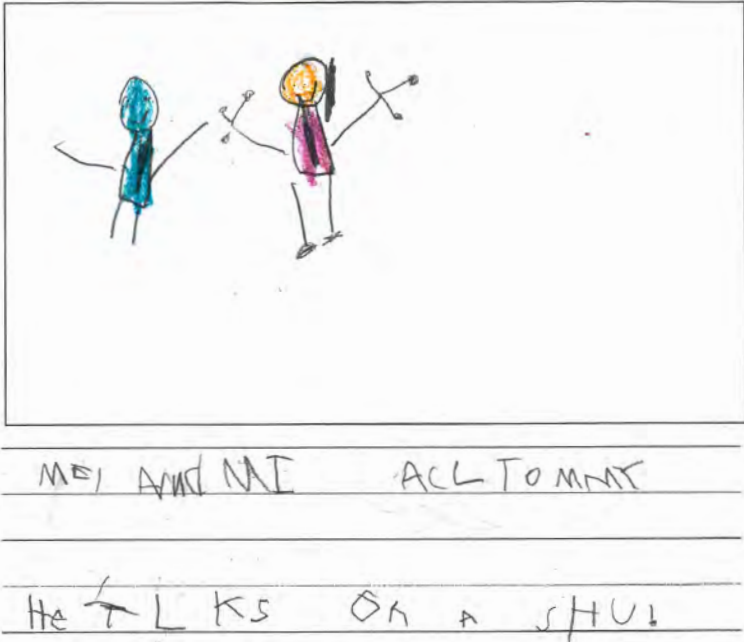
PesU IMACS me SILE!

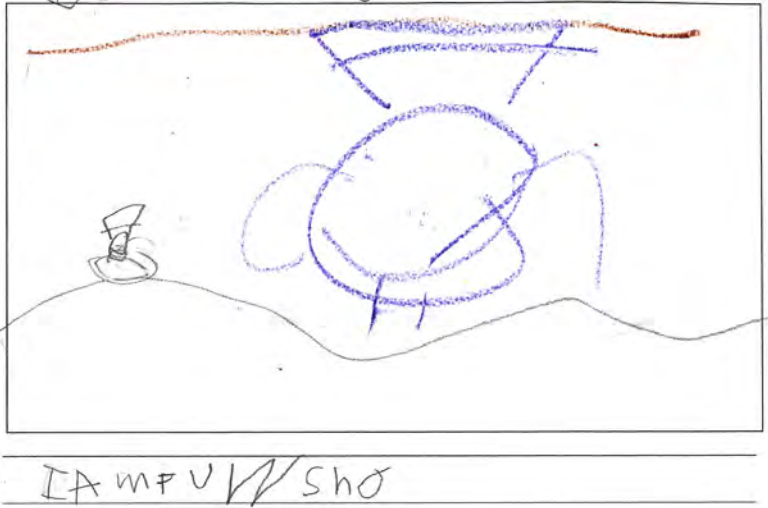
"Pizza makes me silly."

3-: The student adequately narrates a single event.

2: The student connects to the source material (*silly*), and the illustration enhances the story.

1: The student demonstrates some phonetic awareness and includes end punctuation.

GRADE K	P-9	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		2-	2+	1-
 <p>ME AND ME ALL TOMMY</p> <p>He TALKS ON A SHOE!</p> <p><i>"Me and my uncle Tommy. He talks on a shoe!"</i></p>		<p>2-: The student attempts to narrate an event, but the response is awkward in structure and is missing connecting information. The ideas are not clearly connected.</p>		
		<p>2+: This response has elaboration, explaining why the uncle is silly. The picture, however, is simplistic and does little to support the narrative.</p>		
		<p>1-: The student demonstrates some understanding of sound/symbol relationships and uses end punctuation.</p>		

GRADE K	P-10	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		2	2-	0
 <p data-bbox="389 1092 682 1134">"I am silly in the snow."</p>		<p data-bbox="966 483 1396 598">2: The student worked independently and narrates a single event.</p> <p data-bbox="966 672 1437 934">2-: This response provides a connection to the source material (<i>silly</i>). However, the picture detracts from the narrative. The reader needs the dictation provided to clarify the student's message.</p> <p data-bbox="966 1029 1356 1102">0: The response shows no command of conventions.</p>		

GRADE K	P-11	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		2-	2	0




FOR LEAK JPO
 GLELEBARH2H
 FAM ZLE ETH MI
 SEPTR

"Giggly bouncy house. I am silly with my sister."












2-: The dictated response narrates a story and provides a connection to the source material, but the ideas are not clearly connected.

2: The student does connect to the source material (*giggly; silly*), but the picture doesn't add any support to the narrative. Without the dictation and the prompt, the reader would not know what the narrative is about.

0: The response shows no command of conventions.

GRADE K	P-12	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		1	1+	0
 <p>AVA TOMA OSEESS</p> <p><i>"A tomato is exercising."</i></p>		<p>1: While the student worked independently and identified something silly, there is no context for the story.</p>		
		<p>1+: The dictated response contains a drawing that is consistent with the student response.</p>		
		<p>0: The response shows no command of conventions.</p>		

Teachers can use or modify the optional *Kindergarten Writer's Checklist*, below, to meet the appropriate writing objectives to assist classroom instruction.

Kindergarten Writer's Checklist		
<p>I sounded out my words.</p> <div style="text-align: right;"></div>		
<p>I used finger spaces.</p> <p style="text-align: center; color: blue;">I like to run.</p> <div style="text-align: center;">    </div>		
<p>I drew a picture to match my story.</p> <div style="display: flex; align-items: center; justify-content: center; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;"> <p style="color: blue;">I like to run fast.</p> </div>  </div>		
<p>I started my sentences with capital letters.</p> <div style="text-align: center; margin: 10px 0;">  </div>		
<p>I used ending marks.</p> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div> </div>		
<p>I wrote neatly.</p> <div style="text-align: center; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p style="font-size: 2em;">Ss</p> </div> </div>		
<p>I tried my best!</p> <div style="text-align: center; margin: 10px 0;">  </div>		