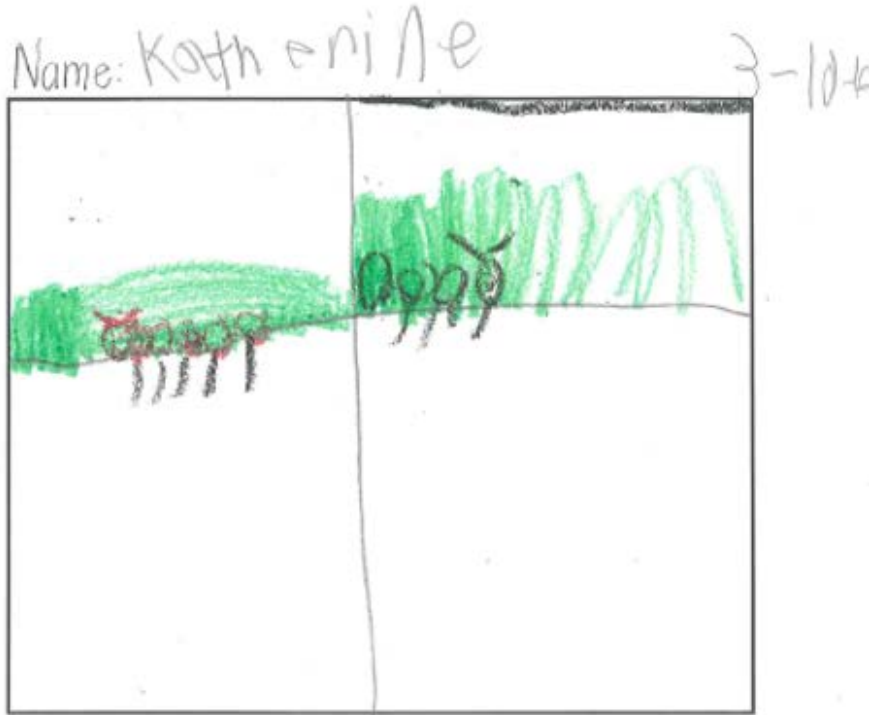


Statement of Purpose/Focus and Organization	Conventions & Editing
4	2

Kindergarten: Informative Writing

Prompt: Insect World: Ants



Ants leev trail of food.
 Ants carry food.
 Ants look for food.
 Ants smell to get food.
 Ants carry food to the nest.

The writer supplies information about the topic.

The writer states the topic.

Revised and Edited: *Ants leave a trail of food. Ants carry the food. Ants look for food. Ants smell to get food. Ants carry the food to the nest.*

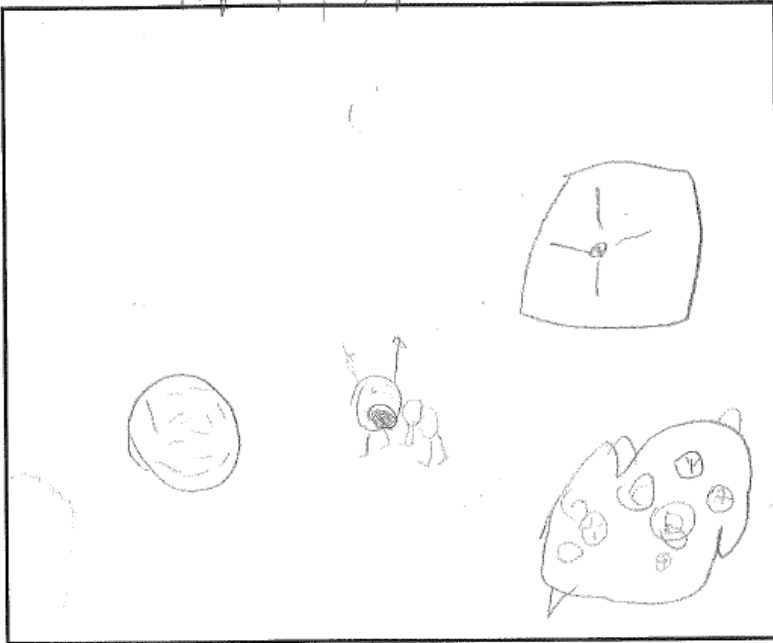
In this kindergarten piece, the writer shows advanced understanding of the sounds in words and the letters that represent those sounds. The student states the topic (*Ants smell to get food.*) and supplies information about the topic. The writer goes beyond what is required in the core standards, supplying 5 pieces of information about the topic (*leave trail of food, carry food, look for food, smell to get food, carry food to the nest*), while using end punctuation correctly. This piece would have been stronger and more clear had the writer stated the topic first.

Statement of Purpose/Focus and Organization	Conventions & Editing
3	1

Kindergarten: Informative Writing

Prompt: Insect World: Ants

Name: EVAN



ANT GET FOOD
 FROM OUR HOMES
 AND THEY
 ANT CARRY
 TO THEIR NEST.

The writer states the topic.

The writer supplies information about the topic.

Revised and Edited: *Ants get food from our homes and they carry it to their nest.*

In this kindergarten piece, the writer states the topic (*Ants get food...*) and supplies information about the topic (*fem or homs ad they ant carry to ther nest*). The student demonstrates an inconsistent use of capitalization and spelling.

Statement of Purpose/Focus and Organization	Conventions & Editing
2	2

Kindergarten: Informative Writing
 Prompt: Insect World: Ants

Name: Ethan



Ants srch for
 food Ants like
 food

The writer states the topic.

Revised and Edited: *Ants search for food. Ants like food.*

In this kindergarten piece, the writer states the topic (*Ants srch for food*). The writer supplies information related to the topic, but the details are irrelevant (*Ants like food*). The student sample demonstrates an adequate command of conventions and goes beyond what is required in the core standards, using end punctuation correctly.

Statement of Purpose/Focus and Organization	Conventions & Editing
2	2

Kindergarten: Informative Writing
Prompt: Insect World: Ants

Name: Abi



Ants lev trail.
Ants cere food.
Ants can bite.

The writer supplies information about the topic.

Revised and Edited: *Ants leave a trail. Ants carry food. Ants can bite.*

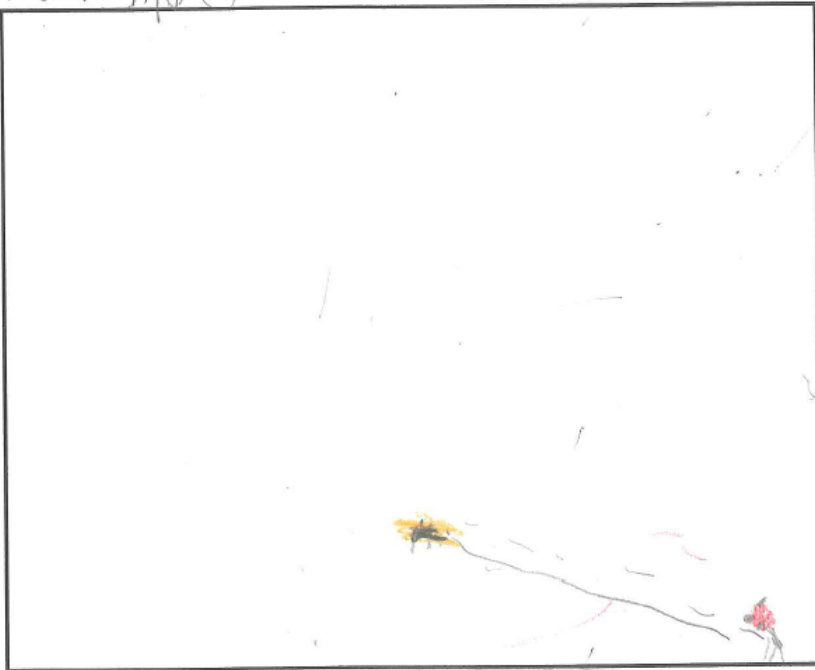
In this kindergarten piece, the writer does not state the topic, but provides 2 pieces of information about the topic (*Ants lev trail. Ants cere food*). The student shows a lack of focus while providing irrelevant information (*Ants can bite*). The student demonstrates an adequate command of conventions. The writer goes beyond what is required in the core standards, using end punctuation correctly.

Statement of Purpose/Focus and Organization	Conventions & Editing
2	1

Kindergarten: Informative Writing

Prompt: Insect World: Ants

Name: RAVENS



Ants carry THEIR food
 with THEIR mouth
 and they bring it back to
 the nest

The writer supplies information about the topic.

Revised and Edited: *Ants carry their food with their mouth and then bring it back to the nest.*

In this kindergarten piece, the writer does not state the topic. The student goes beyond what is required in the core standards by supplying 3 pieces of information related to the topic (*carry there food, with their mathl, bac to the nest*). The writer demonstrates an inconsistent use of capitalization and spelling.

Statement of Purpose/Focus and Organization	Conventions & Editing
1	1

Kindergarten: Informative Writing

Prompt: Insect World: Ants

Name: Don X



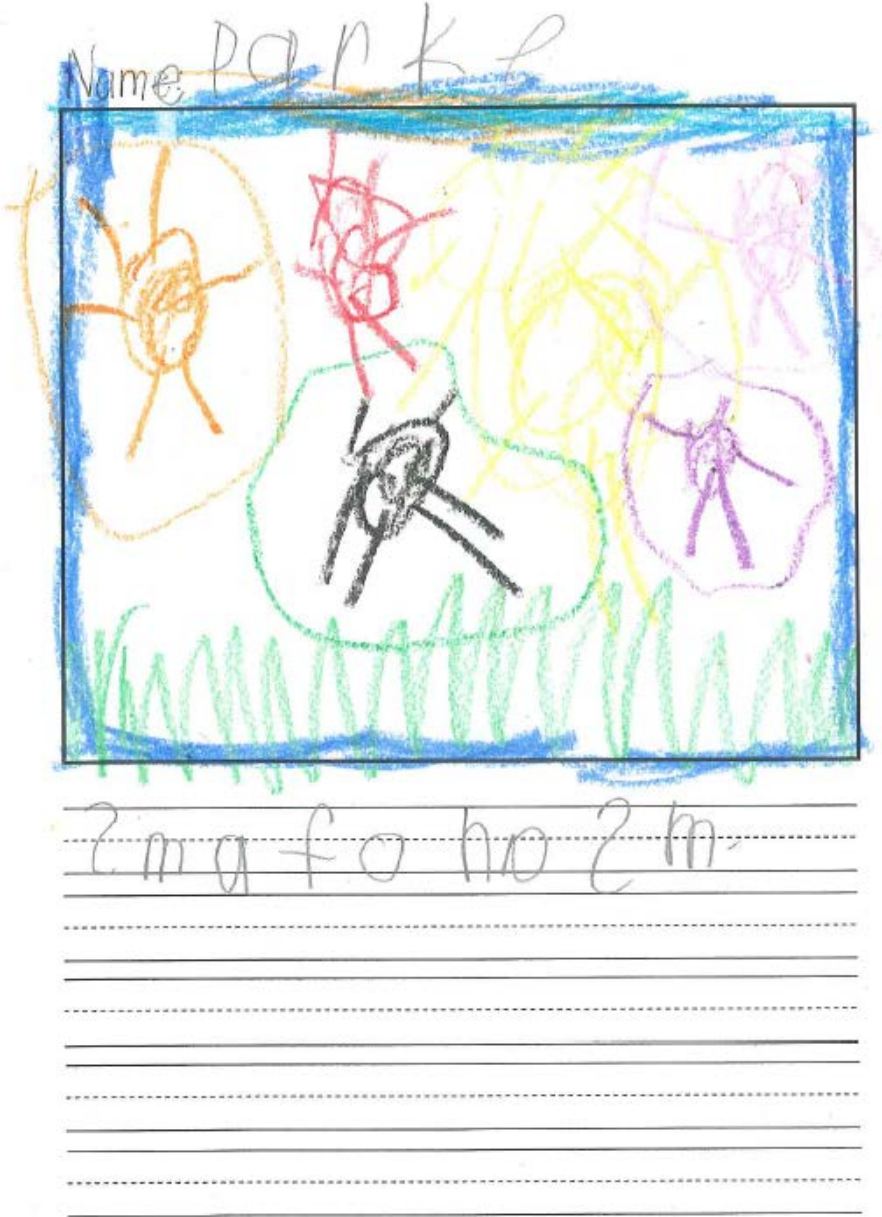
head we ants et
food. ants have
entenas on hed

Revised and Edited: *How ants eat food. Ants have antennae on their head.*

In this kindergarten piece, the writer does not state the topic and only provides irrelevant information showing a lack of focus. The student does not address the prompt. The writer does not capitalize the first word in the sentences.

Statement of Purpose/Focus and Organization	Conventions & Editing
1	0

Kindergarten: Informative Writing
Prompt: Insect World: Ants



Revised and Edited: *Undecipherable*.

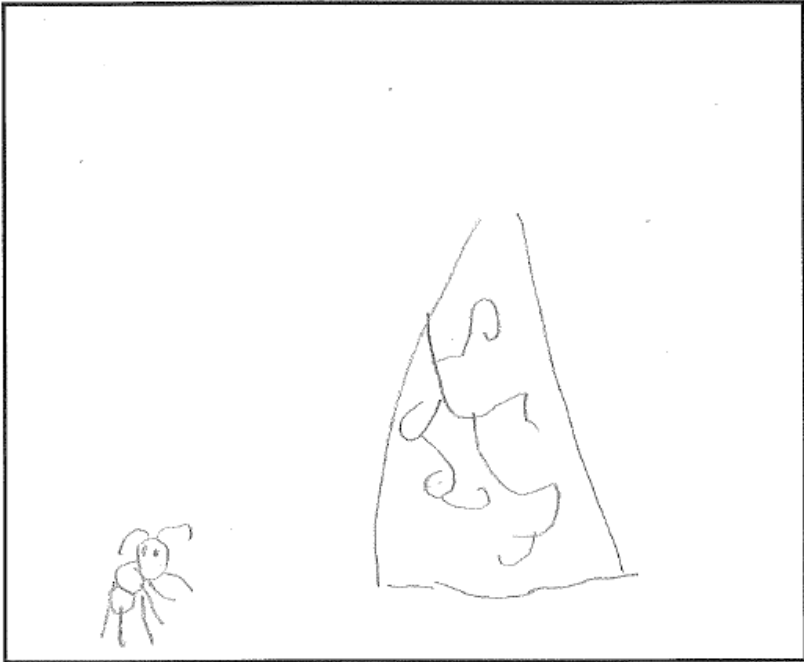
In this kindergarten piece, the writer's response is unclear and demonstrates a lack of command of conventions.

Statement of Purpose/Focus and Organization	Conventions & Editing
1	0

Kindergarten: Informative Writing

Prompt: Insect World: Ants

Name: Tyler



Ant food carry trail

Revised and Edited: *ant food carry trail*

In this kindergarten piece, the writer’s response did not address the prompt and was copied from the word bank provided. The student demonstrates a lack of command of conventions.