Wyoming Department of Education

Assessment Descriptions

Writing

Grades 3-8 and 11

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I. The Instructional Focus of Wyoming's State Assessment System

Wyoming believes it is possible to build statewide assessments that comply with the requirements of the *No Child Left Behind Act of 2001 (P.L. 107-110)* while still providing teachers information that is critical to improving instruction for individual students. To this end, Wyoming has embraced the requirements outlined in the October 2001 report written by The Commission on Instructionally Supportive Assessment and has constructed its statewide assessment system using the guidance provided by the report.

Instructionally supportive assessments are assessments intended to promote more effective classroom instruction.

Teachers will receive PAWS (Proficiency Assessment for Wyoming Students) results by skill for each of their students in each content area tested. Final scores for the PAWS writing assessment will be reported by context, or mode (Expository and Expressive), and by skill (Idea Development, Organization, Voice, and Conventions). These results are intended to help educators make informed decisions about curriculum and instruction. Since PAWS is aligned to academic content and student performance standards, student results can reveal strengths and weaknesses in curricula or instructional methodology. Thus, it can also help educators target specific areas necessary for school and district improvement. The use of assessment results to support informed decision-making for improved teaching and learning in Wyoming schools is an expectation of the PAWS design approach.

PAWS Testing Overview

All Wyoming public school students in grades three through eight and grade eleven will test in reading, writing and mathematics, and students in grades four, eight and eleven will test in science during the testing window. Adequate yearly progress (AYP) determinations will be made using the data received from the reading, writing and mathematics assessment results.

Grade 10: Students in grade ten are allowed to take advantage of an early testing opportunity. Students may "bank" their mathematics and/or reading and writing scores during their tenth grade year. AYP will be determined only for students in grade eleven using their "banked" scores or scores achieved during the official testing window, whichever is higher. In order to bank a language arts score, students must complete the reading and writing tests during the same testing window.

II. Purpose of Assessment Descriptions

In the past, teachers have been faced with the perplexing task of trying to prepare their students to take the state test without knowing which standards/skills will or will not be assessed on a given form of the test. To ensure that PAWS is instructionally supportive, assessment descriptions have been developed to clearly and thoroughly describe the knowledge and skills for each assessed content area that will be tested and the evaluative criteria to be used to assess each skill.

III. Explanation of PAWS Content Area Skills

The Wyoming Content and Performance Standards serve as the foundation for a set of comprehensive, measurable PAWS content area skills. The PAWS skills were created through the analysis and categorization of highly related Wyoming Content Standards and Benchmarks. These standards and benchmarks, when used successfully to guide instruction, build students' understanding of the major concepts and principles within each content area. These major concepts and principles comprise the substance of the PAWS content area skills. The PAWS skills described for educators in the Wyoming Assessment Descriptions meet the following set of criteria:

- The skills are organized into major concepts and principles that encompass highly related Wyoming content standards and benchmarks.
- The skills support a variety of instructional strategies administered by Wyoming teachers.
- The skills can be defined as somewhere between the breadth of a content standard and the specificity of a benchmark.

Through the use and measurement of the PAWS content area skills, PAWS successfully fulfills two major purposes. First, it provides information about student attainment of the knowledge and skills within the Wyoming Content and Performance Standards in reading, writing, mathematics, and science over time. Second, and equally important, it provides additional skill-level reporting categories aligned to the Wyoming Content and Performance Standards as organized by the Wyoming Assessment Descriptions to assist teachers in interpreting and addressing specific academic needs of students.

IV. PAWS Writing Skills

The PAWS writing tasks will assess students in four skill areas: Idea Development, Organization, Voice, and Conventions. Students will be asked to demonstrate their abilities to respond to a topic while considering both purpose and audience. The following provides a brief explanation of the performance expectations for each skill:

Idea Development
The writer develops the content of the message through the use of details.

Organization
The writer builds the organizational structure to support the purpose and effectiveness of the writing.

Voice
The writer uses effective language to communicate to the audience in a way that is individual, compelling, and engaging.

Conventions
The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.

V. A Framework for Assessing the Writing Skills

The Wyoming Language Arts Content and Performance Standards set the expectation that students will use the writing process (generate ideas, draft, revise, and edit) to demonstrate their writing abilities in four skill areas (Idea Development, Organization, Voice, and Conventions) within various contexts, or modes, of writing. To achieve this end, the PAWS writing assessment provides a drafting session and an edit/final copy session to allow students to utilize the writing process.

VI. Evaluative Criteria for the Writing Skills

"Evaluative Criteria" are the factors used to determine the performance of students' writing skills. The evaluative criteria for Idea Development, Organization, Voice, and Conventions are identified within the PAWS Writing Assessment Descriptions and the PAWS Expressive and Expository Writing Scoring Guides. Students receive scores of 0, 1, 2, or 3 in each of the skill areas based on their level of performance. The PAWS Assessment Descriptions and Writing Scoring Guides are important tools for teachers and students to promote skill mastery. If teachers and students are able to use these tools to better understand a particular skill's evaluative criteria, they can become increasingly adept at monitoring individual progress.

VII. Two Writing Contexts

Students taking the PAWS writing test will respond to prompts covering two contexts, expressive and expository; each context/mode includes a variety of purpose-specific writing tasks.

A. Expressive Writing Context

Expressive writing shares personal feelings, attitudes, ideas, beliefs and values. Such writing usually flows from a personal point of view wherein the author narrates an event drawn from a life experience or tells stories through fictional characters.

B. Expository Writing Context

Expository writing presents problems and develops solutions, describes directions or procedures for a specific task, and expresses a persuasive argument. Such writing is typically written to inform a specific or implied audience.

The two writing contexts and the associated writing tasks are listed in Table 1, by grade level. For more detailed descriptions of each writing context and task, refer to the PAWS Assessment Descriptions beginning on page 8.

Table 1
Writing Contexts and Tasks

	Context (a): Expressive	Context (b): Expository
Grade 11	Reflective Narrative	Persuasive Essay
Grade 8	Fictional Narrative	Expository Essay
Grade 7	Personal Narrative	Problem/Solution Essay
Grade 6	Fictional Narrative	Directions or Procedures
Grade 5	Response to Literature	Report
Grade 4	Personal Narrative	Formal Letter
Grade 3	Personal Narrative	Letter Written to a Topic

VIII. Explanation of Coding

The assessment descriptions use a standard code for ease of reference. Codes are provided at the skill level. The sequence is: **Standard/Grade/Context/Skill**

Key to Skill Codes:

In writing, the skill codes "ID" refers to Idea Development, "O" refers to Organization, "V" refers to Voice, and "C" refers to Conventions.

W.11.a.ID   Writing/Grade 11/Expressive/Idea Development

W.08.b.O   Writing/Grade 8/Expository/Organization

IX. Assessment Descriptions and Scoring Guides

Beginning on the next page, the PAWS Writing Assessment Descriptions and Scoring Guides are arranged by grade level beginning with grade 11. You will find two alignment tables and one scoring guide for each context, or mode, of writing. The alignment tables show the link between the PAWS skills and the Wyoming Content and Performance Standards, as well as PAWS prompt attributes.

PAWS Assessment Descriptions – Grade 11 Writing

Expressive Writing - Reflective Narrative		
Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
Benchmark	**Sub-Benchmarks**	**Prompt Attributes**
11.2B Students use appropriate strategies to write a variety of expressive and expository pieces.	**11.2B.1** Students write and share literary texts (such as personal essays, reflective narratives, poetry, plays, literary analyses, speeches) using grade level-appropriate strategies. They are able to: 1) Convey a unifying theme or tone; 2) Use sensory details to describe sights, sounds, movement, and gestures; 3) Use interior monologue to convey feelings; and 4) Pace action with changes in time and mood.	The prompt is designed to elicit a response in which the student conveys an experience or observation from a personal point of view to communicate his or her feelings, attitudes, ideas, beliefs, and/or values. The first sentence of the prompt introduces the topic of the prompt with a brief definition. The second sentence is written to prompt the students to write about the topic. Released Prompt: "Many people are often influenced by others in positive ways. Write about a time when a person had a positive influence on you or someone you know."

PAWS Assessment Descriptions – Grade 11 Writing

Expressive Writing – Skill Expectations		
Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
Benchmark	**Sub-Benchmarks**	**PAWS Writing Skills/Evaluative Criteria**
11.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.	**11.2A.2** Students use strategies to generate ideas for written work including: 1) Considering audience and purpose in planning. 2) Developing a focus. 3) Using vivid, specific and relevant details and concepts.	**Idea Development -** The writer develops the content of the message through the use of details. • Develops a clear and focused main idea or message in response to the topic • Uses descriptive details to enrich idea development
	11.2A.3 Students use organization skills to: 1) Arrange paragraphs into logical progression; 2) Include a concluding statement; and 3) Use transitions in written work. **11.2A.5** Students use meaningful sentence construction to achieve logical sentence order and varied sentence structures (parallel, compound-complex, and analogous).	**Organization -** The writer builds the structure to support the purpose and effectiveness of the writing. • Develops an effective beginning, middle, and ending • Sequencing of ideas demonstrates effective logic and coherence • Uses topic sentences and varied transitions between and within paragraphs • Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas • Uses varied and correct sentences
	11.2A.4 Students use meaningful voice by adapting writing for different audiences and purposes by: 1) Using suitable content, vocabulary, style, structure, tone and voice; 2) Considering background, age, knowledge of audience; and 3) Using appropriate level of formality. **11.2A.6** Students use meaningful word choice appropriate to purpose to achieve a specific tone.	**Voice** - The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging. • Narrative consistently reveals personal voice or style appropriate to the purpose • Uses a variety of descriptive and original words or phrases
	11.2A.7 Students use grade level-appropriate language conventions for spelling, capitalization, punctuation, grammar, and usage by: 1) Using commonly confused terms appropriately; 2) Capitalizing names of regions; 3) Using noun-pronoun agreements; 4) Using ellipses and semicolons; 5) Using conditional tenses; and 6) Using parallel structure.	**Conventions -** The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar. • Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently

PAWS Writing Scoring Guide - Grade 11 Targets

Expressive: Reflective Narrative—*Relates an observation from a personal point of view which reflects feelings, attitudes, ideas, beliefs, and/or values*

SKILLS	3	2	1	0
Idea Development The writer develops the content of the message through the use of details.	• Develops a clear and focused main idea or message in response to the topic • Uses descriptive details to enrich idea development	• Presents a main idea or message in response to the topic • Uses relevant details	• Attempts to present a main idea or message in response to the topic • Limited use of relevant details	• No response to the topic; main idea or message is unclear • Details are consistently irrelevant
Organization The writer builds the structure to support the purpose and effectiveness of the writing.	• Develops an effective beginning, middle, and ending • Sequencing of ideas demonstrates effective logic and coherence • Uses topic sentences and varied transitions between and within paragraphs • Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas • Uses varied and correct sentences	• Presents a beginning, middle, and ending • Sequencing of ideas demonstrates overall logic and coherence • Uses topic sentences and transitions between and within paragraphs • Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together • Uses varied and mostly correct sentences	• Presents a beginning or ending • Sequencing of ideas demonstrates some evidence of logic and coherence • Lacks consistent use of topic sentences and transitions between and within paragraphs • Similar ideas are grouped together without appropriate spacing or indentation • Attempts to use varied sentences; inconsistently uses correct sentences	• Beginning or ending are unidentifiable • Organization of ideas lacks a logical sequence • Topic sentences and transitions between and within paragraphs are unidentifiable • Similar ideas are not grouped together; no evidence of appropriate spacing or indentation • Sentences are run-on, incomplete, or fragmented
Voice The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.	• Narrative consistently reveals personal voice or style appropriate to the purpose • Uses a variety of descriptive and original words or phrases	• Narrative reveals personal voice or style appropriate to the purpose • Uses descriptive and original words or phrases	• Narrative reveals limited personal voice or style appropriate to the purpose • Demonstrates little variation in word choice and/or repetitious use of simple words or phrases	• Narrative is flat and lifeless • Uses an extremely limited range of words or phrases or consistently uses words incorrectly
Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.	• Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently	• Uses grade-appropriate spelling • Uses grade-appropriate capitalization and punctuation • Uses grade-appropriate grammar and usage	• Spells common words correctly, but other grade-appropriate words incorrectly • Uses limited grade-appropriate capitalization or punctuation • Demonstrates limited control over grade-appropriate grammar and usage	• Misspells common words • Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout • Demonstrates incorrect use of grade-appropriate grammar and usage throughout

PAWS Assessment Descriptions - Grade 11 Writing

Expository Writing - Persuasive Essay		
Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
Benchmark	**Sub-Benchmarks**	**Prompt Attributes**
11.2B Students write a variety of expressive and expository pieces.	**11.2B.3** Students create technical writing for practical tasks (e.g., scientific procedures, business letters, letters to the editor, resumes, applications) using grade level-appropriate strategies. They are able to: 1) Use appropriate organizational form; and 2) Use formal language and tone. **11.2B.4** Students write and present persuasive essays, demonstrations, and reports, (research, problem/solution) using grade level-appropriate strategies. 1) Using evidence to support a thesis; 2) Addressing author biases and concerns.	The prompt is designed to elicit a response in which the student supports a definite position to impact the opinions, attitudes, or beliefs of others regarding a specific topic. The first sentence of the prompt introduces the topic of the prompt with a brief definition. The second sentence is written to prompt the students to write about the topic. Released Prompt: "Some parents of students at your school have started a campaign to limit the homework teachers can assign to students, but teachers at your school have stated that the current amount of homework is necessary. Write an essay persuading the school board to accept your viewpoint on whether or not the amount of homework teachers can assign should be limited."

PAWS Assessment Descriptions - Grade 11 Writing

Expository Writing – Skill Expectations		
Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
Benchmark	**Sub-Benchmarks**	**PAWS Writing Skills/Evaluative Criteria**
11.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.	**11.2A.2** Students use strategies to generate ideas for written work including: 1) Considering audience and purpose in planning. 2) Developing a focus. 3) Using vivid, specific and relevant details and concepts.	**Idea Development -** The writer develops the content of the message through the use of details. • Develops a clear and focused thesis in response to the topic • Uses specific details and examples to enrich idea development
	11.2A.3 Students use organization skills to: 1) Arrange paragraphs into logical progression; 2) Include a concluding statement; and 3) Use transitions in written work. **11.2A.5** Students use meaningful sentence construction to achieve logical sentence order and varied sentence structures (parallel, compound-complex, and analogous).	**Organization -** The writer builds the structure to support the purpose and effectiveness of the writing. • Develops an effective introduction, body, and conclusion • Sequencing of ideas demonstrates effective logic and coherence • Uses topic sentences and varied transitions between and within paragraphs • Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas • Uses varied and correct sentences
	11.2A.4 Students use meaningful voice by adapting writing for different audiences and purposes by: 1) Using suitable content, vocabulary, style, structure, tone and voice; 2) Considering background, age, knowledge of audience; and 3) Using appropriate level of formality. **11.2A.6** Students use meaningful word choice appropriate to purpose to achieve a specific tone.	**Voice -** The writer uses appropriate, precise language to communicate a persuasive argument to a specified audience in a way that is informative, compelling, and engaging. • Essay consistently reveals voice, style, and tone appropriate to the intended audience and purpose • Communicates argument effectively • Uses a variety of precise and appropriate words or phrases
	11.2A.7 Students use grade level-appropriate language conventions for spelling, capitalization, punctuation, grammar, and usage by: 1) Using commonly confused terms appropriately; 2) Capitalizing names of regions; 3) Using noun-pronoun agreements; 4) Using ellipses and semicolons; 5) Using conditional tenses; and 6) Using parallel structure.	**Conventions -** The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar. • Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently

PAWS Writing Scoring Guide - Grade 11 Targets

Expository: Persuasive Essay—Makes a persuasive argument and supports a definite position for a specified audience

SKILLS	3	2	1	0
Idea Development The writer develops the content of the message through the use of details.	• Develops a clear and focused thesis in response to the topic • Uses specific details and examples to enrich idea development	• Presents a thesis in response to the topic • Uses relevant details and examples	• Attempts to present a thesis in response to the topic • Limited use of relevant details or examples	• No response to the topic • Details and examples are consistently irrelevant
Organization The writer builds the structure to support the purpose and effectiveness of the writing.	• Develops an effective introduction, body, and conclusion • Sequencing of ideas demonstrates effective logic and coherence • Uses topic sentences and varied transitions between and within paragraphs • Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas • Uses varied and correct sentences	• Presents an introduction, body, and conclusion • Sequencing of ideas demonstrates overall logic and coherence • Uses topic sentences and transitions between and within paragraphs • Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together • Uses varied and mostly correct sentences	• Presents an introduction or conclusion • Sequencing of ideas demonstrates some evidence of logic and coherence • Lacks consistent use of topic sentences and transitions between and within paragraphs • Similar ideas are grouped together without appropriate spacing or indentation • Attempts to use varied sentences; Inconsistently uses correct sentences	• Introduction and conclusion are unidentifiable • Organization of ideas lacks a logical sequence • Topic sentences or transitions between and within paragraphs are unidentifiable • Similar ideas are not grouped together; no evidence of appropriate spacing or indentation • Sentences are run-on, incomplete, or fragmented
Voice The writer uses appropriate, precise language to communicate a persuasive argument to a specified audience in a way that is informative, compelling, and engaging.	• Essay consistently reveals voice, style, and tone appropriate to the intended audience and purpose • Communicates argument effectively • Uses a variety of precise and appropriate words or phrases	• Essay reveals voice, style, and tone appropriate to the intended audience and purpose • Communicates argument • Uses precise and appropriate words or phrases	• Essay reveals limited voice, style, or tone appropriate to the intended audience and purpose • Expresses opinion rather than argument • Demonstrates little variation in word choice and/or repetitious use of simple words or phrases	• Essay lacks voice, style, or tone appropriate to the intended audience and purpose • Lacks statement of opinion or argument • Uses an extremely limited range of words or phrases or consistently uses words incorrectly
Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.	• Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently	• Uses grade-appropriate spelling • Uses grade-appropriate capitalization and punctuation • Uses grade-appropriate grammar and usage	• Spells common words correctly, but other grade-appropriate words incorrectly • Uses limited grade-appropriate capitalization or punctuation • Demonstrates limited control over grade-appropriate grammar and usage	• Misspells common words • Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout • Demonstrates incorrect use of grade-appropriate grammar and usage throughout

PAWS Assessment Descriptions - Grade 8 Writing

Expressive Writing - Fictional Narrative		
Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
Benchmark	**Sub-Benchmarks**	**Prompt Attributes**
8.2B Students write a variety of expressive and expository pieces.	**8.2B.1** Students write and share literary texts (poetry, journals, letters, short stories, plays, essays, personal narratives, short stories, literary responses) using appropriate strategies.	The prompt is designed to elicit a response in which the student demonstrates the use of story elements to convey ideas and images in a fictional form. The writing usually flows from a personal point of view wherein the author narrates an event drawn from a life experience or tells stories through fictional characters. The first sentence of the prompt introduces the topic of the prompt with a brief definition. The second sentence is written to prompt the students to write about the topic. Released Prompt: "Many people are often encouraged in various ways. Write a story about someone who wants to give up on a goal but is encouraged to achieve it."

PAWS Assessment Descriptions - Grade 8 Writing

Expressive Writing – Skill Expectations		
Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
Benchmark	**Sub-Benchmarks**	**PAWS Writing Skills/Evaluative Criteria**
8.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.	**8.2A.1** Students write using a clear idea with specific details, establishing a controlling impression and a coherent thesis.	**Idea Development** - The writer develops the content of the message through the use of details. - Develops clear ideas in response to the topic - Demonstrates effective use of story elements to develop a fictional story - Uses descriptive details to enrich idea development
	8.2A.2 Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping related ideas, organizing information according to type and purpose of writing. **8.2A.3** Students establish organization within and among paragraphs through effective transitions, parallel structures, and cohesive writing techniques. **8.2A.6** Students use grade-level-appropriate sentence fluency with compound and complex sentences, parallel structure in a series, and sentence variety.	**Organization** - The writer builds the structure to support the purpose and effectiveness of the writing. - Develops an effective beginning, middle, and ending - Uses topic sentences and varied transitions between and within paragraphs - Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas - Uses varied and correct sentences
	8.2A.4 Student writing is appropriate for intended audience and purposes; voice is apparent. **8.2A.5** Students use meaningful word choice to achieve purpose.	**Voice** - The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging. - Narrative consistently reveals personal voice or style appropriate to the purpose - Uses a variety of descriptive and original words or phrases
	8.2A.7 Students use grade-level-appropriate conventions with spelling, usage, punctuation, capitalization, and grammar such as subordinate and coordinate conjunctions, comparative adjectives, and proper pronoun case.	**Conventions** - The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar. - Uses grade-appropriate spelling consistently - Uses grade-appropriate capitalization and punctuation consistently - Uses grade-appropriate grammar and usage consistently

PAWS Writing Scoring Guide—Grade 8 Targets

Expressive: Fictional Narrative*—Demonstrates use of story elements to develop a fictional narrative for an audience*

SKILLS	3	2	1	0
Idea Development The writer develops the content of the message through the use of details.	• Develops clear ideas in response to the topic • Demonstrates effective use of story elements to develop a fictional story • Uses descriptive details to enrich idea development	• Presents clear ideas in response to the topic • Demonstrates use of story elements to develop a fictional story • Uses relevant details	• Limited use of ideas in response to the topic • Attempts to include story elements to develop a fictional story • Limited use of relevant details	• No response to the topic; ideas are unclear • Demonstrates little understanding of how to use story elements to develop a story • Details are consistently irrelevant
Organization The writer builds the structure to support the purpose and effectiveness of the writing.	• Develops an effective beginning, middle, and ending • Uses topic sentences and varied transitions between and within paragraphs • Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas • Uses varied and correct sentences	• Presents a beginning, middle, and ending • Uses topic sentences and transitions between and within paragraphs • Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together • Uses varied and mostly correct sentences	• Presents a beginning or ending • Lacks consistent use of topic sentences and transitions between and within paragraphs • Similar ideas are grouped together without appropriate spacing or indentation • Attempts to use varied sentences; inconsistently uses correct sentences	• Beginning and ending are unidentifiable • Topic sentences or transitions between and within paragraphs are unidentifiable • Similar ideas are not grouped together; no evidence of appropriate spacing or indentation • Sentences are run-on, incomplete, or fragmented
Voice The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.	• Narrative consistently reveals personal voice or style appropriate to the purpose • Uses a variety of descriptive and original words or phrases	• Narrative reveals personal voice or style appropriate to the purpose • Uses descriptive and original words or phrases	• Narrative reveals limited personal voice or style appropriate to the purpose • Demonstrates little variation in word choice and/or repetitious use of simple words or phrases	• Narrative is flat and lifeless • Uses an extremely limited range of words or phrases or consistently uses words incorrectly
Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.	• Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently	• Uses grade-appropriate spelling • Uses grade-appropriate capitalization and punctuation • Uses grade-appropriate grammar and usage	• Spells common words correctly, but other grade-appropriate words incorrectly • Uses limited grade-appropriate capitalization or punctuation • Demonstrates limited control over grade-appropriate grammar and usage	• Misspells common words • Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout • Demonstrates incorrect use of grade-appropriate grammar and usage throughout

PAWS Assessment Descriptions - Grade 8 Writing

Expository Writing - Expository Essay		
Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
Benchmark	**Sub-Benchmarks**	**Prompt Attributes**
8.2B Students write a variety of expressive and expository pieces.	**8.2B.3** Students produce expository essays, technical writing, and reports. **8.2B.4** Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating visual aids; including facts, details, explanations, and examples; and using more than two sources.	The prompt is designed to elicit a response in which the student develops and supports a thesis or central idea to a purpose specific topic. The first sentence of the prompt introduces the topic of the prompt with a brief definition. The second sentence is written to prompt the students to write about the topic. Released Prompt: "We are fortunate to live in a time when we enjoy the benefits of inventions and discoveries made by people who came before us. Write an essay identifying an invention or a discovery and explain how it helps people in society."

PAWS Assessment Descriptions – Grade 8 Writing

Expository Writing – Skill Expectations		
Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
Benchmark	**Sub-Benchmarks**	**PAWS Writing Skills/Evaluative Criteria**
8.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.	**8.2A.1** Students write using a clear idea with specific details, establishing a controlling impression and a coherent thesis.	**Idea Development -** The writer develops the content of the message through the use of details. - Develops a clear and focused thesis or central idea in response to the topic - Uses descriptive details to enrich idea development
	8.2A.2 Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping related ideas, organizing information according to type and purpose of writing. **8.2A.3** Students establish organization within and among paragraphs through effective transitions, parallel structures, and cohesive writing techniques. **8.2A.6** Students use grade-level-appropriate sentence fluency with compound and complex sentences, parallel structure in a series, and sentence variety.	**Organization -** The writer builds the structure to support the purpose and effectiveness of the writing. - Develops an effective introduction, body, and conclusion - Uses topic sentences and varied transitions between and within paragraphs - Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas - Uses varied and correct sentences
	8.2A.4 Student writing is appropriate for intended audience and purposes; voice is apparent. **8.2A.5** Students use meaningful word choice to achieve purpose.	**Voice** - The writer uses appropriate, precise language to communicate directly to the audience in a way that is informative, compelling, and engaging. - Response consistently reveals voice, style, or tone appropriate to the purpose - Uses a variety of precise and appropriate words or phrases
	8.2A.7 Students use grade-level-appropriate conventions with spelling, usage, punctuation, capitalization, and grammar such as subordinate and coordinate conjunctions, comparative adjectives, and proper pronoun case.	**Conventions -** The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar. - Uses grade-appropriate spelling consistently - Uses grade-appropriate capitalization and punctuation consistently - Uses grade-appropriate grammar and usage consistently

PAWS Writing Scoring Guide - Grade 8 Targets

Expository: Expository Essay—Develops and supports a thesis or central idea for an audience

SKILLS	3	2	1	0
Idea Development The writer develops the content of the message through the use of details.	• Develops a clear and focused thesis or central idea in response to the topic • Uses descriptive details to enrich idea development	• Presents a thesis or central idea in response to the topic • Uses relevant details	• Attempts to present a thesis or central idea in response to the topic • Limited use of relevant details	• No response to the topic • Details are consistently irrelevant
Organization The writer builds the structure to support the purpose and effectiveness of the writing.	• Develops an effective introduction, body, and conclusion • Uses topic sentences and varied transitions between and within paragraphs • Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas • Uses varied and correct sentences	• Presents an introduction, body, and conclusion • Uses topic sentences and transitions between and within paragraphs • Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together • Uses varied and mostly correct sentences	• Presents an introduction or conclusion • Lacks consistent use of topic sentences and transitions between and within paragraphs • Similar ideas are grouped together without appropriate spacing or indentation • Attempts to use varied sentences; inconsistently uses correct sentences	• Introduction and conclusion are unidentifiable • Topic sentences or transitions between and within paragraphs are unidentifiable • Similar ideas are not grouped together; no evidence of appropriate spacing or indentation • Sentences are run-on, incomplete, or fragmented
Voice The writer uses appropriate, precise language to communicate directly to the audience in a way that is informative, compelling, and engaging.	• Response consistently reveals voice, style, or tone appropriate to the purpose • Uses a variety of precise and appropriate words or phrases	• Response reveals voice, style, or tone appropriate to the purpose • Uses precise and appropriate words or phrases	• Response reveals limited voice, style, or tone appropriate to the purpose • Demonstrates little variation in word choice and/or repetitious use of simple words or phrases	• Response lacks voice, style, or tone appropriate to the purpose • Uses an extremely limited range of words or phrases or consistently uses words incorrectly
Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.	• Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently	• Uses grade-appropriate spelling • Uses grade-appropriate capitalization and punctuation • Uses grade-appropriate grammar and usage	• Spells common words correctly, but other grade-appropriate words incorrectly • Uses limited grade-appropriate capitalization or punctuation • Demonstrates limited control over grade-appropriate grammar and usage	• Misspells common words • Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout • Demonstrates incorrect use of grade-appropriate grammar and usage throughout

Expressive Writing – Personal Narrative		
Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
Benchmark	**Sub-Benchmarks**	**Prompt Attributes**
7.2B Students write a variety of expressive and expository pieces.	**7.2B.1** Students write and share literary texts (poetry, journals, letters, short stories, plays, essays, personal narratives, short stories, literary responses) using appropriate strategies such as: 1. Developing major and minor characters; and 2. Developing a setting.	The prompt is designed to elicit a response in which the student relates a personal event or experience to an audience. The first sentence of the prompt introduces the topic of the prompt with a brief definition. The second sentence is written to prompt the students to write about the topic.

PAWS Assessment Descriptions - Grade 7 Writing

Expressive Writing - Skill Expectations		
Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
Benchmark	**Sub-Benchmarks**	**PAWS Writing Skills/Evaluative Criteria**
7.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.	**7.2A.1** Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping ideas, and organizing information.	**Idea Development -** The writer develops the content of the message through the use of details. • Develops a clear and focused main idea in response to the topic • Uses descriptive details to enrich idea development
	7.2A.2 Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions.	**Organization -** The writer builds the structure to support the purpose and effectiveness of the writing. • Develops an effective beginning, middle, and ending • Uses topic sentences and varied transitions between paragraphs • Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas • Uses varied and correct sentences
	7.2A.4 Students utilize various writing strategies and tools to revise writing such as producing multiple drafts; focusing on central idea; including descriptive detail; using elements of style such as word choice, tone, sentence variety; and revising for clarity, content, and vocabulary to improve writing. **7.2A.3** Students use meaningful word choice, voice, and sentence fluency.	**Voice** - The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging. • Narrative consistently reveals personal voice or style appropriate to the purpose • Uses a variety of descriptive and original words or phrases
	7.2A.5 Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as infinitives and participles, pronoun-antecedent agreement, hyphens, dashes, and brackets, and word bases and affixes in spelling. **7.2A.6** Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization, and spelling; and use resources (dictionaries, spell checkers, and style manuals) to edit and proofread.	**Conventions -** The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar. • Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently

PAWS Writing Scoring Guide - Grade 7 Targets

Expressive: Personal Narrative—*Relates an event or experience to an audience*

SKILLS	3	2	1	0
Idea Development The writer develops the content of the message through the use of details.	• Develops a clear and focused main idea in response to the topic • Uses descriptive details to enrich idea development	• Presents a main idea in response to the topic • Uses relevant details	• Attempts to present a main idea in response to the topic • Limited use of relevant details	• No response to the topic; main idea is unclear • Details are consistently irrelevant
Organization The writer builds the structure to support the purpose and effectiveness of the writing.	• Develops an effective beginning, middle, and ending • Uses topic sentences and varied transitions between paragraphs • Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas • Uses varied and correct sentences	• Presents a beginning, middle, and ending • Uses topic sentences and transitions between paragraphs • Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together • Uses varied and mostly correct sentences	• Presents a beginning or ending • Lacks consistent use of topic sentences and transitions between paragraphs • Similar ideas are grouped together without appropriate spacing or indentation • Uses mostly simple sentences; inconsistent use of correct sentences	• Beginning and ending are unidentifiable • Topic sentences or transitions between paragraphs are unidentifiable • Similar ideas are not grouped together; no evidence of indentation or spacing • Sentences are run-on, incomplete, or fragmented
Voice The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.	• Narrative consistently reveals personal voice or style appropriate to the purpose • Uses a variety of descriptive and original words or phrases	• Narrative reveals personal voice or style appropriate to the purpose • Uses descriptive and original words or phrases	• Narrative reveals limited personal voice or style appropriate to the purpose • Demonstrates little variation in word choice and/or repetitious use of simple words or phrases	• Narrative is flat and lifeless • Uses an extremely limited range of words or phrases or consistently uses words incorrectly
Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.	• Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently	• Uses grade-appropriate spelling • Uses grade-appropriate capitalization and punctuation • Uses grade-appropriate grammar and usage	• Spells common words correctly, but other grade-appropriate words incorrectly • Uses limited grade-appropriate capitalization or punctuation • Demonstrates limited control over grade-appropriate grammar and usage	• Misspells common words • Demonstrates incorrect use of grade-appropriate capitalization and punctuation throughout • Demonstrates incorrect use of grade-appropriate grammar and usage throughout

PAWS Assessment Descriptions – Grade 7 Writing

Expository Writing – Problem/Solution Essay		
Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
Benchmark	**Sub-Benchmarks**	**Prompt Attributes**
7.2B Students write a variety of expressive and expository pieces.	**7.2B.2** Students write reports and present demonstrations. 1) Students explain problem, solution, and procedures. 2) Students use a variety of strategies to identify topics to investigate such as constructing questions, narrowing the focus, and gathering information. 3) Students use strategies to cite reference sources such as quoting or paraphrasing information sources or listing resources by title.	The prompt is designed to elicit a response in which the student addresses a problem and presents a logical solution to that problem. The first sentence of the prompt introduces the topic of the prompt with a brief definition. The second sentence is written to prompt the students to write about the topic. Released Prompt: "In order for groups of people to work together effectively, rules must be in place. Think about the rules that exist in your school. Write an essay identifying school rules that need to be improved and provide suggestions for improvements to these school rules."

PAWS Assessment Descriptions - Grade 7 Writing

Expository Writing - Skill Expectations		
Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
Benchmark	**Sub-Benchmarks**	**PAWS Writing Skills/Evaluative Criteria**
7.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.	**7.2A.1** Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping ideas, and organizing information.	**Idea Development -** The writer develops the content of the message through the use of details. • Presents a clear problem and develops a logical solution in response to the topic • Uses descriptive details to enrich idea development
	7.2A.2 Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions.	**Organization -** The writer builds the structure to support the purpose and effectiveness of the writing. • Develops an effective introduction, body, and conclusion • Uses topic sentences and varied transitions between paragraphs • Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas • Uses varied and correct sentences
	7.2A.4 Students utilize various writing strategies and tools to revise writing such as producing multiple drafts; focusing on central idea; including descriptive detail; using elements of style such as word choice, tone, sentence variety; and revising for clarity, content, and vocabulary to improve writing. **7.2A.3** Students use meaningful word choice, voice, and sentence fluency.	**Voice** - The writer uses appropriate, precise language to communicate directly to the audience in a way that is informative, compelling, and engaging. • Response consistently reveals voice, style, or tone appropriate to the purpose • Uses a variety of precise and appropriate words or phrases
	7.2A.5 Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as infinitives and participles, pronoun-antecedent agreement, hyphens, dashes, and brackets, and word bases and affixes in spelling. **7.2A.6** Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization, and spelling; and use resources (dictionaries, spell checkers, and style manuals) to edit and	**Conventions -** The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar • Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently

				proofread.

PAWS Writing Scoring Guide - Grade 7 Targets

Expository: Problem/Solution Essay—*Addresses a problem and presents a logical solution to an audience*

SKILLS	3	2	1	0
Idea Development The writer develops the content of the message through the use of details.	• Presents a clear problem and develops a logical solution in response to the topic • Uses descriptive details to enrich idea development	• Presents a clear problem and logical solution in response to the topic • Uses relevant details	• Attempts to present a problem or solution in response to the topic • Limited use of relevant details	• No response to the topic • Details are consistently irrelevant
Organization The writer builds the structure to support the purpose and effectiveness of the writing.	• Develops an effective introduction, body, and conclusion • Uses topic sentences and varied transitions between paragraphs • Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas • Uses varied and correct sentences	• Presents an introduction, body, and conclusion • Uses topic sentences and transitions between paragraphs • Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together • Uses varied and mostly correct sentences	• Presents an introduction or conclusion • Lacks consistent use of topic sentences and transitions between paragraphs • Similar ideas are grouped together without appropriate spacing or indentation • Uses mostly simple sentences; inconsistent use of correct sentences	• Introduction and conclusion are unidentifiable • Topic sentences or transitions between paragraphs are unidentifiable • Similar ideas are not grouped together; no evidence of indentation or spacing • Sentences are run-on, incomplete, or fragmented
Voice The writer uses appropriate, precise language to communicate directly to the audience in a way that is informative, compelling, and engaging.	• Response consistently reveals voice, style, or tone appropriate to the purpose • Uses a variety of precise and appropriate words or phrases	• Response reveals voice, style, or tone appropriate to the purpose • Uses precise and appropriate words or phrases	• Response reveals limited voice, style, or tone appropriate to the purpose • Demonstrates little variation in word choice and/or repetitious use of simple words or phrases	• Response lacks voice, style, or tone appropriate to the purpose • Uses an extremely limited range of words or phrases or consistently uses words incorrectly
Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.	• Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently	• Uses grade-appropriate spelling • Uses grade-appropriate capitalization and punctuation • Uses grade-appropriate grammar and usage	• Spells common words correctly, but other grade-appropriate words incorrectly • Uses limited grade-appropriate capitalization or punctuation • Demonstrates limited control over grade-appropriate grammar and usage	• Misspells common words • Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout • Demonstrates incorrect use of grade-appropriate grammar and usage throughout

PAWS Assessment Descriptions - Grade 6 Writing

Expressive Writing – Fictional Narrative		
Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
Benchmark	**Sub-Benchmarks**	**Prompt Attributes**
6.2B Students write a variety of expressive and expository pieces.	**6.2B.2** Students write and share literary texts (personal narratives, journals, poetry, short stories) using grade-level-appropriate strategies such as: 1) Establishing appropriate point of view; 2) Including sensory detail and concrete language; and 3) Using a range of narrative devices including dialogue and suspense.	The prompt is designed to elicit a response in which the student demonstrates the use of story elements to convey ideas and images in a fictional form. The writing usually flows from a personal point of view wherein the author narrates an event drawn from a life experience or tells stories through fictional characters. The first sentence of the prompt introduces the topic of the prompt with a brief definition. The second sentence is written to prompt the students to write about the topic. Released Prompt: "Most people find animals interesting. Imagine you could be your favorite animal for a day. Write a story about what you would do if you were that animal for a day."
6.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.	**6.2A.5** Students use a variety of writing tools including a thesaurus, dictionary, reference material, and technology. **6.2A.6** Students use strategies to draft and revise written work such as producing multiple drafts. **6.2A.7** Students use strategies to edit and publish written work.	

PAWS Assessment Descriptions - Grade 6 Writing

Expressive Writing - Skill Expectations		
Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
Benchmark	**Sub-Benchmarks**	**PAWS Writing Skills/Evaluative Criteria**
6.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.	**6.2A.1** Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping ideas, and organizing information using a controlling idea and adequate details.	**Idea Development -** The writer develops the content of the message through the use of details. - Develops clear ideas in response to the topic - Demonstrates effective use of story elements to develop a fictional story - Uses descriptive details to enrich idea development
	6.2A.2 Students use introduction, body, and conclusion, with supporting sentences and details to develop ideas in multi-paragraph expository and persuasive modes.	**Organization -** The writer builds the structure to support the purpose and effectiveness of the writing. - Develops an effective beginning, middle, and ending - Uses topic sentences and varied transitions between paragraphs - Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas - Uses varied and correct sentences
	6.2A.3 Students use persuasive word choice, engaging voice, and correct sentence structure.	**Voice** - The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging. - Narrative consistently reveals personal voice or style appropriate to the purpose - Uses a variety of descriptive and original words or phrases
	6.2A.4 Students use grade-level-appropriate conventions of capitalization, spelling, punctuation, grammar and usage such as present perfect, past perfect, and future perfect verb tenses, indefinite pronouns, verbs that agree with compound subjects, and semicolons to connect independent clauses.	**Conventions -** The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar. - Uses grade-appropriate spelling consistently - Uses grade-appropriate capitalization and punctuation consistently - Uses grade-appropriate grammar and usage consistently

PAWS Writing Scoring Guide - Grade 6 Targets

Expressive: Fictional Narrative—*Demonstrates use of story elements to develop a fictional narrative for an audience*

SKILLS	3	2	1	0
Idea Development The writer develops the content of the message through the use of details.	• Develops clear ideas in response to the topic • Demonstrates effective use of story elements to develop a fictional story • Uses descriptive details to enrich idea development	• Presents clear ideas in response to the topic • Demonstrates use of story elements to develop a fictional story • Uses relevant details	• Demonstrates limited use of ideas in response to the topic • Attempts to include story elements to develop a fictional story • Demonstrates limited use of relevant details	• No response to the topic ; ideas are unclear • Demonstrates little understanding of how to use story elements to develop a fictional story • Details are consistently irrelevant
Organization The writer builds the structure to support the purpose and effectiveness of the writing.	• Develops an effective beginning, middle, and ending • Uses topic sentences and varied transitions between paragraphs • Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas • Uses varied and correct sentences	• Presents a beginning, middle, and ending • Uses topic sentences and transitions between paragraphs • Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together • Uses varied and mostly correct sentences	• Presents a beginning or ending • Lacks consistent use of topic sentences and transitions between paragraphs • Similar ideas are grouped together without appropriate spacing or indentation • Attempts to use varied sentences; inconsistently uses correct sentences	• Beginning and ending are unidentifiable • Topic sentences or transitions between paragraphs are unidentifiable • Similar ideas are not grouped together; no evidence of appropriate spacing or indentation • Sentences are run-on, incomplete, or fragmented
Voice The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.	• Narrative consistently reveals personal voice or style appropriate to the purpose • Uses a variety of descriptive and original words or phrases	• Narrative reveals personal voice or style appropriate to the purpose • Uses descriptive and original words or phrases	• Narrative reveals limited personal voice or style appropriate to the purpose • Demonstrates little variation in word choice and/or repetitious use of simple words or phrases	• Narrative is flat and lifeless • Uses an extremely limited range of words or phrases or consistently uses words incorrectly
Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.	• Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently	• Uses grade-appropriate spelling • Uses grade-appropriate capitalization and punctuation • Uses grade-appropriate grammar and usage	• Spells common words correctly, but other grade-appropriate words incorrectly • Uses limited grade-appropriate capitalization or punctuation • Demonstrates limited control over grade-appropriate grammar and usage	• Misspells common words • Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout • Demonstrates incorrect use of grade-appropriate grammar and usage throughout

PAWS Assessment Descriptions - Grade 6 Writing

Expository Writing –Set of Directions or Procedures		
Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
Benchmark	**Sub-Benchmarks**	**Prompt Attributes**
6.2B Students write a variety of expressive and expository pieces.	**6.2B.3** Students write directions, explain problem and solution or procedures.	The prompt is designed to elicit a response in which the student develops a set of directions or procedures to present a logical sequencing of steps required to complete a task. The first sentence of the prompt introduces the topic of the prompt with a brief definition. The second sentence is written to prompt the students to write about the topic.
6.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.	**6.2A.5** Students use a variety of writing tools including a thesaurus, dictionary, reference material, and technology. **6.2A.6** Students use strategies to draft and revise written work such as producing multiple drafts. **6.2A.7** Students use strategies to edit and publish written work.	Released Prompt: "Most people like to play games. Think about your favorite game. Write directions telling how to play your favorite game for a person who has never played it."

PAWS Assessment Descriptions - Grade 6 Writing

Expository Writing - Skill Expectations		
Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
Benchmark	**Sub-Benchmarks**	**PAWS Writing Skills/Evaluative Criteria**
6.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.	**6.2A.1** Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping ideas, and organizing information using a controlling idea and adequate details.	**Idea Development -** The writer develops the content of the message through the use of details. • Develops clear and focused directions or procedures in response to the topic • Uses descriptive details to enrich idea development
	6.2A.2 Students use introduction, body, and conclusion, with supporting sentences and details to develop ideas in multi-paragraph expository and persuasive modes.	**Organization -** The writer builds the structure to support the purpose and effectiveness of the writing. • Develops an effective introduction, body, and conclusion • Sequencing of directions or procedures demonstrates effective logic and coherence • Indicates paragraphs using appropriate spacing or indentation consistently • Uses varied and correct sentences
	6.2A.3 Students use persuasive word choice, engaging voice, and correct sentence structure.	**Voice** - The writer uses precise, appropriate language to communicate clear directions or procedures to an audience in a way that is informative, compelling, and engaging. • Directions or procedures consistently reveal voice or style appropriate to the purpose • Uses a variety of precise and appropriate words or phrases
	6.2A.4 Students use grade-level-appropriate conventions of capitalization, spelling, punctuation, grammar and usage such as present perfect, past perfect, and future perfect verb tenses, indefinite pronouns, verbs that agree with compound subjects, and semicolons to connect independent clauses.	**Conventions -** The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar. • Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently

PAWS Writing Scoring Guide - Grade 6 Targets

Expository: Write a Set of Directions or Procedures—Develops a set of directions or procedures to inform an audience

SKILLS	3	2	1	0
Idea Development The writer develops the content of the message through the use of details.	• Develops clear and focused directions or procedures in response to the topic • Uses descriptive details to enrich idea development	• Presents directions or procedures in response to the topic • Uses relevant details	• Attempts to present directions or procedures in response to the topic • Limited use of relevant details	• No response to the topic • Details are consistently irrelevant
Organization The writer builds the structure to support the purpose and effectiveness of the writing.	• Develops an effective introduction, body, and conclusion • Sequencing of directions or procedures demonstrates effective logic and coherence • Indicates paragraphs using appropriate spacing or indentation consistently • Uses varied and correct sentences	• Presents an introduction, body, and conclusion • Sequencing of directions or procedures demonstrates overall logic and coherence • Indicates paragraphs using appropriate spacing or indentation • Uses varied and mostly correct sentences	• Presents an introduction or conclusion • Sequencing of directions or procedures demonstrates some evidence of logic and coherence • Similar ideas are grouped together without appropriate spacing or indentation • Attempts to use varied sentences; inconsistently uses correct sentences	• Introduction and conclusion are unidentifiable • Organization of directions or procedures lacks a logical sequence • Similar ideas are not grouped together; no evidence of appropriate spacing or indentation • Sentences are run-on, incomplete, or fragmented
Voice The writer uses precise, appropriate language to communicate clear directions or procedures to an audience in a way that is informative, compelling, and engaging.	• Directions or procedures consistently reveal voice or style appropriate to the purpose • Uses a variety of precise and appropriate words or phrases	• Directions or procedures reveal voice or style appropriate to the purpose • Uses precise and appropriate words or phrases	• Directions or procedures reveal limited voice or style appropriate to the purpose • Demonstrates little variation in word choice and/or repetitious use of simple words or phrases	• Directions or procedures lack voice or style appropriate to the purpose • Uses an extremely limited range of words or phrases or consistently uses words incorrectly
Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.	• Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently	• Uses grade-appropriate spelling • Uses grade-appropriate capitalization and punctuation • Uses grade-appropriate grammar and usage	• Spells common words correctly, but other grade-appropriate words incorrectly • Uses limited grade-appropriate capitalization or punctuation • Demonstrates limited control over grade-appropriate grammar and usage	• Misspells common words • Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout • Demonstrates incorrect use of grade-appropriate grammar and usage throughout

PAWS Assessment Descriptions - Grade 5 Writing

Expressive Writing – Response to Literature		
Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
Benchmark	**Sub-Benchmarks**	**Prompt Attributes**

5.2B Students write a variety of expressive and expository pieces.	**5.2B.1** Students write and share literary analyses, using grade-level-appropriate strategies such as:
	 1) Summarizing main ideas and significant details;
	 2) Using examples from the text, other works, and prior knowledge or experience;
	 3) Relating own ideas to supporting details; and
	 4) Developing interpretation based on careful reading.
	
	 5.2B.2 Students write and share literary texts (personal narratives, journals, poetry, fictional stories) using level-appropriate strategies such as:
	 1) Developing a clear story line in sequence;
	 2) Using descriptive words and phrases; and
	 3) Developing character, setting, and plot.
	
	 5.2B.3 Students summarize and paraphrase.
		The prompt is designed to elicit a response in which the student connects and relates personal experiences to ideas presented in a literary piece.
		
		 Released Prompt:
		 Read these paragraphs from a story titled "My New Year's Resolution."
		     On the last day of school before winter break, Amy's teacher, Mr. Case, made an announcement. "Class," he began, "soon it will be the New Year. I'd like each and every one of you to set a new goal for yourself for the coming year. Focus on something you would like to improve.
		     When you have it figured out, write your new goal on a piece of paper and sign your name at the bottom as a pledge to try your hardest to achieve your new goal. This new pledge will be called your New Year's resolution. Keep this paper in your pocket as a reminder of what you have set out to accomplish."
		 Amy knew right away what her New Year's resolution would be. She would work harder to help keep the planet clean.
		     Imagine Amy has come to you asking for your help. She wants to know what she can do to help keep the planet clean. Write about the advice you would give her about how to help keep the planet clean.

PAWS Assessment Descriptions - Grade 5 Writing

Expressive Writing - Skill Expectations		
Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
Benchmark	**Sub-Benchmarks**	**PAWS Writing Skills/Evaluative Criteria**
5.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.	**5.2A.1** Students use a variety of strategies to generate ideas for writing such as developing a plan, grouping related ideas, organizing information according to type and purpose, and using prior knowledge.	**Idea Development -** The writer develops the content of the message through the use of details. • Develops a clear and focused main idea in response to the topic • Uses descriptive details to enrich idea development
	5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions.	**Organization -** The writer builds the structure to support the purpose and effectiveness of the writing. • Develops an effective beginning, middle, and ending • Uses topic sentences and varied transitions between paragraphs • Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas • Uses varied and mostly correct sentences
	5.2A.3 Students use meaningful word choice, evidence of voice, and sentence fluency.	**Voice -** The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging. • Response consistently reveals voice or style appropriate to the intended audience • Uses a variety of descriptive and original words or phrases
	5.2A.4 Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as; prepositional phrases, appositives, independent and dependent clauses, conjunctions; often misused verbs, such as lay and lie; and use a colon to separate hours and minutes. **5.2A.5** Students utilize strategies to edit and publish written work and use various tools to improve writing and vocabulary such as a thesaurus, dictionary, reference materials, and technology.	**Conventions -** The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar. • Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently

PAWS Writing Scoring Guide - Grade 5 Targets

Expressive: Response to Literature—Connects and relates personal experiences to ideas presented in a literary piece for a specified audience

SKILLS	3	2	1	0
Idea Development The writer develops the content of the message through the use of details.	• Develops a clear and focused main idea in response to the topic • Uses descriptive details to enrich idea development	• Presents a main idea in response to the topic • Uses relevant details	• Attempts to present a main idea in response to the topic • Limited use of relevant details	• No response to the topic; main idea is unclear • Details are consistently irrelevant
Organization The writer builds the structure to support the purpose and effectiveness of the writing.	• Develops an effective beginning, middle, and ending • Uses topic sentences and varied transitions between paragraphs • Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas • Uses varied and mostly correct sentences	• Presents a beginning, middle, and ending • Uses topic sentences and transitions between paragraphs • Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together • Attempts to use varied sentences; sentences are mostly correct	• Presents a beginning or ending • Lacks consistent use of topic sentences and transitions between paragraphs • Similar ideas are grouped together without appropriate spacing or indentation • Sentences are simple and lack variety; inconsistently uses correct sentences	• Beginning and ending are unidentifiable • Topic sentences or transitions between paragraphs are unidentifiable • Similar ideas are not grouped together; no evidence of appropriate spacing or indentation • Sentences are run-on, incomplete, or fragmented
Voice The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.	• Response consistently reveals voice or style appropriate to the intended audience • Uses a variety of descriptive and original words or phrases	• Response reveals voice or style appropriate to the intended audience • Uses descriptive and original words or phrases	• Response reveals limited voice or style appropriate to the intended audience • Demonstrates little variation in word choice and/or repetitious use of simple words or phrases	• Response lacks voice or style appropriate to the intended audience • Uses an extremely limited range of words or phrases or consistently uses words incorrectly
Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.	• Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently	• Uses grade-appropriate spelling • Uses grade-appropriate capitalization and punctuation • Uses grade-appropriate grammar and usage	• Spells common words correctly, but other grade-appropriate words incorrectly • Uses limited grade-appropriate capitalization or punctuation • Demonstrates limited control over grade-appropriate grammar and usage	• Misspells common words • Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout • Demonstrates incorrect use of grade-appropriate grammar and usage throughout

PAWS Assessment Descriptions - Grade 5 Writing

<table>
<tr><td colspan="3">**Expository Writing – Report**</td></tr>
<tr><td colspan="3">Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.</td></tr>
<tr><td>**Benchmark**</td><td>**Sub-Benchmarks**</td><td>**Prompt Attributes**</td></tr>
<tr>
<td>**5.2B**
Students write a variety of expressive and expository pieces.</td>
<td>**5.2B.4**
Students use strategies to write research reports using multiple sources, synthesizing information, incorporating notes, and using appropriate visual aids.

5.2B.5
Students connect ideas using an organizational structure such as note taking, outlining, or graphic organizers.</td>
<td>The prompt is designed to elicit a response in which the student relates personal experience or knowledge to inform an audience.

The first sentence of the prompt introduces the topic of the prompt with a brief definition. The second sentence is written to prompt the students to write about the topic.

Released Prompt:
"Playing a game can be educational as well as fun. Think about a game that teaches you something while you are having fun. Write about this game and explain why it is both fun and educational."</td>
</tr>
</table>

PAWS Assessment Descriptions – Grade 5 Writing

Expository Writing - Skill Expectations		
Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
Benchmark	**Sub-Benchmarks**	**PAWS Writing Skills/Evaluative Criteria**
5.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.	**5.2A.1** Students use a variety of strategies to generate ideas for writing such as developing a plan, grouping related ideas, organizing information according to type and purpose, and using prior knowledge.	**Idea Development -** The writer develops the content of the message through the use of details. • Develops a clear and focused explanation in response to the topic • Uses descriptive details to enrich idea development
	5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions.	**Organization -** The writer builds the structure to support the purpose and effectiveness of the writing. • Develops an effective introduction, body, and conclusion • Uses topic sentences and varied transitions between paragraphs • Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas • Uses varied and mostly correct sentences
	5.2A.3 Students use meaningful word choice, evidence of voice, and sentence fluency.	**Voice -** The writer uses precise, appropriate language to communicate directly to the audience in a way that is informative, compelling, and engaging. • Report consistently reveals voice or style appropriate to the purpose • Uses a variety of precise and appropriate words or phrases
	5.2A.4 Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as; prepositional phrases, appositives, independent and dependent clauses, conjunctions; often misused verbs, such as lay and lie; and use a colon to separate hours and minutes. **5.2A.6** Students utilize strategies to edit and publish written work and use various tools to improve writing and vocabulary such as a thesaurus, dictionary, reference materials, and technology.	**Conventions -** The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar. • Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently

PAWS Writing Scoring Guide - Grade 5 Targets

Expository: Report—Relates personal experience or knowledge to inform an audience				
SKILLS	**3**	**2**	**1**	**0**
Idea Development The writer develops the content of the message through the use of details.	• Develops a clear and focused explanation in response to the topic • Uses descriptive details to enrich idea development	• Presents an explanation in response to the topic • Uses relevant details	• Attempts to present an explanation in response to the topic • Limited use of relevant details	• No response to the topic • Details are consistently irrelevant
Organization The writer builds the structure to support the purpose and effectiveness of the writing.	• Develops an effective introduction, body, and conclusion • Uses topic sentences and varied transitions between paragraphs • Indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas • Uses varied and mostly correct sentences	• Presents an introduction, body, and conclusion • Uses topic sentences and transitions between paragraphs • Indicates paragraphs using appropriate spacing or indentation; groups similar ideas together • Attempts to use varied sentences; sentences are mostly correct	• Presents an introduction or conclusion • Lacks consistent use of topic sentences and transitions between paragraphs • Similar ideas are grouped together without appropriate spacing or indentation • Sentences are simple and lack variety; inconsistently uses correct sentences	• Introduction and conclusion are unidentifiable • Topic sentences or transitions between paragraphs are unidentifiable • Similar ideas are not grouped together; no evidence of appropriate spacing or indentation • Sentences are run-on, incomplete, or fragmented
Voice The writer uses precise, appropriate language to communicate directly to the audience in a way that is informative, compelling, and engaging.	• Report consistently reveals voice or style appropriate to the purpose • Uses a variety of precise and appropriate words or phrases	• Report reveals voice or style appropriate to the purpose • Uses precise and appropriate words or phrases	• Report reveals limited voice or style appropriate to the purpose • Demonstrates little variation in word choice and/or repetitious use of simple words or phrases	• Report lacks voice or style appropriate to the purpose • Uses an extremely limited range of words or phrases or consistently uses words incorrectly
Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.	• Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently	• Uses grade-appropriate spelling • Uses grade-appropriate capitalization and punctuation • Uses grade-appropriate grammar and usage	• Spells common words correctly, but other grade-appropriate words incorrectly • Uses limited grade-appropriate capitalization or punctuation • Demonstrates limited control over grade-appropriate grammar and usage	• Misspells common words • Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout • Demonstrates incorrect use of grade-appropriate grammar and usage throughout

PAWS Assessment Descriptions - Grade 4 Writing

Expressive Writing – Personal Narrative		
Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
Benchmark	**Sub-Benchmarks**	**Prompt Attributes**
4.2B Students write a variety of expressive and expository pieces.	**4.2B.2** Students write and share literary texts (stories, plays, journals, poems, and short personal narratives), using grade-level-appropriate strategies such as relating ideas, observations, or recollections of an event or experience; and providing a context to enable readers to imagine the world of the event or experience.	The prompt is designed to elicit a response in which the student relates a personal event or experience to an audience. The first sentence of the prompt introduces the topic of the prompt with a brief definition. The second sentence is written to prompt the students to write about the topic. Released Prompt: "During the year students are given several breaks from school. Think about the times you were out of school on these breaks. Write about a time when you had fun during your break from school."

PAWS Assessment Descriptions - Grade 4 Writing

Expressive Writing - Skill Expectations

Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.

Benchmark	Sub-Benchmarks	PAWS Writing Skills/Evaluative Criteria
4.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.	**4.2A.5** Students use a variety of strategies to identify topics to investigate such as constructing questions, narrowing the focus of a topic, identifying prior knowledge, and developing a plan for gathering information. **4.2A.7** Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping related ideas, organizing information according to type and purpose of writing.	**Idea Development -** The writer develops the content of the message through the use of details. • Develops a clear and focused main idea in response to the topic • Uses descriptive details to enrich idea development
	4.2A.1 Students write organized paragraphs with a topic sentence and supporting details. **4.2A.2** Students write sentences of various lengths.	**Organization -** The writer builds the structure to support the purpose and effectiveness of the writing. • Develops an effective beginning, middle, and ending • Uses topic sentences and indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas • Uses varied and mostly correct sentences
	4.2A.3 Students use descriptive and original words and show evidence of voice. **4.2A.8** Students use strategies to draft and revise written work such as producing multiple drafts; focusing on a central idea; including descriptive detail; using elements of style such as word choice, tone, sentence variation; and revising for clarity, content, vocabulary, details, sequence, coherence, and point of view.	**Voice** - The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging. • Narrative consistently reveals personal voice or style appropriate to the purpose • Uses a variety of descriptive and original words or phrases
	4.2A.4 Students use grade-level-appropriate convention of capitalization, mechanics, spelling, grammar and usage such as regular and irregular verbs, adverbs, prepositions, parentheses, commas in direct quotations, apostrophes in the possessive case and in contractions, and spelling high frequency words correctly.	**Conventions -** The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar. • Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently

PAWS Writing Scoring Guide - Grade 4 Targets

Expressive: Personal Narrative—Relates an event or experience to an audience

SKILLS	3	2	1	0
Idea Development The writer develops the content of the message through the use of details.	• Develops a clear and focused main idea in response to the topic • Uses descriptive details to enrich idea development	• Presents a main idea in response to the topic • Uses relevant details	• Attempts to present a main idea in response to the topic • Limited use of relevant details	• No response to the topic; main idea is unclear • Details are consistently irrelevant
Organization The writer builds the structure to support the purpose and effectiveness of the writing.	• Develops an effective beginning, middle, and ending • Uses topic sentences and indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas • Uses varied and mostly correct sentences	• Presents a beginning, middle, and ending • Uses topic sentences and indicates paragraphs using appropriate spacing or indentation; groups similar ideas together • Attempts to use varied sentences; sentences are mostly correct	• Presents a beginning or ending • Similar ideas are grouped together without appropriate spacing or indentation • Sentences are simple and lack variety; inconsistently uses correct sentences	• Beginning and ending are unidentifiable • Similar ideas are not grouped together; no evidence of appropriate spacing or indentation • Sentences are run-on, incomplete, or fragmented
Voice The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.	• Narrative consistently reveals personal voice or style appropriate to the purpose • Uses a variety of descriptive and original words or phrases	• Narrative reveals personal voice or style appropriate to the purpose • Uses descriptive and original words or phrases	• Narrative reveals limited personal voice or style appropriate to the purpose • Demonstrates little variation in word choice and/or repetitious use of simple words or phrases	• Narrative is flat and lifeless • Uses an extremely limited range of words or phrases or consistently uses words incorrectly
Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.	• Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently	• Uses grade-appropriate spelling • Uses grade-appropriate capitalization and punctuation • Uses grade-appropriate grammar and usage	• Spells common words correctly, but other grade-appropriate words incorrectly • Uses limited grade-appropriate capitalization or punctuation • Demonstrates limited control over grade-appropriate grammar and usage	• Misspells common words • Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout • Demonstrates incorrect use of grade-appropriate grammar and usage throughout

PAWS Assessment Descriptions - Grade 4 Writing

Expository Writing – Formal Letter		
Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
Benchmark	**Sub-Benchmarks**	**Prompt Attributes**
4.2B Students write a variety of expressive and expository pieces.	**4.2B.3** Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating notes into a finished product; using appropriate visual aids; including facts, details, explanations, and examples; and using more than one source.	The prompt is designed to elicit a response in which the student communicates ideas and an explanation to an audience while conveying a specific purpose and format. The first sentence of the prompt introduces the topic of the prompt with a brief definition. The second sentence is written to prompt the students to write about the topic. Released Prompt: "Most students like school celebrations. Think about a new school celebration that could be created. Write a letter to your principal about the new celebration you would like your school to create."

PAWS Assessment Descriptions - Grade 4 Writing

Expository Writing - Skill Expectations		
Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
Benchmark	**Sub-Benchmarks**	**PAWS Writing Skills/Evaluative Criteria**
4.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.	**4.2A.5** Students use a variety of strategies to identify topics to investigate such as constructing questions, narrowing the focus of a topic, identifying prior knowledge, and developing a plan for gathering information. **4.2A.7** Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping related ideas, organizing information according to type and purpose of writing.	**Idea Development -** The writer develops the content of the message through the use of details. • Develops a clear and focused main idea in response to the topic • Uses descriptive details to enrich idea development
	4.2A.1 Students write organized paragraphs with a topic sentence and supporting details. **4.2A.2** Students write sentences of various lengths.	**Organization -** The writer builds the structure to support the purpose and effectiveness of the writing. • Writing is presented in appropriate letter format • Uses topic sentences and indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas • Uses varied and mostly correct sentences
	4.2A.3 Students use descriptive and original words and show evidence of voice. **4.2A.8** Students use strategies to draft and revise written work such as producing multiple drafts; focusing on a central idea; including descriptive detail; using elements of style such as word choice, tone, sentence variation; and revising for clarity, content, vocabulary, details, sequence, coherence, and point of view.	**Voice** - The writer uses precise, appropriate language to communicate directly to the audience in a way that is informative, compelling, and engaging. • Letter consistently reveals formal voice or style appropriate to the audience and purpose • Uses a variety of precise and appropriate words or phrases
	4.2A.4 Students use grade-level-appropriate convention of capitalization, mechanics, spelling, grammar and usage such as regular and irregular verbs, adverbs, prepositions, parentheses, commas in direct quotations, apostrophes in the possessive case and in contractions, and spelling high frequency words correctly.	**Conventions -** The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar. • Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently

PAWS Writing Scoring Guide - Grade 4 Targets

Expository: Formal Letter—Has a purpose and communicates ideas and an explanation to an implied audience using a specific format				
SKILLS	**3**	**2**	**1**	**0**
Idea Development The writer develops the content of the message through the use of details.	• Develops a clear and focused main idea in response to the topic • Uses descriptive details to enrich idea development	• Presents a main idea in response to the topic • Uses relevant details	• Attempts to present a main idea in response to the topic • Limited use of relevant details	• No response to the topic; main idea is unclear • Details are consistently irrelevant
Organization The writer builds the structure to support the purpose and effectiveness of the writing.	• Writing is presented in appropriate letter format • Uses topic sentences and indicates paragraphs using appropriate spacing or indentation consistently; effectively organizes similar ideas • Uses varied and mostly correct sentences	• Writing is presented in appropriate letter format • Uses topic sentences and indicates paragraphs using appropriate spacing or indentation; groups similar ideas together • Attempts to use varied sentences; sentences are mostly correct	• Attempts to use letter format • Similar ideas are grouped together without appropriate spacing or indentation • Sentences are simple and lack variety; inconsistently uses correct sentences	• Letter format is unidentifiable • Similar ideas are not grouped together; no evidence of appropriate spacing or indentation • Sentences are run-on, incomplete, or fragmented
Voice The writer uses precise, appropriate language to communicate directly to the audience in a way that is informative, compelling, and engaging.	• Letter consistently reveals formal voice or style appropriate to the audience and purpose • Uses a variety of precise and appropriate words or phrases	• Letter reveals formal voice or style appropriate to the audience and purpose • Uses precise and appropriate words or phrases	• Letter reveals limited formal voice or style appropriate to the audience and purpose • Demonstrates little variation in word choice and/or repetitious use of simple words or phrases	• Letter lacks voice or style appropriate to the audience and purpose • Uses an extremely limited range of words or phrases or consistently uses words incorrectly
Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.	• Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently	• Uses grade-appropriate spelling • Uses grade-appropriate capitalization and punctuation • Uses grade-appropriate grammar and usage	• Spells common words correctly, but other grade-appropriate words incorrectly • Uses limited grade-appropriate capitalization or punctuation • Demonstrates limited control over grade-appropriate grammar and usage	• Misspells common words • Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout • Demonstrates incorrect use of grade-appropriate grammar and usage throughout

PAWS Assessment Descriptions - Grade 3 Writing

Expressive Writing – Personal Narrative		
Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
Benchmark	**Sub-Benchmarks**	**Prompt Attributes**
3.2B Students write a variety of expressive and expository pieces.	**3.2B.2** Students write and share literary texts (stories, journals and poems) using grade-level-appropriate strategies such as providing a context within which action takes place, including well-chosen details to develop the plot, and providing insight into why the selected event is memorable. **3.2B.4** Students give relevant feedback by restating facts, asking questions, making comments, and drawing conclusions.	The prompt is designed to elicit a response in which the student relates a personal event or experience to an audience. The first sentence of the prompt introduces the topic of the prompt with a brief definition. The second sentence is written to prompt the students to write about the topic. Released Prompt: "People have different kinds of animals as pets. Think about an animal you would like to have for a pet. Write about the fun things you would do with that animal."

PAWS Assessment Descriptions - Grade 3 Writing

Expressive Writing - Skill Expectations		
Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
Benchmark	**Sub-Benchmarks**	**PAWS Writing Skills/Evaluative Criteria**
3.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.	**3.2A.1** Students use strategies to arrive at an idea. **3.2A.5** Students use strategies to draft and revise writing such as focusing on one topic; using elements of a specific genre; and checking for clarity, organization, and descriptive details.	**Idea Development -** The writer develops the content of the message through the use of details. • Develops a clear and focused main idea in response to the topic • Uses descriptive details to enrich idea development
	3.2A.2 Students write a paragraph with simple topic sentence and supporting details. **3.2A.3** Students write a variety of grammatically correct sentences and recognize voice in their own and others' writing.	**Organization -** The writer builds the structure to support the purpose and effectiveness of the writing. • Develops an effective beginning, middle, and ending • Uses a topic sentence; effectively organizes similar ideas • Uses varied and mostly correct sentences
	3.2A.3 Students write a variety of grammatically correct sentences and recognize voice in their own and others' writing.	**Voice** - The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging. • Narrative consistently reveals personal voice appropriate to the purpose • Uses a variety of descriptive words or phrases
	3.2A.4 Students use grade-level-appropriate conventions of spelling, mechanics, punctuation, grammar, and usage such as use of pronouns, use of articles, capitalization of holidays or historical periods, and use of commas with city and state, in dates, and in addresses. **3.2A.6** Students use strategies to edit and publish written work such as editing for conventions, sharing final copy with others, and using available technologies to publish.	**Conventions -** The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar. • Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently

PAWS Writing Scoring Guide - Grade 3 Targets

Expressive: Personal Narrative—Relates an event or experience to an audience

SKILLS	3	2	1	0
Idea Development The writer develops the content of the message through the use of details.	• Develops a clear and focused main idea in response to the topic • Uses descriptive details to enrich idea development	• Presents a main idea in response to the topic • Uses relevant details	• Attempts to present a main idea in response to the topic • Limited use of relevant details	• No response to the topic; main idea is unclear • Details are consistently irrelevant
Organization The writer builds the structure to support the purpose and effectiveness of the writing.	• Develops an effective beginning, middle, and ending • Uses a topic sentence; effectively organizes similar ideas • Uses varied and mostly correct sentences	• Presents a beginning, middle, and ending • Uses a topic sentence; similar ideas are grouped together • Attempts to use varied sentences; sentences are mostly correct	• Presents a beginning or ending • Similar ideas are grouped together without a topic sentence • Sentences are simple and lack variety; inconsistently uses correct sentences	• Beginning and ending are unidentifiable • Similar ideas are not grouped together; no evidence of a topic sentence • Sentences are run-on, incomplete, or fragmented
Voice The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.	• Narrative consistently reveals personal voice appropriate to the purpose • Uses a variety of descriptive words or phrases	• Narrative reveals personal voice appropriate to the purpose • Uses descriptive words or phrases	• Narrative reveals limited personal voice appropriate to the purpose • Demonstrates little variation in word choice and/or repetitious use of simple words and phrases	• Narrative is flat and lifeless • Uses an extremely limited range of words or phrases or consistently uses words incorrectly
Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.	• Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently	• Uses grade-appropriate spelling • Uses grade-appropriate capitalization and punctuation • Uses grade-appropriate grammar and usage	• Spells common words correctly, but other grade-appropriate words incorrectly • Uses limited grade-appropriate capitalization or punctuation • Demonstrates limited control of grade-appropriate grammar and usage	• Misspells common words • Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout • Demonstrates incorrect use of grade-appropriate grammar and usage throughout

PAWS Assessment Descriptions - Grade 3 Writing

Expository Writing – Letter Written to a Topic		
Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
Benchmark	**Sub-Benchmarks**	**Prompt Attributes**
3.2B Students write a variety of expressive and expository pieces.	**3.2B.1** Students write and share personal and formal letters including date, salutation, body, closing, and signature. **3.2B.4** Students give relevant feedback by restating facts, asking questions, making comments, and drawing conclusions.	The prompt is designed to elicit a response in which the student communicates ideas and information to an audience using a specific format. The first sentence of the prompt introduces the topic of the prompt with a brief definition. The second sentence is written to prompt the students to write about the topic. Released Prompt: "Think about the best gift you have ever received. Write a letter to the person who gave you that gift telling why it is the best gift you ever received."

PAWS Assessment Descriptions - Grade 3 Writing

Expository Writing - Skill Expectations		
Wyoming Writing Content Standard- Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
Benchmark	**Sub-Benchmarks**	**PAWS Writing Skills/Evaluative Criteria**
3.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.	**3.2A.1** Students use strategies to arrive at an idea. **3.2A.5** Students use strategies to draft and revise writing such as focusing on one topic; using elements of a specific genre; and checking for clarity, organization, and descriptive details.	**Idea Development -** The writer develops the content of the message through the use of details. • Develops a clear and focused main idea in response to the topic • Uses descriptive details to enrich idea development
	3.2A.2 Students write a paragraph with simple topic sentence and supporting details. **3.2A.3** Students write a variety of grammatically correct sentences and recognize voice in their own and others' writing.	**Organization -** The writer builds the structure to support the purpose and effectiveness of the writing. • Writing is presented in appropriate letter format • Uses a topic sentence; effectively organizes similar ideas • Uses varied and mostly correct sentences
	3.2A.3 Students write a variety of grammatically correct sentences and recognize voice in their own and others' writing.	**Voice -** The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging. • Letter consistently reveals personal voice appropriate to the purpose • Uses a variety of descriptive words or phrases
	3.2A.4 Students use grade-level-appropriate conventions of spelling, mechanics, punctuation, grammar, and usage such as use of pronouns, use of articles, capitalization of holidays or historical periods, and use of commas with city and state, in dates, and in addresses. **3.2A.6** Students use strategies to edit and publish written work such as editing for conventions, sharing final copy with others, and using available technologies to publish.	**Conventions -** The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar. • Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently

PAWS Writing Scoring Guide—Grade 3 Targets

Expository: Letter Written to a Topic—*Communicates ideas and information to an audience using a specific format*				
SKILLS	**3**	**2**	**1**	**0**
Idea Development The writer develops the content of the message through the use of details.	• Develops a clear and focused main idea in response to the topic • Uses descriptive details to enrich idea development	• Presents a main idea in response to the topic • Uses relevant details	• Attempts to present a main idea in response to the topic • Limited use of relevant details	• No response to the topic; main idea is unclear • Details are consistently irrelevant
Organization The writer builds the structure to support the purpose and effectiveness of the writing.	• Writing is presented in appropriate letter format • Uses a topic sentence; effectively organizes similar ideas • Uses varied and mostly correct sentences	• Writing is presented in appropriate letter format • Uses a topic sentence; similar ideas are grouped together • Attempts to use varied sentences; sentences are mostly correct	• Attempts to use letter format • Similar ideas are grouped together without a topic sentence • Sentences are simple and lack variety; inconsistently uses correct sentences	• Letter format is unidentifiable • Similar ideas are not grouped together; no evidence of a topic sentence • Sentences are run-on, incomplete, or fragmented
Voice The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.	• Letter consistently reveals personal voice appropriate to the purpose • Uses a variety of descriptive words or phrases	• Letter reveals personal voice appropriate to the purpose • Uses descriptive words or phrase	• Letter reveals limited personal voice appropriate to the purpose • Demonstrates little variation in word choice and/or repetitious use of simple words and phrases	• Letter is flat and lifeless • Uses an extremely limited range of words or phrases or consistently uses words incorrectly
Conventions The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.	• Uses grade-appropriate spelling consistently • Uses grade-appropriate capitalization and punctuation consistently • Uses grade-appropriate grammar and usage consistently	• Uses grade-appropriate spelling • Uses grade-appropriate capitalization and punctuation • Uses grade-appropriate grammar and usage	• Spells common words correctly, but other grade-appropriate words incorrectly • Uses limited grade-appropriate capitalization or punctuation • Demonstrates limited control of grade-appropriate grammar and usage	• Misspells common words • Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout • Demonstrates incorrect use of grade-appropriate grammar and usage throughout