

Hojas para la Escuela Primaria

Exámen de Escritura

El examen de la escritura del PSSA se aplica en los grados 5, 8 y 11.

- Mira la guía de calificaciones (Domain Scoring Guide) incluido en estas paginas
- Mira el ejemplo del examen de escritura y practica
- Haz lo mejor que puedas y escribe lo que puedas – se puede recibir algunos puntos, pero si lo dejas en blanco no recibes ningunos puntos
- Lee las instrucciones con cuidado
- Pregunta a tus maestros si pueden traducir las instrucciones al español, si sea posible
- Tienes que escribir usando dos de estos tres tipos de escritura en el exámen de sexto grado:
 - ❑ informativo – compartir tu conocimiento, instrucciones, o ideas – reportar, explicar, resumir, causa y efecto
 - ❑ narrativo – una serie de eventos, reflexionar en tus experiencias
 - ❑ persuasivo – apoyar una posición, defender tu opinión, o convencer al lector
- Tienes que completar los dos ejercicios de escrituras
- No puedes usar ningún diccionario
- Toma interés en lo que vas a escribir
- Usa las destrezas de pre-escritura, tales como:
 - ❑ pensar en muchas ideas
 - ❑ hacer una lista
 - ❑ hacer un mapa
 - ❑ hacer un guía o resumen, y organizar
- Usa una frase de introducción (topic sentence) y organiza la parte central del ensayo
- Vuelve a repetir lo de la introducción (topic sentence) y haz un resúmen al fin al
- Revisa y corrige cuando termines – busca errores de contenido, organización, gramática, ortografía, y puntuación
- Recibes calificaciones en cinco áreas: enfoque, contenido, organización, estilo, y convenciones (que son gramática, ortografía y puntuación)
- Puedes usar la guía de calificaciones (Domain Scoring Guide) mientras escribes – también puedes pedir que te lo traduzca o te lo explique tu maestro

PENNSYLVANIA WRITING ASSESSMENT DOMAIN SCORING GUIDE

FOCUS	CONTENT	ORGANIZATION	STYLE	CONVENTIONS
4	The single controlling point made with an awareness of task (mode) about a specific topic. Sharp, distinct controlling point made about a single topic with evident awareness of task (mode)	The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion. Sophisticated arrangement of content with evident and/or subtle transitions	The choice, use and arrangement of words and sentence structures that create tone and voice. Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience	The use of grammar, mechanics, spelling, usage and sentence formation. Evident control of grammar, mechanics, spelling, usage and sentence formation
3	Apparent point made about a single topic with sufficient awareness of task (mode)	Substantial, specific and/or illustrative content demonstrating strong development and sophisticated ideas Functional arrangement of content that sustains a logical order with some evidence of transitions	Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience	Sufficient control of grammar, mechanics, spelling, usage and sentence formation
2	No apparent point but evidence of a specific topic	Sufficiently developed content with adequate elaboration or explanation Confused or inconsistent arrangement of content with or without attempts at transition	Limited word choice and control of sentence structures that inhibit voice and tone	Limited control of grammar, mechanics, spelling, usage and sentence formation
1	Minimal evidence of a topic	Limited content with inadequate elaboration or explanation Minimal control of content arrangement	Minimal variety in word choice and minimal control of sentence structures	Minimal control of grammar, mechanics, spelling, usage and sentence formation

NON-SCORABLE	OFF-PROMPT
0	<ul style="list-style-type: none"> • Is illegible; i.e., includes so many indecipherable words that no sense can be made of the response • Is incoherent; i.e., words are legible but syntax is so garbled that response makes no sense • Is insufficient; i.e., does not include enough to assess domains adequately • Is a blank paper



**PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT
FALL 2000**

**GRADE 6
WRITING PROMPT SHEET**

PROMPT #1

You will have one class period (but no more than 60 minutes if your class is longer) to plan, write and proofread your response, making any necessary corrections.

Planning:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

Writing:

- Write your essay on pages 5 and 6 of your writing booklet.
- Proofread your essay and make necessary corrections.

READ THE ENTIRE PROMPT CAREFULLY

At different times in their lives, people face situations in which they need to be brave.

Write about a time when someone needed to be brave and why bravery was needed.

As you write your paper, remember to:

- ★ Write about this time and why bravery was needed.
- ★ Use specific details to develop your narrative.
- ★ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ★ Use a variety of words and well-constructed sentences.
- ★ Correct any errors in grammar, mechanics, spelling, usage and sentence formation.



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PROMPT #2

You will have one class period (but no more than 60 minutes if your class is longer) to plan, write and proofread your response, making any necessary corrections.

Planning:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

Writing:

- Write your essay on pages 7 and 8 of your writing booklet.
- Proofread your essay and make necessary corrections.

READ THE ENTIRE PROMPT CAREFULLY

You have just learned that your favorite television show is being taken off the air.

Write to persuade the broadcaster to keep your favorite show on the air.

As you write your paper, remember to:

- ★ Clearly state why your favorite television show should stay on the air.
- ★ Include specific facts, details, reasons and examples to convince the broadcaster to keep your favorite television show on the air.
- ★ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ★ Use a variety of words and well-constructed sentences.
- ★ Correct any errors in grammar, mechanics, spelling, usage and sentence formation.