

# Hojas para la Escuela Secundaria

## Exámen de Escritura

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

- Mira el guía de calificaciones (Domain Scoring Guide) incluido en las proximas páginas
- Mira el ejemplo del examen de escritura y practica
- Haz lo mejor que puedas y escribe lo que puedas – puedes 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, causo 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 escritura
- 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 resumen 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 el 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  Sufficiently developed content with adequate elaboration or explanation	Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience  Limited word choice and control of sentence structures that inhibit voice and tone	Sufficient control of grammar, mechanics, spelling, usage and sentence formation  Limited control of grammar, mechanics, spelling, usage and sentence formation
2	No apparent point but evidence of a specific topic	Limited content with inadequate elaboration or explanation	Minimal variety in word choice and minimal control of sentence structures	Minimal control of grammar, mechanics, spelling, usage and sentence formation
1	Minimal evidence of a topic	Superficial and/or minimal content		

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



**PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT  
FALL 2000**

**GRADE 9  
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**

**Think about inventions that have affected our lives.**

**Select an invention and write to explain why this invention has been good or bad for society.**

**As you write your paper, remember to:**

- ★ Identify an invention and clearly state why it has been good or bad for society.
- ★ Include specific facts, details, reasons and examples to explain your choice.
- ★ 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.



**PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT  
FALL 2000**

**GRADE 9  
WRITING PROMPT SHEET**

**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**

**Your community has been awarded money to build a monument in honor of a person. Decide who should receive this honor.**

**Persuade your community leaders to accept your choice.**

**As you write your paper, remember to:**

- ★ Choose someone and clearly state why this person deserves this honor.
- ★ Use specific facts, details, examples and reasons to persuade community leaders to select your choice.
- ★ 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.