



1997 Florida Writing Assessment
STUDENT REPORT
Grade 4

Student Name: [REDACTED]
Student I.D. No.: [REDACTED]
School: ACREAGE PINES ELEMENTARY
District: PALM BEACH COUNTY

TYPE OF WRITING TESTED: WRITING TO TELL A STORY

SCORE: 3.0

Description of Writing Scores

- 6.0: The writing focuses on the topic, is logically organized, and includes ample development of supporting ideas or examples. It demonstrates a mature command of language, including precision in word choice. Sentences vary in structure. Punctuation, capitalization, and spelling are generally correct.
- 5.5: The writing was given a 5 by one reader and a 6 by the other reader.
- 5.0: The writing focuses on the topic with adequate development of supporting ideas or examples. It has an organizational pattern, though lapses may occur. Word choice is adequate. Sentences vary in structure. Punctuation, capitalization, and spelling are generally correct.
- 4.5: The writing was given a 4 by one reader and a 5 by the other reader.
- 4.0: The writing focuses on the topic, though it may contain extraneous information. An organizational pattern is evident, but lapses may occur. Some supporting ideas contain specifics and details, but others are not developed. Word choice is adequate. Sentences vary somewhat in structure, though many are simple. Punctuation, capitalization, and spelling are usually correct.
- 3.5: The writing was given a 3 by one reader and a 4 by the other reader.
- 3.0: The writing generally focuses on the topic, though it may contain extraneous information. An organizational pattern has been attempted, but lapses may occur. Some of the supporting ideas or examples may not be developed. Word choice is adequate. Sentences vary somewhat in structure, though many are simple. Punctuation and capitalization are sometimes incorrect, but most commonly used words are spelled correctly.
- 2.5: The writing was given a 2 by one reader and a 3 by the other reader.
- 2.0: The writing may be slightly related to the topic or offer little relevant information and few supporting ideas or examples. There is little evidence of an organizational pattern. Word choice may be limited or immature. Sentences may be limited to simple constructions. Frequent errors may occur in punctuation, capitalization, and spelling.
- 1.5: The writing was given a 1 by one reader and a 2 by the other reader.
- 1.0: The writing may only minimally address the topic because there is little or no development of supporting ideas or examples. No organizational pattern is evident. Ideas are provided through lists, and word choice is limited or immature. Unrelated information may be included. Frequent errors in punctuation, capitalization, and spelling may impede communication.
- U: The writing is unrelated to the assigned topic or cannot be read, or there is no response.

Your Student's Score

Dear Parents or Guardians:

The paper your student wrote in January as part of the Florida Writing Assessment Program has been read independently by two people trained to score this test. Each reader judged the paper against a set of standards and gave it an overall score. Your student's final score is the average of the two readers' scores.

This writing score will help you, your student, and the teacher understand how well your student performed on this statewide writing test. A description of each possible score is printed on the left side of this report.

Students were given 45 minutes to read the assigned topic, plan what to write, and then write their responses. The conditions under which your student writes papers in class or at home may not be the same as those for this test; therefore, the writing may not be the same. You and the teacher should consider the score on this test along with all of your student's other writing when planning activities to continue developing your student's writing skills.

DESCRIPTION OF THE TOPIC:

Students were asked to write a story about what happened when they traveled on a wagon pulled by horses.

RUN DATE: 04/19/97 [REDACTED]

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