



## **Kindergarten Writing Inventory Administration Modification**

**To:** Individuals Administering UALPA Grade Span Kindergarten  
**From:** Deborah Swensen, Test Development Coordinator, USOE  
**Date:** October 12, 2006

This memo is to inform all individuals who are responsible for administering the UALPA Kindergarten Grade Span of a modification in the administration protocol specified in the Flipchart.

This modification has been made to both shorten the number of required judgments to be made by the test administrator/proctor and to specify/involve a short performance task upon which the judgments can be made.

**For the Kindergarten Writing Inventory, disregard the instructions as written on page Wi in the Kindergarten flipchart. Follow the instructions as specified on this memo.**

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### **Kindergarten Writing Inventory Instructions**

**Important:** The Writing modality consists of a short performance task followed by test administrator/proctor judgments on six skills demonstrated during the performance task.

#### **Administering the Writing Modality**

**The test administrator/proctor will administer a short series of performance tasks to the student (scripting is provided). Following these performance tasks, the test administrator/proctor will make judgments about the student's writing skill level.**

**Encourage students in any effort made. However, do NOT correct or instruct on how to write. Guidance related to Frustration Level should be applied to administration of these performance tasks. After each direction, allow time for the student to write. Remember to observe the student closely in order to make accurate judgments about the student's writing skill level. These judgments will be recorded on the Writing Skill Inventory found on the student answer sheet. Only the first six skills are to be evaluated.**

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#### **Performance Tasks Script**

*Say: I will ask you to do a few things to show how well you can write in English. I will read the directions to you, and I would like you to do your best work. You should try to do all the things I ask you to do.*

*Write your answer on this lined paper.*

**Give the student a piece of wide-ruled lined paper.**

**Say:** *On this paper, please write your name.* [**Pause. Praise student for attempt.**]

**Observe if the student is writing left to right.**

**Say:** *Please write any alphabet letters you know.* [**Pause. Praise student for attempt.**]

*Please write any words you know.* [**Pause.**] *Please write a sentence.*

*Tell me what you have written.* [**Pause. Encourage and praise student for attempt.**]

**Say:** *We are now finished with the Writing part of this test.*

### Completing the Writing Skills Inventory

The test administrator/proctor must respond to ONLY the first six skills on the Kindergarten Writing Inventory.

Use the following general criteria and descriptions to make accurate judgments for each skill.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>"Scribbles; not yet forming actual letters"</b>	Not observed	-minimal skill with random marks -extensive use of native language in explanation	-limited skill with multiple random marks that do not represent meaning -explanation with limited native language	-mastery of skill (shapes & scribbles representative, but meaning not obvious -explanation with no use of native language
<b>"Writing progresses from left to right"</b>	Not observed	-writing is random on paper	- limited skill -no spaces and moves in a pattern (not left to right)	-mastery of skill -writes or scribbles left to right, some spacing
<b>"Shows understanding that print carries meaning"</b>	Not observed	-minimal skill -no meaning - extensive use of native language in explanation	-limited skill -unclear meaning -explanation with limited native language	-mastery of skill (explanation with no use of native language) - understands concept of word by responding accurately to what was written
<b>"Writes first name"</b>	Not observed	-minimal skill - writes random letters for name	-limited skill - few letter of name	-mastery of skill - accurately writes his/her name
<b>"Understands and uses word boundaries"</b>	Not observed	-minimal skill - continuous line of letters representing words and/or words	- limited skill - inconsistent spacing between letters representing words and/or words	- mastery of skill - appropriately uses spacing between letters representing words and/or words
<b>"Uses random letters to represent words (pre-phonetic)"</b>	Not observed	-minimal skill - no meaning - extensive use of native language in explanation	-limited skill - unclear meaning - explanation with limited native language	-mastery of skill - random letters to represent words - letters represent words with meaning -no use of native language to describe the intent of the letters and words written

**When this portion of the test is complete, please turn in all test materials to the testing coordinator.**