

Lost in the Forest

ASSESSMENT #LELA20

Benchmark Grades

Can be adapted for grades three through four

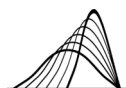
Summary

Students write, revise, and carefully edit a piece of creative writing.

Keywords

Creative writing

Writing skills



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Information for the Teacher

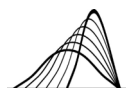
Task Description

This assessment asks students to demonstrate their ability to write creatively and to revise and edit to improve that writing.

The topic can be adjusted to match the curriculum. For example, you may want to study habitats so the theme could be changed to “Adventure at the Bottom of the Sea.”

Required Materials

Paper and pencil



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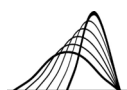
Assessment Introduction: Here is what you will do ...

Writers often try to surprise readers by writing unexpected endings. You are going to write a creative story.

Pretend you live in the forest. Imagine how life would be.

- What do you eat?
- Where do you sleep?
- What do you do during the day?
- Who are your friends?

In these pages, you will use your imagination to write a story for your class newspaper. Tell everyone about your adventures!



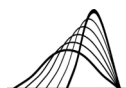
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Task 1: Life in the Forest

Start your paper at the beginning, of course.

1. Brainstorm a list of things you know about living in the forest. Think of plants, animals, and possible problems you might encounter.
2. Write down anything you can think of about life in the forest. You may use a list, a web, a picture, a story map, or anything else to help you get down all your ideas about the topic.
3. Then organize the ideas into a logical order. Make sure you have a beginning, a middle, and an end.

Make sure you have a setting, characters, a problem, and a solution.



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Task 1: Scoring Guide

4 Exemplary

- Criteria for the “Proficient” category have been successfully completed.
- Advanced work is included. For example, the plan is particularly creative, using interesting characters, an unusual plot, rich setting, humorous problem, and unique solution. Other examples include:

3 Proficient

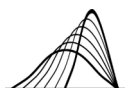
- A topic to write about is chosen.
- A plan is written that includes different parts or paragraphs that can be revised into a beginning, middle, and an ending.
- The plan is organized and clear enough to be read and understood by another person.

2 Progressing

- Two of the criteria in the “Proficient” category are met.
- More work is needed before the student can go on to create a rough draft.

1 Not meeting the standard(s)

- Fewer than two of the criteria in the “Proficient” category are met.
- The task should be repeated.



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Task 1: Student Scoring Guide

4

- I checked off everything under number three.
 - I think I did an extra great job because:
-

3

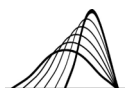
- I chose a topic about which to write.
- I wrote a plan with a beginning, middle, and an ending.
- My plan is organized and clear.

2

- I did two parts of the task.
- I will keep trying because I am almost there.

1

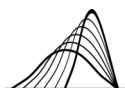
- I did fewer than two parts of the task.
- I will ask questions and try again.



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Task 2: The Rough Draft

1. Read over your plan.
2. Next, using your ideas, begin to write a rough draft. Don't even worry about spelling or grammar—we will work on that later. For now, get it on paper!
3. As you write, think about details. Add as many details to your rough draft as you can. Make sure to include your setting, characters, problem, and solution. As you use your ideas, mark them off of your list or web to keep you organized.



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Task 2: Scoring Guide

4 Exemplary

- ❑ Criteria for the “Proficient” category have been successfully completed.
- ❑ The writing is particularly expressive, using emotion and different styles of punctuation for emphasis (such as an exclamation point). Other examples of advanced work include:

3 Proficient

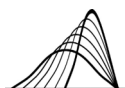
- ❑ The student completes a rough draft.
- ❑ The student follows his or her plan.
- ❑ The rough draft includes characters, setting, problem, and solution.

2 Progressing

- ❑ Two of the criteria in the “Proficient” category are met.
- ❑ More thought is needed.

1 Not meeting the standard(s)

- ❑ Fewer than two of the criteria in the “Proficient” category are met.
- ❑ The task should be repeated.



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Task 2: Student Scoring Guide

4

- I checked off everything under number three.
 - I think I did an extra great job because:
-

3

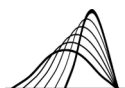
- I finished a rough draft.
- I was able to follow my plan easily.
- My rough draft includes characters, setting, problem, and solution.

2

- I wrote a rough draft.
- Some of the details from my plan didn't fit into the rough draft.
- I will keep trying because I am almost there.

1

- I did not understand what to do.
- I will ask questions and try again.



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Task 3: Revise and Edit

Carefully read over what you wrote.

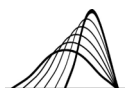
Review your piece of writing carefully. You want to check each of the following areas:

- Grammar
- Punctuation
- Capitalization
- Spelling
- Content
- Style

Now have a friend read your paper with you. Using a colored pen, have him or her make any corrections with you. It may be a misspelled word, it may be a punctuation mistake, or you may find a better way to express your ideas.

Finally, have him or her ask questions or make any suggestions that may help readers understand your story better.

Now it is time for you to make any needed corrections.



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Task 3: Scoring Guide

4 Exemplary

- Criteria for the “Proficient” category have been successfully completed.
- The writing is particularly expressive, using emotion and different styles of punctuation for emphasis (such as an exclamation point). It may include the use of metaphor, analogy, or other literary parts of creative writing. Other examples of advanced work include:

3 Proficient

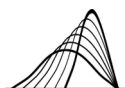
- The student evaluates his or her work and corrects grammar, spelling, subject-verb agreement, capitalization, and punctuation errors.
- Using suggestions from a classmate, parts may be rewritten.
- The student adds more detail and description to the paragraph.

2 Progressing

- Two of the criteria in the “Proficient” category are met.
- More work is needed.

1 Not meeting the standard(s)

- Fewer than two of the criteria in the “Proficient” category are met.
- The task should be repeated.



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Task 3: Student Scoring Guide

4

- I checked off everything under number three.
 - I think I did an extra great job because:
-

3

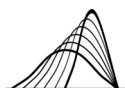
- I edited my work for grammar, spelling, subject-verb agreement, capitalization, and punctuation errors.
- I let my friend help me, and I rewrote some parts.
- I added more details and description to the story.

2

- I did two parts of the task.
- I will keep trying because I am almost there.

1

- I did fewer than two parts of the task.
- I will ask questions and try again.



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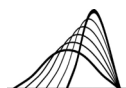
Task 4: Final Draft

After you have made all the needed revising and editing changes, it is time to write the final draft.

Using your best handwriting, make a neat copy of your story.

Compare your rough draft and your final draft. What changes did you make? How do you feel about your piece of creative writing?

In a short paragraph, explain the steps you used in writing your story and how you feel about it.



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Task 4: Scoring Guide

4 Exemplary

- Criteria for the “Proficient” category have been successfully completed.
- Advanced work is included. For example, the student critically analyzes his or her own writing. Other examples include:

3 Proficient

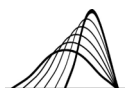
- The paper is rewritten.
- Subject-verb agreement, capitalization, punctuation, grammar, and spelling are correct.
- The student compares the first and final drafts and comments on the differences and improvement.
- The story is engaging and entertaining.
- The story is clear and focused. Accurate details are presented to support ideas.

2 Progressing

- Three or four of the criteria in the “Proficient” category are met.
- More work is needed.

1 Not meeting the standard(s)

- Fewer than three of the criteria in the “Proficient” category are met.
- The task should be repeated.



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Task 4: Student Scoring Guide

4

- I checked off everything under number three.
 - I think I did an extra great job because:
-

3

- I wrote my final copy.
- Subject-verb agreement, capitalization, punctuation, grammar, and spelling are correct.
- I compared the first and final drafts and noticed differences and improvement.
- My story is creative and entertaining. I used details to help make my point.
- My story is focused and does not ramble on.

2

- I did three or four parts of the task.
- I will keep trying because I am almost there.

1

- I did fewer than three parts of the task.
- I will revise and write another final draft.

