Writing Screeter Instructions

The purpose of this of me or primary language Writing Screeners to get a general idea of the writing skills of

Administration Instructions:

Prior toadministering the Screeneidentify thehomeor primarylanguage of the studentas noted from the Home Language Questionnaire (HLQ) urrently, he Screeneis provided in the following languages

{Arabic		{Nepali
{Bangla		{Russian
{Burmese		{Sgaw Karen
{Chinese		{Somali
{French		{Spanish
{Fulani		{Swahili
{ ,]š] ∨ {MaayMaay	Œ}o	{Urdu

1. If a studentwrites in a language that is not listed above may write in that languagesing the English prompt and instructions that havbeen orally translated into their homeor primarylanguage Note that the English version of the Screener is to be usedely as a source for translation and should not be administered to students in English

or primarylanguage.

3.

needed.

English Version10.2018

Scoring Instructions:

Name		Age
Date	Home language	
Date Arrived in USA	Home Guntry:	

Title of your writing _____

Prompt

For this activity, write about your favorite gree to play. Use the following space to write one or two paragraphs about your favorite game:

Remember to include in your writing:

The name of your favorite game How to play the game Details about the game Any memories you may have of playing the game Why this game is your favorite

Writing Screener Rubric

	3	2	1	0
Content	Clear and descriptive writing that provides key details and is engaging for the reader. Demonstrates complex thinking of the task.	Subject matter is clear yet lacks descriptive detail . Demonstrates a clear understanding of the task.	Minimal details provided, may include irrelevant details. Demonstrates a limited understanding of the task .	Writing is off topic or contains little to no relevant details. Demonstrat es little to no understanding of the task.
Organization	Writing is cohesive and clear to understand , with a logical flow of ideas.	Writing may be disjointed , but reader is still able to understand the intended meaning. May be somewhat disorganized and /or minimally developed.	Writing is disorganized and undeveloped. It is difficult to understand, and organization of ideas impedes comprehension.	Writing does not make sense. A portion m ay be a copy of the prompt.
Mechanics and Conventions	Use of grammar enriches description and writing is fluent. Spelling errors do not impede comprehension . Strong adherence to writing conventions.	Grammar may cause some confusion about meaning. Errors in writing conven tions and spelling may impede comprehension .	Numerous errors in gramma r, writing	