





What is going on in this picture? Let's pretend you are in this picture. What would you be doing? Think of two or more things you can draw, tell or write about being part of the fun in this picture.

score

Name _____

Date _____

Tchr/School _____

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Kindergarten Writing Prompt Image Response

Protocol

Administration Dates: September 21-25

It is important to follow the protocol to insure consistency

1. Show only the image to the students. (You may project the image and/or distribute copies). Facilitate class discussion by asking the following questions:

What is happening in this picture:
What do you see that makes you say that?
What else can you find?
Who is in the picture?
Are adults and children doing the same thing in the picture?
What are the people wearing? Why?
What is the weather like in this picture? What makes you say that?
Why do you think they are standing in a line?
Where do you think they are?
Can you tell me anything more about this picture?
2. Pass out the student response sheet and make sure students can still view the picture in some way. Read the prompt. What would they be doing if they were part of the fun in this picture? Where would they be...what would they be wearing...are they with anyone, etc?
3. Allow students time to draw and write their response. (approx. 20-25 minutes)
4. As students finish up, the teacher meets with each student. Ask them to “read” their response/describe their picture. Teachers should record any dictation. (Note: “**Tell me more**” prompting can/should be used as needed, but should be done *in response to children’s actual language*. The teacher may also need to take notes when students are reading back their writing. Do this discreetly, perhaps on another sheet of paper or immediately following the session.)
5. Score prompts using the rubric provided. Also, take any notes on the student skills checklist to record students’ skill level when approaching this task.
6. Student Prompts and class record sheets will be collected during the first week of October.

