



Writing Screener Instructions for Students with Interrupted/Inconsistent Formal Education (SIFE)

Writing Screener Instructions

The purpose of this home or primary language Writing Screener is to get a general idea of the writing skills of potential Students with Interrupted/Inconsistent Formal Education (SIFE). The Screener can be administered individually or to a group, and students should be given a maximum of 15 minutes to complete the task. The results of this screener should be used in conjunction with other assessments to estimate potential SIFE students' writing abilities, which can lead to a determination of appropriate writing instruction.

Administration Instructions:

Prior to administering the Screener, identify the home or primary language of the student as noted from the Home Language Questionnaire (HLQ). Currently, the Screener is provided in the following languages:

- Arabic
- Bangla
- Burmese
- Chinese
- French
- Fulani
- Haitian Creole
- Maay Maay
- Nepali
- Russian
- S'gaw Karen
- Somali
- Spanish
- Swahili
- Urdu

1. If a student writes in a language that is not listed above, they may write in that language using the English prompt and instructions that have been orally translated into their home or primary language. Note that the English version of the Screener is to be used solely as a source for translation and should not be administered to students in English.
2. The instructor may fill in the basic student details fields (name, date of arrival, admit date etc.). Any oral instructions should be given in the student's home or primary language.
3. Tell the students they will write in their home or primary language. Tell them this is not a test, but encourage them to do the best that they can.
4. You may answer basic questions about the task, but refrain from explaining, suggesting ideas, or otherwise explicitly assisting the student. Students should not use a dictionary during this task.
5. Students should be encouraged to write as much as possible and be provided with additional paper if needed.
6. The student's writing should be scored by a native speaker of the student's language.
7. Please be aware that the results in the SIFE Writing Screener by itself are not an indication of SIFE status.

Scoring Instructions:

After the student has completed the activity, the scorer should determine which level best describes the student’s writing for each category (Content, Organization, Mechanics and Conventions, Quality and Complexity of Language). The skill level that most frequently represents the student’s writing (0 – 3) determines the student’s overall score on the rubric.

For example, a student who receives a score of 3 in Content, Organization, and Mechanics and Conventions, and a score of 2 in Quality and Complexity of Language would receive an overall score of 3.

Please note that the results of the Writing Screener are just one data point that should be used in combination with other measures to estimate potential SIFE students’ writing abilities.

Interpreting a student’s score on the Writing Screener	
Mostly 3	Student shows sufficient coherence in his/her writing ability.
Mostly 1 and 2	Student shows moderate coherence in his/her writing ability.
Mostly 0	Student shows minimal coherence in his/her writing ability.

Name:		Age:
Date:	Home Language:	
Date Arrived in USA:	Home Country:	

Title of your writing: _____

Prompt

For this activity, write about your favorite game 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. Demonstrates 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 may 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 conventions and spelling may impede comprehension.	Numerous errors in grammar, writing conventions, and spelling impede comprehension.	Inaccurate grammar and spelling makes writing incomprehensible. No demonstrated use of writing conventions.
Quality and Complexity of Language	Vocabulary and sentence structure are varied and appropriate.	Vocabulary and sentence structure are appropriate.	Vocabulary and sentence structure are not appropriate for students. Frequent errors impede comprehension.	Vocabulary and sentence structure is incomprehensible or illegible. There may be no response at all.