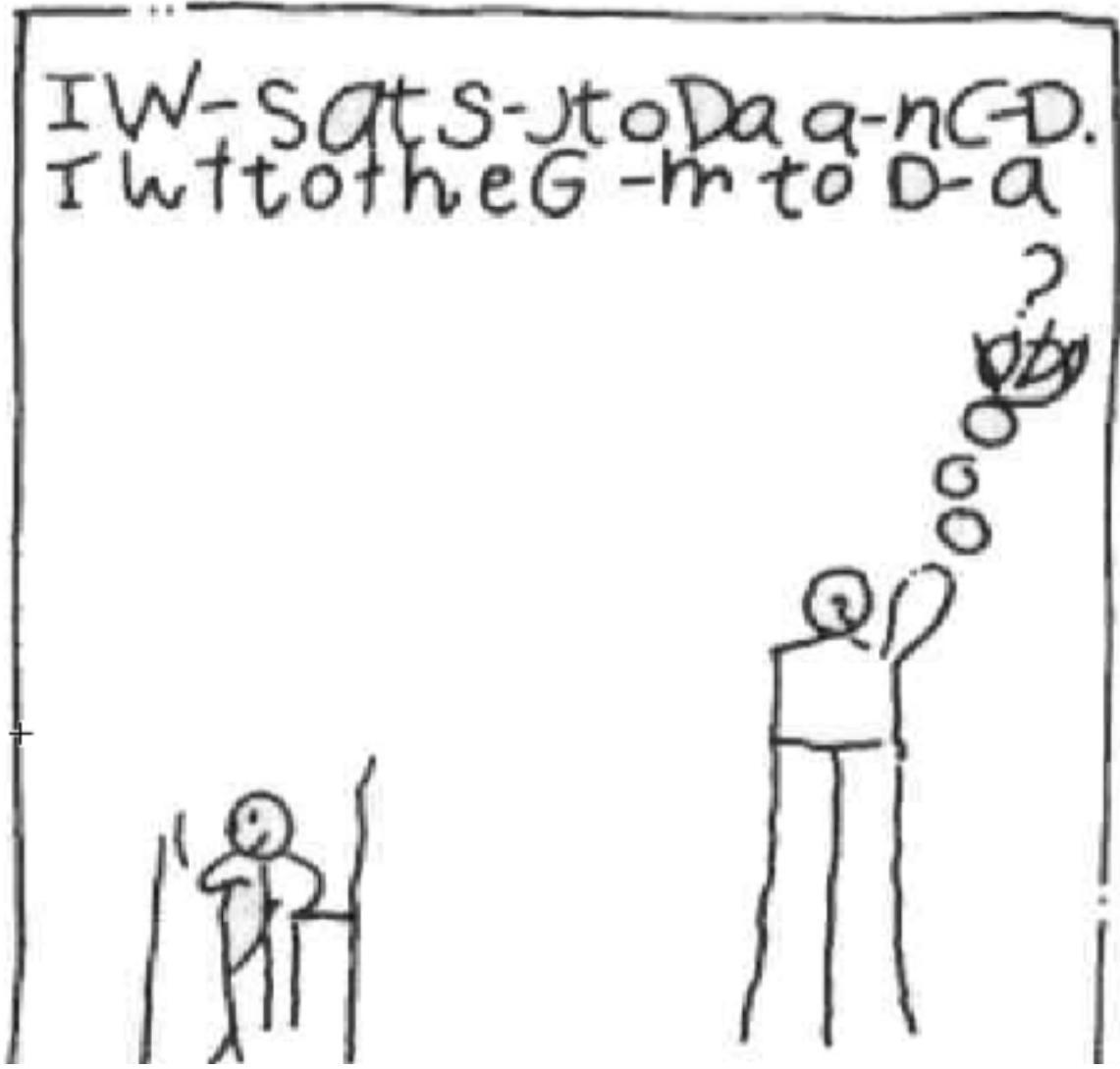


## Narrative, Level B<sub>2</sub>, Proficient for Middle of Kindergarten



I was at school today and counted. I went to the gym today.

*Note that the child has begun to use dashes for when she knows a letter is missing but doesn't know the letter. The teacher demonstrated this skill in a mini lesson. The dash provides some additional assessment information. It indicates when the child recognizes that a letter(s) is missing and where that letter should be. "W-s," "s—l" (child uses a reversed L), "c—d" and "g-m" allow us a window into what the child knows about phonological awareness of initial and final sounds. "A-n" suggests that the child pictures the word as three letters but may not be hearing the /d/. In "d-a," the child knows that the word is three letters but only has two sounds.*

## Sample Scoring

### Ideas/Content (B):

1. Draws and writes the message about a sequence – Level B
2. Writes about immediate experiences.—Level B

### Structure/Organization (B):

1. Adds pictures to narratives (teacher is talking and student is sitting in chair to represent school – Level A
2. Writes three loosely sequential events (was at school; counted; went to gym). Level B

### Voice/Point of View:

1. Not assessed at this level

### Word Choice/Description (B):

1. Each word is represented with the beginning and ending consonant and uses dashes to represent the vowels.—Level B
2. Some conventional spelling: *I, at, to* (and also uses the vowel in *tod-y*),, and *the*.—Level B

### Sentence Fluency/Structure (B):

1. Uses speech bubble for writing and adds a question mark to indicate that the teacher is asking a question.
2. Left to right directionality. –Level B
3. Uses a simple sentence repeated pattern with a change of verbs (I was at \_\_\_\_ today; I went to the \_\_\_\_ today), but adds a compound verb to the first sentence (I was at school today and counted).
4. Uses a period after the first sentence and demonstrates her understanding of a question.

***Please Note: When scoring a paper, begin with the middle column, the Proficient level for the month and grade level. As you look at the bullets for Ideas and Content (for example), if the paper seems to fit the description in the Continuum, then decide if it is Proficient at 1 (minimally developed), 2 (adequately developed) or 3 (thoroughly developed).***

***Read the bullets holistically. It is impossible for any instrument to match bullet by bullet for each paper a student might write. If the Proficient column is more advanced, move to the left to the Basic or even Below Basic levels for Ideas and Content. If the Proficient level isn't adequate, then move to the right to the Advanced or Advanced+ levels.***