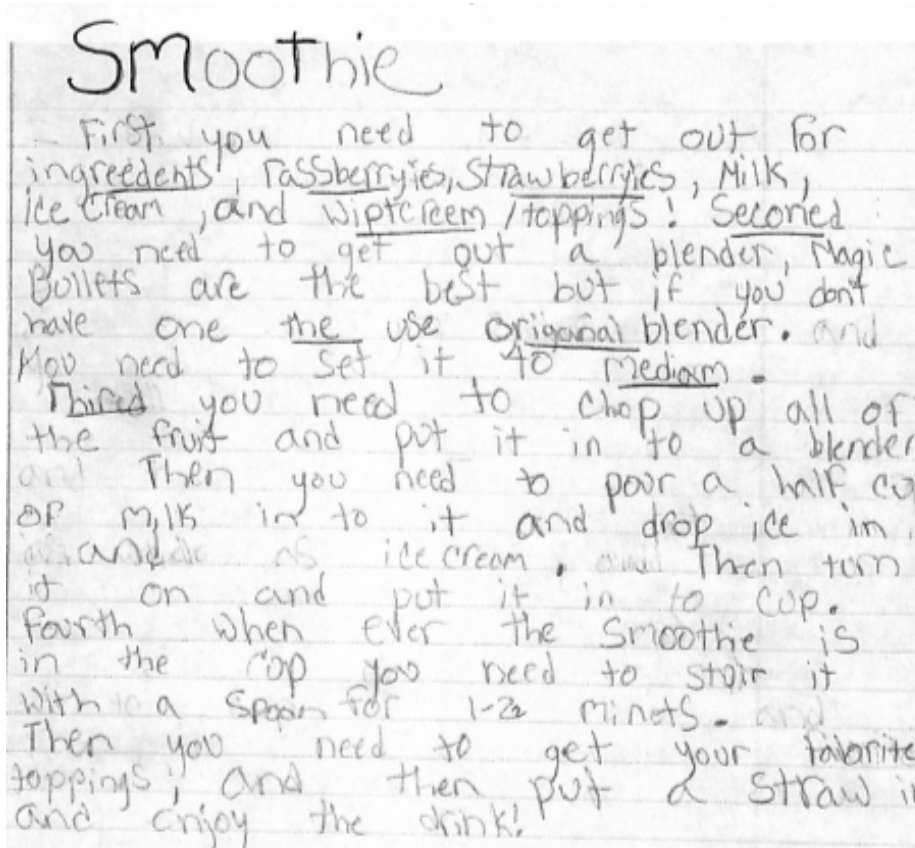


Informational, Level D₃, Proficient for End of 1st Semester of 2nd Grade



This is second draft; it is typed below as the student wrote it above because the erasures on the draft make it difficult to read. The writer's underlining indicates spelling to check.

Smoothie

First you need to get out for ingreedents, rassberryies, strawberryyies, Milk, ice cream, and wiptcreem/toppings! Seconed you need to get out a blender, Magic Bullets are the best but if you don't have one the use original blender. You need to set it to mediam. Thired you need to chop up all of the fruit and put it in to a blender.

Then you need to pour a half cup of milk in to it and drop ice in and ice cream. Then tern it on and put it in to cup. Fourth when ever the smoothie is in the cop you need to stuir it with a spoon for 1-2 minets. Then you need to get your favorite toppings, and then put a straw in and enjoy the drink!

Sample Scoring

Ideas/Content (D):

1. In procedure, give a series of steps with indications of the order.
2. Sticks with the topic throughout the piece and adds closure (and then put a straw in and enjoy the drink!).

Structure/Organization (D):

1. Includes a title
2. Could benefit from using a mentor text of another recipe to make the list of ingredients needed and to number the steps with each on a separate line.

Voice/Point of View (E):

1. Writes in 2nd person (...you need) and 2nd person imperative (Then *tern* it on...)
2. Writes as if talking.

Word Choice/Description (D):

1. Uses discipline-specific vocabulary (measurement terms), but based on personal vocabulary not based on research.

Sentence Fluency/Structure (E):

1. Uses transitional words to indicate steps, but doesn't use a comma.
2. Attempts compound sentences (The 2nd sentence needs a semi-colon to connect to the third sentence. The final sentence is a compound predicate, not a compound sentence. Therefore, it doesn't need the comma.)
3. Attempts one complex sentence (Fourth, whenever the smoothie is in the cup, you need to stir it with a spoon for 1-2 minutes.)
4. Uses paragraphing.
5. Uses prepositional phrases, nouns in a series, and some adjectives.

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). If you find yourself debating over two levels, choose the lower level.

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.

We have only scored 4-5 features as a demonstration. You will likely choose to score different features on different papers according the genre, purpose for writing, or the draft (1st, continuing or final).