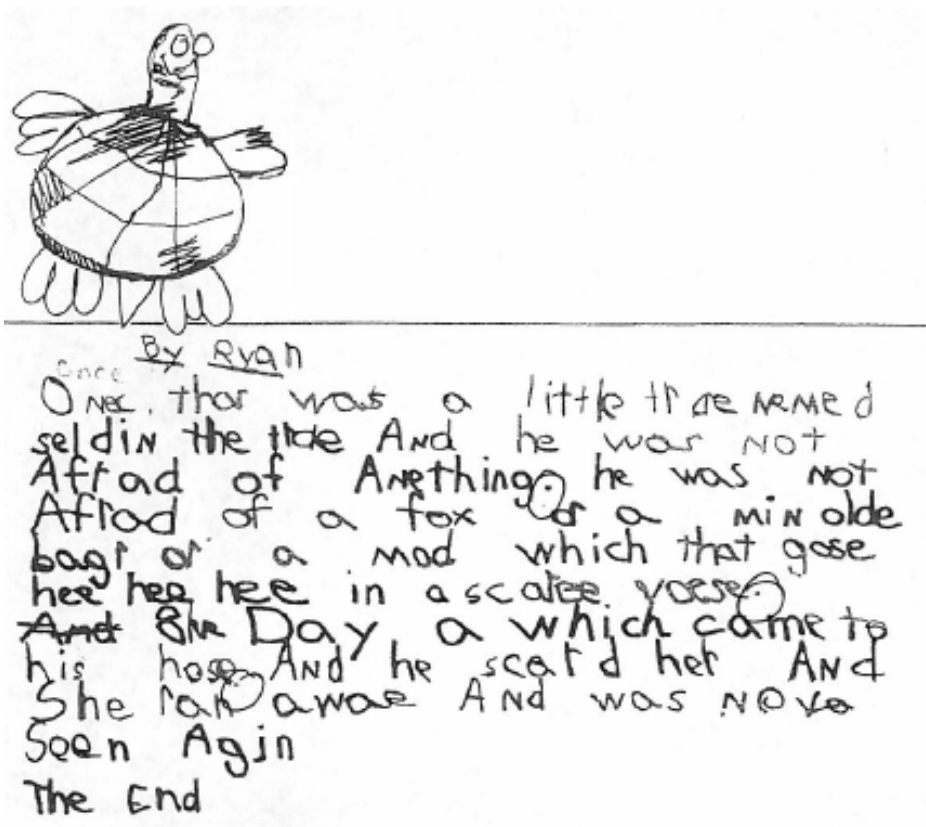


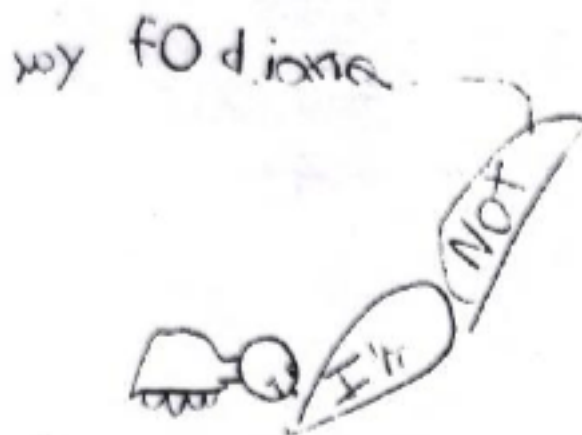
Narrative, Level C₃, Proficient for Beginning of 1st Grade




The published version of Ryan's story had pictures for each page (two are included below), but the above sample is a 2nd draft.

Once there was a little turtle named Sheldon the Turtle. And he was not afraid of anything. He was not afraid of a fox or a mean old badger or a mad witch that goes, "Hee, hee, hee" in a scary voice.

(Speech bubble says, "I'm not afraid of you." Typical of this stage of development, directionality hasn't been established. The space lends



<p><i>itself for the writing to go right to left; thus the words are written backwards. He couldn't quite figure out how to make a backwards "f" so it is laying on its side and looks like an "n.")</i></p> <p>One day, a witch came to his house, and he scared her. And she ran away and was never seen again.</p>	
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Sample Scoring

Ideas/Content (D₁):

1. Develops the character of Sheldon by telling what he wasn't afraid of, describes the witch as mad with a scary voice that goes "Hee hee hee." –Level D
2. Introduces a weak problem (a witch comes to his door) and solution (he scared her—a turn of events)—Level D
3. Includes 5 details—Level D

Structure/Organization (D₁):

1. Has a beginning and end with minimal detail and two or more sequenced events; provides some sense of closure (And was never seen again). –Level D
2. Uses mentor text of "stories" to determine what elements go into the beginning and end of stories. –Level D
3. In a story, includes characters, setting, problem and solution—Level D

Voice/Point of View (C):

1. Not assessed at this level; is beginning to write in 3rd person.

Word Choice/Description (C₂):

1. Includes mostly words from speaking vocabulary.—Level C
2. Spells many words phonetically.—Level C

Sentence Fluency/Structure (C₁):

1. Uses "Once, "one day" as transitional days; uses conjunction "or" effectively, but overuses "and." --Level C
2. Attempts end punctuation in revision with teacher assistance.—Level C
3. Doesn't use capitals to begin sentences consistently. –Level C

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 demonstrations. You will likely choose to score different features on different papers according the genre, purpose for writing, or the draft (1st, continuing or final).