

## Informational, Level D<sub>3</sub>, Proficient for End of 1<sup>st</sup> Semester of 2<sup>nd</sup> Grade

### Dinosaurs

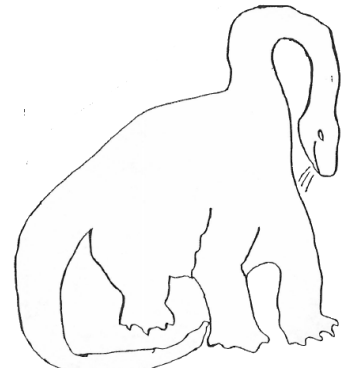
Jonathon

#### Supersaurus

The Supersaurus was 30 metres long. He ate leaves of trees. He was possibly the biggest dinosaur. He had four legs and a very long neck. He had grayish skin. His face looked like a dolphins face. Its name means Super-lizard. You say his name super-saw-rus. It was found in North America. He belonged to the Brochiosaurus family

#### Brachiosaurus

The Brachiosaurs was a prehistoric giant. He was an American and African giant. He weighed as much as 20 elephants. He had four hind legs. His face looked like a dolphin's face. He had gray skin. He had very sharp teeth. He may have lived in a rain forest. He ate leaves from tree tops. He felt safe in the water. His enemies couldn't get him. He was too fat to run. His name means arm lizard. You say his name bracky-o-saw-rus.



#### Ankylosaurus

Ankylosaurus was a plant-eater. He lived on land and laid eggs. He had a very hard back.



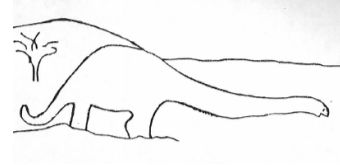
#### Corythosaurus

Corythosaurus was a plant-eater. He could swim very well. He was found in Canada. He had a helmet.



#### Diplodocus

Diplodocus was the longest dinosaur. He was ninety feet long. He was a plant-eater, and he had a small brain. He had dull teeth. He was as long as three buses.



This was a published book; edited with some teacher support, but miscues are the student's; Jonathan researched in 2 books and created a data table to write from. Included above are the pages and illustrations of his 5-page book.

## Sample Scoring

### Ideas/Content (D):

1. Introduces and sticks to a topic throughout the piece
2. Gathered information from different sources with little teacher support
3. Includes 5 different dinosaurs and 3 or more facts for each section.

### Structure/Organization (E):

1. Introduces topic and adds headings to group information
2. Used books to research topic; may have formed structure of piece based on those mentor texts
3. Orders facts in a way that the audience can follow
4. Does not add closure

### Voice/Point of View (E):

1. Writes mostly in 3<sup>rd</sup> person
2. Voice is still developing—writing is very technical like a book and only lists facts

### Word Choice/Description (D):

1. Includes some imprecise adjectives
2. Uses more creative description to add interest

### Sentence Fluency/Structure (D):

1. Uses capital letters at the beginnings of sentences, but does not always use punctuation marks
2. Uses only simple sentences; does not attempt compound or complex sentences
3. Typically uses correct tense in sentences
4. Effectively creates paragraphs with separate headings

**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 to the genre, purpose for writing, or the draft (1<sup>st</sup>, continuing or final).