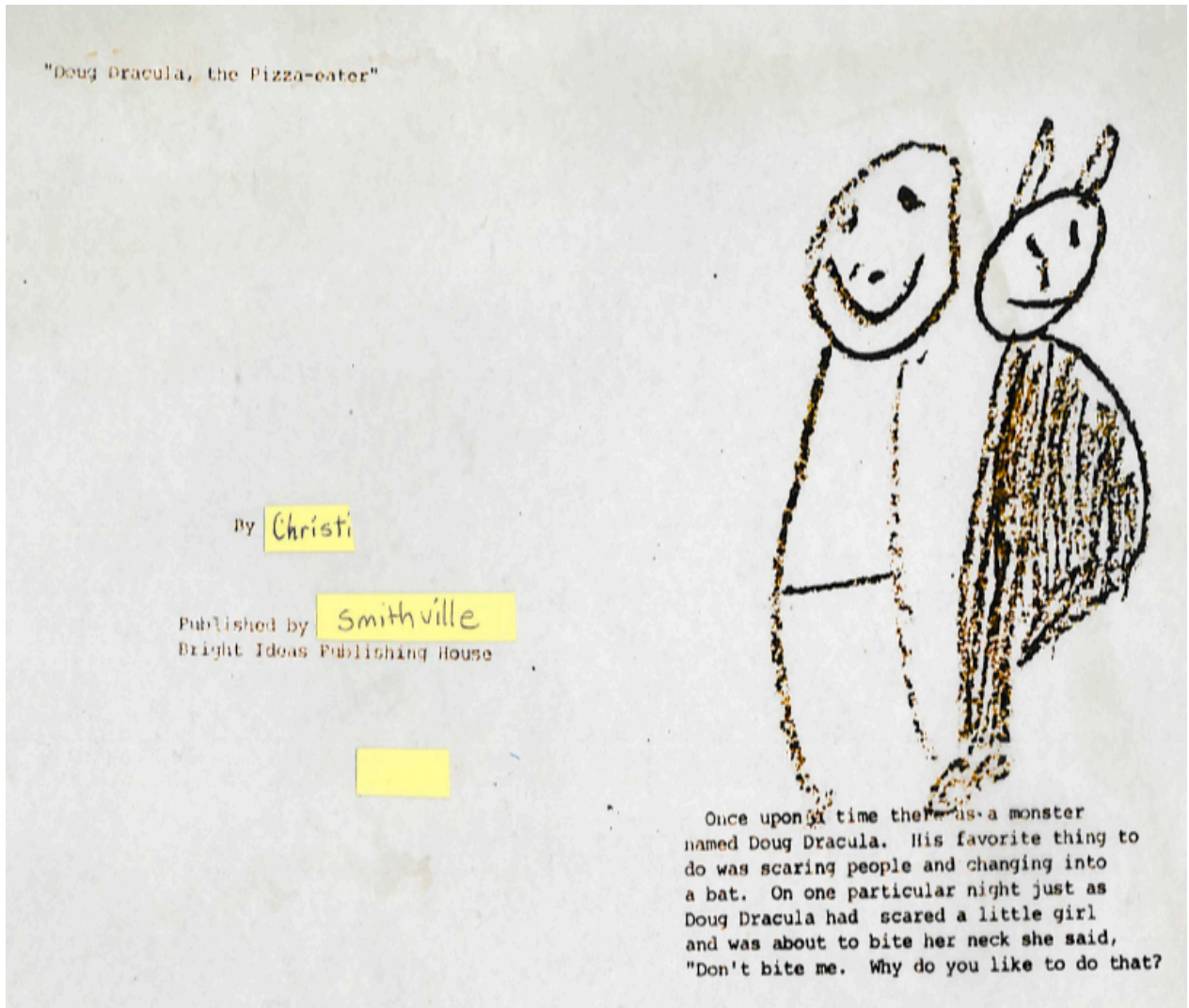
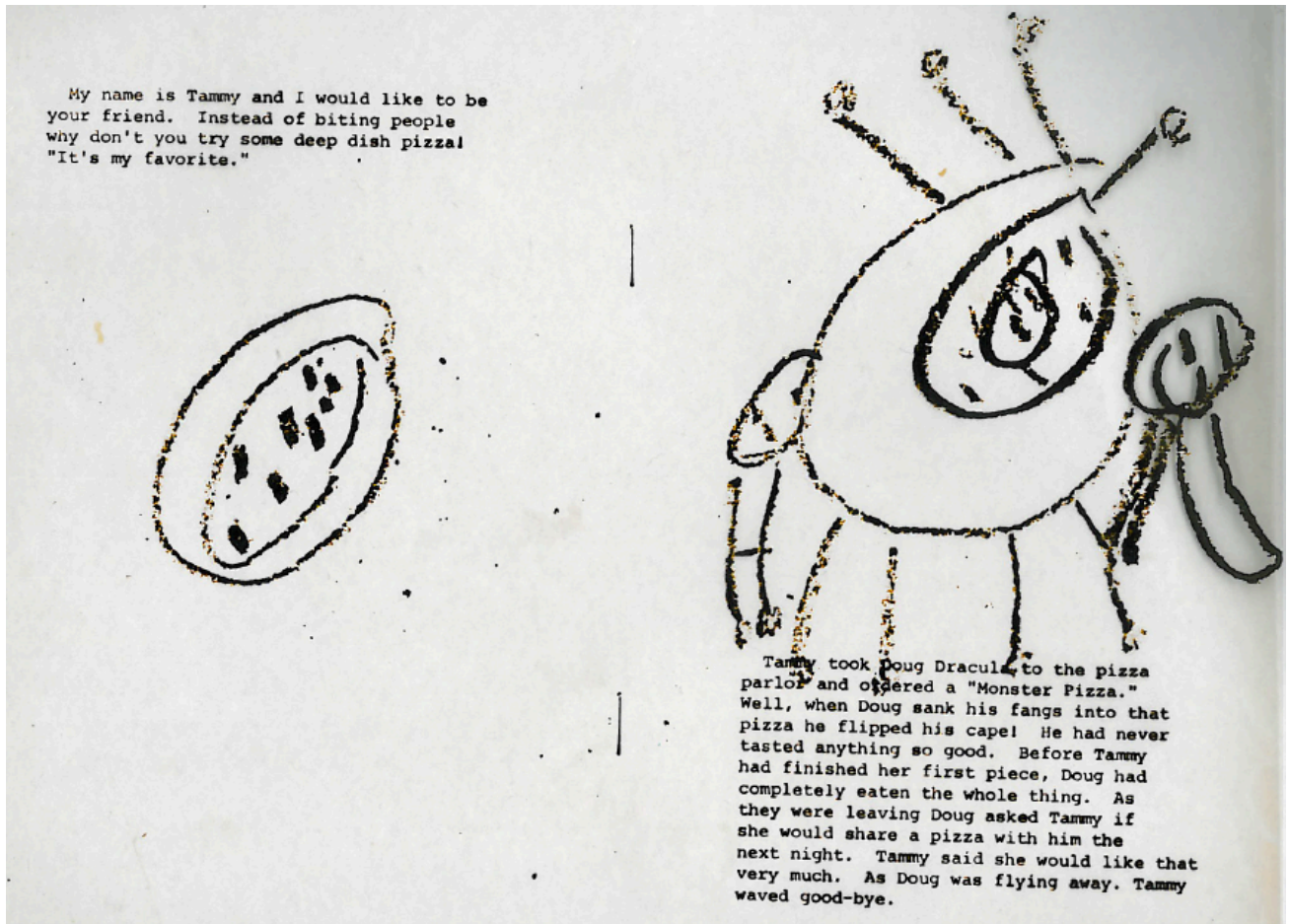


Narrative, Level E₂, Proficient for End of 2nd Grade and Very Beginning of 3rd Grade



Once upon a time there was a monster named Doug Dracula. His favorite thing to do was scaring people and changing into a bat. On one particular night just as Doug Dracula had scared a little girl and was about to bite her neck she said, "Don't bite me. Why do you like to do that?"



My name is Tammy and I would like to be your friend. Instead of biting people why don't you try some deep dish pizza! "It's my favorite."

Tammy took Doug Dracula to the pizza parlor and ordered a "Monster Pizza." Well, when Doug sank his fangs into that pizza he flipped his cape! He had never tasted anything so good. Before Tammy had finished her first piece, Doug had completely eaten the whole thing. As they were leaving Doug asked Tammy if she would share a pizza with him the next night. Tammy said she would like that very much. As Doug was flying away, Tammy waved good-bye.

This is the final draft with some assistance from the teacher on early drafts through conferencing and on editing. A parent typed the text.

Sample Scoring

Ideas/Content (E):

1. Writes a story which includes a more-developed event and a series of events (i.e., the time in the pizza parlor). -Level E

2. Includes characters, setting, problem and solution, even though all are in very abbreviated forms; shows at least a characteristic of each of the two characters (Tammy, fearless, takes charge; Doug, ability to change)—Level E
3. Can fictionalize a story based on some personal experience (going to the pizza parlor for deep dish pizza). Includes several details about character Doug Dracula (is a monster; favorite thing to do was scaring people and changing into a bat.)—Level E

Structure/Organization (E):

1. Includes a title that reflects story.—Level D
2. Includes beginning, middle, and end with minimal detail and two or more sequenced events; develops one event. –Level E
3. Attempts a lead and ending. –Level E
4. Attempts dialogue. –Level E

Voice/Point of View (E):

1. Writes in 3rd person. --Level E
2. Author's voice is beginning to emerge; intentionally adds some phrases for interest (*flipped his cape* and *sank his fangs*).—Level E

Word Choice/Description (E):

1. Vocabulary is relevant; uses general descriptors (*good* and *scared*) and vocabulary that is a little more descriptive (*completely eaten the whole thing* and *share a pizza*). –Level D
2. Includes unique descriptions (*flipped his cape* and *sank his fangs*). –Level E

Sentence Fluency/Structure (E):

1. Uses introductory clauses
2. Writes compound sentences, compound verbs and complex sentences. –Level E
3. Some punctuation was added to this published piece with the support of the teacher. –Level D.

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 (first, continuing or final).