



## 2017-2018 BENCHMARK WRITING ASSESSMENTS

### 2ND GRADE

Dear Teachers,

Enclosed you will find documents for the three Benchmark Writing assessments, in the order in which they are to be administered. The Assessment Timeline is as follows:

#### Assessment Timeline

Benchmark Writing Assessment 1	10/23-11/10	Entered in IO (EADMS):	11/10
Benchmark Writing Assessment 2	2/19-3/9	Entered in IO:	3/9
Benchmark Writing Assessment 3	5/14-5/25	Entered in IO:	5/26

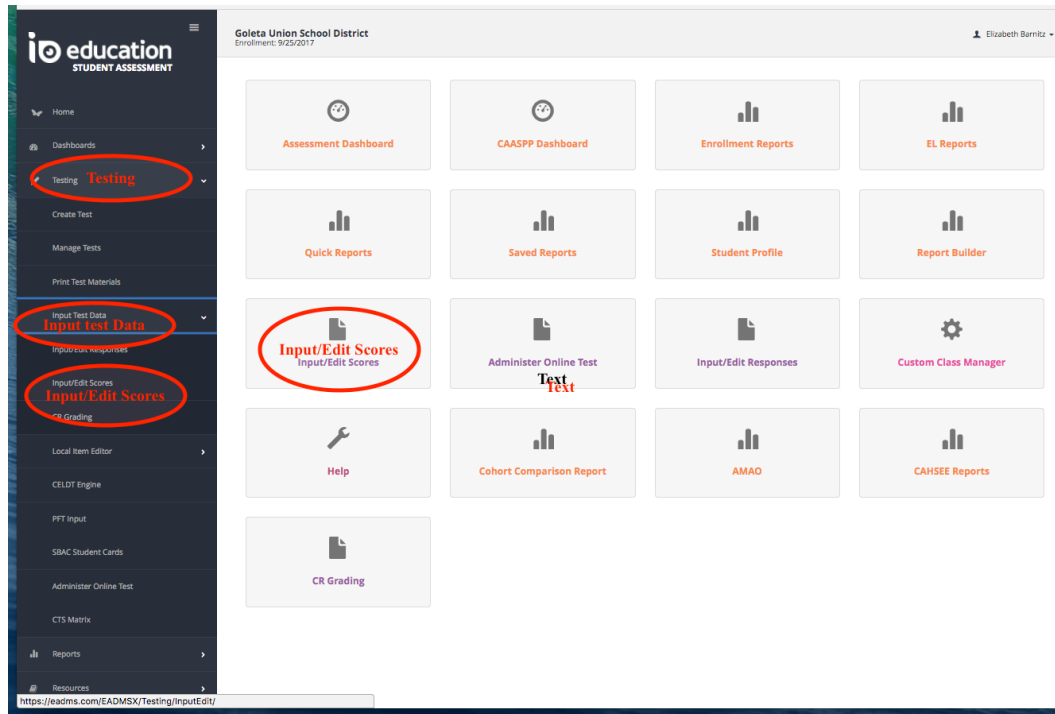
The table below includes all three benchmarks in the order they are to be administered. You will also be able to access the writing prompts on the GUSD website under Staff Documents and links.

<p>2nd Rubric: GUSD</p>	<p><u>Narrative</u> Personal Narrative: Think of a special day.</p> <p>Write a narrative to recount a special day. Include details to describe actions, thoughts, and feelings, use temporal words to signal event order and provide sense of closure. Don't forget to use your best spelling, capitalize words when necessary, and correct punctuation.</p> <p>Teacher's Manual: Unit 1, Week 4-6, Pg.T486-491</p>	<p><u>Opinion</u> Book Review</p> <p>What is your opinion about the story, <i>The Giant Turnip</i>?</p> <p>Introduce the story you are writing about, state an opinion, supply reasons that support your opinion, use linking words (e.g because, and, also) to connect opinions and reasons and provide a concluding statement.</p> <p>Teacher's Manual: Unit 3, Week 4-6, Pg.T486 -<i>The Enormous Turnip</i>: Anthology Pg. 278</p>	<p><u>Informative</u> How Can People Make a Difference?</p> <p>Write an informative/explanatory text in which students introduce a topic, use facts and definitions to develop points, and provide a concluding statement.</p> <p>Teacher's Manual: Unit 5, Week 4-6, Pg.T479 -<a href="#">Informative/Explanatory</a> -GUSD Writing Rubric -1st Grade TIME for Kids Article "<a href="#">Help Your Community</a>" G1, U1 -2nd Grade TIME for Kids Article "<a href="#">Good Deeds Add Up</a>" G2, U1 -"<a href="#">Let's Make a Difference</a>"</p>
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The prompts generally take two days, students may use a dictionary, thesaurus, word wall, etc. to help them write but their writing needs to be done independently. As you score the prompts, it would be beneficial to identify anchor papers to recommend to Curriculum Council.

## Scoring

Please input the scores into IO by the deadlines noted above. If you need assistance, please contact me. Access the input area under Input/Edit Scores (not Responses), either from the top menu or from one of the tiles on your Home page.



Collaborative scoring provides a measure of calibration and ensures teachers are using the rubric in the same way. Using the rubric, grade level colleagues independently and silently read the student work to result in two scores for each student paper.

Record the numerical scores for each student for the four or five areas on the rubric. The scoring rubric and evidence in the student work should always be the basis for the score, rather than the relative strength or weakness of a piece.

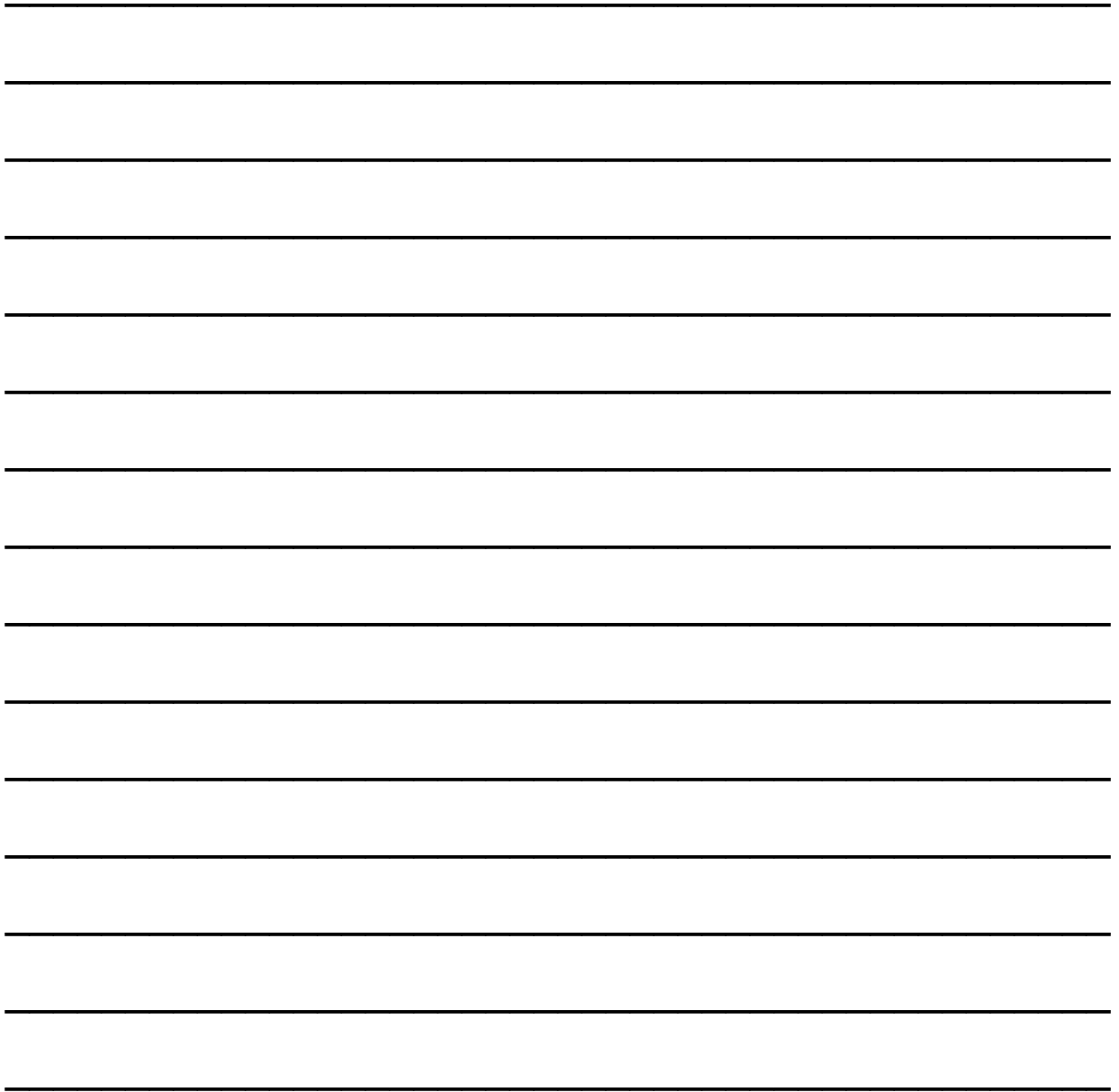
Once two scores have been determined, average the two for a final score in the four or five categories according to the rubric and enter them into IO. Please note IO will not take a decimal score, the final score must be a whole number. If a student receives a 2 and 3 for a category, the average is 3, not 2.5. Round up!

If you need assistance with scores input or have any questions, please contact me.

Thank you,

Liz





**GUSD – Narrative Rubric, Grade 2**

	<b>4 (Above Grade Level)</b>	<b>3 (At Grade Level)</b>	<b>2 (Approaching Grade Level)</b>	<b>1 (Below Grade Level)</b>
<b>Purpose</b> CCSS*: ➤ W – 3 ➤ W – 4	<ul style="list-style-type: none"> <li>• Responds skillfully to all parts of the prompt</li> <li>• Establishes a situation in a well-elaborated recount of an event or short series of events</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to all parts of the prompt</li> <li>• Recounts a well-elaborated event or short sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to most parts of the prompt</li> <li>• Attempts to recount an event or a short sequence of events. Missing information creates confusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to some or no parts of the prompt</li> <li>• Fails to recount an event or a short series of events</li> </ul>
<b>Organization</b> CCSS: ➤ W – 3	<ul style="list-style-type: none"> <li>• Uses temporal words and phrases to signal event order</li> <li>• Provides clear closure.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses temporal words to signal event order</li> <li>• Provides a sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>• Limited use of temporal words to signal event order</li> <li>• Attempts to provide closure</li> </ul>	<ul style="list-style-type: none"> <li>• No use of temporal words or only uses temporal words without events.</li> <li>• Does not provide closure</li> </ul>
<b>Elaboration/Details</b> CCSS: ➤ W – 3	<ul style="list-style-type: none"> <li>• Includes vivid details that describe actions, thoughts, and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Includes details that describe actions, thoughts, and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Includes few or irrelevant details to describe actions, thoughts, and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient or no details</li> </ul>
<b>Language-Conventions of Grammar and Usage</b> CCSS: ➤ L – 1b ➤ L – 1e ➤ L – 1f ➤ L – 1g	<ul style="list-style-type: none"> <li>• Uses a variety of adjectives and adverbs strategically</li> <li>• Uses a variety of prior and current grade-level pronouns correctly</li> <li>• Uses verb tenses and plural nouns correctly, including irregular forms</li> <li>• Produces correct simple, compound, and complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Uses adjectives and adverbs appropriately</li> <li>• Uses prior and current grade-level pronouns correctly (e.g., I, me, my, they, them, their, myself)</li> <li>• Uses verb tenses and plural nouns correctly, including some irregular forms (e.g., is/was; child/children)</li> <li>• Produces correct simple and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some simple adjectives and adverbs appropriately</li> <li>• Uses prior and current grade-level pronouns correctly some of the time</li> <li>• Uses some regular verb tenses and common plural nouns correctly</li> <li>• Produces mostly correct and complete sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Uses adjectives and adverbs inappropriately or not at all</li> <li>• Uses pronouns incorrectly or not at all</li> <li>• Uses verb tenses and plural nouns incorrectly</li> <li>• Produces mostly incorrect sentences</li> </ul>
<b>Language – Conventions of Capitalization, Punctuation, and Spelling</b> CCSS: ➤ L – 2	<ul style="list-style-type: none"> <li>• Capitalizes correctly and consistently with no errors: first word in a sentence, “I,” proper nouns, and titles</li> <li>• Uses commas, apostrophes, and end punctuation correctly all the time</li> <li>• Applies above grade-level spelling rules and patterns correctly, including irregular high-frequency words ; no errors</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalizes correctly and consistently with a minor error: first word in a sentence, “I,” proper nouns, and titles</li> <li>• Uses commas, apostrophes, and end punctuation correctly most of the time</li> <li>• Applies grade-level spelling rules and patterns correctly (reference core sound/spelling resources); few to no errors</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalizes correctly and consistently with some errors: first word in a sentence, “I,” proper nouns, and titles</li> <li>• Uses commas, apostrophes, and end punctuation correctly some of the time</li> <li>• Applies some grade-level spelling rules and patterns correctly; some errors and phonetic spelling interfere with readability</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalizes incorrectly with many errors</li> <li>• Uses commas, apostrophes, and end punctuation incorrectly or not at all</li> <li>• Misapplies grade-level spelling rules through phonetic spelling; excessive errors interfere with readability</li> </ul>

\*CCSS – Common Core State Standards alignment (“W” = Writing strand; “L”= Language strand)

## CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (2<sup>nd</sup>) as well as the previous and subsequent grades. Since the rubric score of “4” represents “above grade level” work, the 3<sup>rd</sup> grade standards were referenced.

The letter abbreviations are as follows:

CCSS = Common Core State Standards

W = Writing

L=Language

Strand (Domain)	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
<b>Writing</b>	<p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>4. Begins in grade 2</p>	<p>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
<b>Language- Conventions of Grammar and Usage</b>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>e. Use verbs to convey a sense of past, present, and future</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<b>Language – Conventions of Capitalization, Punctuation, and Spelling</b>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>







**GUSD – Opinion/Argument Rubric, Grade 2**

	<b>4 (Above Grade Level)</b>	<b>3 (At Grade Level)</b>	<b>2 (Approaching Grade Level)</b>	<b>1 (Below Grade Level)</b>
<b>Purpose</b> CCSS*: ➤ W - 1	<ul style="list-style-type: none"> <li>Responds skillfully to all parts of the prompt</li> <li>States an opinion that demonstrates an insightful understanding of topic/text</li> </ul>	<ul style="list-style-type: none"> <li>Responds to all parts of the prompt</li> <li>States an opinion that demonstrates an understanding of topic/text</li> </ul>	<ul style="list-style-type: none"> <li>Responds to most parts of the prompt</li> <li>States an opinion that demonstrates limited understanding of topic/text</li> </ul>	<ul style="list-style-type: none"> <li>Responds to some or no parts of the prompt</li> <li>Does not state an opinion and/or demonstrates little to no understanding of topic/text</li> </ul>
<b>Organization</b> CCSS: ➤ W - 1 ➤ W - 4	<ul style="list-style-type: none"> <li>Introduces the topic, states the opinion, and creates an organizational structure</li> <li>Supplies insightful reasons that support the opinion</li> <li>Uses linking words and phrases to connect opinion to reasons</li> <li>Provides a skillful concluding statement or section</li> </ul>	<ul style="list-style-type: none"> <li>Introduces the topic and states a clear opinion</li> <li>Supplies reasons that support the opinion</li> <li>Uses linking words to connect opinion to reasons</li> <li>Provides a concluding statement or section</li> </ul>	<ul style="list-style-type: none"> <li>Introduces the topic and states an unclear opinion</li> <li>Supplies reasons that may not all support the opinion</li> <li>Uses at least one linking word but it may be incorrect or ineffective</li> <li>Provides an unclear concluding statement</li> </ul>	<ul style="list-style-type: none"> <li>Does not introduce the topic and/or does not state an opinion</li> <li>Does not supply reasons to support the opinion</li> <li>Uses no linking words</li> <li>Provides no conclusion</li> </ul>
<b>Evidence/Elaboration</b> CCSS: ➤ RIT -1	<ul style="list-style-type: none"> <li>Supports opinion with substantial and relevant reasons</li> </ul>	<ul style="list-style-type: none"> <li>Supports opinion with relevant reasons</li> </ul>	<ul style="list-style-type: none"> <li>Supports opinion with minimal and/or irrelevant reasons</li> </ul>	<ul style="list-style-type: none"> <li>Does not support opinion with relevant reasons</li> </ul>
<b>Language-Conventions of Grammar and Usage</b> CCSS: ➤ L - 1b ➤ L - 1e ➤ L - 1g	<ul style="list-style-type: none"> <li>Uses a variety of prior and current grade-level pronouns correctly</li> <li>Uses verb tenses and plural nouns correctly, including irregular forms</li> <li>Produces correct simple, compound, and complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>Uses prior and current grade-level pronouns correctly (e.g., I, me, my, they, them, their, myself)</li> <li>Uses verb tenses and plural nouns correctly, including some irregular forms (e.g., is/was; child/children)</li> <li>Produces correct simple and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>Uses prior and current grade-level pronouns correctly some of the time</li> <li>Uses some regular verb tenses and common plural nouns correctly</li> <li>Produces mostly correct and complete sentences</li> </ul>	<ul style="list-style-type: none"> <li>Uses pronouns incorrectly or not at all</li> <li>Uses verb tenses and plural nouns incorrectly</li> <li>Produces mostly incorrect sentences</li> </ul>
<b>Language – Conventions of Capitalization, Punctuation, and Spelling</b> CCSS: ➤ L - 2	<ul style="list-style-type: none"> <li>Capitalizes correctly and consistently with no errors: first word in a sentence, “I,” proper nouns, and titles</li> <li>Uses commas, apostrophes, and end punctuation correctly all the time</li> <li>Applies above grade-level spelling rules and patterns correctly, including irregular high-frequency words; no errors</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizes correctly and consistently with a minor error: first word in a sentence, “I,” proper nouns, and titles</li> <li>Uses commas, apostrophes, and end punctuation correctly most of the time</li> <li>Applies grade-level spelling rules and patterns correctly (reference core sound/spelling resources); few to no errors</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizes correctly and consistently with some errors: first word in a sentence, “I,” proper nouns, and titles</li> <li>Uses commas, apostrophes, and end punctuation correctly some of the time</li> <li>Applies some grade-level spelling rules and patterns correctly; some errors and phonetic spelling interfere with readability</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizes incorrectly with many errors</li> <li>Uses commas, apostrophes, and end punctuation incorrectly or not at all</li> <li>Misapplies grade-level spelling rules through phonetic spelling; excessive errors interfere with readability</li> </ul>

\*CCSS – Common Core State Standards alignment (“W” = Writing strand; “RIT” = Reading – Informational Text; “L”= Language strand)

## CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (2<sup>nd</sup>) as well as the previous and subsequent grades. Since the rubric score of “4” represents “above grade level” work, the 3<sup>rd</sup> grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards    W = Writing    RIT= Reading – Informational Text    L=Language

Strand (Domain)	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
<b>Writing</b>	<p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>4. Begins in grade 2.</p>	<p>1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
<b>Reading – Inform. Text</b>	<p>1. Ask and answer questions about key details in a text.</p>	<p>1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p>	<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
<b>Language- Conventions of Grammar and Usage</b>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use collective nouns (e.g., group).</p> <p>e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>g. Produce, expand, and rearrange complete simple and compound sentences.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<b>Language – Conventions of Capitalization, Punctuation, &amp; Spelling</b>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>





**GUSD – Informational/Explanatory Text-Based Rubric, Grade 2**

	<b>4 (Above Grade Level)</b>	<b>3 (At Grade Level)</b>	<b>2 (Approaching Grade Level)</b>	<b>1 (Below Grade Level)</b>
<b>Purpose</b> CCSS*: > W - 2	<ul style="list-style-type: none"> <li>• Responds skillfully to all parts of the prompt</li> <li>• Demonstrates a strong understanding of topic/text(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to all parts of the prompt</li> <li>• Demonstrates an understanding of topic/text(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to most parts of the prompt</li> <li>• Demonstrates limited understanding of topic/text(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to some or no parts of the prompt</li> <li>• Does not demonstrate understanding of topic/text</li> </ul>
<b>Organization</b> CCSS: > W - 2 > W - 4	<ul style="list-style-type: none"> <li>• Organizes ideas and information into paragraph structure using a clear topic sentence, facts/ definitions grouped by related information, and concluding sentence</li> <li>• Uses effective linking words and phrases to connect ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes ideas and information into paragraph structure using a clear topic sentence, facts/ definitions, and concluding sentence</li> <li>• Uses effective linking words to connect ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion)</li> <li>• Attempts to use some simplistic linking words to connect ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes with no evidence of paragraph structure</li> <li>• Uses no linking words</li> </ul>
<b>Evidence/Elaboration</b> CCSS: > RIT - 1 > W - 2	<ul style="list-style-type: none"> <li>• Develops the topic skillfully with facts, definitions, and details</li> </ul>	<ul style="list-style-type: none"> <li>• Develops the topic with facts and definitions</li> </ul>	<ul style="list-style-type: none"> <li>• Develops the topic with limited facts and definitions</li> </ul>	<ul style="list-style-type: none"> <li>• Uses few to no facts or definitions</li> </ul>
<b>Language-Conventions of Grammar and Usage</b> CCSS: > L - 1e > L - 1g	<ul style="list-style-type: none"> <li>• Uses verb tenses and plural nouns correctly, including irregular forms</li> <li>• Produces correct simple, compound, and complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Uses verb tenses and plural nouns correctly, including some irregular forms (e.g., is/was; child/children)</li> <li>• Produces correct simple and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some regular verb tenses and common plural nouns correctly</li> <li>• Produces mostly correct and complete sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Uses verb tenses and plural nouns incorrectly</li> <li>• Produces mostly incorrect sentences</li> </ul>
<b>Language – Conventions of Capitalization, Punctuation, and Spelling</b> CCSS: > L - 2	<ul style="list-style-type: none"> <li>• Capitalizes correctly and consistently with no errors: first word in a sentence, “I,” proper nouns, and titles</li> <li>• Uses commas, apostrophes, and end punctuation correctly all the time</li> <li>• Applies above grade-level spelling rules and patterns correctly, including irregular high-frequency words ; no errors</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalizes correctly and consistently with a minor error: first word in a sentence, “I,” proper nouns, and titles</li> <li>• Uses commas, apostrophes, and end punctuation correctly most of the time</li> <li>• Applies grade-level spelling rules and patterns correctly (reference core sound/spelling resources); few to no errors</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalizes correctly and consistently with some errors: first word in a sentence, “I,” proper nouns, and titles</li> <li>• Uses commas, apostrophes, and end punctuation correctly some of the time</li> <li>• Applies some grade-level spelling rules and patterns correctly; some errors and phonetic spelling interfere with readability</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalizes incorrectly with many errors</li> <li>• Uses commas, apostrophes, and end punctuation incorrectly or not at all</li> <li>• Misapplies grade-level spelling rules through phonetic spelling; excessive errors interfere with readability</li> </ul>

\*CCSS – Common Core State Standards alignment (“W” = Writing strand; “RIT” = Reading – Informational Text; “L”= Language strand)

## Benchmark Writing Assessment Team Scoring

Trade and score each other's Benchmark Writing assessments using the grade level rubric and the scoring sheet.

Trade back samples and calibrate for a 4, 3, 2, 1 paper so there is some agreement on scoring. Record scores on the scoring sheet.

Discuss results and analyze for trends and patterns: What are areas of student strengths and what areas need more attention? Analyze for both writing content and writing conventions. Use the organizer below to record your team analysis.

<b><u>Strengths:</u></b>	<b><u>Stretches:</u></b>
<b><u>Next steps:</u></b>	

Name \_\_\_\_\_

Grade \_\_\_\_\_

Teacher \_\_\_\_\_

<b>Reader's Initials:</b>	<b>Score:</b>
Reader 1	
Reader 2	
Final Score = Reader 1 + Reader 2	

Name \_\_\_\_\_

Grade \_\_\_\_\_

Teacher \_\_\_\_\_

<b>Reader's Initials:</b>	<b>Score:</b>
Reader 1	
Reader 2	
Final Score = Reader 1 + Reader 2	