

Figure 1.3: Sample Proficiency Scale for Generating Narratives (Grade 2)

Generating Narratives (GN), Grade 2	
4.0	The student describes how a setting or character positively or negatively impacted a personal experience using descriptive details (for example, when writing a narrative about a favorite summer vacation, he or she recalls that most of one day was spent at the beach, and adds descriptions that explain why that setting made the day more memorable).
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.
3.0	The student: GN1—Writes about a sequence of at least three events using words that show the order of events (for example, in a narrative about a character who tries to help a dog find its way home, the student uses words such as <i>first</i> , <i>next</i> , <i>then</i> , and <i>last</i> to explain what the character decides to do) GN2—Uses descriptive details to describe the setting and characters in a narrative (for example, uses descriptive details to help a reader picture the people and places involved in a favorite holiday celebration)
2.5	The student has no major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.
2.0	The student: GN1—Recognizes or recalls specific vocabulary (for example, <i>beginning</i> , <i>character</i> , <i>conflict</i> , <i>develop</i> , <i>draft</i> , <i>end</i> , <i>event</i> , <i>introduce</i> , <i>middle</i> , <i>narrative</i> , <i>purpose</i> , <i>setting</i> , and <i>transition</i>) and performs basic processes such as: <ul style="list-style-type: none"> • Describe what kinds of events will be included in a draft using a prompt • Use a graphic organizer to outline the beginning, middle, and end of a narrative • Sketch images of different events from the beginning, middle, and end of a narrative • Describe why transition words and phrases are important • List transition words that show the order of events (such as <i>first</i>, <i>next</i>, <i>then</i>, <i>after that</i>, and <i>finally</i>) • Draft a sentence using a transition word or phrase • Identify places in a narrative draft where a new event begins GN2—Recognizes or recalls specific vocabulary (for example, <i>adjective</i> , <i>character</i> , <i>characteristic</i> , <i>descriptive detail</i> , <i>event</i> , <i>object</i> , <i>quality</i> , <i>setting</i> , and <i>trait</i>) and performs basic processes such as: <ul style="list-style-type: none"> • Identify the settings and characters in a narrative • Explain that descriptive details are words and phrases that help a reader picture the setting, characters, objects, and events in a narrative • List qualities or characteristics that adjectives can describe (such as age, size, color, and shape) • Identify examples of descriptive details in a narrative text • List words and phrases that could describe a place in a text • List words and phrases that indicate what time of day or year a narrative takes place (such as <i>in the summer</i>, <i>that night</i>, <i>during</i>, and <i>while</i>) • List words and phrases that could describe how a character looks and feels during a particular event • List words and phrases that could describe how a character acts • Describe specific actions that could show how a character feels during a particular event (for example, if a character is angry, she might cross her arms and frown) • Sketch how a character looks and acts during a specific event
1.5	Student has partial success at score 2.0 content and major errors or omissions regarding score 3.0 content.
1.0	With help, student has partial success at score 2.0 content and score 3.0 content.
0.5	With help, student has partial success at score 2.0 content but not at score 3.0 content.
0.0	Even with help, the student has no success.

Source: Simms, J. A. (2016). The critical concepts (Final version: English language arts, mathematics, and science). Centennial, CO: Marzano Research.