

Figure 1.5: Sample Proficiency Scale for Generating Sentences (Grade 2)

| Generating Sentences (GS), Grade 2 | |
|------------------------------------|---|
| 4.0 | The student decides how to make a paragraph more cohesive by adding coordinating conjunctions, details, and linking words (for example, in a paragraph that compares a girl and her brother, the student uses coordinating conjunctions such as <i>and</i> or <i>but</i> to combine sentences and to show what each does or does not like). |
| 3.5 | In addition to score 3.0 performance, the student has partial success at score 4.0 content. |
| 3.0 | The student: GS1—Generates simple and compound sentences (for example, writes four or more sentences in response to the poem “The Song of the Jellicles” by T. S. Eliot [1939] that describe what the poem says about the cats and what traits the cats have, and uses both simple and compound sentences) GS2—Expands and rephrases complete sentences (for example, adds details to change the sentence <i>The seed grew into a flower</i> into the sentence <i>The tiny seed was planted in the ground and soon grew into a marvelous flower</i>) |
| 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: GS1—Recognizes or recalls specific vocabulary (for example, <i>comma, complete, conjunction, coordinating conjunction, fragment, noun, predicate, punctuation, sentence, subject, and verb</i>) and performs basic processes such as: <ul style="list-style-type: none"> • Identify the subject and predicate in a sentence • Explain the role of a subject and predicate in a sentence • State that a complete sentence must have a subject and predicate and express a complete thought • Identify sentence fragments that do not state a complete thought • Explain the purpose of conjunctions • List common coordinating conjunctions (such as <i>for, and, but, and so</i>) • Demonstrate how to combine two simple sentences using a coordinating conjunction and comma • Include appropriate end punctuation for a sentence GS2—Recognizes or recalls specific vocabulary (for example, <i>adjective, adverb, complete, descriptive, detail, noun, object, predicate, rephrase, rewrite, subject, and verb</i>) and performs basic processes such as: <ul style="list-style-type: none"> • Identify the subject, object, and verb in a sentence • List descriptive details, or adjectives, that could describe a subject in a sentence • List descriptive details, or adjectives, that could describe other nouns or the object in a sentence • Demonstrate where to place adjectives in a sentence • List descriptive details, or adverbs, that could describe the verb in a sentence • Demonstrate where to place adverbs in a sentence • Identify existing descriptive details in a sentence • List additional details that describe why, how, where, or when the main idea in the sentence occurred • Add an additional detail about a topic or main idea using a conjunction or linking word (such as <i>and, so, or because</i>) • Rewrite a sentence so that the verb comes before the subject • Rewrite a sentence so that the subject comes before the verb |
| 1.5 | The student has partial success at score 2.0 content and major errors or omissions regarding score 3.0 content. |
| 1.0 | With help, the student has partial success at score 2.0 content and score 3.0 content. |
| 0.5 | With help, the 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.*