

ON-DEMAND PERFORMANCE ASSESSMENT PROMPT FOR WRITING ABOUT READING

Grade 2

GRADE: Second Grade

NAME OF ASSESSMENT: 2012–2013 Reading Informational Texts/Informational Writing Performance Assessment

STANDARDS ASSESSED:

Primary:

- Students will ask and answer such questions as *who*, *what*, *where*, and *how* to demonstrate understanding of key details in a text. (RI.2.1)
- Students will read and comprehend informational texts, including science, in the grade 2 text complexity band proficiently. (RI.2.10)
- Students will write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (W.2.2)

Depth of Knowledge Level of Task: Levels 2–4

Task Details:

Duration of Administration: Two class periods across one or two days

Suggested Timeline of Administration:

- Preassessment: before December (before shared reading/true stories units)
- Postassessment: January (after nonfiction reading/how-to writing units)

Materials Needed:

- Preassessment and postassessment (note: different sections for *pre* and *post*):
 - *Amazing Arctic Animals*, by Jackie Glassman
 - *Big Babies, Little Babies*, by DK Publishing
 - *Wolves*, by Seymour Simon
- Response sheets
- Booklets for information writing

Explanation of Standards Alignment:

RI.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

- Students will stop at designated spots during the independent reading task to respond to the text with questions.
- Students will stop at designated spots during the independent reading task and determine key details in the text.

RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- Students will read a chapter of a grade 2 informational text about a science topic. They will respond to the text by asking questions, recording key details, and naming what was important about the text.

W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

- Students will use the information gathered from the independent reading text and two read-alouds to create an informational text showcasing everything they have learned.

PRE-ASSESSMENT

Administer Prior to Relevant Unit(s) of Study

Suggested Teacher Prompts (tips in italics, possible language to kids in quotes):

Note: Suggested teacher prompts follow. Please alter and make note of alterations based on your own conversational style and the ways you've talked about reading and writing nonfiction in your own classroom. The tasks below could be administered in many different ways.

Suggested Time Frame: Approximately 60–90 Minutes Total

- *The introduction and three tasks should be administered in three chunks of time, in either one or two days: we suggest that task 1 (read-alouds with partner talk), task 2 (independent reading with written responses), and task 3 (information book writing) are not administered in a single sitting, so that students get a fresh start when they are asked to write the information book. These tasks could potentially be administered across three blocks of time during one day—during a read-aloud block, an independent reading block, and a writing block of time.*

Preparation for Introduction and Task 1: Read-Alouds:

- Materials:
 - *Big Babies, Little Babies*, by DK Publishing
 - *Wolves*, by Seymour Simon
- *Prepare chart with these questions (it is suggested that you use icons as visual support):*

What are we learning about in this section?

What are the important details in this section?

What questions do we have about this section of the text?

Introduction to Topic through Conversation:

“We will be studying books about animals that live on the land. We’re going to read a book called *Big Babies, Little Babies* together to learn important information about polar bears. Then we will read a second book called *Wolves* to learn important information about wolves—another land animal. Later you will get a chance to read another book about animals that live on land. At the end of reading these books you will write your own information books to show what you’ve learned.”

Task 1: Read-Aloud of *Big Babies, Little Babies* (pages 28–29) with Response through Partner Talk (approximately 20 minutes)

“We’re going to read a book called *Big Babies, Little Babies* that teaches us about polar bears. As we read the words and study the pictures, we’ll think about the information this book teaches and what questions we have about what we have read. We will get a chance to turn and talk to our partners about all that we have learned.”

Read pages 28 and 29 from Big Babies, Little Babies, pointing to the pictures that support what you are reading. Discuss with students by using prompts such as “What are we learning about in this section?” “What are the important details in this section that help us understand the information?” Ask and answer questions about this section of the text.

“Now we’re going to read a book called *Wolves* that teaches us about wolves. As we read the words and study the pictures, we’ll think about the information this book teaches and what questions we have about what we have read. We will get a chance to turn and talk to our partners about the questions that we have based on what we have learned.”

Read page 19 from Wolves, pointing to the pictures that support what you are reading. At the end of this passage prompt students to develop questions and answers from what they have learned from this text.

Preparation for Task 2: Independent Reading and Response:

- Materials:
 - *Amazing Arctic Animals*, by Jackie Glassman (children will read pages 16–27), one copy per child
- Prepare on each copy of the text numbered Post-its where children will stop and respond in the accompanying response sheet: i.e., Post-it 1 correlates with box 1 on the response sheet. Response sheet is attached at the end of this packet.
 - Post-it 1 placed on page 19
 - Post-it 2 placed on page 25
 - Post-it 3 placed on page 27
- Prepare a chart with the reading and jotting process (it is suggested that you use icons as visual support):
 - Read and jot:
 1. Stop at Post-it.
 2. Look at Post-it number.
 3. Find that same number on the response sheet.
 4. Write and draw in the boxes about what you have learned.

Task 2: Independent Reading of *Amazing Arctic Animals* with Written Responses (approximately 30 minutes):

“You are going to have a chance to read a section of *Amazing Arctic Animals* and then jot notes about what you have learned. Let me show you what I mean. As I read I’m going to stop when I come to the Post-it and look at the number on the Post-it and find that number on the response sheet.” *Model this process for the students, pointing to the steps on the chart.*

Distribute the copies of Amazing Arctic Animals with Post-its placed inside, along with the response sheet. Students should have about 30 minutes to complete this task.

Preparation for Task 3: Information Writing:

- Materials:
 - *Amazing Arctic Animals*, by Jackie Glassman (children will read pages 16–27), one copy per child
 - Student response sheets from task 2
 - One five-page booklet for each student with drawing box and six to nine lines per page
- Prepare the following chart with picture supports (for example, a picture of the pages in a book) so students can view them while writing.

Remember, when writing an information book ...

Name what you’re writing about on each page (use a heading)	<i>(example of student work)</i>
Organize information across page	<i>(example of student work)</i>
Include pictures and label	<i>(example of student work)</i>
Write to teach and explain information	<i>(example of student work)</i>
Spell words the best you can	<i>(example of student work)</i>

Task 3: Information Writing about “Animals that Live on Land” Using Information from Reading (approximately 30 minutes)

“Now, you’re going to have a chance to teach what you know and have learned about animals that live on land by writing your own information book. There is a copy of the book *Amazing Arctic Animals* at your table and your responses. You may look back at it to remind yourself of important information. Don’t forget that you have these charts here to help you with your writing. Remember that this is your own book, and you need to draw your own pictures and use your own words to explain what you know and have learned about animals that live on land, not copy from the book.

“There are five pages in the booklet I’ve given you to write in, but if you need more pages, there are extras at your tables to add. You will have _____ minutes to write your books. Remember to name what

you're writing about on each page and to use what you know about organizing information across pages, making labels for drawings, writing to teach and explain information, and spelling words the best you can to write this book. Here is a chart of these things to help remind you if you need it."

POST-ASSESSMENT

Administer Following the Relevant Unit(s) of Study

Suggested Teacher Prompts (tips in italics, possible language to kids in quotes):

Note: Suggested teacher prompts follow. Please alter and make note of alterations based on your own conversational style and the ways you've talked about reading and writing nonfiction in your own classroom. The tasks below could be administered in many different ways.

Suggested Time Frame: Approximately 60–90 Minutes Total

- *The introduction and three tasks should be administered in three chunks of time, in either one or two days: we suggest that task 1 (read-alouds with partner talk), task 2 (independent reading with written responses), and task 3 (information book writing) are not administered in a single sitting, so that students get a fresh start when they are asked to write the information book. These tasks could potentially be administered across three blocks of time during one day—during a read-aloud block, an independent reading block, and a writing block of time.*

Preparation for Introduction and Task 1: Read-Aloud:

- Materials:
 - *Big Babies, Little Babies* (pages 14–15 and 40–41) by DK Publishing
- *Prepare chart with these questions (it is suggested that you use icons as visual support):*
 - What are we learning about in this section?
 - What are the important details in this section?
 - What questions do we have about this section of the text?

Introduction to Topic through Conversation:

"We will be studying books about animals that live on the water. We're going to read a book called *Big Babies, Little Babies* together to learn important information about dolphins and seals. Later you will get a chance to read another book about animals that live in the water. At the end of reading these books you will write your own information books to show what you've learned."

Task 1: Read-Aloud of *Big Babies, Little Babies* (pages 14–15) with Response through Partner Talk (approximately 20 minutes)

“We’re going to read a book called *Big Babies, Little Babies* that teaches us about dolphins. As we read the words and study the pictures, we’ll think about the information this book teaches and what questions we have about what we have read. We will get a chance to turn and talk to our partners about all that we have learned.”

Read pages 14 and 15 from Big Babies, Little Babies, pointing to the pictures that support what you are reading. Discuss with students, using prompts such as “What are we learning about in this section?” “What are the important details in this section that help us understand the information?” Ask and answer questions about this section of the text.

“Now we’re going to read another section of this book about seals. As we read the words and study the pictures, we’ll think about the information this book teaches and what questions we have about what we have read. We will get a chance to turn and talk to our partners about the questions that we have based on what we have learned.”

Read page 40–41 about seals, pointing to the pictures that support what you are reading. At the end of this passage prompt students to develop questions and answers from what they have learned from this text.

Preparation for Task 2: Independent Reading:

- Materials:
 - *Amazing Arctic Animals*, by Jackie Glassman (children will read pages (28–35), one copy per child
- Prepare on each copy of the text numbered Post-its where children will stop and respond in the accompanying response sheet; i.e., Post-it 1 correlates with box 1 on the response sheet. Response sheet is attached at the end of this packet.
 - Post-it 1 placed on page 29
 - Post-it 2 placed on page 33
 - Post-it 3 placed on page 35
- Prepare a chart with the reading and jotting process (it is suggested that you use icons as visual support):

Read and jot:

1. Stop at Post-it.
2. Look at Post-it number.
3. Find that same number on the response sheet.
4. Write and draw in the boxes about what you have learned.

Task 2: Independent Reading of *Amazing Arctic Animals* with Written Responses (approximately 30 minutes):

“You are going to have a chance to read a section of *Amazing Arctic Animals* and then jot notes about what you have learned. Let me show you what I mean. As I read I’m going to stop when I come to the Post-it and look at the number on the Post-it and find that number on the response sheet.” Model this process for the students, pointing to the steps on the chart.

Distribute the individual copies of *Amazing Arctic Animals* with Post-its placed inside, along with the response sheet. Students should have about 30 minutes to complete this task.

Preparation for Task 3: Information Writing:

- Materials:
 - *Amazing Arctic Animals*, by Jackie Glassman (pages 28–35), one copy per child
 - Student response sheets from task 2
 - One five-page booklet for each student, with drawing box and six to nine lines per page
 - Prepare the following chart with picture supports (for example, a picture of the pages in a book) so students can view them while writing.

Remember, when writing an information book ...

- Name what you're writing about on each page (use a heading) *(example of student work)*
- Organize information across pages *(example of student work)*
- Include pictures and labels *(example of student work)*
- Write to teach and explain information *(example of student work)*
- Spell words the best you can *(example of student work)*

Task 3: Information Writing about "Animals that Live in the Water" Using Information from Reading (approximately 30 minutes)

"Now, you're going to have a chance to teach what you know and have learned about animals that live in the water by writing your own information book. There is a copy of the book *Amazing Arctic Animals* at your table and your responses. You may look back at it to remind yourself of important information. Don't forget that you have these charts here to help you with your writing. Remember that this is your own book, and you need to draw your own pictures and use your own words to explain what you know and have learned about animals that live on land, not copy from the book.

"There are five pages in the booklet I've given you to write in, but if you need more pages, there are extras at your tables to add. You will have _____ minutes to write your books. Remember to name what you're writing about on each page and to use what you know about organizing information across pages, making labels for drawings, writing to teach and explain information, and spelling words the best you can to write this book. Here is a chart of these things to help remind you if you need it."

Name: _____

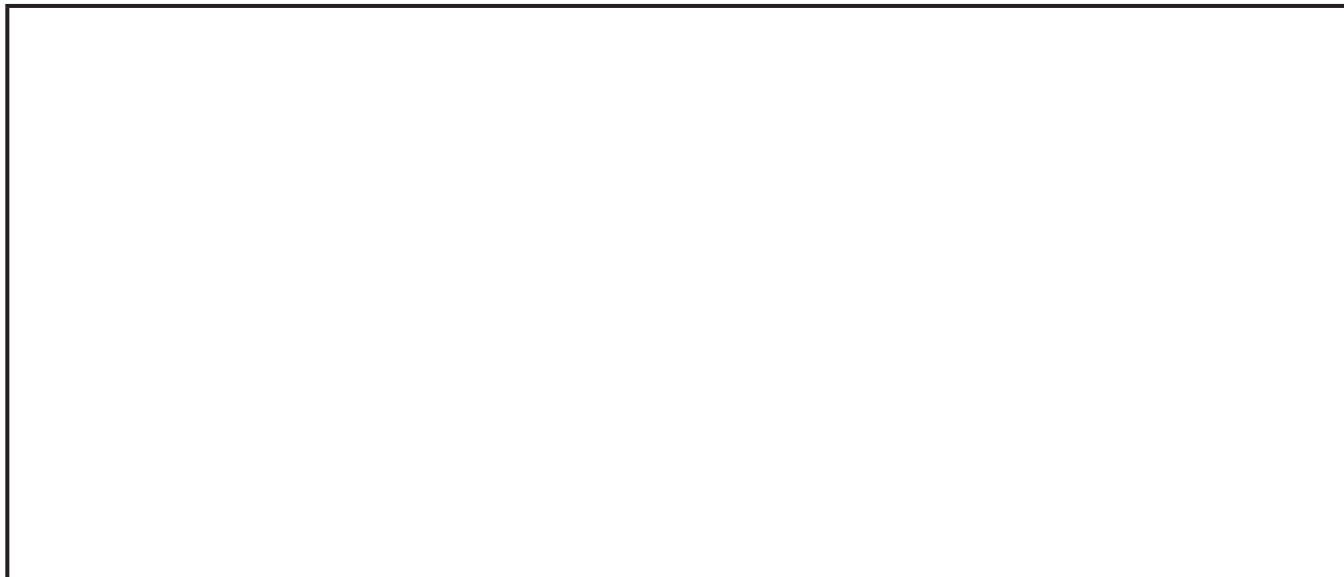
Date: _____

1) Name the topic. Draw and write important details

2) Ask a question or write what you still wonder about what you learned in the text.

3) What is really important about the text you have just read?

Name: _____ Date: _____



Name: _____

Date: _____

Informational Reading/Writing Performance Assessment Rubric—Second Grade								
2nd Grade Reading Rubric	Level 1—Novice (1 POINT)	1.5 PTS	Level 2—Developing (2 POINTS)	2.5 PTS	Level 3—Effective (3 POINTS)	3.5 PTS	Level 4—Highly Effective (4 POINTS)	SCORE
R. Standard 2.: Students will ask and answer such questions as <i>who, what, where,</i> and <i>how</i> to demonstrate understanding of key details in a text.								
Use the following criteria to assess as a whole all three of the student's Post-it responses to <i>Amazing Arctic Animals</i> :								
	Provides only information that is not found in the text. or Provides almost no information or questioning. or Demonstrates almost no understanding of the information in the text.		Provides more than one detail from the text and demonstrates some understanding: Some details may be inaccurate; a question or comment may reveal a partial understanding of the text.		Provides multiple text details that are mostly accurate and demonstrates an understanding of the text.		Provides multiple accurate text details along with more elaborated questioning or writing about what's important. May demonstrate inferential thinking from text evidence.	
								TOTAL

Reading Rubric Scoring Guide: Task 1 – Reading Responses

Looking across the student's drawing and writing, select the score point above that best matches the majority of the student's work.

2nd Grade Writing Rubric	Level 1—Novice (1 POINT)	1.5 PTS	Level 2—Developing (2 POINTS)	2.5 PTS	Level 3—Effective (3 POINTS)	3.5 PTS	Level 4—Highly Effective (4 POINTS)	SCORE
W. Standard 2.2: Students write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section								
Focus/ Sense of Genre	Names the topic and draws, writes, and/or dictates to tell about the topic of the task. Most writing and/or drawing is connected to the topic, and some is informational.		Names the topic, possibly in a brief statement, a cover page (combination of writing/drawing) and/or with top-of-page headings. Most writing and/or drawing is connected to the topic and is informational.		Names the topic and makes clear that the writing is informational. All facts and details relate to and inform about the topic.		Engages the reader in the topic. Writer makes clear that he/she is teaching something important about the topic. The facts and details selected are relevant and important to the topic.	

2nd Grade Writing Rubric	Level 1—Novice (1 POINT)	1.5 PTS	Level 2—Developing (2 POINTS)	2.5 PTS	Level 3—Effective (3 POINTS)	3.5 PTS	Level 4—Highly Effective (4 POINTS)	SCORE
W. Standard 2.2: Students write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.								
Structure	Drawing, annotations, and attempts at writing are grouped together to convey information. This may be evident only through interviewing the writer.		Some information is organized into categories or parts: e.g., a page or section heading matches the information within. Gestures toward an introduction and/or writes an ending.		Organizes most information into categories or parts, using headings. Uses linking words such as <i>and</i> , <i>another</i> , or <i>also</i> . Writes an introduction and a conclusion.		Introduces the topic in a clear attempt to invite the reader into the piece. Organizes information into parts: each part contains mostly details that belong in that section. Uses linking words to show sequence, such as <i>before</i> , <i>after</i> , and <i>later</i> when relevant.	
Development: Includes Details	Writes and draws information about the topic: contains a picture(s) and/or writing that teaches about the topic.		Provides some factual information: e.g., diagrams with annotations, use of some simple sentences.		Provides mostly factual information, using a variety of sentence patterns and kinds of details within each section.		Provides factual information and explanations or examples to develop each section or subtopic.	(×2)
Reading/Research	At least one detail (written, drawn, or dictated) is from the provided text.		Includes more than one detail from the provided text, including some vocabulary and/or descriptive words.		Includes multiple details from the provided text, including important vocabulary and descriptions.		Includes multiple details from the provided text, defining or explaining key vocabulary and concepts.	
Concepts of Print/ Language Conventions	The writing shows directionality and a sense of words, with letters generally representing each dominant sound in a word and spaces between many of the words. The child can point to words as he or she reads, demonstrating a grasp of one-to-one correspondence.		The writer writes with directionality. Some words are spelled conventionally. Some simple sentences are present, with ending punctuation. Upper- and lowercase letters are generally used appropriately.		Many words are spelled conventionally. The writer uses sentences: he/ she capitalizes the beginning of sentences and uses ending punctuation. Some sentences are complex.		Most high-frequency words are spelled conventionally. Sentences are punctuated, with consistent ending punctuation and an emergent use of internal punctuation. There is a variety of sentence lengths and structures.	
								TOTAL

Writing Rubric Scoring Guide: Task 2 – Information Writing

- Circle the descriptor in each row that best describes the student’s work in this category. If the work falls between two descriptors, check a mid-point box to indicate this. Use the scoring box to the right of the table to record the score for each category.
- For the category “Development: Includes Details,” double the points and record in the box to the right, as indicated by the “x 2.” This is because Development counts more toward the overall success of the piece than other individual categories.
- Total the number of points from all the categories for a total writing score.

Scaled Score for Entire Performance Assessment:

- Add the total points from the reading and writing rubrics to come up with a raw score.

- Use the following table to calculate a scaled score:

Total Points	Scaled Score
1–7	1
7.5–10.5	1.5
11–14	2
14.5–17.5	2.5
18–21	3
21.5–24.5	3.5
25–28	4

- To look closely at growth between pre- and post-assessments, keep this rubric with the circled descriptors.
- You will want to track growth across subsections, not just in the scaled score.**