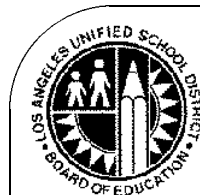


**English
Language
Arts**

GRADE

2

Performance Assignment



**Los Angeles
Unified
School District**

2001

Overview

In the Grade Two English-Language Arts performance assignment, students demonstrate important knowledge and skills identified in the *English-Language Arts Content Standards for California Public Schools*(1998).

This booklet contains the following: the performance assignment task, standards assessed by the performance assignment, guidelines for administering the performance assignment, and a rubric.

The Assignment

This is the Grade Two performance assignment task that your students will complete:

Write about an interesting, fun, or exciting story you have read in class this year. Some of the things you could write about are:

- What happened in the story (the plot or events)
- Where the events took place (the setting)
- People, animals, or things in the story (the characters)

In your writing, make sure you use facts and details from the story to describe everything clearly.

After you write about the story, explain what makes the story interesting, fun, or exciting.

This prompt can also be found, enlarged for copying purposes, on page 6 of this booklet.

<p>Standards</p>	<p>All performance assignments are based on the <i>English-Language Arts Content Standards for California Public Schools</i> (1998). The specific state standards assessed by this Grade Two performance assignment are:</p>
<p>Reading</p> <p>Comprehension and Analysis of Grade-Level-Appropriate Text</p>	<p>2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions,...).</p> <p>2.5 Restate facts and details in the text to clarify and organize ideas.</p> <p>3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children’s literature.</p>

Guidelines for Administering the Performance Assignment

Time Frame

You will receive directions from your school's Standards-Based Assessment Coordinator on the range of dates during the second semester when you may administer the performance assignment. This performance assignment should take approximately 2-3 hours over a one-week period.

Teacher Role

Introducing the Assignment

Prior to beginning the performance assignment, you should implement the following steps using teaching techniques you have found to be effective for your students:

- Explain the assignment (task requirements and duration).
- Distribute or display the prompt (overhead transparency, blackboard, or as a handout).
- Read the prompt aloud and explain it to your students. You can rephrase the prompt to make sure your students understand it.
- Remind your students **to use their own words** in their writing (not to copy directly from the story).
- Distribute or display the rubric.
- Read the rubric aloud and explain it to your students.
- Provide your students with a full or partial list of the stories they have studied during the school year.
- Assist your students in selecting an interesting, fun, or exciting story.
- This is an open-book assignment. Make sure your students have access to either the story they have selected, or previous classwork on this story.
- Have your students engage in prewriting activities such as brainstorming, clustering, and outlining.

<p>Administering the Assignment</p>	<p>During the 2-3 hours of the performance assignment, your students should complete the following activities:</p> <ul style="list-style-type: none"> • Step A: Write a rough draft. • Step B: Revise and edit the draft. • Step C: Write a final copy of the composition. <p>The following guidelines should be observed during the administration of the performance assignment:</p> <ul style="list-style-type: none"> • Students should do their own writing, revising, and editing for this assignment. • All writing directly related to the performance assignment must take place in the classroom. Students should not take home drafts to work on outside of the classroom. • You may not rewrite sentences or paragraphs, or provide editorial corrections for individual students. In addition, you may not directly indicate to students any specific changes that should be made on their papers. • You should provide additional feedback and/or accommodations for students with disabilities, as determined by their IEPs.
<p>Task Requirements</p>	<p>Each student must submit all prewriting materials (for example, graphic organizers and outlines), rough draft, and final copy. Only the final copy, however, will be scored using the rubric in this booklet.</p>
<p>Scoring</p>	<p>This performance assignment will be scored using the rubric found on page 7 of this booklet. Papers from students with disabilities will be scored using the same rubric. All scores will be reported to LAUSD. For your own purposes, you may also score student papers on other qualities not emphasized in the performance assignment rubric. These additional scores can be counted in your classroom grades.</p>
<p>Further Information</p>	<p>LAUSD will provide detailed information on the role of the performance assignments in the promotion policy plan, how and when the performance assignments will be scheduled, and the overall scoring plan. LAUSD will also provide information on accommodating students with disabilities.</p>

The Assignment

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- What happened in the story
(the plot or events)
- Where the events took place (the setting)
- People, animals, or things in the story
(the characters)

In your writing, make sure you use facts and details from the story to describe everything clearly.

After you write about the story, explain what makes the story interesting, fun, or exciting.

**Performance
Assignment
Rubric****SCORE
4****Advanced**

- The response demonstrates well-developed reading comprehension skills. [2.0, 3.0]¹
- Major story elements (plot, setting, or characters) are clearly and accurately described. [2.0]
- Statements about the plot, setting, or characters are arranged in a manner that makes sense. [2.0]
- Ideas or judgments (why the story is interesting, fun, or exciting) are clearly supported or explained with facts and details from the story. [2.5]

**SCORE
3****Proficient**

- The response demonstrates solid reading comprehension skills.
- Most statements about the plot, setting, or characters are clearly described.
- Most statements about the plot, setting, or characters are arranged in a manner that makes sense.
- Ideas or judgments are supported with facts and details from the story.

**SCORE
2****Partially
Proficient**

- The response demonstrates some reading comprehension skills.
- There is an attempt to describe the plot, setting, or characters.
- Some statements about the plot, setting, or characters are arranged in a manner that makes sense.
- Ideas or judgments may be supported with some facts and details from the story.

**SCORE
1****Not Proficient**

- The response demonstrates little or no skill in reading comprehension.
- The plot, setting, or characters are not described, or the description is unclear.
- Statements about the plot, setting, and characters are not arranged in a manner that makes sense.
- Ideas or judgments are not stated, and facts and details from the text are not used.

¹ Numbers indicate the specific state reading standards assessed by this Grade Two performance assignment.

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