Nicole Ewert

Extended Written Response Assessment for 2nd Grade English/Language Arts

**Unit:** Sentence Composition

**Grade:** 2nd

**Purpose:** During this ungraded formative assessment, second grade students will display the proper analysis of a passage. Using complete, detailed sentences, students will display their application of detail from a passage. The instructor will evaluate the students’ analysis of detail within a passage through a series of stand alone, and scenario questions. This assessment will allow students to break down important detail from a passage, and prior knowledge to demonstrate their understanding through writing. Throughout this assessment, students will use their writing skills to display complete analysis of the questions and passages. Also, with a self assessment students will acknowledge areas in which they may need improvement. The instructor can also compile results from the students’ self assessments, and utilize the data to better the students’ application of proper writing, and analysis of passages by focusing on what needs improvement rather than the concepts that are close to mastery.

**Standards/Benchmarks:**

* SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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| **Learning Targets** | **Knowledge Item #** | **Reasoning Item #** |
| I can use complete sentences to display understanding. | 1,2 | 2 |
| I can demonstrate the use of adjectives to describe information. | 1,2 | 2 |
| I can compute sentences without errors. | 1,2 |  |

\*Because this is a 2nd grade class, I will read all directions out loud to the students. Along with reading all directions, I will also read the scenario and stand alone passage out loud. I will also offer examples of how to fill out the rubrics and self assessments if need be.

**Assessment Directions ☺**

Since the beginning of the year, you all have been completing daily journals telling me different facts about yourselves. As we continue writing our journals, I have noticed how well each of you has been demonstrating the understanding of adjectives throughout your journals when you use them to add details to your stories. Along with your adjectives, I have noticed how well you all have gotten at computing complete sentences without error. Today, I would like you all to apply the knowledge that you use to produce your journals to a scenario and stand alone question. I am going to ask you to use your ADJECTIVES to produce detail, through the use of COMPLETE sentences, to properly answer the questions throughout this assessment. Does anyone have any questions so far? If you do feel free to raise your hand at this time. ☺

* **PART 1:** Part 1 includes 1 scenario question. During this section of the assessment, you will be asked to read a question about a specific scenario, and your job is to write down a clear, descriptive response to the given scenario. The scenario will be read aloud one time before you begin.
* **PART 2:** Part 2 includes 1 stand alone question. The stand alone question will tell you a little bit about something that we have previously covered in class. You job will be to explain to me, through writing, your knowledge on the particular subject. The passage will be read aloud one time before you begin.
* After you complete each section of the assessment, I would like you to go back to the rubric at the beginning of the question and let me know how you felt you did. If you felt very good about your response, circle the , if you felt you could use a little help, circle the , if you felt that you did not understand the question, circle the . This is simply to help me to know how I could help you improve. This section does not affect your overall achievement on this assessment.

**Just a Reminder…**

1. Remember this is not graded, so there is no need to worry, just try your hardest, and show me what you remember from class! ☺
2. Please write your name in the upper left hand corner of the first page of your assessment.

Be sure to take your time reading the questions, and be very specific in your answers…include a lot of detail! ☺

1. If you have any questions, just raise your hand, and I will be right to your desk to assist you! Most importantly TAKE YOUR TIME, you have 40 minutes to finish! ☺ When you are finished, place you test face down and work on something quietly at your seat ☺

**GOODLUCK…**

**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PART 1: Scenario Question**

**Directions:** For this question, I would like you to think back to when we first began writing our daily journal entries. Think of how much your writing has improved since then. I would like you to apply your improved writing to this part of the assessment. Be sure to use COMPLETE sentences that include ADJECTIVES to describe what you are telling me about. You job is to give me a detailed solution to the scenario below. I know that you all will do a wonderful job completing this question, just be sure to follow the rubric given ☺. This portion of the assessment is for me to see what you all have mastered, and what we should take a little bit more time working on. Don’t forget to circle a face on the rubric when you are finished ☺. You will have 20 minutes to complete this activity!

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| **5 points** | **3 points** | **1 point** |
| I can use complete sentences to explain my dream playground. I can demonstrate the use of adjectives to provide detailed examples of my playground. My answer clearly describes a playground. | I did not use complete sentences all throughout my description. I sometimes used adjectives to describe my playground. My answer did not fully provide an idea for a playground. | I used no complete sentences when describing my playground. I forgot to demonstrate the understanding of adjectives to describe my playground. I did not describe a playground. |

**Question #1: What should our new playground look like?**

The school is thinking of buying a new playground to be used at recess each day. However, the school would like to get some ideas from students before deciding what the playground will look like. Using details (ADJECTIVES) and COMPLETE sentences, write a letter to the principal describing your idea of the best playground. Use words from the word bank if needed, and write your answer on the lines provided on the next page.

 slide swing set monkey bars

 climbing wall gliders tubes

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**PART 2: Stand Alone Question**

**Directions:** In English, we have been working on our reading. By this point in the year, each of you have had the chance to read 2 different books. For this portion of the assessment, I would like you to put your thinking caps on, and think back to the two books that you have read. This question will ask you to tell me how the books are the SAME and how the books are DIFFERENT. Remember to use COMPLETE sentences, and demonstrate that you know how to use ADJECTIVES to show me detail ☺. When you have completed the question, return to the rubric below and circle the smiley face that most matches how you felt about you answer. GOODLUCK, I know you will do GREAT ☺. You will have 20 minutes to complete this activity!

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| **5 points** | **3 points** | **1 point** |
| I used complete sentences to answer this question. I clearly stated how my two books were the same. I clearly stated how my two books were different. I used adjectives to explain how they were the same. | I did not always use complete sentences to answer this question. I told how the books were the same, but not different. I only used some adjectives when I was writing my answer.  | I did not use any complete sentences. I listed facts about my book, but did not demonstrate how they were the same and different. I did not remember to use my adjectives. |

**Question #2: Books You Have Read**

Throughout the year you have read two different books in English class. Today I would like you to use COMPLETE sentences and a lot of ADJECTIVES to explain to me ways that your two books are the SAME, and ways that your two books are DIFFERENT. Be sure to include two examples of each. Use the question list below to help you think of some reasons. Answer the questions on the lines on the next page.

**Question List**: How are the characters from the two books the same? How are the settings of the two books different? How is the ending of your two books the same? Are they the same type of story? Do bad things happen in both of the books? Is there a hero in both books?

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**CONGRATULATIONS!!! You did it!! ☺**

The next part of the assessment is easy. First I am going to ask you to go through the rubric with our learning targets and circle the smiley face that best tells me how you feel about each learning target. I will use this information to help create new classroom activities.

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| **Learning Target** | **5 points** | **3 points** | **1 point** |
| **I can use complete sentences to display understanding.** | I used complete sentences to describe my ideal playground. I used complete sentences to compare and contrast the two books that I have read. | I did not always use complete sentences to explain my dream playground. I did not use all complete sentences when I talked about my two books. | I did not use any complete sentences when explaining my ideas for the playground. I did not use one complete sentence when talking about my two books |
| **I can demonstrate the use of adjectives to describe information.** | I used adjectives to describe detail about my playground. I used detail to tell why the books I read were different or alike. | I used some adjectives when talking about my playground, but did not use them when talking about my two books. | I did not use any adjectives when describing my playground. I also forgot to use them when talking about my books. |
| **I can compute sentences without error.** | I created error free sentences. My sentences had great grammar and great punctuation.  | I had some really good sentences, but some contained grammar and punctuation errors.  | My sentences all had grammar and punctuation errors. I need to work more on my sentence structure. |

**Your Feedback is Important ☺**

**Directions:** It is very important to me that I understand how you felt you did on your assessments. I like to look at all of our results to find ways that I can help you all learn, and have fun while learning ☺ This part of the assessment will not affect your grade in anyway, I would just like you to tell me how you felt you did on this assessment! Place either a ,, or a to tell me how you felt. Then tell me why you gave yourself that smiley face.

I would give myself a \_\_\_\_\_\_ because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Self Assessment Day #2**

**Directions:** Now that you have received your original assessments back with my feedback, please fill out this self assessment so I can see how you feel about your score.

**How did your scores compare with the score you were given from the teacher?**

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**Which question was the hardest for you to answer? Why do you think it was tough?**

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**Which question was the easiest? Why did you think it was easy?**

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**What are 2 things you could do to improve your understanding of our learning targets?**

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**Discussion**

Once the students have received their grades back on their assessments, the teacher will meet with them one on one to discuss their scores. This will give students a chance to explain why they scored themselves the way they did, and the teacher a chance to ask questions as to why the students answered questions in the way they did.

The discussion will be a great time for students to ask questions in a one on one environment as well as for the teacher to clarify any information that may have been misinterpreted.