# Grade 2 English Language Arts

## Performance Assessment for Grade 2 English Language Arts

**FIRST DRAFT**

**Grade Level or Course**  
Grade 2

**Assessment Topic**  
Language arts: Word recognition, fluency, vocabulary, descriptive writing and social studies: understand the concept of selling a good for a price

**Assessment Title**  
“Garage Sale”

**Approximate Time Allocated for Assessment**  
3–4 weeks

**Authors**  
Jolene Cawley, Traci Cook, Sarah Wagner, Michelle Rohrer, Liz Yeoman

**School/District/City/State**  
Concord West Side Elementary School, Indiana

### “Unwrapped” Matching Priority and Supporting Standards

<table>
<thead>
<tr>
<th>Number</th>
<th>Grade-Specific Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 2.1.2</td>
<td><strong>RECOGNIZE</strong> and <strong>USE</strong> knowledge of spelling patterns when reading</td>
</tr>
<tr>
<td>LA 2.6.2</td>
<td><strong>DISTINGUISH</strong> between complete and incomplete sentences</td>
</tr>
<tr>
<td>LA 2.5.2</td>
<td><strong>WRITE</strong> a brief description of a familiar object, person, place, or event that <strong>DEVELOPS</strong> a main idea and <strong>USES</strong> details to support the main idea</td>
</tr>
<tr>
<td>LA 2.1.6</td>
<td><strong>READ</strong> aloud fluently and accurately with appropriate changes in voice and expression</td>
</tr>
<tr>
<td>LA 2.7.6</td>
<td><strong>SPEAK</strong> clearly and at an appropriate pace for the type of communication</td>
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</tbody>
</table>
“Unwrapped” Concepts and Skills Graphic Organizer

Priority Standards (listed by number): LA 2.1.2, LA 2.6.2, LA 2.5.2, LA 2.1.6, LA 2.7.6

Concepts: Need to **KNOW** about Reading, Writing, Speaking

- **Reading**
  - Knowledge of spelling patterns
  - Fluent reading with expression

- **Writing**
  - A brief description
  - Complete and incomplete sentences

- **Speaking**
  - Different types of communication
  - Pace for type of communication

Skills: **Be ABLE to DO**

*Note*: Number in parentheses indicates approximate level of Bloom’s Taxonomy of thinking skills.

1. **Recognize**
   - Words have patterns (word families)
   - How sentences start and end

2. **Distinguish**
   - Between complete and incomplete sentences

3. **Use**
   - Knowledge of spelling patterns
   - Sentences with description and details

(2–6) **Write**
   - Brief description of a familiar object, person, place, or event that
     - **Develops**
       - A main idea
     - **Uses**
       - Details to support the main idea

2. **Read Aloud**
   - Fluently and accurately with appropriate changes in voice and expression

1. **Speak**
   - Clearly and at an appropriate pace so that others can understand
Big Ideas from “Unwrapped” Standards

1. Words have patterns that help us read them.
2. A sentence needs to start with a capital letter and end with correct punctuation.
3. Descriptions have sentences with details.
4. I need to talk so that people can understand me.

Essential Questions Matched to Big Ideas

1. Why should we look for patterns in words?
   (Words have patterns that help us read them.)
2. How do I know if a sentence makes sense?
   (A sentence needs to start with a capital letter and end with correct punctuation.)
3. What do good descriptions need to have?
   (Descriptions have sentences with details.)
4. How does the way I talk affect others?
   (I need to talk so that people can understand me.)

Synopsis of Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Degree of Rigor—Level of Bloom’s Taxonomy</th>
<th>Product or Performance—What Will Students Do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(6)</td>
<td>Create a poster with word families</td>
</tr>
<tr>
<td>2</td>
<td>(1–3)</td>
<td>Use complete sentences describing a toy for sale</td>
</tr>
<tr>
<td>3</td>
<td>(6)</td>
<td>Create an advertisement for the toy for sale</td>
</tr>
<tr>
<td>4</td>
<td>(1–2)</td>
<td>Present a commercial for the toy for sale</td>
</tr>
</tbody>
</table>
TASK 1
Standards-Based Performance Task—SQUARE

S Which standard(s) (priority/supporting) will this task address?
LA 2.1.2 RECOGNIZE and USE knowledge of spelling patterns when reading

Q What Essential Question(s) and corresponding Big Idea(s) will this task target?
Why should we look for patterns in words?
(Words have patterns that help us read them.)

U Which “unwrapped” specific concepts and skills will this task target?

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Words have patterns</td>
<td>• RECOGNIZE spelling patterns (-ing/-ed)</td>
</tr>
<tr>
<td>• Use knowledge of spelling patterns (-ing/-ed)</td>
<td></td>
</tr>
</tbody>
</table>

A How will the students apply the concepts and skills? What will they do and/or produce?
• Match the word puzzle pieces with the correct endings
• Identify word families on a worksheet
Task—locate word families in magazines, newspapers, flyers, catalogs, and other recyclable material; create a poster with words that have the same spelling patterns
• Practice work

R What resources, instruction, and information will students need in order to complete the task?
• Puzzle pieces
• Endings worksheet
• Posters, magazines, newspapers, flyers, catalogs, and other recyclable materials

E What evidence of learning will I look for to show that I know all of my students have conceptually learned the concepts and skills—the standard(s)?
1. Students meet “Proficient” level or higher on Task 1 rubric.
2. Students respond to Essential Question(s) with Big Idea(s) in written or oral format.
3. Other evidence:
**TASK 1**

**Full Description**

We are studying word families. After completing the puzzle practice lesson, you will create a poster with words that have the same spelling patterns. It is important that you include three different word families in your poster. Also, each word family should include at least three words. Remember to use the Task 1 Scoring Guide to check your work.

**Scoring Guide**

**Exemplary**

- All “Proficient” criteria met PLUS the following:
  - Poster contains three different word families.
  - Word families each have four words.

**Proficient**

- Poster has three different word families.
- Word families each have three words.

**Progressing**

- Meets one of the “Proficient” criteria

**Beginning**

- Meets none of the “Proficient” criteria
- Needs help with Task 1

Self-evaluation

Teacher’s evaluation

Comments regarding student’s performance:

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TASK 2

Standards-Based Performance Task—SQUARE

S Which standard(s) (priority/supporting) will this task address?
LA 2.6.2 DISTINGUISH between complete and incomplete sentences

Q What Essential Question(s) and corresponding Big Idea(s) will this task target?
How do I know if a sentence makes sense?
(A sentence needs to start with a capital letter and end with correct punctuation.)

U Which “unwrapped” specific concepts and skills will this task target?

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Skills</th>
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<tbody>
<tr>
<td>• Complete sentences</td>
<td>• DISTINGUISH between complete and incomplete sentences</td>
</tr>
<tr>
<td>• Incomplete sentences</td>
<td></td>
</tr>
</tbody>
</table>

A How will the students apply the concepts and skills? What will they do and/or produce?
• Practice looking for complete and incomplete sentences in various forms
• Product: Write two complete sentences describing a toy that they will try to sell; draw a picture of the toy

R What resources, instruction, and information will students need in order to complete the task?
• Newspapers, magazines, catalogs, flyers, garage sale ads, recyclable materials
• Student writing paper
• Student drawing paper

E What evidence of learning will I look for to show that I know all of my students have conceptually learned the concepts and skills—the standard(s)?
1. Students meet “Proficient” level or higher on Task 2 rubric.
2. Students respond to Essential Question(s) with Big Idea(s) in written or oral format.
3. Other evidence:
TASK 2

Full Description

We have been studying the difference between complete and incomplete sentences. Look for examples of these two types of sentences in various types of printed material, for example, newspapers, magazines, catalogs, and flyers. Next, write at least two complete sentences describing a toy that you would like to sell at the second-grade garage sale. Be sure to use correct capitalization and punctuation. Use the Task 2 Scoring Guide to check your work.

Scoring Guide

Exemplary

❑ All “Proficient” criteria met PLUS the following:

❑ There are three complete sentences with capital letters at the beginning and correct punctuation at the end.

❑ Every sentence has one or more describing words.

Proficient

❑ There are two complete sentences with a capital letter at the beginning and correct punctuation at the end.

❑ Every sentence has one describing word.

Progressing

❑ Meets one of the “Proficient” criteria

Beginning

❑ Meets none of the “Proficient” criteria

❑ Needs help with Task 2

Self-evaluation __________________________

Teacher’s evaluation _______________________ Comments regarding student’s performance:

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TASK 3

Standards-Based Performance Task—SQUARE

Which standard(s) (priority/supporting) will this task address?
LA 2.5.2 WRITE a brief description of a familiar object, person, place, or event that
DEVELOPS a main idea and USES details to support the main idea

What Essential Question(s) and corresponding Big Idea(s) will this task target?
What do good descriptions need to have?
(Descriptions have sentences with details.)

Which “unwrapped” specific concepts and skills will this task target?

Concepts
• Description of a familiar object, person, place, or event
  ◦ Main idea
  ◦ Details that support the main idea

Skills
• WRITE a description with supporting details
  ◦ DEVELOPS a main idea
  ◦ USES details to support the main idea

How will the students apply the concepts and skills? What will they do and/or produce?
• Create an advertisement for their garage sale item including a description, sales price, and a picture

What resources, instruction, and information will students need in order to complete the task?
• Construction paper
• Student writing paper
• Catalogs, magazines, Internet, etc.

What evidence of learning will I look for to show that I know all of my students have conceptually learned the concepts and skills—the standard(s)?
1. Students meet “Proficient” level or higher on Task 3 rubric.
2. Students respond to Essential Question(s) with Big Idea(s) in written or oral format.
3. Other evidence:
We are getting ready for the garage sale! Create an advertisement describing the toy you would like to sell. Your description should have at least three complete sentences with correct capitalization and punctuation. Next, draw a picture of your toy for sale and include the sales price. Remember that your classmates will have only five dollars to spend. Use the Task 3 Scoring Guide to check your work.

**Scoring Guide**

**Exemplary**
- All “Proficient” criteria met PLUS the following:
  - Advertisement has four complete sentences with capital letters at the beginning and correct punctuation at the end.

**Proficient**
- Advertisement has three complete sentences with capital letters at the beginning and correct punctuation at the end.
- Sentences clearly tell, with describing words, about the toy for sale.

**Progressing**
- Meets one of the “Proficient” criteria
Task 4

Standards-Based Performance Task—SQUARE

Which standard(s) (priority/supporting) will this task address?

LA 2.1.6 READ aloud fluently and accurately with appropriate changes in voice and expression

LA 2.7.6 SPEAK clearly and at an appropriate pace for the type of communication

What Essential Question(s) and corresponding Big Idea(s) will this task target?

How does the way I talk affect others? (I need to talk so that people can understand me.)

Which “unwrapped” specific concepts and skills will this task target?

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes in voice and expression when reading aloud</td>
<td>Clear delivery of oral communications</td>
</tr>
<tr>
<td>Pace of communication when speaking</td>
<td></td>
</tr>
</tbody>
</table>

How will the students apply the concepts and skills? What will they do and/or produce?

- Practice speaking in front of other classmates during community circle
- A commercial presentation to the class selling their garage sale item

What resources, instruction, and information will students need in order to complete the task?

- Art supplies
- Paper
- One cardboard TV box

What evidence of learning will I look for to show that I know all of my students have conceptually learned the concepts and skills—the standard(s)?

1. Students meet “Proficient” level or higher on Task 4 rubric.
2. Students respond to Essential Question(s) with Big Idea(s) in written or oral format.
3. Other evidence:
TASK 4

Full Description

It is important to speak so others are able to understand you. To complete Task 4, practice speaking in front of other classmates during community circle. Next, you will give a commercial presentation to the class about your garage sale item. Remember to use the Task 4 Scoring Guide as you practice and perform.

Scoring Guide

**Exemplary**
- Shows how the toy works or looks
- Entertains classmates (using a song, poem, skit, etc.)

**Proficient**
- Reads commercial clearly and completely so that others could understand and hear
- Reads commercial with excitement so that others would want to buy the toy
- Displays advertisement during the commercial

**Progressing**
- Meets two of the “Proficient” criteria

**Beginning**
- Meets fewer than two of the “Proficient” criteria
- Needs help with Task 4

Self-evaluation ____________________

Teacher’s evaluation ____________________

Comments regarding student’s performance:

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Interdisciplinary Standards

SS 2.4.4 Research goods and services produced in the local community and describe how people may be both producers and consumers

SS 2.4.3 Explain that a price is what people pay when they buy a good or service and what people receive when they sell a good or service

SS 2.4.7 Explain why people trade for goods and services and explain how money makes trade easier

Engaging Scenario

S Situation: Prepare for a successful garage sale

C Challenge: Sell the toy

R Role(s) of student: Salesperson, advertiser

A Audience: Teacher and classmates

P Product/Performance: Present a commercial to the class. Learn how to raise money or get rid of unwanted items.

Engaging Scenario’s Full Description

The second grade is having a garage sale! Determine a toy that you would like to sell, then write a brief description of your toy. Use this information to create an advertisement for your toy that will be on display at the garage sale. Draw a picture of your toy for the ad and include how much you will charge for it. Next, present your advertisement as a commercial to your classmates to get them excited about wanting to buy your toy. Use your imagination to make your commercial entertaining. It is your responsibility to sell your toy at the garage sale.
2nd Grade Project

First, create a word family poster that includes at least three different word families. Once, you have created your poster, it’s time to get ready for the second-grade garage sale. Determine a toy that you would like to sell and write a brief description of your toy. Now write an advertisement and draw a picture of your toy. Be sure to include the price. Next, present your advertisement as a commercial to your classmates. Your advertisement will be on display at the sale.

Steps for the project to be completed.

❑ **Step 1: Create a word family poster**
  - This poster includes three different word families
  - I have three words for each word family

❑ **Step 2: Find a toy to sell at our garage sale and write two complete sentences about this toy**
  - My sentences are complete with a beginning capital and ending punctuation
  - My sentences each have one describing word in them

❑ **Step 3: Write an advertisement of my toy that has three or four complete sentences; draw a picture of this toy; include the sales price**
  - My sentences are clear and tell about my toy
  - I have a price clearly displayed for my toy

❑ **Step 4: Read my advertisement as a commercial to the class**
  - Read clearly and completely so that my friends can understand and hear me
  - Read with excitement so that my friends will want to buy my toy
  - Show how my toy looks or works
  - Show my advertisement
  - Entertain my class; be interesting, use a song, poem, or skit
Task 2

Name ___________________________ Date ____________________

My toy is ____________________________ .

Three describing words about my toy: ______________________________________

__________________________________________________________________________

__________________________________________________________________________

Two sentences about my toy using the describing words:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Task 3

1. Share your description of your toy using details about why this is a great toy to buy.
   Write three or four sentences below with correct capitalization and punctuation.
Task 3  (Continued)

2. Plan what picture you will put on your advertisement that will make someone want to buy your toy.

3. Plan how much you will charge for this product. Remember that everyone will have only five dollars to spend.

   My toy will cost: $________________________