

# Sample Anchor Papers

## Earth Science

### Grade 2 - Reporting Period 1 FOSS California *Pebbles, Sand, and Silt*

This sample set of anchor papers includes examples of all four proficiency levels: advanced, proficient, basic, and below basic. The identified prompt from the *Recommended Body of Evidence* and a prompt specific rubric are included. This prompt assesses Earth Science Content Standard ES3a. A commentary is attached to each work sample.

*For the first two grading periods, students are evaluated based upon their progress toward end-of-year standards. Students who receive a mark of “proficient” for the first and second grading periods are making consistent and adequate progress toward achieving end-of-year expectations. In the final reporting period, the report card marks reflect a student’s actual achievement of the cumulative skills, strategies, and concepts identified in the California frameworks and content standards.*

**Second Grade Earth Science Prompt 1: FOSS: Pebbles, Sand, and Silt  
Investigation 1: First Rocks Part 2: Washing Three Rocks  
Rock Record – No. 1 Science Notebook**

Name \_\_\_\_\_ Date \_\_\_\_\_

**ROCK RECORD**  
.....

This rock is

\_\_\_\_\_

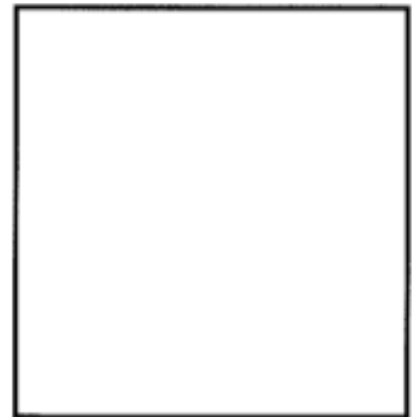
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



***CA Science Content Standards addressed in this assessment***

*ES3a Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.*

<b>A</b>	Includes all characteristics of a proficient response AND extends thinking, makes connections and/or provides a detailed explanation or description not expected in a proficient response.
<b>P</b>	Student describes at least two rock properties AND describes what happens when rocks are placed in water.
<b>B</b>	Student describes at least two rock properties (but does not describe what happens when rocks are placed in water) OR student describes one rock property <u>and</u> describes what happens when rocks are placed in water.
<b>BB</b>	Student describes one rock property, or is unable to describe any rock properties.

# ADVANCED WORK SAMPLE

Name \_\_\_\_\_ Date \_\_\_\_\_

## ROCK RECORD

This rock is

is round and it  
is smooth. It is  
dull but when it  
is in the water  
it is shiny. It is  
gray



### 2<sup>nd</sup> grade Earth Science

**Prompt 1:** FOSS California

*Pebbles, Sand, and Silt*

### ADVANCED WORK SAMPLE

Student describes four rock properties; the color – “it is gray”, the shape – “it is round”, the texture – “it is smooth”, and the luster – “it is dull” AND the student accurately describes what happens when the rock is placed in water – “when it is in the water it is shiny”.

# PROFICIENT WORK SAMPLE

## 2<sup>nd</sup> grade Earth Science

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*Pebbles, Sand, and Silt*

PROFICIENT WORK SAMPLE

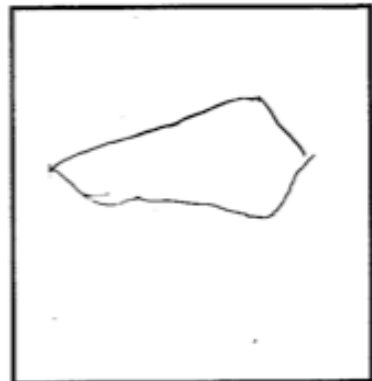
Student describes two rock properties; the color – “red on one side” and the texture – “it is rough” AND the student accurately describes what happens when the rock is placed in water – “shiny when you put it in the water”.

Name \_\_\_\_\_ Date \_\_\_\_\_

### ROCK RECORD

This rock is

shiny when you  
put it in the water  
and it red on one  
side. When you touch it  
is rough



# BASIC WORK SAMPLE

This rock is

A choltey coler rock.

My rock feyols  
reley ruf.

My rock is rufe.



## 2<sup>nd</sup> grade Earth Science

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BASIC WORK SAMPLE

Student describes the rock using two properties; the color – “choltey color” and the texture – “feyols reley ruf”.

# BELOW BASIC WORK SAMPLE

2<sup>nd</sup> grade Earth Science

Prompt 1: FOSS California

*Pebbles, Sand, and Silt*

BELOW BASIC WORK SAMPLE

Student does not describe any specific rock properties.

## ROCK RECORD .....

This rock is

This rock is big.

It was cool seeing rocks like

It's cool

