

# Concept for an EdSteps Continuum

Every EdSteps continuum will be different because each continuum is generated from the work samples collected.

Because we are in the process of collecting work samples, we cannot show an actual continuum. However, this is an example of the way a continuum might appear:

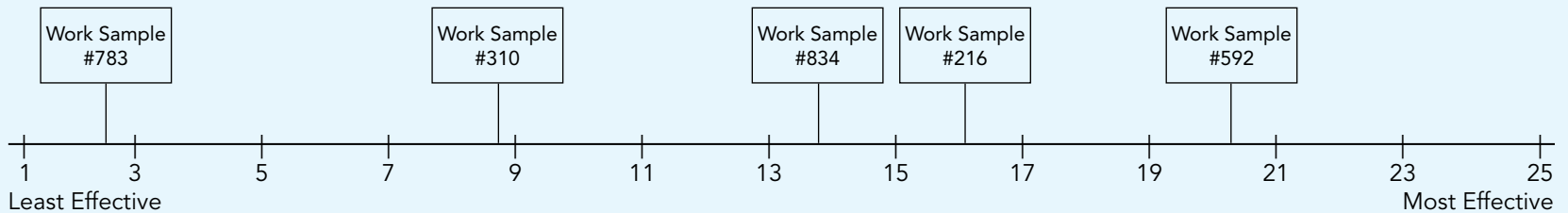
## EXAMPLE OF AN EDSTEPS CONTINUUM

**Content Area:** Writing (this is an example, created with mock data)

**Number of work samples collected:** 5 (for the real continuums, the target for each content area is 1,000–5,000 work samples)

**Scale:** 1–25

*Click on an entry to view the full sample and comments from educators.*



The EdSteps continuums are being developed to help educators, students, and parents evaluate student work and identify ways each individual student can improve. By determining where a student's work falls on the continuum and then reviewing work that is further along, students can set goals for doing better — and teachers and parents can help them identify strategies for getting there.

When using an EdSteps continuum to evaluate a student's work, the most relevant questions are:

- Where does this student's work fall on the scale?
- What can this student do to improve his or her performance?

**Reference points for grade levels.** Each continuum will be accompanied by reference points for grade levels, such as the information provided at right for a hypothetical continuum that has a 50-point scale.

In this hypothetical continuum, the work submitted generally falls into the ranges provided, although some submitters fall outside these parameters. These ranges reflect only the origins of the work submitted. They are not an indication of how students should perform at particular grade levels. Indeed, every student can improve, and many would argue that students at all levels can and should do better.

| Work submitted from these individuals | generally falls in this range on this scale |
|---------------------------------------|---|
| students in grades K–2                | 1–6   |
| students in grades 3–5                | 4–9   |
| students in grades 6–8                | 7–12  |
| students in grades 9–10               | 10–15                                       |
| students in grades 11–12              | 13–18                                       |
| college students                      | 16–21                                       |
| graduate students                     | 19–24                                       |
| individual in the workplace           | 22–25                                       |



STUDENT:

Gender: Male
Grade: 3
State: California
Country: USA

PAPER:

Purpose: Persuasive
Type: Essay
Written in: One-sitting
Written for: Peers or colleagues
Class: English Language Arts

Work was collected from people of all ages, in the United States and around the world.

Let's go Swim!
Everyone knows that you need exercise to survive. The most common stereotype of exercise is that it is hard, painful, and/or boring, but really, it is often more enjoyable than sitting on your bum, watching TV. That's why I want you to come to the pool. That's not exercise! You say? It is a lot more exercise than sitting on your rear-end watching TV!
First of all, swimming is fun! You get to hold your breath underwater, jump off the diving board, and do cannonballs into 3' foot water! You can cool off from the hot summerson, and meet new friends.
Next, when you're at the swimming pool, it is easy to learn new things, like to doggy-paddle, to treadwater, or to backstroke, which might save your life one day. You can also learn to do flips underwater, and to dive.
In addition to learning new things, everyone can burn calories at the pool, why I know someone who lost 2 lbs. from swimming! It is very, very important to keep fit, and swimming is an easy way of doing so.
(next page)

It is very clear to me, and hopefully you too, that you should come swimming with me. You have fun, learn, and get some exercise all at one time, a good combination indeed. In school, you just learn, on video games, you just have fun, and on treadmills you just exercise; but when swimming, you get all 3! So turn off that TV, and let's go swim!

EDUCATOR COMMENTS

- 1. The writer provides a sound argument for why swimming is better than a variety of other activities. The "fun" angle is a good one, too, as it seeks to speak universally. After all, who doesn't like fun?
2. The essay has voice, has a title, has strong, clearly articulated reasons and examples, speaks to a broad audience and the paragraphs begin with transitions that make points very clear.
3. The essay has a conversational tone and addresses the reader in an attempt to be engaging. It attempts to include the possible viewpoints of the reader.