

Strand: Reading Foundations

Topic: 3.RF.1 - Fluency and Expression

Level: 3rd Grade

Score 4.0	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	Using more challenging texts: ● Use Rasinski’s 3-Minute Reading Assessments
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ○ <i>applies foundational reading skills to build reading fluency and expression</i> ○ <i>reads 100 words per minute with 97% accuracy AND receives a score of 15 or higher on the Rasinski Reading Fluency-Expression Rubric using a cold read.</i> <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> ● Give student a grade level text and score them based on the Rasinski Reading Fluency-Expression Rubric. <p><i>**Rasinski’s 3 Minute Reading Assessments & rubric are saved in the 3rd grade shared drive**</i></p>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ <i>fluency, expression, volume, phrasing, intonation, smoothness, pace, stanza</i> ● performs basic processes, such as: <ul style="list-style-type: none"> ○ <i>reads 87-99 wpm with 97% accuracy AND receives a score of 13 on the Rasinski Reading Fluency-Expression Rubric</i> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> ● Give student a grade level text and score them based on the Rasinski Reading Fluency-Expression Rubric.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Reading Literature		
Topic: 3.RL.2.1 - Identify Answers in a Literary (Fiction) Text		
Level: 3rd Grade		
Score		Sample Tasks
4.0	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<ul style="list-style-type: none"> Student can answer constructed response questions that ask for specific inferred information. Ex: What can we conclude is wrong with the little girl? What did the scientist probably do with the skeleton bones? etc.
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> answers right there questions (explicit questions found directly in the text) by using the text as evidence to support their written response <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Have student read <u>Charlotte's Web</u> by E.B. White and answer questions like: What was the first word that Charlotte wrote in her web?
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <i>evidence, text, support, identify</i> performs basic processes, such as: <ul style="list-style-type: none"> <i>verbally states response or can point, highlight, color or mark answers within the text</i> <i>refers to the text to find answers</i> <i>recognizes or recalls the answers to teacher provided forced choice questions about grade-appropriate text</i> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Given a story, the student can answer right there questions (explicit questions found directly in the text) when given answer choices. <ul style="list-style-type: none"> Sample Text: <u>Charlotte's Web</u> by E.B. White <ul style="list-style-type: none"> What did Charlotte write in her web last? <ol style="list-style-type: none"> Terrific Humble Bacon Splendid Find the evidence, color the evidence. Find which answer "is not" one of the reasons.
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.	

Strand: Reading Nonfiction

Topic: 3.RN.2.1 - Identifying Answers in an Informational Text


Level: 3rd Grade

Score 4.0	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ○ <i>answers a constructed response question supported by detail(s) from the text to prove their answer</i> <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> ● Give student the grade level Simple Machines science reader. Have them answer the question: <ul style="list-style-type: none"> ○ Name one type of simple machine and give two real world examples.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ <i>who, what, where, when, why, how, response</i> ● performs basic processes, such as: <ul style="list-style-type: none"> ○ <i>identifies teacher provided who, what, where, when, why, and how questions about the text by pointing, coloring, highlighting or marking answers in the text</i> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> ● Using a grade level text, students are able to answer such questions as who, what, where, when, why, and how to demonstrate an understanding of key details in a text when given answer choices. ● Find the evidence, color the evidence.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Reading Nonfiction

Topic: 3.RN.2.2 Main Idea and Details in Nonfiction Texts

Level: 3rd Grade

Score 4.0		In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> o <i>identifies the main idea and details that support the main idea in a multi-paragraph informational text</i> <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> ● Have student read a multi-paragraph informational text, state the main idea and provide details that support it. <ul style="list-style-type: none"> o using lined paper o highlight details within the text
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	<ul style="list-style-type: none"> ● Identifying main idea and details using this graphic organizer: 
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> o <i>main idea, detail</i> ● performs basic processes, such as: <ul style="list-style-type: none"> o <i>identifies the main idea and details when given answer choices</i> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> ● Have student read a multi-paragraph informational text and answer multiple choice questions about the main idea and details.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Reading Nonfiction

Topic: 3.RN.3.1 - Use & Apply Text Features

Level: 3rd Grade

Score 4.0	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> o <i>uses text features to answer open-ended questions about where, when, why, and how key events occur</i> o Features covered will be – subheading, diagrams and labels, charts and graphs, sidebars and textbox, maps, footnotes, and hyperlinks <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> ● Given a grade level text (Social Studies & Science texts, Time For Kids), students will use text features to answer open-ended questions about where, when, why, and how key events occur. ● Ex: Use a Table of Contents to identify what page of the text would include information about _____.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> o text features, <i>caption, subheadings, table of contents, diagram, charts and graphs, sidebars and maps, footnotes, and hyperlinks</i> ● performs basic processes, such as: <ul style="list-style-type: none"> o <i>identifies text features in grade appropriate text</i> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> ● Identify examples of text features listed in level 3 in a grade level text using: <ul style="list-style-type: none"> o Highlighter o Point and prove o Wiki sticks o Circle
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Reading Literature

Topic: 3.RL.2.3 – Identifying Character Traits

Level: 3rd Grade

Score	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	Sample Tasks
4.0		<ul style="list-style-type: none"> Using the novel they are reading, describe or discuss (written or verbal) how a character’s traits evolve throughout a story. Describe how a story plot would change if the characters trait was different (ex. selfless instead of selfish).
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success</p>	
<p>Score 3.0</p>	<p>The student:</p> <ul style="list-style-type: none"> <i>identifies the trait of a character in a story and support with appropriate evidence</i> e.g. – Character traits is defined as all aspects of a character’s behavior and attitudes (good or bad) that make up a character’s personality (excluding feelings). <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> After reading grade level texts, students can (verbal, written) identify a character trait and can support that trait with evidence from the story.
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
<p>Score 2.0</p>	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <i>character traits, motivation, cause, effect</i> performs basic processes, such as: <ul style="list-style-type: none"> <i>identifies the difference between a trait and a feeling</i> <i>identifies characters, traits, and plot when given choices or a fill in the blank question</i> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Given a list of character traits, students are able to choose the trait that best describes the character.
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
<p>Score 1.0</p>	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
<p>Score 0.0</p>	<p>Even with help, no understanding or skill demonstrated.</p>	

Strand: Reading Foundations

Topic: 3.RF.4.6 - Read Words Composed of Prefixes and Suffixes

Level: 3rd Grade

Score	Description	Sample Tasks						
4.0	<p>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</p>	<p>● Given a prefix/suffix word bank and word bank for root words, students can create an actual word and use it in a sentence to convey meaning.</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;"><u>Prefix List</u></td> <td style="text-align: center;"><u>Suffix List</u></td> </tr> <tr> <td style="text-align: center;">mis, semi</td> <td style="text-align: center;">-ment, -ous</td> </tr> <tr> <td style="text-align: center;">anti, sub</td> <td></td> </tr> </table>	<u>Prefix List</u>	<u>Suffix List</u>	mis, semi	-ment, -ous	anti, sub	
<u>Prefix List</u>	<u>Suffix List</u>							
mis, semi	-ment, -ous							
anti, sub								
3.5	<p>In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>							
3.0	<p>The student:</p> <ul style="list-style-type: none"> ○ reads and understands multi-syllabic words composed of roots and related prefixes and suffixes ○ <u>Prefix List</u> - pre, un, non, re, dis, in, im, il, ir ○ <u>Suffix List</u> -less, -ful, -able, -ness, -er, -est ○ adds prefixes or suffixes to a base word to change its meaning <p>The student exhibits no major errors or omissions.</p>	<p>● Students are able to complete fill in the blank sentences in which they are given a root/base word and they must add the correct prefix or suffix to create the word with the correct meaning.</p> <p>Ex: I have to _____ the oven before baking the cookies. (heat)</p>						
2.5	<p>No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>							
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ prefix, suffix, base word ● performs basic processes, such as: <ul style="list-style-type: none"> ○ identifies prefixes and suffixes and matching them to their meaning <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>● Given a list of words, students can identify the underlined part of the word.</p> <p>➤ Ex: Find the word that has only the prefix underlined.</p> <p style="padding-left: 40px;">pre<u>pay</u> untie happi<u>ness</u> hope<u>ful</u></p> <p>● Students can match various prefixes & suffixes to their meaning.</p>						
1.5	<p>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>							
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>							
0.5	<p>With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>							
0.0	<p>Even with help, no understanding or skill demonstrated.</p>							

Strand: Reading Vocabulary

Topic: 3.RV.2.1 - Use Context Clues to Determine the Meaning of Unknown Words

Level: 3rd Grade

Score 4.0	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.		Sample Tasks
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ul style="list-style-type: none"> A student can take the underlined word and create a story in which they use the new word correctly.
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> <i>reads a sentence and uses context clues to determine the meaning of an underlined word when given no word choices using strategies such as synonym, antonym, series, stated definition, etc.</i> <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> Students are able to read a paragraph with a bolded word. Students must be able to define the word and prove their definition by pulling details from the text that support the meaning of the word AND when given a passage with context clues underlined, students will be able to identify the word being described in the passage.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <i>context, context clues, unknown words</i> performs basic processes, such as: <ul style="list-style-type: none"> <i>identifies the correct word when given a fill in the blank sentence and multiple word choices</i> <i>identifies the word that means the same as the underlined word in a sentence when given 3 choices</i> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> For example: "The mother was frantic when her little girl was lost in the store." What does frantic mean? <ol style="list-style-type: none"> Happy Worried Searching
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Reading Literature			
Topic: 3.RL.2.2 - Identifying the Theme of a Story			
Level: 3rd Grade			
Score	In addition to Score 3.0, the student:		Sample Tasks
4.0	<ul style="list-style-type: none"> identifies the theme in a story, myth, legend, or novel and provides evidence 		<ul style="list-style-type: none"> Have students identify the theme and supporting details in other genres. Have students write their own story with a theme.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> identifies the theme of a story and support their answer with 2 or more details e.g. – Theme is defined as a lesson or moral message that the author wants you to take away from the story. <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> Example: <ul style="list-style-type: none"> What is the theme of the story? Explain with 2 or more details. Details must match the identified theme
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <i>fable, folktale, tall tale, theme, moral, author’s message, central message, lesson, author’s purpose</i> performs basic processes, such as: <ul style="list-style-type: none"> identifies the theme of a story when given choices <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> Multiple choice questions will be provided for the theme. <ul style="list-style-type: none"> Example: Which of these is the theme of the text?
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Writing

Topic: 3.W.6.1b- Verbs

Level: 3rd Grade

Score		In addition to Score 3.0, the student:	Sample Tasks
4.0		<ul style="list-style-type: none"> recognizes and corrects inappropriate shifts in verb tense. 	<ul style="list-style-type: none"> given a passage with verb tense errors, students can identify the errors and correct them.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0		<p>The student:</p> <ul style="list-style-type: none"> writes sentences that use regular and irregular verbs, simple verb tenses, and show subject/verb agreement <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> daily writing writing prompts journals
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0		<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> regular and irregular verb, verb tense, past, present, future performs basic processes, such as: <ul style="list-style-type: none"> identifies correct verb when given a sentence <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> students can fill in the blank or select from a list to make the sentence correct.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0		With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0		Even with help, no understanding or skill demonstrated.	

Strand: Writing

Topic: 3.W.6.1e - Sentences

Level: 3rd Grade

		Sample Tasks	
Score 4.0	<p>In addition to Score 3.0, the student:</p> <ul style="list-style-type: none"> writes complete simple, compound, AND complex sentences 	<ul style="list-style-type: none"> Daily writing Given a topic, they can respond to the topic using simple, compound, and complex sentences. 	
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>		
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> writes complete simple and compound sentences using conjunctions. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Daily writing Given a topic, they can respond to the topic using both simple and compound sentences. 	
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>		
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> subject, predicate, complete sentence, incomplete sentence, compound sentence, conjunction performs basic processes, such as: <ul style="list-style-type: none"> identifying the subject and predicate of a sentence and can identify a sentence that is written correctly. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Given a sentence, students underline the subject and circle the predicate. Given a list of sentences, identify which one is written correctly. 	
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>		
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>		
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

Strand: Writing

Topic: 3.W.3.1 - Writing Persuasive Compositions in a Variety of Forms

Level: 3rd Grade

Score	In addition to Score 3.0, the student:	Sample Tasks									
4.0	<ul style="list-style-type: none"> ● <i>writes to a persuasive prompt, including:</i> <ul style="list-style-type: none"> ○ <i>Clear opening containing “hook”, thesis, and concluding statement that restates position</i> ○ <i>Voice reflects audience</i> ○ <i>Use logical arguments with lots of facts and details supporting each</i> ○ <i>Transition words are used often and correctly</i> ○ <i>Correct punctuation, grammar, and spelling</i> 										
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.										
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ○ <i>writes persuasive compositions in a variety of forms that include-</i> <ul style="list-style-type: none"> ● <i>Clear opening and concluding statement</i> ● <i>Voice reflects audience</i> ● <i>Use logical arguments with some supporting facts and details</i> ● <i>Some transition words are used often and correctly</i> ● <i>Most punctuation, grammar, and spelling are correct</i> <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> ● The student will write a persuasive piece on a topic: <ul style="list-style-type: none"> ○ Ex: Your principal is trying to decide where your class will go for your field trip. Write a letter to your principal convincing them to pick your choice. <p><u>See Persuasive Writing Rubric in corp. shared drive</u></p>									
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.										
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ <i>persuade, opinion, reasons, introduction, conclusion, voice, transition, argument, essay</i> ● performs basic processes, such as: <ul style="list-style-type: none"> ○ <i>writes persuasive compositions in a variety of forms that include-</i> <ul style="list-style-type: none"> ○ <i>either an opening or concluding statement</i> ○ <i>voice does not reflect audience</i> ○ <i>arguments are not clear or no evidence is provided</i> ○ <i>few or no transition words are used</i> ○ <i>many grammar and punctuation mistakes</i> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="3" style="padding: 5px;">Opinion - Stated in sentence</td> </tr> <tr> <td style="padding: 5px;">2 - Second best opinion</td> <td style="padding: 5px;">3 - Third best opinion</td> <td style="padding: 5px;">1 - Best opinion</td> </tr> <tr> <td colspan="3" style="padding: 5px;">Restate opinion</td> </tr> </table>	Opinion - Stated in sentence			2 - Second best opinion	3 - Third best opinion	1 - Best opinion	Restate opinion		
Opinion - Stated in sentence											
2 - Second best opinion	3 - Third best opinion	1 - Best opinion									
Restate opinion											
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.										
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.										
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.										
Score 0.0	Even with help, no understanding or skill demonstrated.										

Strand: Writing

Topic: 3.W.1 - Writing in Response to Literature and Informational Texts

Level: 3rd Grade

Score	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.		Sample Tasks
4.0			<ul style="list-style-type: none"> • Writing contains connections (text to self, text to text, text to world), inferences, or reading reflection • May contain multiple paragraphs
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> o writes routinely over a variety of timeframes and for a range of discipline-specific tasks, purposes, and audiences o applies reading standards to write in response to literature and nonfiction texts o the response fulfills all the requirements of the task and contains multiple pieces of text-based information with support pulled from the reading passage <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> • Student can independently respond to constructed response questions (book review, summary, Yes MA'AM, RACE, informal reports) <ul style="list-style-type: none"> o Ex: Have student read a grade level text and provide a written response to questions like, "How would you describe Caroline's father?" • Students can respond to an answer based on the space given. • See response sheets in the Assessment Folder
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> o audience, reading response, literature, informational text, proper nouns, sentence fragment, run-on sentences • performs basic processes, such as: <ul style="list-style-type: none"> o responds to reading when provided a graphic organizer or tool <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> • Give students a graphic organizer specific to the genre or task. <ul style="list-style-type: none"> o Ex: Provide student with a constructed response outline for them to fill in— <ul style="list-style-type: none"> ▪ "How would you describe Caroline's father?" <ul style="list-style-type: none"> • M _____ • A _____ • A _____ • M _____
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.		