

**Strand: Reading Foundations**

**Topic: 3.RF.1 - Fluency and Expression**

**Level: 3rd Grade**

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

**Strand: Reading Literature**

**Topic: 3.RL.2.1 - Identify Answers in a Literary (Fiction) Text**

**Level: 3rd Grade**

		<b>Sample Tasks</b>	
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li><i>answers right there questions (explicit questions found directly in the text) by using the text as evidence to support their written response</i></li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>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?</li> </ul>	
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li><i>evidence, text, support, identify</i></li> </ul> </li> <li>performs basic processes, such as:                             <ul style="list-style-type: none"> <li><i>verbally states response or can point, highlight, color or mark answers within the text</i></li> <li><i>refers to the text to find answers</i></li> <li><i>recognizes or recalls the answers to teacher provided forced choice questions about grade-appropriate text</i></li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>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"> <li>Sample Text: <u>Charlotte’s Web</u> by E.B. White                                     <ul style="list-style-type: none"> <li>What did Charlotte write in her web last?   <ul style="list-style-type: none"> <li>A. Terrific</li> <li>B. Humble</li> <li>C. Bacon</li> <li>D. Splendid</li> </ul> </li> </ul> </li> <li>Find the evidence, color the evidence.</li> <li>Find which answer "is not" one of the reasons.</li> </ul> </li> </ul>	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.		
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		

**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><b>The student:</b></p> <ul style="list-style-type: none"> <li>○ <i>answers a constructed response question supported by detail(s) from the text to prove their answer</i></li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Give student the grade level Simple Machines science reader. Have them answer the question:                             <ul style="list-style-type: none"> <li>○ Name one type of simple machine and give two real world examples.</li> </ul> </li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ <i>who, what, where, when, why, how, <b>response</b></i></li> </ul> </li> <li>● performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ <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></li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● 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.</li> <li>● Find the evidence, color the evidence.</li> </ul>
	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><b>The student:</b></p> <ul style="list-style-type: none"> <li>○ <i>identifies the main idea and details that support the main idea in a multi-paragraph informational text</i></li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Have student read a multi-paragraph informational text, state the main idea and provide details that support it.                             <ul style="list-style-type: none"> <li>○ using lined paper</li> <li>○ highlight details within the text</li> </ul> </li> </ul>
	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"> <li>● Identifying main idea and details using this graphic organizer:</li> </ul> 
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ <i>main idea, detail</i></li> </ul> </li> <li>● performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ <i>identifies the main idea and details when given answer choices</i></li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● Have student read a multi-paragraph informational text and answer multiple choice questions about the main idea and details.</li> </ul>
	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><b>The student:</b></p> <ul style="list-style-type: none"> <li>○ <i>uses text features to answer open-ended questions about where, when, why, and how key events occur</i></li> <li>○ Features covered will be – subheading, diagrams and labels, charts and graphs, sidebars and textbox, maps, footnotes, and hyperlinks</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● Given a grade level text (Social Studies &amp; Science texts, Time For Kids), students will use text features to answer open-ended questions about where, when, why, and how key events occur.</li> <li>● Ex: Use a Table of Contents to identify what page of the text would include information about _____.</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ <b>text features</b>, <i>caption, subheadings, table of contents, diagram, charts and graphs, sidebars and maps, footnotes, and hyperlinks</i></li> </ul> </li> <li>● performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ <i>identifies text features in grade appropriate text</i></li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● Identify examples of text features listed in level 3 in a grade level text using:                             <ul style="list-style-type: none"> <li>○ Highlighter</li> <li>○ Point and prove</li> <li>○ Wiki sticks</li> <li>○ Circle</li> </ul> </li> </ul>
	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 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><b>The student:</b></p> <ul style="list-style-type: none"> <li>o <i>identifies the trait of a character in a story and support with appropriate evidence</i></li> <li>o 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).</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>● After reading grade level texts, students can (verbal, written) identify a character trait and can support that trait with evidence from the story.</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>o <b><i>character traits, motivation, cause, effect</i></b></li> </ul> </li> <li>● performs basic processes, such as:                             <ul style="list-style-type: none"> <li>o <i>identifies the difference between a trait and a feeling</i></li> <li>o <i>identifies characters, traits, and plot when given choices or a fill in the blank question</i></li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>● Given a list of character traits, students are able to choose the trait that best describes the character.</li> </ul>
	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 Foundations**

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

**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"> <li>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.                             <table border="0" style="margin-left: 40px;"> <tr> <td><u>Prefix List</u></td> <td><u>Suffix List</u></td> </tr> <tr> <td>mis, semi</td> <td>-ment, -ous</td> </tr> <tr> <td>anti, sub</td> <td></td> </tr> </table> </li> </ul>	<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	In addition to score 3.0 performance, in-depth inferences and applications with partial success.								
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li><i>reads and understands multi-syllabic words composed of roots and related prefixes and suffixes</i></li> <li><i><u>Prefix List</u> - pre, un, non, re, dis, in, im, il, ir</i></li> <li><i><u>Suffix List</u> -less, -ful, -able, -ness, -er, -est</i></li> <li><i>adds prefixes or suffixes to a base word to change its meaning</i></li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>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.</li> </ul> <p>Ex: I have to _____ the oven before baking the cookies. (heat)</p>						
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.								
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li><b>prefix, suffix, base word</b></li> </ul> </li> <li>performs basic processes, such as:                             <ul style="list-style-type: none"> <li><i>identifies prefixes and suffixes and matching them to their meaning</i></li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Given a list of words, students can identify the underlined part of the word.                             <ul style="list-style-type: none"> <li>Ex: Find the word that has only the prefix underlined. pre<u>pay</u> <u>untie</u> happiness <u>hopeful</u></li> </ul> </li> <li>Students can match various prefixes &amp; suffixes to their meaning.</li> </ul>						
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 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.	
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>o 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.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>o context, context clues, unknown words</li> </ul> </li> <li>• performs basic processes, such as:               <ul style="list-style-type: none"> <li>o identifies the correct word when given a fill in the blank sentence and multiple word choices</li> <li>o identifies the word that means the same as the underlined word in a sentence when given 3 choices</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>• For example: “The mother was frantic when her little girl was lost in the store.” What does frantic mean?               <ul style="list-style-type: none"> <li>a. Happy</li> <li>b. Worried</li> <li>c. Searching</li> </ul> </li> </ul>
	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"> <li>identifies the theme in a story, myth, legend, or novel and provides evidence</li> </ul>		<ul style="list-style-type: none"> <li>Have students identify the theme and supporting details in other genres.</li> <li>Have students write their own story with a theme.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>identifies the theme of a story and support their answer with 2 or more details</li> <li>e.g. – Theme is defined as a lesson or moral message that the author wants you to take away from the story.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>Example: <ul style="list-style-type: none"> <li>What is the theme of the story? Explain with 2 or more details.</li> <li>Details must match the identified theme</li> </ul> </li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li><i>fable, folktale, tall tale, theme, moral, author’s message, central message, lesson, author’s purpose</i></li> </ul> </li> <li>performs basic processes, such as: <ul style="list-style-type: none"> <li>identifies the theme of a story when given choices</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>Multiple choice questions will be provided for the theme. <ul style="list-style-type: none"> <li>Example: Which of these is the theme of the text?</li> </ul> </li> </ul>
	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"> <li>recognizes and corrects inappropriate shifts in verb tense.</li> </ul>	<ul style="list-style-type: none"> <li>given a passage with verb tense errors, students can identify the errors and correct them.</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0		<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>writes sentences that use regular and irregular verbs, simple verb tenses, and show subject/verb agreement</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>daily writing</li> <li>writing prompts</li> <li>journals</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0		<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>regular and irregular verb, verb tense, past, present, future</li> </ul> </li> <li>performs basic processes, such as:                             <ul style="list-style-type: none"> <li>identifies correct verb when given a sentence</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>students can fill in the blank or select from a list to make the sentence correct.</li> </ul>
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0		<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0		<b>Even with help, no understanding or skill demonstrated.</b>	

**Strand: Writing**

**Topic: 3.W.6.1e - Sentences**

**Level: 3rd Grade**

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

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

**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"> <li>• Writing contains connections (text to self, text to text, text to world), inferences, or reading reflection</li> <li>• May contain multiple paragraphs</li> </ul>
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>o writes routinely over a variety of timeframes and for a range of discipline-specific tasks, purposes, and audiences</li> <li>o applies reading standards to write in response to literature and nonfiction texts</li> <li>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</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>		<ul style="list-style-type: none"> <li>• Student can independently respond to constructed response questions (book review, summary, Yes MA'AM, RACE, informal reports)               <ul style="list-style-type: none"> <li>o Ex: Have student read a grade level text and provide a written response to questions like, "How would you describe Caroline's father?"</li> </ul> </li> <li>• Students can respond to an answer based on the space given.</li> <li>• See response sheets in the Assessment Folder</li> </ul>
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>o <b>audience</b>, reading <b>response</b>, <b>literature</b>, <b>informational text</b>, <i>proper nouns</i>, <i>sentence fragment</i>, <i>run-on sentences</i></li> </ul> </li> <li>• performs basic processes, such as:               <ul style="list-style-type: none"> <li>o responds to reading when provided a graphic organizer or tool</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>		<ul style="list-style-type: none"> <li>• Give students a graphic organizer specific to the genre or task.               <ul style="list-style-type: none"> <li>o Ex: Provide student with a constructed response outline for them to fill in—                   <ul style="list-style-type: none"> <li>▪ "How would you describe Caroline's father?"                       <ul style="list-style-type: none"> <li>• M _____</li> <li>• A _____</li> <li>• A _____</li> <li>• M _____</li> </ul> </li> </ul> </li> </ul> </li> </ul>
	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.		