

READING

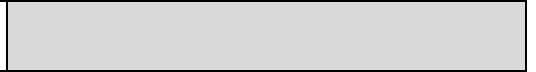
Questioning, Inference, and Interpretation

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.								
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>							
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • quote accurately from a grade-appropriate text when explaining what the text says explicitly and when drawing inferences from the text (RL.5.1; RI.5.1) 		<p>Sample Activities:</p> <p>Students keep a Dialectical Journal of quotes and responses to grade-appropriate text. Throughout reading, students successfully pull out meaningful quotes and accurately describe their relationship to the text.</p> <p>Example:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Dialectical Journal</th> </tr> <tr> <th style="text-align: center;">Quote and page#</th> <th style="text-align: center;">Meaning/Inference</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td></td> </tr> </tbody> </table>	Dialectical Journal		Quote and page#	Meaning/Inference		
Dialectical Journal									
Quote and page#	Meaning/Inference								
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>							
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • explicit, inference, logical, quote, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • describe what a grade-appropriate text says explicitly and draw logical inferences 		<p>Sample Activities:</p> <p>Students keep a Dialectical Journal of quotes and responses to grade-appropriate text. Students are given the quotes from the story and are logically able to describe their meanings or inferences.</p>						
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>							
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content								
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>							

Score 0.0

Even with help, no success



READING

Questioning, Inference, and Interpretation

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • refer to details and examples in a grade-appropriate text when explaining what the text says explicitly and when drawing inferences from the text (RL.4.1; RI.4.1) 		<p>Sample Activities:</p> <p>Activity #1: Students implement the QAR (Question Answer Relationship) strategy and are able to identify green light, yellow light, and red light questions and their answers.</p> <p>Teacher provides students with grade-appropriate text, such as the weekly story or a copy of current read aloud.</p> <p>Students work in pairs or individually to identify questions of the text as green, yellow, or red light questions, and correctly answer them.</p> <p>Activity #2: Provide students with a fable from Aesop’s Fables. Students use details and examples from text to correctly infer the moral from the story.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • detail, example, explicit, inference, logical, refer, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • describe what a grade-appropriate text says explicitly and draw logical inferences 		<p>Sample Activities:</p> <p>Activity #1: Students are able to identify green, yellow, and red questions and answer them with teacher guidance and support.</p> <p>Activity #2: Provide students with a fable from Aesop's Fables and a list of morals. Students use details and examples from the text to infer the moral and match it to the list of morals provided.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Questioning, Inference, and Interpretation

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> ask and answer questions to demonstrate understanding of a grade-appropriate text, referring explicitly to the text as the basis for the answers (RL.3.1; RI.3.1) 		<p>Sample Activities:</p> <p>Students implement the beginnings of QAR (Question Answer Relationship) strategy and are able to identify green light and yellow light questions posed of a grade-appropriate text.</p> <p>Teacher provides students with grade-appropriate text, such as the weekly story or a copy of current read aloud.</p> <p>Students work in pairs or individually to identify questions of the text as green or yellow by finding and highlighting them in green and yellow highlighter in the text.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> answer, ask, basis, detail, explicit, question, refer, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> answer teacher-provided questions to demonstrate understanding of key details in a grade-appropriate text referring explicitly to the text as the basis for the answers 		<p>Sample Activities:</p> <p>Students are able to identify green and yellow questions and highlight them with assistance.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Themes and Central Ideas

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • describe a theme or central idea of a grade-appropriate text from details in the text, including how characters in a story or drama respond to challenges, how the speaker in a poem reflects upon a topic, or how key details support the central idea (RL.5.2; RI.5.2) • summarize a grade-appropriate text (RL.5.2; RI.5.2) 		<p>Sample Activities:</p> <p>Activity #1: Students will write or act out a news report for a story “theme” reporting how a character responds to events and challenges throughout a story.</p> <p>For example, students may create a news report on the theme Greed, citing details on how King Midas responded to having his wish come true.</p> <p>Activity #2: Students create a character map showing the head of the speaker containing the theme and thought bubbles for the speaker reflections on the topic.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • central idea, challenge, character, detail, drama, poem, reflection, respond, speaker, story, summarize, support, text, theme, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • determine a theme or central idea of a grade-appropriate text (RL.5.2; RI.5.2) • identify details that support the theme or central idea of a grade-appropriate text • summarize a grade-appropriate text using a teacher-provided graphic organizer 		<p>Sample Activities:</p> <p>Students will identify the theme of a myth and are able to pick out the supporting details of that theme, placing them on a graphic organizer.</p> <div data-bbox="1535 289 2022 670" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Identifying Themes</p> </div>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Themes and Central Ideas

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • describe the theme or central idea of a grade-appropriate text from details in the text (RL.4.2; RI.4.2) • summarize a grade-appropriate text (RL.4.2; RI.4.2) 		<p>Sample Activities:</p> <p>After summarizing the story, the student is able to state the theme of a story, drama, or poem and explain why it fits that theme.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • central idea, detail, summarize, support, text, theme <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • determine the theme of a grade-appropriate text (RL.4.2; RI.4.2) • identify details that support the theme or central idea of a grade-appropriate text • summarize a grade-appropriate text using a teacher-provided graphic organizer 		<p>Sample Activities:</p> <p>Activity #1: When given a list of common themes, the student is able to choose the correct theme for the story just read (e.g., hope, friendship, perseverance, courage) and support that theme with examples from the story.</p> <p>Activity #2: Students use their palm to organize the retelling of a story. (Thumb is the beginning, pointer, middle and ring finger are events or details, pinky is ending)</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Themes and Central Ideas

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • explain how the central message, lesson, or moral of fables, folktales, and myths from diverse cultures is conveyed through key details in a grade-appropriate text (RL.3.2) • explain how key details support the central idea of a grade-appropriate text (RI.3.2) 		<p>Sample Activities:</p> <p>Activity #1: After reading stories by the same author, the student will state the common themes that exist using details from the story. An example would be reading multiple books by Kevin Henkes and discovering they are all school related themes or of students having fears and overcoming them.</p> <p>Activity #2: After reading several tall tales* (Paul Bunyan, Pecos Bill, Davy Crockett) students will be able to explain the central theme (larger than life, gigantism) and use examples from each story to support their claims by making a web with the theme in the middle and several “spokes” of examples from the story to support the message.</p> <p><i>*Use several versions of multicultural fairy tales such as The Egyptian Cinderella, Lon Po Po, to explain how key details support each theme.</i></p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • central idea, convey, culture, detail, diverse, fable, folktale, lesson, message, moral, myth, support, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • determine the central message, lesson, or moral of grade-appropriate fables, folktales and myths from diverse cultures (RL.3.2) • identify key details that support the central idea of a grade-appropriate text (RI.3.2) 		<p>Sample Activities:</p> <p>Activity #1: The student states themes from stories/books that are read in class. Using a web graphic organizer with the theme in the center, students can list events or details support the theme on the spokes.</p> <p>Activity #2: After reading several myths, students will be able to sort details from the stories to their central themes (ex: King Midas, Pandora’s Box, etc.).</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Story Elements

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>

Score 3.0**The student will:**

- compare and contrast two or more characters, settings, or events in a grade-appropriate story or drama, drawing on specific details in the text (e.g., how characters interact) (RL.5.3)

Sample Activities:

Activity #1: The teacher reads three versions of a story, such as a current news article to the class. Students will compare story elements of the 3 stories. The teacher provides the chart below. The class fills out the first column together, the second column with a partner, and the third column independently. Students are able to explain similarities and differences between the texts.

3 Similar Stories			
Story Elements	Book 1	Book 2	Book 3
Character			
Setting			
Problem			
Events			
Resolution			

Activity #2: Students create two or more trading cards for a characters, settings or events from similar stories. Students illustrate one side and describe the character on the back using details from the text. They will explain how their trading cards for character/setting/events are similar and how they differ.

Activity #3: Students will create 2 comic-style illustrations of characters/settings throughout the story, labeling them with captions of details from the story. Students will explain how their settings/characters are similar or different

	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • character, compare, contrast, detail, drama, event, interact, setting, story, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • describe the characters, settings, and events in a grade-appropriate story or drama • identify details that support the description of a character, setting, or event in a grade-appropriate story or drama 		<p>Sample Activities:</p> <p>Activity #1: Students are effectively able to fill in a plot diagram for a story using a graphic organizer:</p> <ul style="list-style-type: none"> -title -characters -setting -problem - events -resolution <p>Activity #2: Students will create two or more trading cards for a character, setting, or event, using an outline from the teacher. The teacher will provide areas of focus for the characters, while the students identify those details from the text.</p> <p>Activity #3: Students will create 2 comic-style illustrations of characters/settings throughout the story, labeling them with captions of details from the story. Students will explain how their settings/characters are similar or different</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		
READING			

Story Elements		
Grade 4		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> describe in depth a character, setting, or event in a grade-appropriate story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions) (RL.4.3) 	
	Sample Activities:	
	Activity #1: After reading Tall Tales (e.g., Paul Bunyan, Pecos Bill, John Henry), students pick one character to focus on and create a character map. Using an outline of a person, students place what the character says in a word bubble, thinks in the character's head, what the character loves where the heart is located, what the character feels, or does during the story near the hands.	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> action, character, detail, drama, event, setting, story, text, thought <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> recognize or recall specific characters, settings, or events from a grade-appropriate story or drama identify details that support the description of a character, setting, or event in a grade-appropriate story or drama 	
	Sample Activities:	
	The teacher provides a graphic organizer for overviewing a story that includes: title, character, setting, problem, events, resolution	
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	Even with help, no success	

READING		
Story Elements		
Grade 3		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> describe characters in a grade-appropriate story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (RL.3.3) 	
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> action, character, contribute, feeling, motivation, sequence of events, story, trait <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> recognize or recall the character's traits, motivations, and/or feelings from a grade-appropriate story 	
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	Even with help, no success	

Sample Activities:

Students create trading cards for characters highlighting traits, motivations, and/or feelings. Additionally, students describe on each trading card the importance of the character to the story, such as Charlotte did with words in her web in Charlotte's Web.

Sample Activities:

The teacher provides a graphic organizer for students to record character descriptions throughout the story. Students are able to identify character traits from a collection of traits to choose from.

READING

Connections

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical grade-appropriate text based on specific information in the text (RI.5.3) 		<p>Sample Activities:</p> <p>After reading historical, scientific, or technical text, the student will summarize what they read and explain the relationships of characters or events using examples from their readings.</p> <p>Students keep a “connections” reading journal using Cornell notes to list events, people, or ideas and their importance to society.</p> <p>Friend or Foe? Student partners are given predetermined names of individuals from history. Students use their texts to support their relationship and/or their interactions with one another.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • concept, event, historical, idea, individual, information, interaction, relationship, scientific, technical, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • recognize or recall details of the relationships or interactions between two individuals, events, ideas, or concepts in a grade-appropriate text 		<p>Sample Activities:</p> <p>When given a set of inventors, presidents, states, or events in history, students can match their details with relationship details. (Matching game, Memory)</p> <p>Students will be able to fill out a graphic organizer with minimal support, labeling details of character relationships or interactions.</p> <p>Interaction 1 _____</p> <p>Interaction 2 _____</p> <p>Interaction 3 _____</p> <p>What I learned from the reading _____</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Connections

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • explain events, procedures, ideas, or concepts in a historical, scientific, or technical grade-appropriate text, including what happened and why, based on specific information in the text (RI.4.3) 		<p>Sample Activities:</p> <p>After reading historical, scientific, or technical text, the student will summarize what they read.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • concept, event, historical, idea, information, procedure, scientific, technical, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • recognize or recall events, procedures, ideas, or concepts in a grade-appropriate text • map events, procedures, ideas, or concepts in a grade-appropriate text using a teacher-provided template or graphic organizer 		<p>Sample Activities:</p> <p>The student will be able to fill out the graphic organizer, with minimal support, after reading a historical, scientific, or technical text.</p> <p>Step 1:</p> <hr/> <p>Step 2:</p> <hr/> <p>Step 3:</p> <hr/> <p>What I learned from the text:</p> <hr/>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Connections

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.								
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>							
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a grade-appropriate text, using language that pertains to time, sequence, and cause/effect (RI.3.3) 		<p>Sample Activities:</p> <p>Students can order events of a science experiment using time and order words, discussing the importance of doing the steps in order.</p>						
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>							
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> cause/effect, concept, event, historical, idea, procedure, relationship, sequence, series, scientific, technical, text, time <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> recognize or recall events, ideas, concepts, or steps in a grade-appropriate text as they relate to time or sequence map connections between events, ideas, concepts, or steps in a grade-appropriate text using a teacher-provided template or graphic organizer 		<p>Sample Activities:</p> <p>With minimal support, students successfully fill out a graphic organize connecting causes and effects and identify clue words from the text.</p> <p>Mary ate dinner since she was hungry.</p> <p>Cause ____ she was hungry_____</p> <p>Effect ____ ate dinner_____</p> <p>Clue Word ____ since_____</p> <p>OR</p> <table border="1" data-bbox="1535 1304 2024 1442"> <tr> <td>Cause</td> <td>Effect</td> <td>Clues</td> </tr> <tr> <td>Cause</td> <td>Effect</td> <td>Clues</td> </tr> </table> <p>What I learned</p>	Cause	Effect	Clues	Cause	Effect	Clues
Cause	Effect	Clues							
Cause	Effect	Clues							

	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Use of Language

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.						
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>					
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • interpret figurative language, including similes and metaphors, in context in a grade-appropriate text (L.5.5a) • interpret idioms, adages, and proverbs in a grade-appropriate text (L.5.5b) 		<p>Sample Activities:</p> <p>Students use a graphic organizer to record figurative language, picture, meaning, and example.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Figurative language (Metaphor, Simile, Idiom, Proverb)</p> <table border="1" style="margin: 0 auto; width: 80%;"> <tr> <td colspan="2" style="text-align: center;">Picture</td> </tr> <tr> <td style="width: 50%; text-align: center;">Meaning</td> <td style="width: 50%; text-align: center;">Example Sentence</td> </tr> </table> </div>	Picture		Meaning	Example Sentence
Picture							
Meaning	Example Sentence						
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>					

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • adage, figurative, language, idiom, interpret, meaning, metaphor, proverb, simile, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • use teacher-provided tools to determine the meaning of words and phrases in a grade-appropriate text • identify words and phrases used figuratively in a grade-appropriate text, including metaphors and similes (RL.5.4) • identify examples of idioms, adages, and proverbs in a grade-appropriate text 		<p>Sample Activities:</p> <p>With minimal assistance, students use a graphic organizer to record figurative language, picture, meaning, and example.</p> <table border="1" data-bbox="1535 256 2022 540"> <tr> <td colspan="2" data-bbox="1535 256 2022 370"> Figurative language (Metaphor, Simile, Idiom, Proverb) </td> </tr> <tr> <td colspan="2" data-bbox="1535 370 2022 440"> Picture </td> </tr> <tr> <td data-bbox="1535 440 1778 540"> Meaning </td> <td data-bbox="1778 440 2022 540"> Example Sentence </td> </tr> </table> <p>Students highlight key words used to identify similes and metaphors (a comparison using like or as; comparison using is/was)</p> <p>Students match pictures of idioms, similes, and metaphors to their meaning</p>	Figurative language (Metaphor, Simile, Idiom, Proverb)		Picture		Meaning	Example Sentence
Figurative language (Metaphor, Simile, Idiom, Proverb)									
Picture									
Meaning	Example Sentence								
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>							
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content								
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>							
Score 0.0	Even with help, no success								

READING		
Use of Language		
Grade 4		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • interpret the meaning of words and phrases in a grade-appropriate text that allude to significant characters found in mythology (e.g., Herculean) (RL.4.4) • explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context in a grade-appropriate text (L.4.5a) • explain the meaning of common idioms, adages, and proverbs in a grade-appropriate text (L.4.5b) 	
	<p>Sample Activities:</p> <p>Students create a Figurative Language Dictionary containing both words and pictures illustrating meanings of mythological sayings, similes, metaphors, and idioms/proverbs.</p> <p>After reading several Greek and Roman myths, students create a phrase dictionary to accurately explain meanings of words and phrases that allude to mythological characters (i.e. the “Midas touch” “Achilles Heel” “Pandora’s Box”).</p> <p>After reading tall tales by the author Stephen Kellog, students will be able to explain the literal and non-literal meanings of similes and metaphors found in his books.</p> <p>Students are given a list of idioms (Business before pleasure, Experience is the best teacher) and are able to define their meaning.</p>	
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • adage, allusion, character, idiom, interpret, meaning, metaphor, mythology, proverb, simile, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • determine the meaning of words and phrases as they are used in a grade-appropriate text (RL.4.4) • identify words and phrases in a grade-appropriate text that allude to significant characters found in mythology • describe the background of teacher-provided allusions (e.g., Hercules was capable of great feats of strength) • recognize or recall examples of simple similes and metaphors • identify common idioms, adages, and proverbs in a grade-appropriate text 		<p>Sample Activities:</p> <p>Student pairs are given a list of idioms (Business before pleasure, Experience is the best teacher) and are able to match them with their meanings.</p> <p>Students are able to sort similes and metaphors into groups (similes compare using like/as; metaphors compare using is/are)</p> <p>Students match texts that allude to mythology to the characters (i.e. Midas touch, Achilles Heel, Pandora's Box)</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Use of Language

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.						
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>					
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>) in a grade-appropriate text (L.3.5a) distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>) in a grade-appropriate text (L.3.5c) 		<p>Sample Activities:</p> <p>Students will act out the meanings of verbs with the same general meaning (e.g., walk, strut, march, prance)</p> <p>Students will create a class book with each student getting one page from a teacher-provided phrase. Each student will write the phrase, draw a picture of the literal meaning, and a picture of the non-literal meaning.</p> <p style="text-align: center;"><i>It's raining cats and dogs.</i></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><u>Literal Meaning:</u></td> <td style="width: 50%;"><u>Actual Meaning:</u></td> </tr> <tr> <td>(draw picture of cats and dogs falling from sky)</td> <td>(draw picture of lots of rain)</td> </tr> </table>	<u>Literal Meaning:</u>	<u>Actual Meaning:</u>	(draw picture of cats and dogs falling from sky)	(draw picture of lots of rain)
<u>Literal Meaning:</u>	<u>Actual Meaning:</u>						
(draw picture of cats and dogs falling from sky)	(draw picture of lots of rain)						
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>					
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> degree of certainty, distinguish, literal, meaning, nonliteral, related, shade of meaning, state of mind, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> determine the meaning of words and phrases as they are used in a grade-appropriate text, distinguishing literal from nonliteral language (RL.3.4) use teacher-provided tools to determine the meaning of words and phrases in a grade-appropriate text 		<p>Sample Activities:</p> <p>Students will match pictures of literal and non-literal meanings of words.</p>				
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>					

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Academic Vocabulary

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area (RI.5.4) 		<p>Sample Activities:</p> <p>Activity #1: Students complete a word map including definitions, sentence, synonyms, antonyms, examples, and nonexamples. These word maps are kept on 3x5 cards.</p> <p>Activity #2: Students create a quilt square “word map” for each academic word. With the word centered in the square, each of 4 corners contains the definition, synonym, part of speech, and example. These quilt squares are displayed and referred to throughout the year and grouped into “quilts” from similar content areas.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> academic, addition, contrast, domain-specific, logical, meaning, relationship, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>) (L.5.6) 		<p>Sample Activities:</p> <p>Students are “Word Collectors” and keep a file of 3x5 cards containing key vocabulary for the year so they can go back and refer to the words during their reading, or when they are writing. The files are categorized by content area. Student requires minimal assistance in completing the word maps.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		

	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Academic Vocabulary

Grade 4

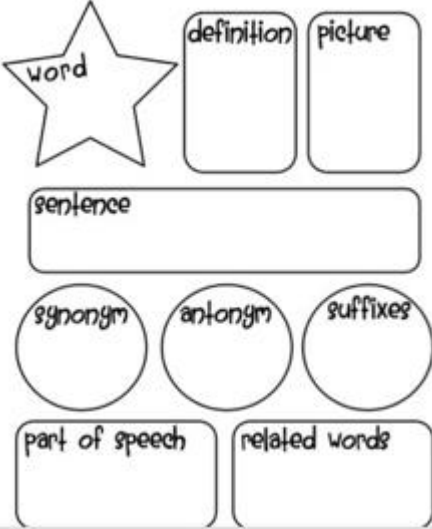
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>he student will:</p> <ul style="list-style-type: none"> determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area (RI.4.4) 		<p>Sample Activities:</p> <p>Activity #1: Students complete a word map including definitions, sentence, synonyms, antonyms, examples, and nonexamples. These word maps are kept on 3x5 cards.</p> <p>Activity #2: Students create a quilt square “word map” for each academic word. With the word centered in the square, each of 4 corners contains the definition, synonym, part of speech, and example. These quilt squares are displayed and referred to throughout the year and grouped into “quilts” from similar content areas.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> academic, action, basic, domain-specific, emotion, meaning, state of being, text, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation) (L.4.6) 		<p>Sample Activities:</p> <p>Students are “Word Collectors” and keep a file of 3x5 cards containing key vocabulary for the year so they can go back and refer to the words during their reading, or when they are writing. The files are categorized by content area. Student requires minimal assistance in completing the word maps.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		

	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Academic Vocabulary

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5 <i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area (RI.3.4) 	<p>Sample Activities:</p> <p>The teacher will provide the graphic organizer for students to complete.</p> 
	Score 2.5 <i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> academic, conversational, domain-specific, meaning, relationship, spatial, temporal, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>) (L.3.6) 	<p>Sample Activities:</p> <p>The student will complete the Score 3.0 task with support.</p>

	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Text Structures and Features

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: <ul style="list-style-type: none">• explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular grade-appropriate story, drama, or poem (RL.5.5)• compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more grade-appropriate texts (RI.5.5)		Sample Activities: <p>Students are able to explain how chapters, scenes, and stanzas fit together through the use of scrolls and text mapping.</p> <p>http://www.textmapping.org/overview.html</p> <p>When given two separate texts, students are able to sketch a basic graphic for the text and compare and contrast similarities and differences between the two.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

<p>Score 2.0</p>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • cause/effect, chapter, chronology, compare, comparison, concept, contrast, drama, event, idea, information, informative, poem, problem/solution, scene, series, stanza, story, structure, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • identify the parts (chapters, scenes, stanzas) of grade-appropriate stories, dramas, and poems • map the structure of a grade-appropriate informative text using a teacher-provided graphic organizer 		<p>Sample Activities:</p> <p>Students are able to highlight specific parts of a text while looking at a scroll for text mapping.</p> <p>With teacher provided graphic organizers, students are able to choose the correct graphic organizer for their text for mapping</p> <p>Example Graphic organizer for reference:</p> <table border="1" data-bbox="1535 423 2024 885"> <thead> <tr> <th data-bbox="1535 423 1698 553">Structure</th> <th data-bbox="1698 423 1860 553">Clue Words</th> <th data-bbox="1860 423 2024 553">Graphic Organizer Picture</th> </tr> </thead> <tbody> <tr> <td data-bbox="1535 553 1698 719">Cause and effect</td> <td data-bbox="1698 553 1860 719">If, then, because</td> <td data-bbox="1860 553 2024 719">Picture of box with an arrow to another box</td> </tr> <tr> <td data-bbox="1535 719 1698 885">Compare and Contrast</td> <td data-bbox="1698 719 1860 885">Similar, alike, different, vary</td> <td data-bbox="1860 719 2024 885">Picture of a Venn diagram</td> </tr> </tbody> </table> <p>*This graphic organizer would show each grade level test structure.</p>	Structure	Clue Words	Graphic Organizer Picture	Cause and effect	If, then, because	Picture of box with an arrow to another box	Compare and Contrast	Similar, alike, different, vary	Picture of a Venn diagram
Structure	Clue Words	Graphic Organizer Picture										
Cause and effect	If, then, because	Picture of box with an arrow to another box										
Compare and Contrast	Similar, alike, different, vary	Picture of a Venn diagram										
	<p>Score 1.5</p>	<p><i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i></p>										
<p>Score 1.0</p>	<p>With help, partial success at score 2.0 content and score 3.0 content</p>											
	<p>Score 0.5</p>	<p><i>With help, partial success at score 2.0 content but not at score 3.0 content</i></p>										
<p>Score 0.0</p>	<p>Even with help, no success</p>											

READING

Text Structures and Features

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	

**Score
3.0**

The student will:

- explain major differences between poems, drama, and prose (RL.4.5)
- refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a grade-appropriate text (RL.4.5)
- describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a grade-appropriate text or part of a grade-appropriate text (RI.4.5)

Sample Activities:

The student will complete a compare/contrast chart or Venn diagram to explain the differences between poems, drama, and prose. An example of one difference would be poems have verses and stories have paragraphs. The student will describe the organizational structure of a given informational text.

Activity: After individual text structures have been introduced, the teacher gives the student a reading log to record the organizational text structures. The student will write the title of the story in a column and describe an example from the text. This will be done throughout the year. The student adds to the chart after each informational text is read.

Chronology	Comparison	Cause/ Effect	Problem/ Solution

After specific text features are introduced, the student is able to use them to help understand the context of the text. They are able to understand more complex text features.

Example Activity:

After reading a text, the student will collect a variety of text features encountered and keep these examples in a journal.

<u>Text Feature</u>	<u>Book/Page</u>	<u>How it Helped Me</u>
Timeline	SS pg. 20	saw how Nebraska was settled
Italics		

Score
2.5

No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • cause/effect, cast of characters, chronology, comparison, concept, description, dialogue, drama, event, idea, information, meter, poem, problem/solution, prose, refer, rhythm, setting, stage direction, structural element, structure, text, verse <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • recognize or recall grade-appropriate examples of poems, drama, and prose • recognize or recall characteristics of poems, drama, and prose • identify grade-appropriate examples of text structure 	<p>Sample Activities:</p> <p>The teacher will name a text feature. The student will look for that feature in a book and tell the teacher the page number.</p> <p>The student will define specific terms associated with text structures.</p> <p>The student will be able to recognize words that signal organizational patterns (e.g., first, second, third).</p>		
	<table border="1"> <tr> <td data-bbox="163 462 247 547"> <i>Score 1.5</i> </td> <td data-bbox="247 462 1262 547"> <i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i> </td> </tr> </table>	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>			
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content			
	<table border="1"> <tr> <td data-bbox="163 657 247 742"> <i>Score 0.5</i> </td> <td data-bbox="247 657 1262 742"> <i>With help, partial success at score 2.0 content but not at score 3.0 content</i> </td> </tr> </table>	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>			
Score 0.0	Even with help, no success			

READING

Text Structures and Features

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • describe how each successive part of a grade-appropriate story, drama, or poem builds on earlier sections (RL.3.5) • refer to parts of stories, dramas, and poems using terms such as chapter, scene, and stanza when writing or speaking about a grade-appropriate text (RL.3.5) • use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given grade-appropriate topic (RI.3.5) 		<p>Sample Activities:</p> <p>The students can keep a journal as they read a chapter book and document changes over time. These changes may include new events, how characters change, new characters introduced, inferences or predictions about what might happen next, etc. Students can use these notes to help them when writing or speaking about the text.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • chapter, drama, hyperlink, information, key word, poem, refer, relevant, scene, search tool, sidebar, stanza, story, successive, text, text feature, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • identify the parts of grade-appropriate stories, drama, and poems (e.g., chapter, scene, stanza) • describe the use of grade-appropriate text features and search tools (e.g., key words, sidebars, hyperlinks) 		<p>Sample Activities:</p> <p>The students can complete a generic story map or graphic organizer as they read a chapter book and document changes over time. These changes may include new events, how characters change, new characters introduced, inferences or predictions about what might happen next, etc. Students can use these notes to help them when writing or speaking about the text. The teacher provides discussion stems.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Point of View

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • describe how a narrator’s or speaker’s point of view influences how events are described in a grade-appropriate text (RL.5.6) • analyze multiple accounts of the same grade-appropriate event or topic, noting important similarities and differences in the point of view they represent (RI.5.6) 		<p>Sample Activities:</p> <p>After reading a text, the student can differentiate and explain the differences between:</p> <ul style="list-style-type: none"> • first-person or third-person narrations. • firsthand or secondhand accounts of the same event or topic. <p>The teacher may provide prompt about point of view: i.e. “Write about the day in the life as a slave’s point of view, the slave owner’s point of view, a child of the slave owner, a child slave.”</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • account, analyze, author, difference, event, influence, narrator, point of view, similarity, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • identify indicators that an author is expressing a point of view in a grade-appropriate text • determine when accounts of an event or topic differ significantly in grade-appropriate 		<p>Sample Activities:</p> <p>The student will be able to recognize the difference between:</p> <ul style="list-style-type: none"> • stories told in first person or third-person. • firsthand accounts and secondhand accounts of the same event.
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		

	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Point of View

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • compare and contrast the point of view from which different grade-appropriate stories are narrated, including the difference between first- and third-person narrations (RI.4.6) • compare and contrast a firsthand and secondhand account of the same grade-appropriate event or topic; describe the differences in focus and the information provided (RI.4.6) 		<p>Sample Activities:</p> <p>Students are able to compare and contrast the point of view of historical accounts (such as Native Americans vs. Westward Movement, the first Thanksgiving, missionaries in California) by use of a Venn Diagram.</p> <p>Students describe the differences between first and third-person narrations such as historical account in a journal vs. an account passed down (such as with the Titanic) and describe what makes the accounts different. Students can explain first and third person narrations.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • account, compare, contrast, event, firsthand, first-person, focus, information, narration, point of view, secondhand, story, third-person, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • recognize or recall the differences between first and third person narrations in grade-appropriate texts • describe first- and second-hand accounts of the same event 		<p>Sample Activities:</p> <p>When given several first and third person narrations, students are able to distinguish or sort between the two.</p> <p>When given a historical event, such as with the Titanic, students are able to describe a first-hand account and secondhand account of the same event.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Point of View

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • distinguish their own point of view from that of the narrator, characters, and/or author of a grade-appropriate text (RL.3.6; RI.3.6) 		<p>Sample Activities:</p> <p>After reading a text, the student will identify the point of view of the author, a character, or the narrator and discuss/write if they share that point of view or if they have a different point of view.</p> <p>For example, if the text is persuasive (school uniforms), students will be able to identify the point of view of the author and distinguish his own point of view.</p> <p>After reading the beginning of <i>Charlotte’s Web</i>, students are able to describe the different points of view between Fern and her father regarding Wilbur, and then distinguish his own point of view.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • author, character, narrator, point of view <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • describe the points of view of the narrator, characters, and author in a grade-appropriate text 		<p>Sample Activities:</p> <p>After reading a persuasive piece, students will be able to describe the point of view of the author.</p> <p>After reading the story Amelia Bedelia, students will be able to describe the points of view of Amelia Bedelia and Mr. and Mrs. Rogers.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Visual/Auditory Media and Information Sources

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a grade-appropriate text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem) (RL.5.7) • draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently (RI.5.7) 		<p>Sample Activities:</p> <p>Students will view a movie after reading the same chapter book in class. After the movie, students will be able to discuss how the media contributed to meaning (i.e. pictures, music, nonverbal communication)</p> <p>Students are able to use web sites such as dictionary.com factmonster.com to quickly access definitions to words or find facts.</p> <p>Students can locate library book topics by using the Dewey Decimal System and an electronic book catalog.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • analyze, answer, digital, fiction, folktale, graphic novel, information, meaning, multimedia element, multimedia presentation, myth, poem, print, problem, question, source, text, tone, visual element <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • identify visual and multimedia elements that have an impact on the meaning, tone, or beauty of a grade-appropriate text • locate information in grade-appropriate print or digital sources 		<p>Sample Activities:</p> <p>With the assistance of a check-sheet, students can identify visual and multimedia elements that affect the storyline.</p> <p>With minimal assistance, students are able to use web sites to locate definitions and information.</p> <p>With minimal assistance, students are able to locate book topics in the library using the Dewey Decimal System and an electronic book catalog.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Visual/Auditory Media and Information Sources

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • compare and contrast the text of a grade-appropriate story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text (RL.4.7) • explain how information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) contributes to an understanding of the grade-appropriate text in which it appears (RI.4.7) 		<p>Sample Activities:</p> <p>Students note similarities and differences between a movie and book of the same story using a Venn Diagram.</p> <p>Using student magazine (Time for Kids, etc.) students are able to explain how the visual elements enhance understanding of the text.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • animation, chart, compare, contrast, description, diagram, difference, direction, drama, graph, information, interactive element, oral, quantitative, similarity, story, text, timeline, version, visual <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • recognize or recall similarities and differences between a written version and visual representation of the same grade-appropriate story • interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) (RI.4.7) 		<p>Sample Activities:</p> <p>Students note similarities and differences between a movie and book of the same story using a Venn Diagram.</p> <p>Using student magazine (Time for Kids, etc.) students are able to interpret visual elements with the prompting of a teacher.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Visual/Auditory Media and Information Sources

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • explain how specific aspects of a grade-appropriate text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) (RL.3.7) • use information gained from illustrations (e.g., maps, photographs) and the words in a grade-appropriate text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur) (RI.3.7) 		<p>Sample Activities:</p> <p>Discuss how the pictures in Stephen Kellog’s Pecos Bills emphasize the characters and setting.</p> <p>Students are given a teacher-approved article from National Geographic Magazine. Students use pictures to create a context for the story.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • aspect, character, convey, event, illustration, information, map, mood, photograph, setting, story, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • describe information from the illustrations of a grade-appropriate text • identify aspects of illustrations that contribute to what is conveyed by the words (e.g., create mood, emphasize aspects of a character or setting) 		<p>Sample Activities:</p> <p>With teacher questioning, students are able to describe details from illustrations in their science or social studies textbooks that help them create understanding.</p> <p>When given specific words for phrases from a book, students are able to identify those aspects in the illustrations.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Argument and Reasoning

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • explain how an author uses reasons and evidence to support particular points in a grade-appropriate text (RI.5.8) 		<p>Sample Activities:</p> <p>Students are provided with a grade level text or current newspaper article from which they are able to identify the author’s point and 2-3 reasons or pieces of evidence to support that point.</p> <p>Students discuss how these reasons are used (to present assumptions, point of view, consequences, etc.)</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • author, evidence, point, reason, support, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • identify which reasons and evidence support which point(s) in a grade-appropriate text (RI.5.8) 		<p>Sample Activities:</p> <p>From a variety of choices, students are able to identify the point the author is trying to make and identify support from the text.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Argument and Reasoning

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • explain how an author uses reasons and evidence to support particular points in a grade-appropriate text (RI.4.8) 		<p>Sample Activities:</p> <p>Students are presented with a grade-appropriate text conveying a current school-wide issue (eliminating kick-back, tag football, pick up loop, etc.). Students can explain the author's point and how reasons and evidence are used to back up the author's claim.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • author, evidence, point, reason, support, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • identify the reasons and evidence used to support particular points in a grade appropriate text 		<p>Sample Activities:</p> <p>From a variety of choices, students are able to identify point the author is trying to make and the support in the text.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Argument and Reasoning

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: <ul style="list-style-type: none"> • describe the logical connection between the reasons an author gives to support a point in a grade-appropriate text (RI.3.8) 		Sample Activities: Students explain why the author used the reasons he did to support his claim. (i.e. to solve a problem, to give facts)
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • author, connection, logical, point, reason, support, text The student will perform basic processes, such as: <ul style="list-style-type: none"> • identify reasons the author gives to support specific points in a grade-appropriate text 		Sample Activities: Students identify reasons an author gives to make a point. <u>Author's Point</u> <ul style="list-style-type: none"> • Reason 1 • Reason 2 • Reason 3
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Literary Comparisons and Source Material

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • compare and contrast grade-appropriate stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics (RL.5.9) 		<p>Sample Activities:</p> <p>When given two stories of the same genre (i.e. 2 fairy tales, myths, biographies), students are able to chart similarities and difference in the themes or topics discussed. For example, in biographies, students will see that they may discuss childhood, education, accomplishments, married life, jobs)</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • adventure, compare, contrast, genre, mystery, similar, story, story, theme, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • identify themes and topics in two or more grade-appropriate stories from the same genre 		<p>Sample Activities:</p> <p>When given a list of possible topics and themes, students are able to make a t-chart listing topics or themes found in each biography.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Literary Comparisons and Source Material

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • compare and contrast the treatment of patterns of events (e.g., the quest) in grade-appropriate stories, myths, and traditional literature from different cultures (RL.4.9) 		<p>Sample Activities:</p> <p>Students successfully compare the events of two stories from different cultures, such as a tall tale and a Greek myth by drawing a plot diagram (visual) of the two stories and explaining the differences and similarities of events.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • compare, contrast, culture, event, literature, myth, pattern, quest, story, traditional, treatment <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • identify examples of patterns of events in grade-appropriate stories, myths, and traditional literature from different cultures 		<p>Sample Activities:</p> <p>By looking at plot diagrams of two different cultural stories, students are able to identify the similarities and differences of events.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Literary Comparisons and Source Material

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.														
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>													
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • compare and contrast the themes, settings, and plots of grade-appropriate stories written by the same author about the same or similar characters (e.g., in books from a series) (RL.3.9) 		<p>Sample Activities:</p> <p>Students are able to compare and contrast similar stories such as Andy Shane books, Goonie Bird Greene, or The stories from The Classroom at the End of the Hall.</p> <table border="1"> <thead> <tr> <th></th> <th>Book 1</th> <th>Book 2</th> </tr> </thead> <tbody> <tr> <td>Setting</td> <td></td> <td></td> </tr> <tr> <td>Theme</td> <td></td> <td></td> </tr> <tr> <td>Plot</td> <td></td> <td></td> </tr> </tbody> </table>		Book 1	Book 2	Setting			Theme			Plot		
	Book 1	Book 2													
Setting															
Theme															
Plot															
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>													
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • author, character, compare, contrast, plot, series, setting, similar, story, theme <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • recognize or recall isolated facts or details about the themes, settings and plots of grade-appropriate stories written by the same author about the same or similar characters 		<p>Sample Activities:</p> <p>Students can sort details of themes, setting, or plots between the two stories.</p>												
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>													
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content														
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>													
Score 0.0	Even with help, no success														

READING

Rhetorical Criticism

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> integrate information from several grade-appropriate texts on the same topic in order to write or speak about the subject knowledgably (RI.5.9) 		<p>Sample Activities:</p> <p>Students will read several accounts of soldier experiences and use information learned to report on what it was like to fight in the Revolutionary War.</p> <p>Student will read and report on several accounts of slavery and use information learned to discuss what slavery was like from a slave's perspective.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> information, integrate, text, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> identify important information from several grade-appropriate texts about the same topic 		<p>Sample Activities:</p> <p>Students can discuss what life was like for individual soldiers or slaves.</p> <p>Source 1 _____</p> <p>Source 2 _____</p> <p>What I learned _____</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Rhetorical Criticism

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: <ul style="list-style-type: none"> • integrate information from two grade-appropriate texts on the same topic in order to write or speak about the subject knowledgably (RI.4.9) 		Sample Activities: Students read two accounts of the discovery of gold in California and are able to combine ideas to tell the class about what it was like to discover gold.
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • information, integrate, text, topic The student will perform basic processes, such as: <ul style="list-style-type: none"> • identify important information from two grade-appropriate texts about the same topic 		Sample Activities: Students can identify important information about gold discovery: Source 1 _____ Source 2 _____ What I learned _____
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Rhetorical Criticism

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • compare and contrast the most important points and key details presented in two grade-appropriate texts on the same topic (RI.3.9) 		<p>Sample Activities:</p> <p>Fiction: Students will use a Venn Diagram to compare and contrast multiple aspects of The Gingerbread Boy with the story The Gingerbread Girl (Lisa Campbell Ernst).</p> <p>Nonfiction: Students will use a Venn Diagram to compare and contrast a topic within the social studies textbook to an age-appropriate library book on the same topic.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • compare, contrast, detail, point, text, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • identify the important points and key details presented in two grade-appropriate texts on the same topic 		<p>Sample Activities:</p> <p>Fiction: Students will work together to fill in a graphic organizer for a fictional text comparing and contrasting The Gingerbread Boy with The Gingerbread Girl. The teacher will provide key points for students to observe (setting, characters, sayings, etc.).</p> <p>Nonfiction: Students will use a Venn Diagram to compare and contrast a topic within the social studies textbook to an age-appropriate library book on the same topic, using key points provided by the teachers (setting, people, details)</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Fluency

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will read and comprehend grade-appropriate literature and informational text (RL.5.10; RI.5.10):</p> <ul style="list-style-type: none"> • read grade-appropriate text with purpose and understanding (RF.5.4a) • read grade-appropriate prose and poetry orally with accuracy, appropriate rate, and expression on successive readings (RF.5.4b) 		<p>Sample Activities:</p> <p>Students are assigned grade-level pieces of poetry and in an “Open Mic” Poetry reading are able to read them with expression, accuracy, and timing.</p> <p>Students will participate in grade-appropriate reader’s theater with expression, accuracy, and timing.</p> <p>Students are provided with grade-appropriate text and given one minute to read. Any errors are marked and teacher determines accuracy and rate.</p> <p>Rate (total words read), compared to targeted grade level norms.</p> <p>Accuracy (words read correctly /total words)</p> <p>Students have a 97-100% Accuracy</p> <p>Students are expressive and fluent in their readings.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • accuracy, expression, informational, literature, orally, poetry, prose, purpose, rate, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • read below-grade-level text with purpose and understanding • read below-grade-level text orally with accuracy, appropriate rate, and expression on successive readings • read grade-appropriate literature and informational text using teacher-directed comprehension strategies (modeling, predicting, questioning, graphic organizers/scaffolding, reciprocal reading) 		<p>Sample Activities:</p> <p>Reading rate is compared to targeted grade level norms.</p> <p>Student accuracy when tested is 90-96% accuracy</p> <p>Students read words in groupings or short phrases.</p> <p>Students can answer most questions pertaining to the text with accuracy.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Fluency

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will read and comprehend grade-appropriate literature and informational text (RL.4.10; RI.4.10):</p> <ul style="list-style-type: none"> • read grade-appropriate text with purpose and understanding (RF.4.4a) • read grade-appropriate prose and poetry orally with accuracy, appropriate rate, and expression on successive readings (RF.4.4b) 		<p>Sample Activities:</p> <p>Students are assigned grade-level pieces of poetry and in an “Open Mic” Poetry reading are able to read them with expression, accuracy, and timing.</p> <p>Students will participate in grade-appropriate reader’s theater with expression, accuracy, and timing.</p> <p>Students are provided with grade-appropriate text and given one minute to read. Any errors are marked and teacher determines accuracy and rate.</p> <p>Rate (total words read), compared to targeted grade level norms.</p> <p>Accuracy (words read correctly /total words)</p> <p>Students have a 97-100% Accuracy</p> <p>Students are expressive and fluent in their readings.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • accuracy, expression, informational, literature, orally, poetry, prose, purpose, rate, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • read below-grade-level text with purpose and understanding • read below-grade-level text orally with accuracy, appropriate rate, and expression on successive readings • read grade-appropriate literature and informational text using teacher-directed comprehension strategies (modeling, predicting, questioning, graphic organizers/scaffolding, reciprocal reading) 		<p>Sample Activities:</p> <p>Reading rate is compared to targeted grade level norms.</p> <p>Student accuracy when tested is 90-96% accuracy</p> <p>Students read words in groupings or short phrases.</p> <p>Students can answer most questions pertaining to the text with accuracy.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING

Fluency

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will read and comprehend grade-appropriate literature and informational text (RL.3.10; RI.3.10):</p> <ul style="list-style-type: none"> • read grade-appropriate text with purpose and understanding (RF.3.4a) • read grade-appropriate prose and poetry orally with accuracy, appropriate rate, and expression on successive readings (RF.3.4b) 		<p>Sample Activities:</p> <p>Students will participate in grade-appropriate reader's theater with expression, accuracy, and timing.</p> <p>Students are provided with grade-appropriate text and given one minute to read. Any errors are marked and teacher determines accuracy and rate.</p> <p>Rate (total words read), compared to targeted grade level norms.</p> <p>Accuracy (words read correctly /total words)</p> <p>Students have a 97-100% Accuracy</p> <p>Students are expressive and fluent in their readings.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • accuracy, expression, informational, literature, orally, poetry, prose, purpose, rate, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • read below-grade-level text with purpose and understanding • read below-grade-level text orally with accuracy, appropriate rate, and expression on successive readings • read grade-appropriate literature and informational text using teacher-directed comprehension strategies (modeling, predicting, questioning, graphic organizers/scaffolding, reciprocal reading) 		<p>Sample Activities:</p> <p>Reading rate is compared to targeted grade level norms.</p> <p>Student accuracy when tested is 90-96% accuracy</p> <p>Students read words in groupings or short phrases.</p> <p>Students can answer most questions pertaining to the text with accuracy.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING FOUNDATIONS

Phonics and Word Analysis

Grade 5

<p>Score 4.0</p>	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</p>		
	<p>Score 3.5</p>	<p><i>In addition to score 3.0 performance, partial success at score 4.0 content</i></p>	
<p>Score 3.0</p>	<p>The student will apply grade-level phonics and word analysis skills in decoding words (RF.5.3a):</p> <ul style="list-style-type: none"> • use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar grade-appropriate multisyllabic words in context (RF.5.3a) 		<p>Sample Activities:</p> <p>The student will independently use various strategies to help them decode unknown words.</p> <p>Teacher provides a multisyllabic word.</p> <p>Word is <u>unbeatable</u></p> <p>Students pair with partner and find the following:</p> <ul style="list-style-type: none"> a) root words b) number of syllables c) affixes d) words within the word <p>Students will use this strategy with other unknown words in context and out of context.</p>
	<p>Score 2.5</p>	<p><i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i></p>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • affix, correspondence, letter, multisyllabic, root, sound, syllabication, syllable, word <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar grade-appropriate multisyllabic words in isolation (RF.5.3a) 		<p>Sample Activities:</p> <p>Using a graphic organizer, the student will decode unknown words out of context.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><u>unbeatable</u></p> <p>*rewrite the word and circle the correct part</p> </div> <ul style="list-style-type: none"> • Root word _____ • Syllables: _____ • Affixes: _____ • Word within a word: _____
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

READING FOUNDATIONS

Phonics and Word Analysis

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will apply grade-level phonics and word analysis skills in decoding words (RF.4.3):</p> <ul style="list-style-type: none"> • use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar grade-appropriate multisyllabic words in context (RF.4.3a) 		<p>Sample Activities:</p> <p>The student will independently use various strategies to help them decode unknown words.</p> <p>Example Activity:</p> <p>The teacher provides a multisyllabic word. (Word is <u>unbeatable</u>).</p> <p>Students pair with a partner and determine the following:</p> <p>a) root word; b) number of syllables; c) affixes; and d) words within the word.</p> <p>The student will use this strategy with other unknown words in context and out of context.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • affix, correspondence, letter, multisyllabic, root, sound, syllabication, syllable, word <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • apply grade-level phonics and word analysis skills when decoding words in isolation • use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar grade-appropriate multisyllabic words in isolation (RF.4.3a) 		<p>Sample Activities:</p> <p>The student will use a graphic organizer to decode unknown words out of context.</p> <table border="1" data-bbox="1272 282 2026 724"> <tr> <td colspan="2" data-bbox="1272 282 2026 409" style="text-align: center;"> <p><u>unbeatable</u></p> <p>*Rewrite the word and circle the correct part.</p> </td> </tr> <tr> <td data-bbox="1272 409 1570 488">Root word</td> <td data-bbox="1570 409 2026 488"></td> </tr> <tr> <td data-bbox="1272 488 1570 568"># of Syllables</td> <td data-bbox="1570 488 2026 568"></td> </tr> <tr> <td data-bbox="1272 568 1570 647">Affixes</td> <td data-bbox="1570 568 2026 647"></td> </tr> <tr> <td data-bbox="1272 647 1570 724">Words within the word</td> <td data-bbox="1570 647 2026 724"></td> </tr> </table>	<p><u>unbeatable</u></p> <p>*Rewrite the word and circle the correct part.</p>		Root word		# of Syllables		Affixes		Words within the word	
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Affixes													
Words within the word													
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Score 1.0	With help, partial success at score 2.0 content and score 3.0 content												
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>											
Score 0.0	Even with help, no success												

READING FOUNDATIONS

Phonics and Word Analysis

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will apply grade-level phonics and word analysis skills in decoding words (RF.3.3):</p> <ul style="list-style-type: none"> • decode multisyllable words (RF.3.3c) • read grade-appropriate irregularly spelled words (RF.3.3d) 		<p>Sample Activities:</p> <p>The student will independently use various strategies to help them decode unknown words.</p> <p>Example Activity:</p> <p>The teacher provides a multisyllabic word. (Word is <u>unbeatable</u>).</p> <p>Students pair with a partner and determine the following:</p> <p>a) root word; b) number of syllables; c) affixes; and d) words within the word.</p> <p>The student will use this strategy with other unknown words in context and out of context.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> irregular, multisyllable, word <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> demonstrate grade-appropriate phonics and word analysis skills in isolation 		<p>Sample Activities:</p> <p>The student will use a graphic organizer to decode unknown words out of context.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>unbeatable</p> <p>*Rewrite the word and circle the correct part.</p> </div> <p>Root word <input type="text"/></p> <p># of Syllables <input type="text"/></p> <p>Affixes <input type="text"/></p> <p>Words within the word <input type="text"/></p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

WRITING

Argumentative

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will write opinion pieces on grade-appropriate topics or texts, supporting a point of view with reasons and information (W.5.1): <ul style="list-style-type: none">• introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose (W.5.1a)• provide logically ordered reasons that are supported by facts and details (W.5.1b)• link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>) (W.5.1c)• provide a concluding statement or section related to the opinion presented (W.5.1d)		Sample Activities: <p>After reading about topics such as slavery, the Revolutionary War, or Pluto no longer being a planet, students are able to state their opinion and use facts supported with details, Students provide a conclusion for their opinion and are able to go back and highlight words and phrases they used to link ideas.</p> <p>Students choose or are assigned an argumentative topic, such as cameras in schools, peer pressure, recycling). They effectively are able to state their opinion and use facts supported with details, and provide a conclusion for their opinion. Students are able to highlight words and phrases they used to link ideas.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • clause, concluding statement, detail, fact, idea, introduce, link, logical, opinion, organizational structure, phrase, purpose, reason, support, text, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • write opinion pieces using a teacher-provided template or graphic organizer 		<p>Sample Activities:</p> <p>When provided with a template and minimal assistance, students write an argument regarding an argumentative topic such as slavery, or the Revolutionary War.</p> <table border="1" data-bbox="1535 290 2024 789"> <tr> <td colspan="3" style="text-align: center;">Topic</td> </tr> <tr> <td colspan="3" style="text-align: center;">Opinion</td> </tr> <tr> <td style="text-align: center;">Reason1</td> <td style="text-align: center;">Reason2</td> <td style="text-align: center;">Reason3</td> </tr> <tr> <td style="text-align: center;">Detail</td> <td style="text-align: center;">Detail</td> <td style="text-align: center;">Detail</td> </tr> <tr> <td style="text-align: center;">Detail</td> <td style="text-align: center;">Detail</td> <td style="text-align: center;">Detail</td> </tr> <tr> <td style="text-align: center;">Detail</td> <td style="text-align: center;">Detail</td> <td style="text-align: center;">Detail</td> </tr> <tr> <td colspan="3" style="text-align: center;">Conclusion</td> </tr> </table>	Topic			Opinion			Reason1	Reason2	Reason3	Detail	Detail	Detail	Detail	Detail	Detail	Detail	Detail	Detail	Conclusion		
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Score 0.0	Even with help, no success																							

WRITING

Argumentative

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will write opinion pieces on grade-appropriate topics or texts, supporting a point of view with reasons and information (W.4.1): <ul style="list-style-type: none">• introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose (W.4.1a)• provide reasons that are supported by facts and details (W.4.1b)• link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>) (W.4.1c)• provide a concluding statement or section related to the opinion presented (W.4.1d)		Sample Activities: After reading about westward expansion and the plight of the Native Americans (or statehood settlement and Native Americans), students are able to state their opinion for or against expansion and provide facts supported with details that back up their claim. Students provide a conclusion for their opinion and are able to go back and highlight words and phrases they used to link ideas.
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> concluding statement, detail, fact, idea, introduce, link, opinion, organizational structure, phrase, purpose, reason, text, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> write opinion pieces using teacher-provided template or graphic organizer 		<p>Sample Activities:</p> <p>When provided with a template and minimal assistance, students write an argument regarding an argumentative topic such as settlement or expansion.</p> <table border="1" data-bbox="1535 290 2024 789"> <tr> <td colspan="3" style="text-align: center;">Topic</td> </tr> <tr> <td colspan="3" style="text-align: center;">Opinion</td> </tr> <tr> <td style="text-align: center;">Reason1</td> <td style="text-align: center;">Reason2</td> <td style="text-align: center;">Reason3</td> </tr> <tr> <td style="text-align: center;">Detail</td> <td style="text-align: center;">Detail</td> <td style="text-align: center;">Detail</td> </tr> <tr> <td style="text-align: center;">Detail</td> <td style="text-align: center;">Detail</td> <td style="text-align: center;">Detail</td> </tr> <tr> <td style="text-align: center;">Detail</td> <td style="text-align: center;">Detail</td> <td style="text-align: center;">Detail</td> </tr> <tr> <td colspan="3" style="text-align: center;">Conclusion</td> </tr> </table>	Topic			Opinion			Reason1	Reason2	Reason3	Detail	Detail	Detail	Detail	Detail	Detail	Detail	Detail	Detail	Conclusion		
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WRITING

Argumentative

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.								
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>							
Score 3.0	<p>The student will write opinion pieces on grade-appropriate topics or texts, supporting a point of view with reasons (W.3.1):</p> <ul style="list-style-type: none"> • introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons (W.3.1a) • provide reasons that support the opinion (W.3.1b) • use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinions and reasons (W.3.1c) • provide a concluding statement or section (W.3.1d) 		<p>Sample Activities:</p> <p>Assign students to write for or against a topic such as school recycling. Students effectively state their opinion and reasons that support the opinion with a conclusion. Students are able to highlight words and phrases they used to link ideas.</p>						
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>							
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • concluding statement, connect, introduce, linking, opinion, organizational structure, phrase, reason, text, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • write opinion pieces using a teacher-provided template or graphic organizer 		<p>Sample Activities:</p> <p>With the assistance of a graphic organizer, students take a stand on an argumentative topic (such as recycling in school) and are able to provide reasons and a conclusion for their beliefs.</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="text-align: center;">Topic</td> </tr> <tr> <td>My opinion on the topic:</td> </tr> <tr> <td>Reason 1</td> </tr> <tr> <td>Reason 2</td> </tr> <tr> <td>Reason 3</td> </tr> <tr> <td>Conclusion</td> </tr> </table>	Topic	My opinion on the topic:	Reason 1	Reason 2	Reason 3	Conclusion
Topic									
My opinion on the topic:									
Reason 1									
Reason 2									
Reason 3									
Conclusion									

	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

WRITING		
Informative/Explanatory		
Grade 5		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>The student will write grade-appropriate informative/explanatory texts to examine a topic and convey ideas and information clearly (W.5.2):</p> <ul style="list-style-type: none"> • introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension (W.5.2a) • develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic (W.5.2b) • link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>) (W.5.2c) • use precise language and domain-specific vocabulary to inform about or explain the topic (W.5.2d) • provide a concluding statement or section related to the information or explanation presented (W.5.2e) 	
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • category, clause, comprehension, concluding statement, concrete, definition, detail, domain-specific vocabulary, example, explain, fact, focus, formatting, heading, illustration, inform, information, link, logical, multimedia, observation, phrase, precise, quotation, related, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • write informative/explanatory pieces using a teacher-provided template or graphic organizer 	
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	Even with help, no success	

Sample Activities:

Students will be assigned a topic from a current science or history unit to research and “teach” the class.

The written report contains an introduction, details, and conclusion with headings, illustrations or graphs to explain the topic. Students also include a glossary of vocabulary terms used.

Sample Activities:

Students write a report using a teacher-provided graphic organizer with sections for the title, headings, illustrations/graphs, details, key words, and a conclusion.

WRITING		
Informative/Explanatory		
Grade 4		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>The student will write grade-appropriate informative/explanatory texts to examine a topic and convey ideas and information clearly (W.4.2):</p> <ul style="list-style-type: none"> • introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension (W.4.2a) • develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic (W.4.2b) • link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>) (W.4.2c) • use precise language and domain-specific vocabulary to inform about or explain the topic (W.4.2d) • provide a concluding statement or section related to the information or explanation presented (W.4.2e) 	
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • category, comprehension, concluding statement, concrete, definition, detail, domain-specific vocabulary, example, fact, formatting, heading, illustration, information, link, multimedia, paragraph, phrase, precise, quotation, related, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • write informative/explanatory pieces using a teacher-provided template or graphic organizer 	
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	Even with help, no success	

Sample Activities:

Using a current science or social studies unit, students write a report on a topic. The teacher will provide students with a list of topic from which they can choose.

The written report contains an introduction, details, and conclusion with headings, illustrations or graphs to explain the topic.

Sample Activities:

Students write a report using a teacher-provided graphic organizer with sections for the title, headings, illustrations/graphs, details, and a conclusion.

WRITING		
Informative/Explanatory		
Grade 3		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>The student will write grade-appropriate informative/explanatory texts to examine a topic and convey ideas and information clearly (W.3.2):</p> <ul style="list-style-type: none"> • introduce a topic and group related information together; include illustrations when useful to aiding comprehension (W.3.2a) • develop the topic with facts, definitions, and details (W.3.2b) • use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information (W.3.2c) • provide a concluding statement or section (W.3.2d) 	
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • category, comprehension, concluding statement, connect, definition, detail, fact, idea, illustration, information, phrase, related, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • write informative/explanatory pieces using a teacher-provided template or graphic organizer 	
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>

Sample Activities:

Using a unit from science or social studies (such as Earth Science), the class will make their own class textbook in the form of a class book. Each student will create his or her own “chapter” effectively using an introduction, details, and a conclusion, while also using illustrations, graphs or diagrams to support their topic.

Sample Activities:

Students write about their topic using a graphic organizer provided by the teacher to assist in organization.

Topic

Fact 1

Fact 2

Fact 3

Conclusion

Score 0.0	Even with help, no success	
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WRITING

Narrative

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will write grade-appropriate narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (W.5.3):</p> <ul style="list-style-type: none">• orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally (W.5.3a)• use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations (W.5.3b)• use a variety of transitional words, phrases, and clauses to manage the sequence of events (W.5.3c)• use concrete words and phrases and sensory details to convey experiences and events precisely (W.5.3d)• provide a conclusion that follows from the narrated experiences or events (W.5.3e)		<p>Sample Activities:</p> <p>The teacher provides 3 envelopes with multiple cards inside each envelope (Main Character, Setting, Plot)</p> <p>Main Character: Elf, President, Teacher, Bunny, Superhero, Grandpa</p> <p>Setting: Rainforest, Cave, Swamp, Tall Building, Amusement Park, Antarctica, Zoo</p> <p>Plot: A friend is sad, wins a million dollars, gets 3 wishes, someone gets lost, someone needs help</p> <p>Students work in groups and choose one card at random from each envelope. Students will write a story about the story elements that were chosen.</p> <p>Example: If the cards chosen were:</p> <p>A. Main Character = Elf</p> <p>B. Setting = Rainforest</p> <p>C. Plot = Wins a million dollars</p> <p>Then, students work collaboratively in their group to write a paragraph or story about an Elf in the rainforest who wins a million dollars.</p> <p>This story may be used for revision as students learn about the writing process. For example: adding transitions or leads.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • character, clause, conclusion, description, dialogue, event, experience, narrative, narrator, organize, orient, pacing, phrase, response, sequence, situation, technique, transition <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • write narrative pieces using a teacher-provided template or graphic organizer 		<p>Sample Activities:</p> <p>The student uses a story frame to help them organize their writing and thoughts.</p> <table border="1" data-bbox="1528 215 2022 808"> <thead> <tr> <th data-bbox="1528 215 1669 280">Somebody</th> <th data-bbox="1669 215 1795 280">Wanted</th> <th data-bbox="1795 215 1921 280">But</th> <th data-bbox="1921 215 2022 280">So</th> </tr> </thead> <tbody> <tr> <td data-bbox="1528 280 1669 488">The Elf</td> <td data-bbox="1669 280 1795 488">a million dollars</td> <td data-bbox="1795 280 1921 488">he was in the rainforest</td> <td data-bbox="1921 280 2022 488">the money was too high in a tree.</td> </tr> <tr> <td data-bbox="1528 488 1669 808">The elf</td> <td data-bbox="1669 488 1795 808">to get out of the rainforest because he won a million dollars</td> <td data-bbox="1795 488 1921 808">he was trapped in a tree</td> <td data-bbox="1921 488 2022 808">he lost his fortune and he was poor the rest of his life.</td> </tr> </tbody> </table>	Somebody	Wanted	But	So	The Elf	a million dollars	he was in the rainforest	the money was too high in a tree.	The elf	to get out of the rainforest because he won a million dollars	he was trapped in a tree	he lost his fortune and he was poor the rest of his life.
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Score 0.0	Even with help, no success														

WRITING

Narrative

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will write grade-appropriate narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (W.4.3):</p> <ul style="list-style-type: none">• orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally (W.4.3a)• use dialogue and description to develop experiences and events or show the responses of characters to situations (W.4.3b)• use a variety of transitional words and phrases to manage the sequence of events (W.4.3c)• use concrete words and phrases and sensory details to convey experiences and events precisely (W.4.3d)• provide a conclusion that follows from the narrated experiences or events (W.4.3e)		<p>Sample Activities:</p> <p>The teacher provides three envelopes with multiple cards inside each envelope (Main Character, Setting, Plot):</p> <ul style="list-style-type: none">• Main Character: Elf, President, Teacher, Bunny, Superhero, Grandpa• Setting: Rainforest, Cave, Swamp, Tall Building, Amusement Park, Antarctica, Zoo• Plot: A friend is sad, wins a million dollars, gets 3 wishes, someone gets lost, someone needs help <p>Students work in groups and choose one card at random from each envelope. Students will write a story about the story elements that were chosen.</p> <p>This story may be used for revision as students learn about the writing process. For example: adding transitions or leads</p>
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Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • character, conclusion, concrete, convey, description, dialogue, event, experience, narrator, organize, orient, phrase, response, sensory, sequence, situation, transition <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • write narrative pieces using a teacher-provided template or graphic organizer 		<p>Sample Activities:</p> <p>The student uses a story frame to help organize their writing and thoughts.</p> <table border="1" data-bbox="1507 219 2022 808"> <thead> <tr> <th data-bbox="1507 219 1654 284">Somebody</th> <th data-bbox="1654 219 1787 284">Wanted</th> <th data-bbox="1787 219 1919 284">But</th> <th data-bbox="1919 219 2022 284">So</th> </tr> </thead> <tbody> <tr> <td data-bbox="1507 284 1654 500">The elf</td> <td data-bbox="1654 284 1787 500">a million dollars</td> <td data-bbox="1787 284 1919 500">he was in the rainforest</td> <td data-bbox="1919 284 2022 500">the money was too high in a tree</td> </tr> <tr> <td data-bbox="1507 500 1654 808">The elf</td> <td data-bbox="1654 500 1787 808">to get out of the rainforest because he won a million dollars</td> <td data-bbox="1787 500 1919 808">he was trapped in a tree</td> <td data-bbox="1919 500 2022 808">he lost his fortune and he was poor the rest of his life</td> </tr> </tbody> </table>	Somebody	Wanted	But	So	The elf	a million dollars	he was in the rainforest	the money was too high in a tree	The elf	to get out of the rainforest because he won a million dollars	he was trapped in a tree	he lost his fortune and he was poor the rest of his life
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WRITING		
Narrative		
Grade 3		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>The student will write grade-appropriate narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (W.3.3):</p> <ul style="list-style-type: none"> • establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally (W.3.3a) • use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations (W.3.3b) • use temporal words and phrases to signal event order (W.3.3c) • provide a sense of closure (W.3.3d) 	
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	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • action, character, closure, description, dialogue, event, narrator, organize, phrase, response, sequence, situation, time order <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • write narrative pieces using a teacher-provided template or graphic organizer 		<p>Sample Activities:</p> <p>The student uses a story frame to help organize their writing and thoughts.</p> <table border="1" data-bbox="1507 250 2022 837"> <thead> <tr> <th data-bbox="1507 250 1654 315">Somebody</th> <th data-bbox="1654 250 1787 315">Wanted</th> <th data-bbox="1787 250 1919 315">But</th> <th data-bbox="1919 250 2022 315">So</th> </tr> </thead> <tbody> <tr> <td data-bbox="1507 315 1654 532">The elf</td> <td data-bbox="1654 315 1787 532">a million dollars</td> <td data-bbox="1787 315 1919 532">he was in the rainforest</td> <td data-bbox="1919 315 2022 532">the money was too high in a tree</td> </tr> <tr> <td data-bbox="1507 532 1654 837">The elf</td> <td data-bbox="1654 532 1787 837">to get out of the rainforest because he won a million dollars</td> <td data-bbox="1787 532 1919 837">he was trapped in a tree</td> <td data-bbox="1919 532 2022 837">he lost his fortune and he was poor the rest of his life</td> </tr> </tbody> </table>	Somebody	Wanted	But	So	The elf	a million dollars	he was in the rainforest	the money was too high in a tree	The elf	to get out of the rainforest because he won a million dollars	he was trapped in a tree	he lost his fortune and he was poor the rest of his life
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WRITING

Task, Purpose, and Audience

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> produce clear and coherent grade-appropriate writing in which the development and organization are appropriate to task, purpose, and audience (e.g., opinion, informative/explanatory, narrative, and research writing) (W.5.4) 		<p>Sample Activities:</p> <p>Student consistently writes according to task, including journals, notebooks, letters, research, stories, etc.) and keep their writings in a portfolio, separated by task. Students can verbally explain the differences between the sections.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> audience, coherent, development, informative/explanatory, narrative, opinion, organization, purpose, research, task <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> describe the task, purpose and audience for a given writing task produce writing appropriate to task, purpose, and audience using a teacher-provided template or graphic organizer 		<p>Sample Activities:</p> <p>Groups of students are given an envelope containing several examples of writing tasks. Students work together to identify which sample of writing fit each task.</p> <p>With each class reading, students are able to identify the task, purpose, and audience for writing. These are recorded in a student reading journal</p> <p>Teacher provides students with a graphic organizer for the current writing task. Students are efficiently able to fill in the graphic organizer for that writing task.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	

Score 0.0

Even with help, no success



WRITING

Task, Purpose, and Audience

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • produce clear and coherent grade-appropriate writing in which the development and organization are appropriate to task and purpose (e.g., opinion, informative/explanatory, narrative, and research writing) (W.4.4) 		<p>Sample Activities:</p> <p>Student consistently writes according to task, including journals, notebooks, letters, research, stories, etc.) and keep their writings in a portfolio, separated by task. Students can verbally explain the differences between the sections.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • coherent, development, informative/explanatory, narrative, opinion, organization, purpose, research, task <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • identify task, purpose, and audience for writing • produce writing appropriate to task and purpose using a teacher-provided template or graphic organizer 		<p>Sample Activities:</p> <p>Groups of students are given an envelope containing several examples of writing tasks. Students work together to identify which sample of writing fit each task.</p> <p>With each class reading, students are able to identify the task, purpose, and audience for writing. These are recorded in a student reading journal</p> <p>Teacher provides students with a graphic organizer for the current writing task. Students are efficiently able to fill in the graphic organizer for that writing task.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
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Score 0.0

Even with help, no success



WRITING

Task, Purpose, and Audience

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>he student will:</p> <ul style="list-style-type: none"> • produce grade-appropriate writing in which the development and organization are appropriate to task and purpose (e.g., opinion, informative/explanatory, narrative, and research writing) (W.3.4) 		<p>Sample Activities:</p> <p>Student consistently writes according to task, including journals, notebooks, letters, research, stories, etc.) and keep their writings in a portfolio, separated by task. Students can verbally explain the differences between the sections.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • development, informative/explanatory, narrative, opinion, organization, purpose, research, task <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • identify the task, purpose, and audience for writing • produce writing appropriate to task and purpose using a teacher-provided template or graphic organizer 		<p>Sample Activities:</p> <p>Groups of students are given an envelope containing several examples of writing tasks. Students work together to identify which sample of writing fit each task.</p> <p>Teacher provides students with a graphic organizer for the current writing task. Students are efficiently able to fill in the graphic organizer for that writing task.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
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	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

WRITING

Revise and Edit

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>

<p>Score 3.0</p>	<p>The student will develop and strengthen grade-appropriate writing by (W.5.5):</p> <ul style="list-style-type: none"> • planning • revising • editing • rewriting • trying a new approach 	<p>Sample Activities:</p> <p>#1 - The student will use revision strategies on a paper he/she has written that is not in final form. Using the highlighter strategy, the student can do two of the strategies at the same time by using different colors of highlighters:</p> <ul style="list-style-type: none"> -Highlight the first word of every sentence; change a few words so they are not all the same. -Highlight punctuation to ensure there is a variety of punctuation and not all periods. -Highlight verbs and make some of these verbs stronger. -Highlight transitions and evaluate whether or additional transition words are needed. -Highlight lead/closing and make sure they tie together, grab attention, and wow the reader. <p>The highlighted words and phrases serve as a guideline for revision</p> <p>#2 – Using a paper that has not been written in final form, students will choose to rewrite the paper using another approach:</p> <ul style="list-style-type: none"> - In the style or voice of a studied author - From the point of view of another character (antagonist, family member, pet, etc.) - From a different perspective (setting, time of year, future/past, etc.)
	<p>Score 2.5 <i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i></p>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • edit, plan, revise, rewrite <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • plan writing using a teacher-provided planning template or graphic organizer • revise and edit writing based on teacher and peer feedback 		<p>Sample Activities:</p> <p>The student will complete the Score 3.0 activity, but focus on one strategy at a time.</p> <p>Rewrites include suggestions from peers or teacher.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

WRITING

Revise and Edit

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will develop and strengthen grade-appropriate writing by (W.4.5): <ul style="list-style-type: none">• planning• revising• editing		Sample Activities: <p>The student will use revision strategies on a paper he/she has written that is not in final form. Using the highlighter strategy, the student can do two of the strategies at the same time by using different colors of highlighters:</p> <ul style="list-style-type: none">-Highlight the first word of every sentence; change a few words so they are not all the same.-Highlight punctuation to ensure there is a variety of punctuation and not all periods.-Highlight verbs and make some of these verbs stronger.-Highlight transitions and evaluate whether or additional transition words are needed.-Highlight lead/closing and make sure they tie together, grab attention, and wow the reader. <p>The highlighted words and phrases serve as a guideline for revision</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • edit, plan, revise The student will perform basic processes, such as: <ul style="list-style-type: none"> • plan writing using a teacher-provided planning template or graphic organizer • revise and edit writing based on teacher and peer feedback 		Sample Activities: The student will complete the Score 3.0 activity, but focus on one strategy at a time. Revisions will be made after teacher or peer conferencing.
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
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WRITING

Revise and Edit

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will develop and strengthen grade-appropriate writing by (W.3.5): <ul style="list-style-type: none">• planning• revising• editing		Sample Activities: <p>The student will use revision strategies on a paper he/she has written that is not in final form. Using the highlighter strategy, the student can do two of the strategies at the same time by using different colors of highlighters:</p> <ul style="list-style-type: none">-Highlight the first word of every sentence; change a few words so they are not all the same.-Highlight punctuation to ensure there is a variety of punctuation and not all periods.-Highlight verbs and make some of these verbs stronger.-Highlight transitions and evaluate whether or additional transition words are needed.-Highlight lead/closing and make sure they tie together, grab attention, and wow the reader. <p>The highlighted words and phrases serve as a guideline for revision.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • edit, plan, revise <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • plan writing using a teacher-provided planning template or graphic organizer • revise and edit writing based on teacher and peer feedback 		<p>Sample Activities:</p> <p>The student will complete the Score 3.0 activity, but focus on one strategy at a time. Revisions and edits are made after teacher and peer conferencing.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

WRITING

Technology

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will use technology, including the Internet, to:</p> <ul style="list-style-type: none"> • produce and publish grade-appropriate writing (W.5.6) • interact and collaborate with others (W.5.6) • type a minimum of two pages in a single sitting (W.5.6) 		<p>Sample Activities:</p> <p>While researching for informational reports, students use at least one site for reference and type their final draft.</p> <p>Students proficiently use their keyboarding skills to type information into Power Point slides.</p> <p>Students use a program, such as Edmodo to collaborate with classmates.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • collaborate, interact, Internet, publish, technology <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • demonstrate the features of various grade-appropriate technologies (e.g., word processor, web browser, search engine) • type one page in a single sitting 		<p>Sample Activities:</p> <p>Teacher writes a variety of technological features on popsicle sticks and splits the class into two teams. Students randomly select a popsicle stick containing a technological feature. Using an Elmo, connected to a computer, students are able to demonstrate the feature chosen.</p> <p>Students are still familiarizing themselves with home-row on the keyboard.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	

Score 0.0

Even with help, no success



WRITING

Technology

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will use technology, including the Internet, to: <ul style="list-style-type: none">• produce and publish grade-appropriate writing (W.4.6)• interact and collaborate with others (W.4.6)• type a minimum of one page in a single sitting (W.4.6)		Sample Activities: <p>Students use a program, such as Edmodo to collaborate with the teacher and students in the classroom on a research project or excitement about an upcoming field trip.</p> <p>Students are familiar with hand positions on a keyboard and use their skill to type a rough draft into final draft form.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • collaborate, Internet, publish, technology <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • demonstrate the features of various grade-appropriate technologies (e.g., word processor, email, chat room) • demonstrate basic use of a keyboard 		<p>Sample Activities:</p> <p>Students can show a teacher proper hand placement on a keyboard and achieve success on a typing program.</p> <p>Teacher calls out a letter or number and students can demonstrate how to type it correctly.</p> <p>Teacher invites a younger “buddy class” into the computer lab and students are able to show their younger “buddies” how to make their buddy's name:</p> <ul style="list-style-type: none"> -bigger -smaller -change font -italics -bold -colorful <p>Students type the colors of the rainbow and then change each font into that color.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

WRITING

Technology

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will use technology to:</p> <ul style="list-style-type: none"> • produce and publish grade-appropriate writing (using keyboarding skills) (W.3.6) • interact and collaborate with others (W.3.6) 		<p>Sample Activities:</p> <p>Students effectively use a computer to type a rough draft into a final draft piece.</p> <p>While studying a unit in science, the teacher sets up a class blog so students can share what they are learning about a topic and ask for suggestions, feedback, or ideas.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • collaborate, keyboarding, publish, technology <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • demonstrate the features of various grade-appropriate technologies (e.g., word processor, email) 		<p>Sample Activities:</p> <p>With minimal support, students participate in a scavenger hunt, demonstrating features of the word processor and email (example: how to use italics, bold, increase font size).</p> <p>Teacher provides sentences in a document file and student work to change each sentence according to directions.</p> <p>Example:</p> <ul style="list-style-type: none"> -make subject of the sentence red -underline the name of the pet -bold the words that the doctor says
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		

	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

WRITING

Research

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.								
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>							
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> conduct short grade-appropriate research projects that use several sources to build knowledge through investigation of different aspects of a topic (W.5.7) 		<p>Sample Activities:</p> <p>The Teacher will provide students with a list of states from which to choose to create a state poster presentation. Students will seek out different resources and paraphrase information from their readings to discuss multiple aspects of the topic, answering teacher-provided topics and questions and finding their own additional information.</p>						
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>							
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> aspect, investigation, knowledge, research, research project, source, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> use teacher-provided sources to answer grade-appropriate research questions write grade-appropriate research pieces using a teacher-provided template or graphic organizer 		<p>Sample Activities:</p> <p>Students will be able to fill in a graphic organizer containing different aspects of research on a state. Information in the graphic organizer is paraphrased from their readings.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2" style="text-align: center;">State</td> </tr> <tr> <td style="text-align: center;">Symbols</td> <td style="text-align: center;">Statehood</td> </tr> <tr> <td style="text-align: center;">Population</td> <td style="text-align: center;">Landmarks</td> </tr> </table>	State		Symbols	Statehood	Population	Landmarks
State									
Symbols	Statehood								
Population	Landmarks								
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>							
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content								
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>							

Score 0.0

Even with help, no success



WRITING

Research

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.					
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>				
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> conduct short grade-appropriate research projects that build knowledge through investigation of different aspects of a topic (W.4.7) 		<p>Sample Activities:</p> <p>Teacher will provide students with a list of early Native American groups that lived in the state. Students will pick one to research and create a brochure/pamphlet sharing different aspects of the life of the Native Americans using multiple resources from class and outside.</p>			
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>				
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> aspect, investigation, knowledge, research, research project, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> use teacher-provided sources to answer grade-appropriate research questions write grade-appropriate research pieces using a teacher-provided template or graphic organizer 		<p>Sample Activities:</p> <p>Teacher will provide students with a list of early Native American groups that lived in the state. Students will pick one to research and create a brochure/pamphlet sharing different aspects of the life of the Native Americans using teacher-selected materials. Students will use a predetermined format for their brochures (three ideas to include are given below).</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 33%;">Native American Tribe name and Appearance</td> <td style="width: 33%;">Location</td> <td style="width: 33%;">Daily Life</td> </tr> </table>	Native American Tribe name and Appearance	Location	Daily Life
Native American Tribe name and Appearance	Location	Daily Life				
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>				

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

WRITING

Research

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.								
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>							
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> conduct short grade-appropriate research projects that build knowledge about a topic (W.3.7) 		<p>Sample Activities:</p> <p>Students create a “fact file” of a type of rock or animal. Students paraphrase information from their readings.</p>						
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>							
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> knowledge, research, research project, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> use teacher-provided sources to answer grade-appropriate research questions write grade-appropriate research pieces using a teacher-provided template or graphic organizer 		<p>Sample Activities:</p> <p>Students create a “fact file” using a graphic organizer to record their findings based on resources the teacher has supplied. Information in the graphic organizer is paraphrased from their readings.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td align="center" colspan="2">Animal</td> </tr> <tr> <td align="center">Environment</td> <td align="center">Food</td> </tr> <tr> <td align="center">Habits</td> <td align="center">Predators</td> </tr> </table>	Animal		Environment	Food	Habits	Predators
Animal									
Environment	Food								
Habits	Predators								
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>							
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content								
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>							
Score 0.0	Even with help, no success								

WRITING

Access and Organize Information

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • recall relevant information from experiences or gather relevant information from grade-appropriate print and digital sources (W.5.8) • summarize or paraphrase information in notes and finished work, and provide a list of sources (W.5.8) 		<p>Sample Activities:</p> <p>During research, students write their key ideas on 3x5 cards for each research category. As students are researching, they are encouraged to write only 3 key words from each sentence deemed important enough to add to their research. Sources are written on the bottoms of each card. 3x5 cards are then grouped into category topics and a list of used sources can be made. <i>When students return to their notes, they will use the key words to create sentences in their own words.</i></p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • digital, experience, information, notes, paraphrase, print, recall, relevant, source, summarize <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • gather and record information or evidence from grade-appropriate print and digital sources using a teacher-provided template 		<p>Sample Activities:</p> <p>During research, students write their key ideas on their choice of a research graphic organizer. As students are researching, they are encouraged to write only 3 key words from each sentence deemed important enough to add to their research. <i>When students return to their notes, they will use the key words to create sentences in their own words.</i></p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		

	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

WRITING

Access and Organize Information

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: <ul style="list-style-type: none">• recall relevant information from experiences or gather relevant information from grade-appropriate print and digital sources (W.4.8)• take notes, categorize information, and provide a list of sources (W.4.8)		Sample Activities: <p>During research, students choose their own graphic organizer on which to sort and write their key ideas on from their research or may choose to use 3x5 cards for each research category. As students are researching, they are encouraged to write only 3 key words from each sentence deemed important enough to add to their research. Sources are written on the bottoms of each card. 3x5 cards are then grouped into category topics and a list of used sources can be made. <i>When students return to their notes, they will use the key words to create sentences in their own words.</i></p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

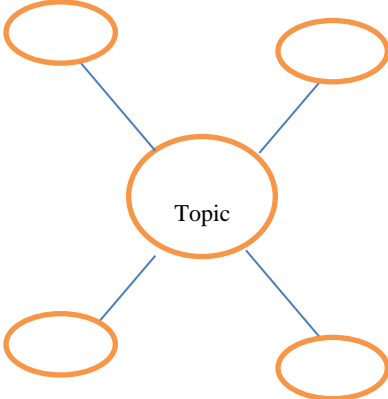
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • categorize, digital, experience, information, notes, print, recall, relevant, source <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • gather and record information or evidence from grade-appropriate print and digital sources using a teacher-provided template • categorize information into teacher-provided categories 		<p>Sample Activities:</p> <p>With the use of a graphic organizer, students are able to place key ideas and information into the appropriate categories. Students are encouraged to use only 3 key words from each sentence deemed important enough to add to their research. <i>When students return to their notes, they will use the key words to create sentences in their own words.</i></p> <table border="1" data-bbox="1535 423 2018 748"> <tr> <td colspan="2">Research Topic</td> </tr> <tr> <td>Category1</td> <td>Lined spaces</td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>3</td> <td></td> </tr> <tr> <td>4</td> <td></td> </tr> </table>	Research Topic		Category1	Lined spaces	2		3		4	
Research Topic													
Category1	Lined spaces												
2													
3													
4													
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>											
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content												
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>											
Score 0.0	Even with help, no success												

WRITING

Access and Organize Information

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: <ul style="list-style-type: none">• recall information from experiences or gather information from grade-appropriate print and digital sources (W.3.8)• take brief notes on sources and sort evidence into categories (W.3.8)		Sample Activities: <p>During research, students choose their own graphic organizer on which to sort and write their key ideas on from their research. Students are encouraged to not use more than 5 words per sentence they are writing facts from. <i>When students return to their notes, they will use the key words to create sentences in their own words.</i></p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • category, digital, evidence, experience, information, notes, print, recall, sort, source <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • sort evidence into teacher-provided categories • take notes using a teacher-provided template or graphic organizer 		<p>Sample Activities:</p> <p>With the use of a graphic organizer, students are able to place key ideas and information into the appropriate categories. <i>When students return to their notes, they will use the key words to create sentences in their own words.</i></p> <div data-bbox="1535 358 2024 815" style="border: 1px solid black; padding: 10px; text-align: center;">  <pre> graph TD Topic((Topic)) --- A(()) Topic --- B(()) Topic --- C(()) Topic --- D(()) </pre> </div>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

SPEAKING AND LISTENING

Collaborative Discussions

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate topics and texts, building on others' ideas and expressing their own clearly (SL.5.1):</p> <ul style="list-style-type: none"> • come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion (SL.5.1a) • pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others (SL.5.1c) • review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions (SL.5.1d) 		<p>Sample Activities:</p> <p>Students participate in discussions (either in small group, large group).</p> <p align="center">Collaborative Discussion group</p> <p>The teacher provides students with a list of questions to think about that need to be answered prior to discussion group. The teacher leads students through discussion points and helps facilitate discussion giving each student the opportunity to respond.</p> <p>The teacher can provide a self-assessment for the student:</p> <p>Short Answer:</p> <ol style="list-style-type: none"> 1. Did I come to discussion prepared? If so, what did I do to prepare? 2. What did I contribute to the discussion? 3. What did I learn from someone else? <p>With the proper guidance and feedback from the teacher, these groups will eventually be student led.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • conclusion, discussion, elaborate, explicit, idea, information, pose, question, respond, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • follow agreed-upon rules for discussions and carry out assigned roles (SL.5.1b) • participate actively in one-on-one, small group, or class discussions in a thoughtful and appropriate manner • prepare for participation in a discussion 		<p>Sample Activities:</p> <p>The teacher is the leader in the self-reflection to get students beyond answering yes or no. Students participate with frequent prompting.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

SPEAKING AND LISTENING

Collaborative Discussions

Grade 4

<p>Score 4.0</p>	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</p>		
	<p><i>Score 3.5</i></p>	<p><i>In addition to score 3.0 performance, partial success at score 4.0 content</i></p>	
<p>Score 3.0</p>	<p>The student will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate topics and texts, building on others' ideas and expressing their own clearly (SL.4.1):</p> <ul style="list-style-type: none"> • come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion (SL.4.1a) • pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others (SL.4.1c) • review the key ideas expressed and explain their own ideas and understanding in light of the discussion (SL.4.1d) 		<p>Sample Activities:</p> <p>The student participates in discussions (either in small group, large group).</p> <p>Example Activity: Collaborative Discussion group (can be used in any content area)</p> <p>The teacher provides the student with a list of questions to think about that need to be answered prior to the discussion group. The teacher leads students through discussion points and helps facilitate discussion, giving each student the opportunity to respond. The teacher can provide a self-assessment for the student.</p> <p>Short Answer:</p> <ol style="list-style-type: none"> 1. Did I come to discussion prepared? If so, what did I do to prepare? 2. What did I contribute to the discussion? 3. What did I learn from someone else? <p>With the proper guidance and feedback from the teacher, these groups will eventually be student led.</p>
	<p><i>Score 2.5</i></p>	<p><i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i></p>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • clarify, contribute, discussion, explicit, idea, information, link, pose, question, respond, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • follow agreed-upon rules for discussions and carry out assigned roles (SL.4.1b) • participate actively in one-on-one, small group, or class discussions in a thoughtful and appropriate manner • prepare for participation in a discussion 		<p>Sample Activities:</p> <p>The teacher is the leader in the self-reflection to get students beyond answering yes or no. Students participate with frequent prompting.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
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	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

SPEAKING AND LISTENING

Collaborative Discussions

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate topics and texts, building on others' ideas and expressing their own clearly (SL.3.1):</p> <ul style="list-style-type: none"> • come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion (SL.3.1a) • ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others (SL.3.1c) • explain their own ideas and understanding in light of the discussion (SL.3.1d) 		<p>Sample Activities:</p> <p>Collaborative Discussion Groups: (can be used in any content area)</p> <p>The teacher provides students with a list of questions to consider prior to discussion group. The teacher leads students through discussion points and helps facilitate discussion, giving each student the opportunity to respond. Following the discussion, the teacher provides a self-assessment to the each student.</p> <p>Short Answer:</p> <ol style="list-style-type: none"> 1. Did I come to discussion prepared? If so, what did I do to prepare? 2. What did I contribute to the discussion? 3. What did I learn from someone else? <p>The goal is that after enough repetition with teacher guidance, the groups will become student-led.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • discussion, explicit, idea, information, link, question, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) (SL.3.1b) • participate actively in one-on-one, small group, or class discussions in a thoughtful and appropriate manner • prepare for participation in a discussion 		<p>Sample Activities:</p> <p>The teacher is the leader in the self-reflection to get students beyond answering yes or no. Students participate with frequent prompting.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

SPEAKING AND LISTENING

Evaluate Presented Information

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • summarize a written grade-appropriate text read aloud or information presented in diverse grade-appropriate media and formats, including visually, quantitatively, and orally (SL.5.2) • explain how each claim made by a speaker is supported by reasons and evidence (SL.5.3) 		<p>Sample Activities:</p> <p>Students will read a current events article, or watch a speech of someone presenting a claim (i.e. alien life on Mars, Stonehenge, Pluto is not a planet, etc.).</p> <p>Students will identify the speaker's claims and evidence by summarizing the information to a partner.</p> <p align="center">Presenter's Claim</p> <p align="center">Reason 1 Reason 2 Reason 3 (evidence) (evidence) (evidence)</p> <p align="center">Summary of claim</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • claim, diverse, evidence, format, media, oral, point, quantitative, reason, summarize, support, text, visual <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • summarize a grade-appropriate text or presented information using a teacher-provided template • summarize the points a speaker makes (SL.5.3) 		<p>Sample Activities:</p> <p>Students will read a current events article, or watch a speech of someone presenting a claim (i.e. alien life on Mars, Stonehenge, Pluto is not a planet, etc.).</p> <p>Students will identify the speaker's claims and evidence by summarizing the information in the graphic organizer.</p> <p style="text-align: center;">Presenter's Claim</p> <p style="text-align: center;">Reason 1 Reason 2 Reason 3 (evidence) (evidence) (evidence)</p> <p style="text-align: center;">Summary of claim</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

SPEAKING AND LISTENING

Evaluate Presented Information

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.												
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>											
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> paraphrase portions of a grade-appropriate text read aloud or information presented in diverse grade-appropriate media and formats, including visually, quantitatively, and orally (SL.4.2) identify the reasons and evidence a speaker provides to support particular points (SL.4.3) 		<p>Sample Activities:</p> <p>While viewing a video (such as a Schlessinger history dvd) student pairs are able to give each other a summary of the video, identifying facts and details.</p>										
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>											
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> diverse, evidence, format, information, media, oral, paraphrase, point, quantitative, reason, support, text, visual <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> paraphrase a grade-appropriate text or presented information using a teacher-provided template identify the reasons a speaker provides to support particular points 		<p>Sample Activities:</p> <p>While viewing a video (such as a Schlessinger history dvd) students are able to identify information.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Topic</th> </tr> </thead> <tbody> <tr> <td style="width: 50%;">Fact</td> <td>details</td> </tr> <tr> <td>Fact</td> <td>details</td> </tr> <tr> <td>Fact</td> <td>details</td> </tr> <tr> <td colspan="2">What I learned/summary</td> </tr> </tbody> </table>	Topic		Fact	details	Fact	details	Fact	details	What I learned/summary	
Topic													
Fact	details												
Fact	details												
Fact	details												
What I learned/summary													
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>											
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content												
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>											
Score 0.0	Even with help, no success												

SPEAKING AND LISTENING

Evaluate Presented Information

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: <ul style="list-style-type: none">• determine the main ideas and supporting details of a grade-appropriate text read aloud or information presented in diverse grade-appropriate media and formats, including visually, quantitatively, and orally (SL.3.2)• ask and answer questions about information from a speaker, offering appropriate elaboration and detail (SL.3.3)		Sample Activities: <p>Teacher will randomly select a student to summarize another speaker's presentation after the speech. Students will be able to identify the main ideas and some supporting details that were provided.</p> <p>The student will be required to ask a question of the speaker to gain more details.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

<p>Score 2.0</p>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • answer, ask, detail, diverse, elaboration, format, information, main idea, media, oral, quantitative, question, supporting detail, text, visual <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • answer teacher-provided questions about a grade-appropriate text read aloud or an oral presentation • identify the main ideas and details of presentations in diverse grade-appropriate media and formats 		<p>Sample Activities:</p> <p>Throughout the course of a read aloud chapter book, the teacher will randomly call on students to answer comprehension questions from a chapter. Teacher may pull a stick from a class jar of student sticks or a card from a deck that has each card labeled with a student name. The student will be able to answer the questions accurately.</p> <p>After a read-aloud, students will be able to identify the main idea or details of the selection. Teacher will provide the student with a “ticket out the door” containing a question or asking for a main idea. Students will complete and use it as their ticket to go to recess, lunch, or home.</p>
	<p><i>Score 1.5</i></p>	<p><i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i></p>	
<p>Score 1.0</p>	<p>With help, partial success at score 2.0 content and score 3.0 content</p>		
	<p><i>Score 0.5</i></p>	<p><i>With help, partial success at score 2.0 content but not at score 3.0 content</i></p>	
<p>Score 0.0</p>	<p>Even with help, no success</p>		

SPEAKING AND LISTENING

Speech Writing

Grade 5

<p>Score 4.0</p>	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</p>		
	<p><i>Score 3.5</i></p>	<p><i>In addition to score 3.0 performance, partial success at score 4.0 content</i></p>	
<p>Score 3.0</p>	<p>The student will:</p> <ul style="list-style-type: none"> • report on a grade-appropriate topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes (SL.5.4) 		<p>Sample Activities:</p> <p>Students report on a famous American or State giving the audience several facts supported with details that have been paraphrased from resources used.</p> <p>Student is attentive to grabbing the listener's attention at the beginning and creating a conclusion that wraps up the speech.</p> <p>The student creates a Power Point Presentation, in which each slide represents a different fact with examples, sequenced from birth to death.</p>
	<p><i>Score 2.5</i></p>	<p><i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i></p>	
<p>Score 2.0</p>	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • descriptive, detail, fact, idea, logical, main idea, opinion, relevant, report, sequence, support, text, theme, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • write a grade-appropriate speech using a teacher-provided graphic organizer or template 		<p>Sample Activities:</p> <p>Students report on a famous American with the use of a graphic organizer to organize their facts.</p> <p>Famous American</p> <p>Overview – grabs listener attention</p> <p>Early Life - - details</p> <p>Education - - details</p> <p>Contributions to American - - facts</p> <p>Conclusion/summary of why the person is important</p>

	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

SPEAKING AND LISTENING

Speech Writing

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • report on a grade-appropriate topic or text, tell a story, or recount an experience in an organized manner with appropriate facts and relevant, descriptive details to support main ideas or themes (SL.4.4) 		<p>Sample Activities:</p> <p>Students write a report as a famous character from state history that will be presented as a Wax Museum.</p> <p>Student writes a speech that grabs the listener's attention in the beginning and wraps up with a summary/conclusion of the character.</p> <p>Students include several aspects of the character's life such as childhood, education and accomplishments. Material is organized on 3x5 cards, with each 3x5 cards holding a different detail and example.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • descriptive, detail, experience, fact, main idea, organized, relevant, report, story, support, text, theme, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • write a grade-appropriate speech using a teacher-provided graphic organizer or template 		<p>Sample Activities:</p> <p>Students write a report as a famous character from state history that will be presented as a Wax Museum.</p> <p>Student follow a graphic organizer provided by the teacher and use it to write their speech.</p> <p>For example: Character from state History</p> <p>Introduction – what will you use to grab the reader’s attention (students choose from interesting fact, rhetorical question, etc.)</p> <p>Early Life - - details</p> <p>Job - - details</p> <p>Contributions - - details</p> <p>Conclusion/summary of why the person is important or what you think of the person.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

SPEAKING AND LISTENING

Speech Writing

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> report on a grade-appropriate topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details (SL.3.4) 		<p>Sample Activities:</p> <p>Students share a memory or experience with the class, such as losing a tooth, winning an award, etc. Speech includes an introduction, supported details, and a conclusion.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> descriptive, detail, experience, fact, recount, relevant, report, story, text, topic <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> write a grade-appropriate speech using a teacher-provided graphic organizer or template 		<p>Sample Activities:</p> <p>Students use a graphic organizer of a hand to write a speech. Students identify their introduction on the thumb, details on the pointer, middle, and ring fingernails (with examples/details on the fingers, and a conclusion on the pinky finger.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

SPEAKING AND LISTENING

Presentation and Delivery

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will demonstrate proper grade-appropriate oral presentation techniques:</p> <ul style="list-style-type: none"> • include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes (SL.5.5) • adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (SL.5.6) 		<p>Sample Activities:</p> <p>Students will present research of a famous American using a Power Point presentation that contains multimedia that directly enhances understanding.</p> <p>Students will be able to adapt their speaking for presentation to the class and presentation to a buddy class of younger learners.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • context, development, enhance, formal English, graphic, main idea, multimedia, task, theme, visual <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • speak clearly at an understandable pace (SL.5.4) • use visual displays for presentations • demonstrate speech to only one context 		<p>Sample Activities:</p> <p>Students present research of their famous person to their class, and with reminders, the students will speak clearly refer to visuals, and paraphrase information learned.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

SPEAKING AND LISTENING

Presentation and Delivery

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will demonstrate proper grade-appropriate oral presentation techniques:</p> <ul style="list-style-type: none"> • add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes (SL.4.5) • use formal English and informal discourse where appropriate (SL.4.6) 		<p>Sample Activities:</p> <p>Students will present research of a character from state history in a simulated Wax Museum in which the student simulates being that character speaking clearly, using visual displays, and paraphrasing information learned. The visuals used enhance the understanding of the character.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • audio, context, development, differentiate, discourse, enhance, formal English, informal, main idea, theme, visual <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • speak clearly at an understandable pace (SL.4.4) • use visual displays for presentations • differentiate between contexts that call for formal English and informal discourse (SL.4.6) 		<p>Sample Activities:</p> <p>Students present research of a character from state history in a simulated Wax Museum in which the student simulates bring the character. With reminders, the students will speak clearly, use visuals, and paraphrase information learned.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

SPEAKING AND LISTENING

Presentation and Delivery

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will demonstrate proper grade-appropriate oral presentation techniques:</p> <ul style="list-style-type: none"> • demonstrate fluid oral reading (SL.3.5) • add visual displays when appropriate to emphasize or enhance certain facts or details (SL.3.5) • speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.3.6) 		<p>Sample Activities:</p> <p>Students present a “How-to” topic to demonstrate a simple experience, such as making a peanut butter and jelly sandwich by fluently reading their notes. Students refer to visuals while giving their facts and respond to questions with complete sentences.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • clarification, complete sentence, detail, emphasize, enhance, fact, oral, task, visual <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • retell or recount a simple experience • speak clearly at an understandable pace (SL.3.4) 		<p>Sample Activities:</p> <p>Students present a “How-to” topic to demonstrate a simple experience, such as making a peanut butter and jelly sandwich at a rate in which students can follow the presentation.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Grammar

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will demonstrate command of the conventions of standard grade-appropriate English grammar and usage in context when writing or speaking (L.5.1):</p> <ul style="list-style-type: none"> • explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences (L.5.1a) • form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses (L.5.1b) • use verb tense to convey various times, sequences, states, and conditions (L.5.1c) • recognize and correct inappropriate shifts in verb tense (L.5.1d) • use correlative conjunctions (e.g., <i>either/or, neither/nor</i>) (L.5.1e) 		<p>Sample Activities:</p> <p>The teacher provides students with a conjunction, preposition, or interjection. Students draw a picture illustrating how it “fits” into the sentence. Basic sentence diagramming?</p> <p>In a sample of writing, students are able to go back and highlight correct uses of tense, conjunctions, verb tenses, etc.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • condition, conjunction, correlative conjunction, interjection, perfect verb tense, preposition, sentence, sequence, state, verb tense <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • use grade-appropriate grammar in isolation 		<p>Sample Activities:</p> <p>Students can accurately match parts of grammar with their examples using a grammar sort with cards or placing examples on paper in columns under the grammar heading.</p> <p>Students are able to choose the correct form of grammar from several choices.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE		
Grammar		
Grade 4		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>The student will demonstrate command of the conventions of standard grade-appropriate English grammar and usage in context when writing or speaking (L.4.1):</p> <ul style="list-style-type: none"> • use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>) (L.4.1a) • form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses (L.4.1b) • use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions (L.4.1c) • order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>) (L.4.1d) • form and use prepositional phrases (L.4.1e) 	
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • adjective, condition, conventional, modal auxiliary, prepositional phrase, progressive verb tense, relative adverb, relative pronoun, sentence <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • use grade-appropriate grammar in isolation 	
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	Even with help, no success	

Sample Activities:

In a Cloze activity, students are able to use the correct form of grammar being studied.

Student understanding is also measured throughout the year in their writing

Sample Activities:

Students can accurately match parts of grammar with their examples using a grammar sort with cards or placing examples on paper in columns under the grammar heading.

Students are able to choose the correct form of grammar from several choices.

LANGUAGE		
Grammar		
Grade 3		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>The student will demonstrate command of the conventions of standard grade-appropriate English grammar and usage in context when writing or speaking (L.3.1):</p> <ul style="list-style-type: none"> • explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences (L.3.1a) • form and use regular and irregular plural nouns (L.3.1b) • use abstract nouns (e.g., <i>childhood</i>) (L.3.1c) • form and use regular and irregular verbs (L.3.1d) • form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses (L.3.1e) • ensure subject-verb and pronoun-antecedent agreement. (L.3.1f) • form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified (L.3.1g) • use coordinating and subordinating conjunctions (L.3.1h) 	
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • abstract, adjective, adverb, comparative, coordinating conjunction, irregular, modify, noun, plural, pronoun, pronoun-antecedent agreement, regular, sentence, simple verb tense, subject-verb agreement, subordinating conjunction, superlative, verb <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • use grade-appropriate grammar in isolation 	
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	Even with help, no success	

Sample Activities:
Students are provided with a mad lib- like activity containing various parts of grammar being studied. Students fill in the blanks with the correct form of grammar being studied so the story makes sense

Sample Activities:
Students can accurately match parts of grammar with their examples using a grammar sort with cards or placing examples on paper in columns under the grammar heading.

LANGUAGE

Sentences

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • expand, combine, and reduce grade-appropriate sentences for meaning, reader/listener interest, and style in context (L.5.3a) 		<p>Sample Activities:</p> <p>Students are “copyeditors” and are provided with a paragraph containing simple sentence, run-ons, and fragments. Students work to reformat the paragraph into a paragraph that will gain reader interest with sentences that flow.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • combine, expand, interest, reduce, sentence, style <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • expand, combine, and reduce grade-appropriate sentences for meaning in isolation 		<p>Sample Activities:</p> <p>Students are magicians: They are provided with a simple sentence in which they “dress up” into detailed sentences.</p> <p>Students are provided with run on sentences that they shrink to a “bumper sticker” sentence that makes sense to the reader.</p> <p>Students are provided with two sentence strips and are able to create a new “power sentence” that encompasses both ideas.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Sentences

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • produce complete grade-appropriate sentences, recognizing and correcting inappropriate fragments and run-ons in context (L.4.1f) 		<p>Sample Activities:</p> <p>Students are able to edit their writing and change any fragments or run-on sentences into complete sentences.</p> <p>When given 3 words, students are able to create a complete sentence containing a subject and predicate.</p> <p>Students write a paragraph for a topic of study in social studies that does not contain any fragments or run on sentences, but also contains diverse sentence types (simple, compound, complex).</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • complete sentence, fragment, run-on <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • correct grade-appropriate sentences in isolation for inappropriate fragments and run-ons 		<p>Sample Activities:</p> <p>When provided with a set of sentences, students are able to identify which are fragments, complete, and run-ons and transform the sentence that are not complete into complete sentences.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE		
Sentences		
Grade 3		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> produce simple, compound, and complex grade-appropriate sentences in context (L.3.1i) 	
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> complex sentence, compound sentence, simple sentence <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> produce simple, compound, and complex grade-appropriate sentences in isolation 	
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	Even with help, no success	

Sample Activities:

While writing a summary of a topic being learned in social studies, students create simple, compound, and complex sentences.

Sample Activities:

Using diagrams for reference (simple – a picture of one student, compound – 2 people holding hands, complex – 3 students in a pyramid; fragment – half of a student) students are able to write simple, compound, and complex sentences.

LANGUAGE

Capitalization and Punctuation

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will demonstrate command of the conventions of standard grade-appropriate English capitalization and punctuation in context when writing (L.5.2):</p> <ul style="list-style-type: none"> • use punctuation to separate items in a series (L.5.2a) • use a comma to separate an introductory element from the rest of the sentence (L.5.2b) • use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>) (L.5.2c) • use underlining, quotation marks, or italics to indicate titles of works (L.5.2d) 		<p>Sample Activities:</p> <p>Activity #1: The student will write book review indicating 3 reasons the reader should or should not read the book. The review will effectively include an underlined title, a list of 3 reasons, a rhetorical question using a comma, and transitions.</p> <p>Activity #2: Given sentences with and without errors, the student can identify the correctly punctuated sentences and fix the sentences that are incorrect.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • comma, direct address, introductory element, italics, punctuation, quotation mark, sentence, series, tag question <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • demonstrate the use of grade-appropriate conventions in isolation 		<p>Sample Activities:</p> <p>Given sentences with and without errors, the student can identify the correctly punctuated sentences when told which punctuation to look for. The student can fix the sentences that are incorrect.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Capitalization and Punctuation

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will demonstrate command of the conventions of standard grade-appropriate English capitalization and punctuation in context when writing. (L.4.2):</p> <ul style="list-style-type: none"> • use correct capitalization (L.4.2a) • use commas and quotation marks to mark direct speech and quotations from a text (L.4.2b) • use a comma before a coordinating conjunction in a compound sentence (L.4.2c) 		<p>Sample Activities:</p> <p>Activity #1: The student will write a short story, including a real dialogue that he/she has been a part of (e.g., incorporate a conversation with a parent about playing soccer or taking piano lessons). The student will use correct capitalization, commas, and quotation marks.</p> <p>Activity #2: Students write a conversation between 2 characters discussing what fun activities they should do after school.</p> <p>Activity #3: Given sentences with and without errors, the student can identify the correctly punctuated sentences and fix the sentences that are incorrect.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • capitalization, comma, compound sentence, coordinating conjunction, direct speech, quotation, quotation mark <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • demonstrate the use of grade-appropriate conventions in isolation 		<p>Sample Activities:</p> <p>Given sentences with and without errors, the student can identify the correctly punctuated sentences when told which punctuation to look for. The student can fix the sentences that are incorrect.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Capitalization and Punctuation

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will demonstrate command of the conventions of standard grade-appropriate English capitalization and punctuation in context when writing (L.3.2):</p> <ul style="list-style-type: none"> • capitalize appropriate words in titles (L.3.2a) • use commas in addresses (L.3.2b) • use commas and quotation marks in dialogue (L.3.2c) • form and use possessives (L.3.2d) 		<p>Sample Activities:</p> <p>Activity #1: Students address an envelope and write a letter to the author of a book of study (fiction or nonfiction). On the envelope, and in the letter, students correctly use capitalization, commas, and quotation marks when pulling their favorite piece of dialogue from the story from a set of dialogue previously brainstormed by the class.</p> <p>Activity #2: Given sentences with and without errors, the student can identify the correctly punctuated sentences and fix the sentences that are incorrect, including possessives.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • address, capitalize, comma, dialogue, possessive, quotation mark, title <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • demonstrate the use of grade-appropriate conventions in isolation 		<p>Sample Activities:</p> <p>Given sentences with and without errors, the student can identify the correctly punctuated sentences and fix the sentences that are incorrect.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		

	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Spelling

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • spell grade-appropriate words correctly when writing, consulting references as needed (L.5.2e) 		<p>Sample Activities:</p> <p>Students write a “breaking news” paragraph describing an interesting fact they’ve learned from their social studies or history curriculum and why it’s interesting. All grade-appropriate words are spelled correctly.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • references <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • spell grade-appropriate words correctly in isolation 		<p>Sample Activities:</p> <p>Students are able to correctly spell grade-appropriate words on an oral spelling test and identify them from multiple choice options.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Spelling

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • correctly use frequently confused grade-appropriate words (e.g., <i>to, too, two; there, their</i>) (L.4.1g) • spell grade-appropriate words correctly when writing, consulting references as needed (L.4.2d) 		<p>Sample Activities:</p> <p>Activity #1: Students create a comic strip of twins/triplets which are the homophone. Comic strips depict how people will recognize or be able to tell the difference between the two. Students act out the comic strips and the class correctly identifies the correct word.</p> <p>Activity #2: Students write a short story with a beginning, middle, and end including assigned common homophone pairs used correctly.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • confused, references <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • spell grade-appropriate words correctly in isolation 		<p>Sample Activities:</p> <p>Students are able to correctly spell grade-appropriate words on an oral spelling test and identify them from multiple choice options.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE			
Spelling			
Grade 3			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>) (L.3.2e) • use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words (L.3.2f) • consult reference materials, including beginning dictionaries, as needed to check and correct spellings (L.3.2g) 		<p>Sample Activities:</p> <p>Students are able to correctly add suffixes to base words when using the words in a poem or rap.</p> <p>After practicing with word sorts, students effectively use words in their sentences.</p> <p>Students refer to dictionaries to check their spelling.</p> <p>Students receive high scores on games through spellingcity.com</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • dictionary, ending rule, generalization, pattern, position-based, reference, syllable, word family, word part <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • spell grade-appropriate words correctly in isolation 		<p>Sample Activities:</p> <p>Students are able to correctly spell grade-appropriate words on an oral spelling test and identify them from multiple choice options.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Language Conventions

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will use grade-appropriate knowledge of language and its conventions when writing, speaking, reading, or listening (L.5.3):</p> <ul style="list-style-type: none"> • compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems (L.5.3b) 		<p>Sample Activities:</p> <p>Activity #1: Provide students with quotes from fictional books (historical fiction) and quotes from history texts. Students are able to sort the sentences between formal and informal and describe how the texts are similar and different in a T-chart.</p> <p>Activity #2: Provide students with several clips of video or audio containing different dialects and registers (southern, British English, etc.). Students use a check sheet to group them and can explain how they are similar and different to one another.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • compare, contrast, dialect, drama, poem, register, story, variety <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • identify examples of the varieties of English used in stories, dramas, or poems 		<p>Sample Activities:</p> <p>Activity #1: Provide students with quotes from fictional books (historical fiction) and quotes from history texts. Students are able to sort the sentences between formal and informal.</p> <p>Activity #2: Provide students with several clips of video or audio containing different dialects and registers (southern, British English, etc.). Students use checkmarks on a chart to identify dialects that are similar and different to their own dialect of English.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Language Conventions

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will use grade-appropriate knowledge of language and its conventions when writing, speaking, reading, or listening (L.4.3):</p> <ul style="list-style-type: none"> • choose words, phrases, and punctuation that convey ideas precisely (L.4.3a; L.4.3b) • explain why certain contexts call for formal English (e.g., presenting ideas) and why informal discourse is appropriate in other situations (e.g., small-group discussion) (L.4.3c) 		<p>Sample Activities:</p> <p>Activity #1: While editing a paper, students replace a set of words with stronger adjectives/verbs that convey a more precise feeling.</p> <p>Activity #2: Given several text messages, students write them formally, using full sentences and words that convey a more precise meaning.</p> <p>Activity #3: Students are “interviewed” by the teacher or another student about why we sometimes use formal English and sometimes use informal discourse. Students provide an example of formal and informal discourse.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • context, convey, differentiate, discourse, discussion, formal English, idea, informal, phrase, precise, punctuation <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • recognize or recall contexts that call for formal and informal uses of English 		<p>Sample Activities:</p> <p>Students act out different formal and informal contexts (talking in the cafeteria vs. talking in the library; greeting a friend vs. greeting the principal) and are able to sort cards containing different situations into formal and informal.</p> <p>Students sort examples of written letters between formal and informal (i.e. letter to friend, letter to an author, business letter, thank you note)</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Language Conventions

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will use grade-appropriate knowledge of language and its conventions when writing, speaking, reading, or listening (L.3.3):</p> <ul style="list-style-type: none"> • choose words and phrases for effect (L.3.3a) • describe differences between the conventions of spoken and written standard English (L.3.3b) 		<p>Sample Activities:</p> <p>Activity #1: Students are able to write descriptive words on a continuum so the weakest and strongest forms of the word on each end and can explain how the meanings would be different in a sentence.</p> <p style="text-align: center;">←-----→</p> <p>Silent/muffled/noisy/loud/deafening/earthshaking</p> <p>The airplane was_____.</p> <p>The music was _____.</p> <p>Activity #2: Explain how a sentence can have multiple meanings based on how a person reads the sentence emphasizing different words by drawing a picture of the different meanings a sentence can have.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • convention, effect, phrase, standard English <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • identify differences between the conventions of spoken and written standard English • choose words and phrases based on teacher and peer feedback 	<p>Sample Activities:</p> <p>Activity #1: Teacher provides students with examples of words on a continuum with weakest and strongest forms of the word on each end and can explain how the meanings would be different in a sentence.</p> <p>←-----→</p> <p>Silent/muffled/noisy/loud/deafening/earthshaking</p> <p>The airplane was _____.</p> <p>The music was _____.</p> <p>Activity #2: Students will match the pictures to sentences that contain bolded words emphasized for reading.</p>
	<p>Score 1.5 <i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i></p>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	<p>Score 0.5 <i>With help, partial success at score 2.0 content but not at score 3.0 content</i></p>	
Score 0.0	Even with help, no success	

LANGUAGE

Context Clues

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a grade-appropriate word or phrase (L.5.4a) • use context to confirm or self-correct word recognition and understanding (RF.5.4c) 		<p>Sample Activities:</p> <p>Students are given a Cloze activity in which a passage has blanked out words. Using context clues, students are able to determine the best words that would fit in the blanks. Students support their word choice by highlighting the “clues” within the sentence (comparison, cause/effect, etc.)</p> <p>Guess the Word: Students are given a passage containing several nonsense words. Using the text around the word, students are able to create a definition for the nonsense word. In pairs, students are given nonsense words and create sentences for each using different context clues for each (such as a comparison, definition, cause/effect, synonym/antonym).</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • cause/effect, clue, comparison, confirm, context, meaning, phrase, relationship, self-correct, text, word <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • demonstrate the use of context clues using structured sentences in isolation 		<p>Sample Activities:</p> <p>Students are given a sentence containing a blanked out word. Highlighting context clues, students are able to determine the best word that would fit in the blank.</p> <p>Guess the Word: Students are given a sentence containing a nonsense word. Using the text around the word, students are able to create a definition for the nonsense word. Students are able to create their own nonsense words supported by a variety of context clues as directed by the teacher (use a comparison, cause/effect).</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Context Clues

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a grade-appropriate word or phrase (L.4.4a) • use context to confirm or self-correct word recognition and understanding (RF.4.4c) 		<p>Sample Activities:</p> <p>Activity #1: Using a current text of any subject area, students are able to identify the meaning of a word from a sentence and highlight the context clues (synonyms, antonyms, definitions, examples) they used to define the word.</p> <p>Activity #2: Students will write several different sentences using vocabulary supported by a variety of context clues to help the reader understand the meaning of the word.</p> <p>Activity #3: Students are Mystery Detectives. Teacher provides students with a short grade-appropriate text with several words blanked out. Students use clues within the sentences to determine missing words and highlight the synonyms, antonyms, definitions, or examples they used to support the word they chose.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • clue, confirm, context, context, definition, example, meaning, phrase, restatement, self-correct, text, word <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • demonstrate the use of context clues using structured sentences in isolation 		<p>Sample Activities:</p> <p>Activity #1: Students are able to identify the meaning of words when the teacher prompts them to look for synonyms, antonyms, and definitions. Students will highlight the context clues within the sentence.</p> <p>Activity #2: Students will write their own sentences using vocabulary with their own creative context clues to help the reader understand the meaning of the word. Context clue types will be given (such as, write a sentence using a synonym as the context clue)</p> <p>Activity #3: Students are Mystery Detectives. Teacher provides students with sentences containing a blanked out word. Students use clues within the sentence to determine missing words and highlight the synonyms, antonyms, or definitions they used to support the word they chose.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Context Clues

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • use sentence-level context as a clue to the meaning of a grade-appropriate word or phrase (L.3.4a) • use context to confirm or self-correct word recognition and understanding (RF.3.4c) 		<p>Sample Activities:</p> <p>Activity #1: Using a current text of any subject area, students are able to identify the meaning of a word from a sentence and highlight the context clues (synonyms, antonyms, definitions) they used to define the word.</p> <p>Activity #2: Students will write their own sentences using vocabulary with their own creative context clues to help the reader understand the meaning of the word.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • clue, confirm, context, meaning, phrase, self-correct, sentence-level, word <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • demonstrate the use of context clues using structured sentences in isolation 		<p>Sample Activities:</p> <p>Activity #1: Students are able to identify the meaning of words when the teacher prompts them to look for synonyms, antonyms, and definitions. Students will highlight the context clues within the sentence.</p> <p>Activity #2: Students will write their own sentences using vocabulary with their own creative context clues to help the reader understand the meaning of the word. Context clue types will be given (such as, write a sentence using a synonym as the context clue)</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Word Origins and Roots

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>) (L.5.4b) 		<p>Sample Activities:</p> <p>Students participate in a word-dissection. The teacher will provide words on sentence strips containing affixes and roots. Students will cut apart the pieces of the word that they know and label the meaning of each part.</p> <p>Students participate in a root word sort by taking word cards and placing them onto tree diagrams that contain their “root” written at the base of the tree. Students are then able to infer the meaning of the words. (example: on a picture of a tree, “photo” would be labeled in the roots of the tree, while photograph, photographer, and photosynthesis would all be in the leaves.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • affix, clue, meaning, root, word <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • recognize or recall the meanings of grade-appropriate Greek and Latin affixes and roots 		<p>Sample Activities:</p> <p>Students match puzzle pieces containing affixes/roots to their meanings.</p> <p>Students draw a picture for each affix or root they are studying and assemble these into a picture dictionary (picture and meaning) or picture cards (picture on front, meaning on back).</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Word Origins and Roots

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>) (L.4.4b) 		<p>Sample Activities:</p> <p>Students participate in a word-dissection. The teacher will provide words on sentence strips containing affixes and roots. Students will cut apart the pieces of the word that they know and label the meaning of each part.</p> <p>Students are able to expand their picture dictionary to include examples of words using the affixes and roots.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • affix, clue, meaning, root, word <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • recognize or recall the meanings of grade-appropriate Greek and Latin affixes and roots 		<p>Sample Activities:</p> <p>Students will create a picture dictionary (or picture flashcards) of common Greek and Latin affixes and roots (example: Hydro/Water). After practicing, students will be able to match teacher-provided picture cards with their meanings.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Word Origins and Roots

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • determine the meaning of the new grade-appropriate word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>) (L.3.4b) • use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>) (L.3.4c) • know the meaning of the most common prefixes and derivational suffixes (RF.3.3a) • decode words with common Latin suffixes (RF.3.3b) 		<p>Sample Activities:</p> <p>After learning about affixes, the teacher will write several words split into 3 cards (one for prefix, roots, and suffixes). Students will be given the cards and sort the cards into three columns (Prefix/Root/Suffix). Students will be able to correctly identify the words.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • affix, clue, derivational, meaning, prefix, root, suffix, word <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • identify common prefixes and suffixes (RF.3.3a) 		<p>Sample Activities:</p> <p>After learning about affixes, the teacher will write several words split into 2 cards (one for prefix and suffixes). Students will be given the cards and sort the cards into three columns (Prefix/Suffix). With reference materials, students will be able to correctly identify the words.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Reference Materials

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> consult grade-appropriate reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases (L.5.4c) 		<p>Sample Activities:</p> <p>Students work in teams or alone to go on a scavenger hunt identifying definitions, synonyms, and pronunciation for words. Students are able to locate the proper reference materials to find their answers.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> dictionary, digital, glossary, phrase, precise, print, pronunciation, reference, thesaurus, word <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> demonstrate the use of grade-appropriate reference materials in isolation 		<p>Sample Activities:</p> <p>Students will be able to show the teacher how each reference material can be used in isolation.</p> <p>Students work in teams or alone to go on a scavenger hunt as above, only students are told where each answer will be (i.e. definition in the dictionary, synonym in the thesaurus)</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Reference Materials

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> consult grade-appropriate reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases (L.4.4c) 		<p>Sample Activities:</p> <p>Students work in teams or alone to go on a scavenger hunt identifying definitions, synonyms, and pronunciation for words. Students are able to locate the proper reference materials to find their answers.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> clarify, dictionary, digital, glossary, meaning, phrase, precise, print, pronunciation, reference, thesaurus, word <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> demonstrate the use of grade-appropriate reference materials in isolation 		<p>Sample Activities:</p> <p>Students will be able to show the teacher how each reference material can be used in isolation.</p> <p>Students work in teams or alone to go on a scavenger hunt as above, only students are told where each answer will be (i.e. definition in the dictionary, synonym in the thesaurus)</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Reference Materials

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • use grade-appropriate glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases (L.3.4d) 		<p>Sample Activities:</p> <p>Students work in teams or alone to go on a scavenger hunt identifying meanings of key words using dictionaries and glossaries.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • clarify, dictionary, digital, glossary, meaning, phrase, precise, print, word <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • demonstrate the use of grade-appropriate glossaries or beginning dictionaries in isolation 		<p>Sample Activities:</p> <p>Students will be able to identify the parts of a dictionary and use features such as guide words to help look up words in the dictionary.</p> <p>Students effectively use glossaries to find meanings of bolded words in texts and can look up unknown words in dictionaries</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Word Relationships

Grade 5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • use the relationship between particular grade-appropriate words (e.g., synonyms, antonyms, homographs) to better understand each of the words (L.5.5c) 		<p>Sample Activities:</p> <p>Students will effectively complete word maps for vocabulary. The word is in the center of the map with 4 stems outward to be filled in with synonyms, antonyms, homographs (non-examples), and a sentence or picture illustrating the word.</p>
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • antonym, homograph, relationship, synonym, word <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • recognize the relationship between particular grade-appropriate words (e.g., synonyms, antonyms, homographs) 		<p>Sample Activities:</p> <p>With the help of a partner or thesaurus, students will complete word maps for vocabulary. The word is in the center of the map with 4 stems outward to be filled in with synonyms, antonyms, homographs (non-examples), and a sentence or picture illustrating the word.</p>
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Word Relationships

Grade 4

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	<i>Score 3.5</i>	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> demonstrate understanding of grade-appropriate words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms) (L.4.5c) 		<p>Sample Activities:</p> <p>Students create a word map for vocabulary words. The word is in the middle and stems out to 4 categories: synonyms, antonyms, examples, and non-examples.</p>
	<i>Score 2.5</i>	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> antonym, identical, meaning, opposite, relate, similar, synonym <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> recognize or recall antonyms and synonyms for grade-appropriate words 		<p>Sample Activities:</p> <p>Provide students with a passage taken from a text they are focusing on from the week with key vocabulary words underlined. Students will use their thesaurus to locate synonyms for the underlined words.</p> <p>Likewise, provide students with a passage containing key vocabulary words underlined. Students will use their thesaurus to find antonyms for the words.</p>
	<i>Score 1.5</i>	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	<i>Score 0.5</i>	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		

LANGUAGE

Word Relationships

Grade 3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: <ul style="list-style-type: none"> • explain the real-life connections between grade-appropriate words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>) (L.3.5b) 		Sample Activities: Students will effectively describe vocabulary by using synonyms and real-life examples.
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • connection, real-life, use, word The student will perform basic processes, such as: <ul style="list-style-type: none"> • identify examples of real-life connections between grade-appropriate words and their use (e.g., identify people who are <i>friendly</i> or <i>helpful</i>) 		Sample Activities: With the help of a partner, students will successfully sort words into categories for the current area of study matching words with words or pictures of similar meaning (or words with words or pictures of similar descriptions). For example, students will match the word “camouflage” with animals that use camouflage. Students match the word “helpful” to librarians, teachers, etc.
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	
Score 0.0	Even with help, no success		