Holley Elementary School

Report Card Parent Guide











This Report Card, aligned with the New York State Learning Standards, is designed to provide you with specific information about your child's performance in each grade and in each subject. It also includes behaviors and work habits that contribute to your child's growth and learning.

We are committed to ensuring that students are well prepared for the future. It is our professional responsibility to provide parents and students with complete and accurate information that reflects your child's performance, and the indicators on the Report Card are designed to reflect achievement. Achievement is measured by student's performance at a single point in time and how well the student performs against a standard.

This Parent Guide was written to assist you in understanding how your child is scored on the Holley Elementary Report Card. Providing a clear and complete communication tool is the main goal of our Standards Based Report Card.

Changes in Our New Report Card

The new report card is aligned to New York State Learning Standards and reflects updates in our instruction, curriculum and assessments. You will find:

- 1. Category titles and descriptors reflecting skills needed to master NYS and District Standards.
- 2. Grading keys reflecting student progress toward NYS and District Standards (1-4 scale).
- 3. Learner Behaviors reflecting expectations for skills necessary to be a successful learner.

Standards-Based Report Cards

There are four essential components to a standards-based system.

- 1. The subject standards as outlined by NYS and the District that describe what a student should know and be able to do at an identified point in time.
- 2. The standards-based curriculum that a teacher uses to ensure that classroom instruction targets these standards.
- 3. The assessments that a teacher uses to measure learning and the extent to which a students has met the standard.
- 4. The communication tool that allows a teacher to report accurately a student's progress toward meeting standards four times throughout the school year.

NYS and HCSD Standards

HCSD Curriculum and

Assessments

Reporting

Quick View

Academic Areas and Student Performance Levels



CK VIEW	Student achieveme reported four times		ment es a ye	is ear.	
ner Behaviors, Attendance and Teacher Comments					
Learner Behaviors	Q1	Q2	Q3		24
Exercises self-control	A A				
Accepts responsibility for own behavior	A				
Displays a positive attitude	А				
Cooperates and works well with others	A				
Listens effectively for information/directions Maintains appropriate voice level	A				
Stavs focused during learning opportunities	A				
Works independently	A				
Seeks help when needed	А				
Uses time effectively to produce his/her best work	C				
Urganizes personal and classroom materials	A	<u> </u>		_	
Follows classroom routines	Α Δ				
			1		2
	\backslash				
		_			
Teacher comments will Lea	arner Behaviors a	are			
include more specific e	essential skills for	r			
information about bec	coming a success	ful			
information about bec	coming a success learner.	ful			
information about bec student progress and	coming a success learner.	ful			
information about student progress and content covered.	coming a success learner.	ful	_	_	
information about student progress and content covered.	coming a success learner.	ful			
information about student progress and content covered. COMMENTS: Q1 Comments by: Q2 Comments by: Q3 Comments by: Q4 Comments by: Q5 Comments by: Q6 Comments by: Comments b	ANCE	ful Q1 44	Q2	Q3	Q4
information about student progress and content covered. <u>COMMENTS:</u> Q1 Comments by: Q2 Comments by: Q3 Comments by: Q4 Comments by: Comments	ANCE	ful Q1 44 1	Q2	Q3	Q4
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information about student progress and content covered. <u>Comments by:</u> Q1 Comments by: Q2 Comments by: Q3 Comments by: Q4 Comments by: Comments	ANCE	ful Q1 44 1	Q2	Q3	Q4

Frequently Asked Questions

Q: Why a Standards-Based Report Card?

A: Standards-based report cards provide:

- 1. In-depth student assessments
- 2. Consistent evaluations throughout the year
- 3. Consistent evaluations between students

Q: How does this help communication with parents?



- A: Standards-based report cards enable parents to receive accurate information based on cumulative student progress throughout the marking period. They also:
- 1. Promote more detailed and meaningful conversations with parents at parent-teacher conferences
- 2. Allow for careful and precise monitoring of student achievement
- 3. Reflect grade-level standards, skills and expectations so parents gain a complete idea of student progress

Q: Why are not all standards listed on the report card?

A: Teams of teachers and administrators reviewed the NYS and District standards for each grade level and each subject and chose descriptors which were considered most significant for student learning in each grade level.

Q: Why are there no letter or percentage grades?

- A: A standards-based report card's rubric approach (1, 2, 3, 4) provides information about a student's achievement without the need for letter or percentage grades. Letter and percentage grades:
- 1. Follow a teacher's individual assessment and expectations
- 2. Do not show a student's performance toward state and district standards or expectations
- 3. Tell only how a child performed on specific assignments and do not allow for growth and progress and learning over time

Q: Can a student perform at a level 3 and then move to a lower level the next marking period?

- A: The expectations change from one quarter to the next as students build skill toward the end of the year grade level expectations. This means:
- 1. A student may meet the grade level benchmark during the first quarter, but as the expectations increase, the student may not demonstrate the same level of proficiency the next quarter.
- 2. A student might receive a 3 in the first quarter and then receive a 2 in the second quarter.

Q: Why are some areas on my child's report card not evaluated this quarter and why does the report cards show N/A?

- A: Not every standard is taught every quarter, while some are woven throughout instruction all year long.
- 1. Some standards spiral and can be taught each marking period, so they are assessed more frequently.
- 2. Some standards are based on a hierarchy, meaning another must be mastered before the skill can progress to something more difficult.
- 3. Some classes (typically Science and Social Studies) are based on units that alternate by quarter, resulting in an NA for one marking period.
- 4. When standards are taught, they are evaluated and will be reported on the report cards.

MATH

Grade 3

Listed below are the clusters emphasized in third grade:

CCLS Major Emphasis Clusters				
Operations and Algebraic Thinking				
 Represent and solve problems involving multiplication and division. 				
 Understand the properties of multiplication and the relationship between multiplication and division. 				
 Multiply and divide within 100. 				
 Solve problems involving the four operations and 				
identify and explain patterns in arithmetic.				
Number and Operations – Fractions				
 Develop understanding of fractions as numbers. 				
Measurement and Data				
 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. 				
 Geometric measurement: understand concepts of area and relate area to multiplication and to addition. 				

Below we have listed some of the Grade 3 content indicators that are most complex or wordy, and provided explanations and examples that help clarify their meaning.

Standard: Multiplies and divides whole numbers where the product is less than 100 fluently Teachers will be looking for evidence such as:

- Students know their multiplication facts where the product is less than 100. Another way of saying that is they know their times tables up to 10 x 10. If they do not have them memorized, they have an efficient strategy for figuring them out.
- Students know their division facts where the quotient is less than 100. Another way of saying that is they know their division facts up to $100 \div 10$. If they do not have them memorized, they have an efficient strategy for figuring them out.
- Understands the relationship between multiplication and division.

Standard: Use place value understanding and properties of operations to perform multi-digit arithmetic efficiently

Teachers will be looking for evidence such as:

- Students efficiently add and subtract numbers within 1,000 using place value and properties of operations.
- Students represent expressions using various objects, pictures, words and symbols in order to develop their understanding of properties of addition and multiplication.
- Students have flexibility in being able to describe both dimensions of an array.
- Students use the distributive property of multiplication over addition as a strategy for using products they know to solve products they don't know.
- Students will use rounding to aid in multi digit arithmetic.

Example of Arrays $4 \times 3 = 3 \times 4$



4 rows of 3 or 4 x 3



Distributive Property

Student 1	Student 2	Student 3
7 x 6	7 x 6	7 x 6
7 x 5 = 35	7 x 3 = 21	$5 \times 6 = 30$
7 x 1 = 7	7 x 3 = 21	$2 \times 6 = 12$
35 + 7 = 42	21 + 21 = 42	30 + 12 = 42

If students are asked to find the product of 7 x 8, they might decompose 7 into 5 and 2 and then multiply 5 x 8 and 2 x 8 to arrive at 40 +16 or 56. Students should learn that they can decompose either of the factors. It is important to note that the students may record their thinking in different ways.

Another example of the distributive property helps students determine the products and factors of problems by breaking numbers apart. For example, for the problem 6 x 5 = ?, students can decompose the 6 into a 4 and 2, and reach the answer by multiplying $4 \times 5 = 20$ and $2 \times 5 = 10$ and adding the two products (20+10 = 30).

Subtraction Strategies:

Addition Strategies:

Subtracting with Place-Value Blocks

Just as with addition, performing a subtraction that involves greater numbers generally requires a multiple-step algorithm. And, like addition algorithms, many subtraction algorithms involve breaking apart numbers into their place values. Therefore, place-value blocks are again an excellent means of visualizing the process. The figures below show two approaches to subtracting 61-24 using place-value blocks. Each uses the take-away interpretation of subtraction.

Method 1	:		Method 2:		,
Subtracting 61 - 24 by Taking		Subtracting 61 - 24 by Taking			
Away the	Tens Blo	cks First	Away the Ones Blocks First		
	9	Model 61.		9	Model 61.
	9	Take away 2 tens.		8	There are too few ones to take away 4 ones. Regroup 1 ten as 10 ones.
	9	There are too few ones to take away 4 ones. Regroup 1 ten as 10 ones.		×	Take away 4 ones.
	×	Take away 4 ones.			Take away 2 tens.
50 61 - 24 = 3	7.	There are 3 lens and 7 ones remaining.	5055 505 505 5061 - 24 = 3	7.	There are 3 tens and 7 ones remaining.

An Expanded Algorithm

Additions can be represented symbolically with the following expanded algorithm.

Expanded Algorithm to Represent Method 1	Expanded Algorithm to Represent Method 2		
35	35		
+ 17	+ 17		
40 🖛 3 tens + 1 ten	12 - 5 ones + 7 ones		
12 <table-cell-columns> 5 ones + 7 ones</table-cell-columns>	40 🖛 3 tens + 1 ten		
52	52		

In each of the additions above, the numbers 40 and 12 are called *partial sums*. Notice that the only difference in the two applications of the algorithm is the order of the partial sums. This reflects the fact that the tens were added first in Method 1, while the ones were added first in Method 2.

The Standard Algorithm

The standard algorithm for subtraction is shown at the right. Note that it is based on the idea of numerical equivalence. That is, the number 61, which is 6 tens 1 one, is regrouped into 5 tens 11 ones. The standard algorithm parallels the subtraction with place-value blocks shown in Method 2 of the previous column on this page.

Sta	ndard Algorithm
or	Subtraction
	5 11
	61
	- 2 4
	3 7

Mathematical Practices: Attend to Precision

Remember to connect numerals to their place value when teaching algorithms. For example, when applying the standard subtraction algorithm to 61 - 24, say "5 tens minus 2 tens," not "5 minus 2."

Why It Works

The standard algorithm for subtraction can be verified using number properties and properties of addition, as shown below. In order to apply the properties of addition, note that this sequence of steps makes use of the algebraic definition of subtraction: For all numbers m and n, m - n = m + (-n).

61 - 24	- (60 + 1) - (20 + 4)	Numerical equivalence
	= [(50 + 10) + 1] - (20 + 4)	Numerical equivalence
	= [(50 + 10) + 1] + [-(20 + 4)]	Definition of subtraction
	= [(50 + 10) + 1] + [-20 + (-4)]	Opposite of a sum is the sum of the opposites
	= [50 + (-20)] + [10 + 1 + (-4)]	Commutative and Associative Properties of Addition
	=[50 + (-20)] + [11 + (-4)]	Standard form of a number
	- (50 - 20) + (11 - 4)	Definition of subtraction
	= 30 + 7	Subtraction
	= 37	Standard form of a numbe

The Standard Algorithm

The standard algorithm for addition is a shortcut for the expanded algorithm shown above. With the standard algorithm, you still break apart the numbers by place value. Rather than recording partial

Standard Algorithm			
for Addition			
1			
35			
+ 17			
52			

St

sums, however, only a single sum is written. The standard algorithm involves adding from right to left-ones first, then tens—so it parallels the expanded algorithm as applied to Method 2.

Why It Works

Two-digit numbers are used in the example, but the same algorithms apply to the greater numbers in the lessons. The expanded algorithm, as well as the standard algorithm that is derived from it, can be verified using number properties and properties of addition.

35 + 17 = (30 + 5) + (10 + 7)	Numerical equivalence
= 30 + (5 + 10) + 7	Associative Property of Addition
= 30 + (10 + 5) + 7	Commutative Property of Addition
= (30 + 10) + (5 + 7)	Associative Property of Addition
= 40 + 12	Addition
= 40 + (10 + 2)	Numerical equivalence
= (40 + 10) + 2	Associative Property of Addition
= 50 + 2	Addition
= 52	Standard form of a number

Rounding

Rounding on a Number Line

To round a number means to identify the multiple of 10, 100, 1,000, and so on that is closest to the number. The key to rounding is being able to tell what number is halfway between two other numbers. For example, to round 372 to the nearest hundred, the first step is to know that 372

is between 300 and 400. The second step is to recognize that the number halfway between 300 and 400 is 350.



On the number line, 372 is to the right of 350, so it is closer to 400 than to 300. Therefore, 372 rounded *to the nearest hundred* is 400.

If a number to be rounded is exactly halfway between the related multiples, one often-used strategy is to round "up" to the greater multiple. Therefore, 75 rounded to *the nearest ten* is 80.

Rounding Using Place Value

The following procedure describes how it is possible to use place value to round.

- Identify the digit in the rounding place.
- Look at the digit to the right.

If it is less than 5, keep the same digit in the rounding place. If it is 5 or greater, add 1 to the digit in the rounding place.

 Change all the digits to the right of the rounding place to 0. Rounding 372 to the Nearest Hundred Using Place Value hundreds place

areater than 5

Standard: Develop understanding of fractions as numbers.

- Students will understand fractions are part of a whole and can identify them on a number line.
- Student will be able to explain equivalent fractions.
- Students will be able to compare fractions by reasoning about their size.

Fractions on a Number Line:

The concept of fractions developed in this lesson connects the interpretations of fractions as part of a whole and fractions represented on a number line. Each of the number lines below shows the point $\frac{1}{2}$. However, the length of the unit segment is different for each number line. The parts that the unit is divided into must be equal.



This development below shows why the point represents the fraction $\frac{2}{3}$.



In this lesson, students represent fractions and mixed numbers on a number line. Using this representation helps students when they will be comparing mixed numbers.

Comparing Fractions

Students will compare fractions visually by using fraction strips or a number line. In later courses, they will learn how to compare using numerical methods.

Common Denominators or Common Numerators

The most common numerical method for comparing fractions is to express them with a common denominator. Then the fractions compare in the same order as the numerators: The fraction with the greater numerator is the greater fraction.

Another way to compare fractions, which is used less often, is to express them with a common numerator. Then the fractions compare in the *reverse* order of the denominators: The fraction with the greater denominator is the lesser fraction.

Using a Common Denominator
$\begin{array}{c} \frac{3}{4} \bigcirc \frac{7}{8} \\ \downarrow & \downarrow \\ \frac{6}{8} < \frac{7}{8} \\ \text{So}, \frac{3}{4} < \frac{7}{8}. \end{array}$

Using a Common Numerator $\frac{4}{9} \bigcirc \frac{2}{5}$ $\downarrow \qquad \downarrow$ $\frac{4}{9} > \frac{4}{10}$ So, $\frac{4}{9} > \frac{2}{5}$.

Generating Equivalent Fractions

At this level, students find equivalent fractions primarily by modeling with fraction strips. For example, students will observe that three $\frac{1}{5}$ -strips show the same amount as six $\frac{1}{10}$ -strips. This leads to the conclusion that $\frac{3}{5}$ and $\frac{6}{10}$ are equivalent fractions. That is, $\frac{3}{5} = \frac{6}{10}$.

Students will also learn to generate equivalent fractions using the following principle.

To find an equivalent fraction, multiply or divide the numerator and denominator of the given fraction by the same nonzero number.

So, given the situation described above, the equivalence $\frac{3}{5} = \frac{6}{10}$ can be derived numerically using either multiplication or division, as shown below.



Standard: Develop understanding of Geometric Measurement.

- Students will demonstrate an understanding of area and perimeter.
- Students will represent and interpret data through graphs, charts, and measurement tools.
- Students will categorize shapes by attributes.
- Students will measure and estimate liquids volumes and masses.

Understanding Perimeter

The **perimeter** of a shape is the distance around it. If the shape is a polygon, then its perimeter is found by adding the lengths of its sides.

Counting Units on a Grid

When a polygon is drawn on a grid, and all its sides lie along grid lines, then it is possible to find the perimeter by simply counting units around it. In some cases, a scale on the grid indicates what unit of measure each grid unit represents. Otherwise, the perimeter is just given as a number of "units."



Mathematical Practices: Make Sense of Problems

Some students may try to count the square units instead of the linear units to find the perimeter of a shape. Suggest that students make a line with their fingers to count the units around a shape.

Adding Given Lengths

When a polygon is not on a grid, the perimeter is found by adding the lengths of its sides. For some polygons, all the lengths are labeled. For others, lengths that seem to be "missing" can be determined by using properties of the shape.



Area and Perimeter

The area of a shape is the number of square units needed to cover it exactly without gaps or overlap. The area of a shape lying on a grid can be found or estimated by counting the unit squares inside it. The formula for finding the area of a rectangle with a given base b and height h is $A = b \times h$. This is equivalent to the formula $A = \ell \times w$, in which ℓ is the length of a rectangle and w is the width. The formula for finding the area of a square with side length s is just a special case of applying the formula for rectangles: $A = s \times s$.

The perimeter of a polygon lying on a grid of unit squares can be found by counting the number of unit lengths along each side and adding to find the total. When the lengths of the sides of a polygon are given, they can simply be added to find the perimeter.



Area:
$$A = b \times h$$

 $A = 4 \times 3$
 $A = 12$ square units

Perimeter: 4 + 3 + 4 + 3 = 14 units

Types of Polygons

A polygon is a closed plane figure made of three or more line segments. The line segments are called the *sides of the polygon*. A polygon is named by its number of sides.



All of the diagonals of a *convex* polygon are inside the figure. The polygon is *concave* if at least one diagonal is outside the figure.



Classifying Triangles

Triangles may be classified by their sides or by their angles. An *equilateral* triangle has all sides congruent. An *isosceles* triangle has at least two congruent sides. A *scalene* triangle has no congruent sides. A *right* triangle has a right angle. An *obtuse* triangle has one obtuse angle. An *acute* triangle has all acute angles.

Classifying Quadrilaterals

Quadrilaterals may also be classified by their sides and angles. A trapezoid has exactly one pair of parallel sides. A parallelogram has two pairs of parallel sides. Parallelograms may be further classified as rectangles, rhombuses, or squares. A rectangle is a parallelogram with four right angles. A rhombus is a parallelogram with four congruent sides. A square is a parallelogram with four right angles and four congruent sides.

Line Plots

A line plot is a simple, easy way to organize data on a number line. You create a line plot by first making a number line showing each possible value and then placing an X at the appropriate spot above the number line for each value.

A line plot can be used to compare the frequency of each set of data. For example, you may be asked to find which data occurred most often, the mode, or least often. So it is important to remember when making Xs on the line plot to keep all of them the same size. This will make it easier to judge which data occur the most or the least.

A line plot can also be used to find the range of a data set. The range is the difference between the greatest and least numbers in the data. The range of the data on the line plot shown below is 4. Since there are no data at 6, use 5 - 1 - 4 to find the range.

When making a line plot, tallying and plotting are done in one step. Some kinds of data are easier to read from a line plot than from other kinds of graphs. For example, on a line plot, it is easy to see which number occurs most frequently—that is the highest stack of X_{S} —as well as the value of most of the data.

This line plot shows the following tally: one 1, zero 2s, four 3s, three 4s, one 5, and zero ós. The highest stack of Xs is 3, so the mode is 3.



Mathematical Practices: Use Appropriate Tools

Students may find it helpful to use graph paper when they first start making their own line plots. Graph paper helps them line up the Xs over the number on the number line. Graph paper also helps students keep their Xs a uniform size.

Displaying Data

Graphs are symbolic or pictorial representations of numerical data. When the items in the set of data do not require a specific numerical order, a bar graph or a pictograph can be used. Both provide a visual means of comparing quantities.

Bar Graphs

A bar graph has vertical and horizontal axes. Categories are shown on one axis. The number of times that each category occurs is shown by a numerical scale on the other axis. While the scale progresses in numerical arder on the graph, the presentation of individual categories does not have to follow that order. Comparisons are made by using the lengths of the bars. In the bar graph below, for instance, the categories do not have to be in numerical order to see that there are more dogs than cats or birds.



Pictographs

Every pictograph contains a key that indicates what each symbol stands for. Reading data from a pictograph involves knowing the value of each symbol, and then multiplying and adding as necessary to find the total for a row. A pictograph, like a bar graph, provides a convenient visual means of comparing data. In the pictograph belaw, for instance, there is one more 2-vate symbol for strawberry than for vanilla. So it is easy to see that 2 more people vated for strawberry than for vanilla.

Favorite Ice Cream Flavors		
Chocolate	0000	
Vasila	0	
Strawberry	88	
Other	30000	

Each () = 2 votes Each () = 1 vote

ELA

Grade 3 Reading Benchmarks:

Quarters	Fountas & Pinnell
	Reading Level
1	Ν
2	0
3	0
4	Р

Writing:

Narrative Writing:

• **Overview of Unit:** This unit moves students from writing a book a day (primary workshop) to work on longer projects (intermediate workshop). Students invest time in rehearsal for writing, collecting quick drafts of possible stories in notebook entries, and later select one to take through the writing process. Students will develop stories that are driven by characters' experiences and their responses to those experiences. Emphasis will be placed on volume of writing as third graders should be able to write a page-long entry in one sitting.

Name:						Date:		
		Ruk	oric for Narrative W	/riting	J—Third Grade			
	Grade 1 (1 POINT)	1.5 PTS	Grade 2 (2 POINTS)	2.5 PTS	Grade 3 (3 POINTS)	3.5 PTS	Grade 4 (4 POINTS)	SCORE
			STRUCT	URE				
Overall	The writer wrote about when she did something.	Mid- level	The writer wrote about one time when he did something.	Mid- level	The writer told the story bit by bit.	Mid- level	The writer wrote the important part of an event bit by bit and took out unimportant parts.	
Lead	The writer tried to make a beginning for his story.	Mid- level	The writer thought about how to write a good beginning and chose a way to start her story. She chose the action, talk, or setting that would make a good beginning.	Mid- level	The writer wrote a beginning in which he helped readers know who the characters were and what the setting was in his story.	Mid- level	The writer wrote a beginning in which she showed what was happening and where, getting readers into the world of the story.	
Transitions	The writer put her pages in order. She used words such as and and then, so.	Mid- level	The writer told the story in order by using words such as when, then, and after.	Mid- level	The writer told her story in order by using phrases such as a little later and after that.	Mid- level	The writer showed how much time went by with words and phrases that mark time such as just then and suddenly (to show when things happened quickly) or after a while and a little later (to show when a little time passed).	
Ending	The writer found a way to end his story.	Mid- level	The writer chose the action, talk, or feeling that would make a good ending.	Mid- level	The writer chose the action, talk, or feeling that would make a good ending and worked to write it well.	Mid- level	The writer wrote an ending that connected to the beginning or the middle of the story. The writer used action, dialogue, or feeling to bring her story to a dose.	
Organization	The writer wrote her story across three or more pages.	Mid- level	The writer wrote a lot of lines on a page and wrote across a lot of pages.	Mid- level	The writer used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in her story.	Mid- level	The writer used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.	
								TOTAL

Narrative (cont.)

	Grade 1 (1 POINT)	1.5 PTS	Grade 2 (2 POINTS)	2.5 PTS	Grade 3 (3 POINTS)	3.5 PTS	Grade 4 (4 POINTS)	SCORE
			DEVELOP	MENT				1
Elaboration*	The writer put the picture from his mind onto the page. He had details in pictures and words.	Mid- level	The writer tried to bring her characters to life with details, talk, and actions.	Mid- level	The writer worked to show what happened to (and in) his characters.	Mid- level	The writer added more to the heart of her story, including not only actions and dialogue but also thoughts and feelings.	(X2)
Craft*	The writer used labels and words to give details.	Mid- level	The writer chose strong words that would help readers picture his story.	Mid- level	The writer not only told her story, but also wrote it in ways that got readers to picture what was happening and that brought her story to life.	Mid- level	The writer showed why characters did what they did by including their thinking. The writer made some parts of the story go quickly, some slowly. The writer included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring his story to life. The writer used a storytelling voice and conveyed the emotion or tone of his story through description, phrases, dialogue, and thoughts.	(X 2)
								TOTAL
			LANGUAGE CO	NVENTIC	INS			
Spelling	The writer used all he knew about words and chunks of words (at, op, it, etc.) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.	Mid- level	To spell a word, the writer used what she knew about spelling patterns (<i>tion, er, ly</i> , etc.). The writer spelled all of the word wall words correctly and used the word wall to help her figure out how to spell other words.	Mid- level	The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft. The writer got help from others to check his spelling and punctuation before he wrote his final draft.	Mid- level	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries when needed.	

	Grade 1 (1 POINT)	1.5 PTS	Grade 2 (2 POINTS)	2.5 PTS	Grade 3 (3 POINTS)	3.5 PTS	Grade 4 (4 POINTS)	SCORE		
	LANGUAGE CONVENTIONS (cont.)									
Punctuation	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid- level	The writer used quotation marks to show what characters said. When the writer used words such as can't and don't, he used the apostrophe.	Mid- level	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer used punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid- level	When writing long, complex sentences, the writer used commas to make them clear and correct.			
								TOTAL		

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4). Total the number of points and then track students' progress by seeing when the total points increase. Total score: ______

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0-4.

 Number of Points
 Scaled Score

 1–11
 1

 11.5–16.5
 1.5

 17–22
 2

 22.5–27.5
 2.5

 28–33
 3

 33.5–38.5
 3.5

 39–44
 4

Informational Writing:

• **Overview of Unit**: This unit builds upon the skills students have learned as writers of information in 2nd grade. It is centered on a particular type of information writing--a structured, written-to-teach, expert-based project. Students will learn to write introductions, organize information, and include text features that help their readers. Students will also be taught many different ways to elaborate on their topics through the use of facts, definitions, and other important details, but also through the use of descriptions and anecdotes. Initially, students will be guided through the writing process, with guidance from teachers. There is an extensive amount of time spent teaching students various strategies for "planning, revising, and editing". By the end of the unit, students will be pushed toward independence and transference.

Name:						Date:		
		Rubr	ic for Information	Writin	ıg—Third Grade			
	Grade 1 (1 POINT)	1.5 PTS	Grade 2 (2 POINTS)	2.5 PTS	Grade 3 (3 POINTS)	3.5 PTS	Grade 4 (4 POINTS)	SCORE
			STRUCT	URE				
Overall	The writer taught her readers about a topic.	Mid- level	The writer taught readers some important points about a subject.	Mid- level	The writer taught readers information about a subject. She put in ideas, observations, and questions.	Mid- level	The writer taught readers different things about a subject. He put facts, details, quotes, and ideas into each part of his writing.	
Lead	The writer named his topic in the beginning and got the readers' attention.	Mid- level	The writer wrote a beginning in which she named a subject and tried to interest readers.	Mid- level	The writer wrote a beginning in which he got readers ready to learn a lot of information about the subject.	Mid- level	The writer hooked her readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. She let readers know that she would teach them different things about a subject.	
Transitions	The writer told different parts about her topic on different pages.	Mid- level	The writer used words such as and and also to show he had more to say.	Mid- level	The writer used words to show sequence such as <i>before</i> , <i>after</i> , <i>then</i> , and <i>later</i> . She also used words to show what did not fit such as <i>however</i> and <i>but</i> .	Mid- level	The writer used words in each section that helped the reader understand how one piece of information connected with others. If he wrote the section in sequence, he used words and phrases such as <i>before</i> , <i>later</i> , <i>next</i> , <i>then</i> , and <i>after</i> . If he organized the section in kinds or parts, he used words such as <i>another</i> , <i>also</i> , and for <i>example</i> .	
Ending	The writer wrote an ending.	Mid- level	The writer wrote some sentences or a section at the end to wrap up her piece.	Mid- level	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	Mid- level	The writer wrote an ending that reminded readers of her subject and may either have suggested a follow-up action or left readers with a final insight. She added her thoughts, feelings, and questions about the subject at the end.	

Informational (Cont.)

	Grade 1 (1 POINT)	1.5 PTS	Grade 2 (2 POINTS)	2.5 PTS	Grade 3 (3 POINTS)	3.5 PTS	Grade 4 (4 POINTS)	SCORE
			STRUCTUR	E (cont.)				
Organization	The writer told about her topic part by part.	Mid- level	The writer's writing had different parts. Each part told different information about the topic.	Mid- level	The writer grouped her information into parts. Each part was mostly about one thing that connected to her big topic.	Mid- level	The writer grouped information into sections and used paragraphs and sometimes chapters to separate sections. Each section had information that was mostly about the same thing. He may have used headings and subheadings.	
								TOTAL
	DEVELOPMENT							
Elaboration*	The writer put facts in his writing to teach about his topic.	Mid- level	The writer used different kinds of information in her writing such as facts, definitions, details, steps, and tips.	Mid- level	The writer wrote facts, definitions, details, and observations about his topic and explained some of them.	Mid- level	The writer taught her readers different things about the subject. She chose those subtopics because they were important and interesting. The writer included different kinds of facts and details such as numbers, names, and examples. The writer got her information from talking to people, reading books, and from her own knowledge and observations. The writer made choices about organization. She might have used compare/contrast, cause/ effect, or pro/con. She may have used diagrams, charts, headings, bold words, and definition boxes to help teach her readers.	(X2)

* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 8 points instead of 3 points.

	Grade 1 (1 POINT)	1.5 PTS	Grade 2 (2 POINTS)	2.5 PTS	Grade 3 (3 POINTS)	3.5 PTS	Grade 4 (4 POINTS)	SCORE
	LANGUAGE CONVENTIONS (cont.)							
Punctuation	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid- level	The writer used quotation marks to show what characters said. When the writer used words such as can't and don't, he put in the apostrophe.	Mid- level	The writer punctuated dialogue correctly, with commas and quotation marks. The writer put punctuation at the end of every sentence while writing. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid- level	When writing long, complex sentences, the writer used commas to make them clear and correct.	
								TOTAL

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4). Total the number of points and then track students' progress by seeing when the total points increase. Total score: ______

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0-4.

Number of Points	Scaled Score					
1–11	1					
11.5-16.5	1.5					
17-22	2					
22.5-27.5	2.5					
28-33	3					
33.5-38.5	3.5					
39-44	4					

Opinion Writing

Overview of Unit:

Third graders are full of opinions and are eager to persuade others. This unit channels those opinions into writing that can make a difference. In this unit, students learn to introduce topics, support these by listing reasons, using transition words to connect the various parts of their pieces and to conclude. This unit moves writers from writing opinion speeches to forming cause groups to support various causes. Across the unit, there is a focus on considering audience and considering word choice in light of audience.

Date:

Name:

	Rubric for Opinion Writing—Third Grade							
	Grade 1 (1 POINT)	1.5 PTS	Grade 2 (2 POINTS)	2.5 PTS	Grade 3 (3 POINTS)	3.5 PTS	Grade 4 (4 POINTS)	SCORE
Overall	The writer wrote her opinion or her likes and dislikes and said why.	Mid- level	The writer wrote his opinion or his likes and dislikes and gave reasons for his opinion.	Mid- level	The writer told readers her opinion and ideas on a text or a topic and helped them understand her reasons.	Mid- level	The writer made a claim about a topic or a text and tried to support his reasons.	
Lead	The writer wrote a beginning in which he got readers' attention. He named the topic or text he was writing about and gave his opinion.	Mid- level	The writer wrote a beginning in which she not only gave her opinion, but also set readers up to expect that her writing would try to convince them of it.	Mid- level	The writer wrote a beginning in which he not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about his opinion.	Mid- level	The writer wrote a few sentences to hook his readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information. The writer stated her daim.	
Transitions	The writer said more about her opinion and used words such as and and because.	Mid- level	The writer connected parts of his piece using words such as also, another, and because.	Mid- level	The writer connected her ideas and reasons with her examples using words such as for example and because. She connected one reason or example using words such as also and another.	Mid- level	The writer used words and phrases to glue parts of his piece together. He used phrases such as for example, another example, one time, and for instance to show when he wanted to shift from saying reasons to giving evidence and in addition to, also, and another to show when he wanted to make a new point.	
Ending	The writer wrote an ending for his piece.	Mid- level	The writer wrote an ending in which she reminded readers of her opinion.	Mid- level	The writer worked on an ending, perhaps a thought or comment related to his opinion.	Mid- level	The writer wrote an ending for her piece in which she restated and reflected on her claim, perhaps suggesting an action or response based on what she had written.	

Opinion (cont.)

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	Grade 1 (1 POINT)	1.5 PTS	Grade 2 (2 POINTS)	2.5 PTS	Grade 3 (3 POINTS)	3.5 PTS	Grade 4 (4 POINTS)	SCORE
			DEVELOPME	NT (cont	.)		·	
Craft*	The writer used labels and words to give details.	Mid- level	The writer chose words that would make readers agree with his opinion.	Mid- level	The writer not only told readers to believe her, but also wrote in ways that got them thinking or feeling in certain ways.	Mid- level	The writer made deliberate word choices to convince his readers, perhaps by emphasizing or repeating words that made readers feel emotions. If it felt right to do so, the writer chose precise details and facts to help make his points and used figurative language to draw the readers into his line of thought. The writer made choices about which evidence was best to indude or not indude to support his points. The writer used a convincing tone.	(X2)
								TOTAL
			LANGUAGE CO	NVENTIO	NS			
Spelling	The writer used all he knew about words and chunks of words (<i>at</i> , <i>op</i> , <i>it</i> , etc.) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.	Mid- level	To spell a word, the writer used what she knew about spelling patterns (<i>tion, er, ly,</i> etc.). The writer spelled all of the word wall words correctly and used the word wall to help her figure out how to spell other words.	Mid- level	The writer used what he knew about word families and spelling rules to help him spell and edit. The writer got help from others to check his spelling and punctuation before he wrote his final draft.	Mid- level	The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.	

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								TOTAL	
								_	

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