

COMMON CORE ASSESSMENT COMPARISON FOR ELA

GRADE 3

APRIL 2014

Prepared by:

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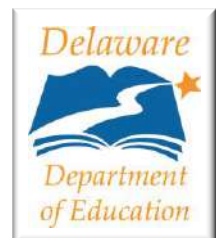




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Introduction

The purpose of this document is to illustrate the differences between the Delaware Comprehensive Assessment System (DCAS) for ELA and the expectations of the next-generation ELA Common Core State Standards (CCSS) assessment. The samples provided are designed to help educators think about **content and the instructional shifts**—not to show exactly how the next-generation assessment will look.

For reading, examples of both literary and informational texts with associated items are presented. DCAS-released texts are used in multiple ways. Sometimes the text is used just as a grade-level sample for DCAS; other times, when the text meets CCSS text complexity guidelines, next-generation assessment items were written for it as well. Text complexity worksheets and rubrics are provided to illustrate how the grade-level designation for each text was determined. For more information on text complexity see Common Core State Standards Appendix A and/or [Text Complexity and the Common Core State Standards](#).

Please note that, while the text on DCAS has paragraph numbers, it does not appear that the next-generation assessment will follow the same format. For this reason, if a text was used for both DCAS and the next-generation assessment example, the text appears twice (once with paragraph numbers; once without), so that educators will have a copy-ready version to use.

The items associated with the DCAS texts that were available for use had items that were written to address the former Delaware grade-level expectations. With the adoption of the CCSS, these items were aligned to the CCSS. Since these DCAS items were not written to address the CCSS, trying to retroactively match them does not do justice to the intent of the updated standards. While the items are all text-dependent and “align to” or “reflect” the CCSS, they do not really “match” CCSS. The text pairings were not set up to compare item by item, but rather to compare the sets of items overall and highlight the differences in emphasis, depth of understanding, and critical thinking required. It is also hoped that the CCSS items will provide guidance on the essence of the standards.

While DCAS does not assess writing, listening, and research, these areas will be included in the next-generation assessment and should be an integral part of classroom instruction. Examples of assessment items in these areas are included to provide guidance for teachers in their transition to the CCSS.

How to Use Various Aspects of this Document:

Texts

- Review texts and their text-complexity worksheets to help guide text choices and ensure students are exposed to equally complex, diverse texts.

ELA Items and Tasks

- Analyze the way standards are conceptualized in each item or task.
- Identify the instructional shifts that need to occur to prepare students to address these more rigorous demands. Develop a plan to implement the necessary instructional changes.
- Notice the marshaling of evidence from single and multiple sources called for in the constructed response items and performance tasks. Begin to mirror this in the items and tasks crafted for classroom instruction.
- Increase student writing from sources across the content areas.
- Understand that the sample items and tasks do not represent a mini-version of the next-generation assessment.*

Your feedback is welcome. Please do not hesitate to contact Carolyn Lazar at carolyn.lazar@doe.k12.de.us or Denise Weiner at denise.weiner@doe.k12.de.us with suggestions, questions, and/or concerns.

- * The Smarter Balanced Assessment Consortium has an ELA practice test available online for each grade, 3 to 8 and 11. These practice tests will allow students to experience items that look and function like those being developed for the Smarter Balanced assessments. The practice tests are located at:

<http://sbac.portal.airast.org/practice-test/>

READING

Common Core State Standards for Reading

Reading Standards for Literature	
Key Ideas and Details	3RL1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	3RL2 – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
	3RL3 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Craft and Structure	3RL4 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
	3RL5 – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
	3RL6 – Distinguish their own point of view from that of the narrator or those of the characters.
Integration of Knowledge and Ideas	3RL7 – Explain how specific aspects of a 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).
	NA
	3RL9 – Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Range of Reading and Level of Text Complexity	3RL10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Reading Standards for Informational Text	
Key Ideas and Details	3RI1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	3RI2 – Determine the main idea of a text; recount the key details and explain how they support the main idea.
	3RI3 – Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Craft and Structure	3RI4 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
	3RI5 – Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
	3RI6 – Distinguish their own point of view from that of the author of a text.
Integration of Knowledge and Ideas	3RI7 – Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
	3RI8 – Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
	3RI9 – Compare and contrast the most important points and key details presented in two texts on the same topic.
Range of Reading and Level of Text Complexity	3RI10 – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

DCAS Literary Text – “Field Day Winner”

- 1 Mia sat on the grassy hill that separated the ball field from the school. She had waited for weeks for this special day. It was Oak Hill School’s very first Field Day, and everyone would be playing the games. Everyone, that is, except Mia.
- 2 Mia wanted more than anything to be in the game with her classmates, but she had a big white cast on her right arm. She had planned to play Clothesline. She had been practicing the game for weeks. Now, she knew that would be impossible. She would need both hands to play the game.
- 3 She thought about the other third-grade games. The Egg Race was out because she would not be able to balance an egg on a spoon with her left hand. “How about the Potato Sack Race?” Mia wondered. “I can jump, but how would I hold the sack up with only one hand?”
- 4 Mia’s big sister Jessica was one of the high school helpers for Field Day. Last weekend, Mia had helped Jessica make signs for each game that was planned for Field Day. As Mia read the games from a list, Jessica used a black marker to print the words on large posters. Little did Mia know then that this was all she would be able to do for Field Day.
- 5 Now, Mia watched as her classmates crowded around Jessica and the other high-school helpers to sign up. Mia had a hard time holding back the tears, but she told herself to be brave. At least she was able to come and watch.
- 6 Mia was cheering for her friend Becky when someone tapped her on the shoulder. It was Mrs. Baker, the fourth-grade teacher. “Mia,” she said, “we have a new girl named Emily. She wants to be in the Beach Ball Race, but she needs a partner. I was wondering if you and Emily could be a team of two.”
- 7 “How do you play?” asked Mia.
- 8 “You and your partner must get the beach ball across the field without using your hands,” Mrs. Baker answered.

- 9 Mia’s eyes lit up. “Yes,” she said excitedly. “I can be Emily’s partner.” Mia jumped to her feet and followed Mrs. Baker.
- 10 Emily smiled when she saw Mia. She could be in the Beach Ball Race after all. “It’s the next race. You only have a few minutes to get ready, girls,” Mrs. Baker shouted.
- 11 Mia and Emily raced and screamed with joy as they kicked the ball—first Emily, then Mia, and then Emily again. When they reached the finish line, they sat on the grass and laughed. They were not the first to finish. They didn’t even win a ribbon, but Mia knew she had won something even more important.

Oak Hill School FIELD DAY May 16th 8:00 – 3:00 Games and Races There will be prizes for the top three winners of each game.			
8:00 – 8:30	Grade 3	Clothesline	Be the first to hang 10 beach towels on a rope using wooden clothespins.
8:45 – 9:15	Grade 4	Cup Stacking	Be the first to stack 15 cups without any cups falling.
9:30 – 10:00	Grade 5	Tin Can Relay	Take turns walking on tin cans without falling off. Be the first team to have everyone cross the finish line.
10:15 – 10:45	Grade 3	Egg Race	Race to the finish line while carrying an egg on a spoon.
11:00 – 11:30	Grade 4	Costume Game	Be the first team to have every member put on and take off the hat and coat.
11:45 – 12:15	Grade 5	Tug-of-War	Help your team tug the rope so the other team crosses the centerline.
12:30 – 1:00	Grade 3	Potato Sack Race	Hop to the finish line with your feet inside a potato sack.
1:15 – 1:30	Grade 4	Beach Ball Race	Help your partner get the ball across the finish line without using your hands.
1:45 – 2:15	Grade 5	Basketball Free Throw	See how many baskets you can make without missing.
COOKOUT LUNCH: Eat a hot dog or hamburger grilled by our principal, Mr. Burklo. Choose two side dishes to go with it: potato chips, cheese crackers, carrot sticks, apple, banana Times: 3rd Grade – 11:00 4th Grade – 12:00 5th Grade – 1:00			
2:30 – 3:00 Ice Cream Party for all students, teachers, and helpers The Parent Group will have cookies and brownies to sell. All money raised will be used to buy books for the library.			
PRIZES: 1 st Place – Blue Ribbon, 2 nd Place – Red Ribbon, 3 rd Place – White Ribbon Awarded during the Ice Cream Party			

DCAS grade 3 released text



Text Complexity: Qualitative Measures Rubric – Literary Text

Text Title		Text Author		
QUALITATIVE	Very Complex ←			Slightly Complex
MEANING	<ul style="list-style-type: none"> o Meaning: Several levels/layers and competing elements of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text 	<ul style="list-style-type: none"> o Meaning: Several levels/layers of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text 	<ul style="list-style-type: none"> o Meaning: More than one level/layer of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety 	<ul style="list-style-type: none"> o Meaning: One level/layer of meaning; theme is obvious and revealed early in the text.
TEXT STRUCTURE	<ul style="list-style-type: none"> o Narration: Complex and/or unconventional; many shifts in point of view and/or perspective o Order of Events: Not in chronological order; heavy use of flashback o Use of Graphics: If used, minimal illustrations that support the text 	<ul style="list-style-type: none"> o Narration: Some complexities and/or unconventionality; occasional shifts in point of view and/or perspective o Order of Events: Several major shifts in time, use of flashback o Use of Graphics: If used, a few illustrations that support the text 	<ul style="list-style-type: none"> o Narration: Largely simple and/or conventional; few, if any, shifts in point of view and/or perspective o Order of Events: Occasional use of flashback, no major shifts in time o Use of Graphics: If used, a range of illustrations that support selected parts of the text 	<ul style="list-style-type: none"> o Narration: Simple and conventional; no shifts in point of view or perspective o Order of Events: Strictly chronological o Use of Graphics: If used, extensive illustrations that directly support and assist in interpreting the written text
LANGUAGE FEATURES	<ul style="list-style-type: none"> o Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language o Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading o Sentence Structure: Mainly complex sentences often containing multiple concepts 	<ul style="list-style-type: none"> o Conventionality: Complex; contains some abstract, ironic, and/or figurative language o Vocabulary: Some use of unfamiliar, archaic, subject-specific, or overly academic language o Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> o Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning o Vocabulary: Mostly contemporary, familiar, conversational language; rarely unfamiliar or overly academic language o Sentence Structure: Simple and compound sentences, with some more complex constructions 	<ul style="list-style-type: none"> o Conventionality: Explicit, literal, straightforward, easy to understand o Vocabulary: Contemporary, familiar, conversational language o Sentence Structure: Mainly simple sentences
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> o Life Experiences: Explores many complex and sophisticated themes; experiences are distinctly different from the common reader o Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements o Subject Matter Knowledge: requires extensive, perhaps specialized prior content knowledge 	<ul style="list-style-type: none"> o Life Experiences: Explores many themes of varying layers of complexity; experiences portrayed are uncommon to most readers o Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements o Subject Matter Knowledge: requires moderate amount of prior content knowledge 	<ul style="list-style-type: none"> o Life Experiences: Explores few themes; experiences portrayed are common to many readers o Intertextuality and Cultural Knowledge: Few references or allusions to other texts or cultural elements o Subject Matter Knowledge: requires some prior content knowledge 	<ul style="list-style-type: none"> o Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers o Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements o Subject Matter Knowledge: requires only everyday content knowledge

Developed by Matt Copeland, Kansas State Department of Education

Questions to Consider in Planning for Instructional Scaffolding of Literary Text:



Meaning:

- Would spending time helping students to understand the multiple layers/levels of meaning present in the text be appropriate?
- Will students know in advance what they are expected to do with the information they gain from reading this text (i.e., summarize, gather and apply details, analyze, synthesize, create)?

Text Structure:

- Would graphic organizers or other aids be appropriate in making the structure of the text visible to students?
- Would a partial plotline, cast of characters, or some other text-based aid be appropriate in deciphering the structure of the text?
- Would previewing and discussing the graphics included with the text prior to reading be appropriate?

Language Features:

- Would a review of figurative, abstract, or ironic language and a modeling of how that type of language might be interpreted be appropriate?
- Would glossing certain vocabulary (particularly multiple meaning words that extend across other subject matter content areas, i.e. Tier 2 words) prior to reading be appropriate?

Knowledge Demands:

- What background knowledge needs to be introduced (or re-introduced) to facilitate reading success that will not supplant the actual information gained from the reading experience?
- What explicit references and/or allusions to other texts might require additional resources/opportunities for students to explore?

General:

- In what ways might collaborative groupings of students during the reading process be appropriate?

Worksheet: Text Complexity Analysis

Title	Author	Text Description
A Field Day Winner	Commissioned	Story of a girl who breaks her arm and as a result feels left out of the fun of Field Day. She then has an opportunity to participate in one of the activities with a new student and in the process makes a new friend.



Recommended Placement for Assessment: Grade 3

The quantitative and qualitative measures both suggest that the appropriate placement for this passage is at grade 3.

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Slightly complex</u>: One level/layer of meaning; theme is obvious.</p> <p>Text Structure: <u>Slightly complex</u>: Simple and conventional; no shifts in point of view. Occasional use of flashback.</p> <p>Language Features: <u>Slightly complex</u>: Explicit, straightforward, easy to understand; familiar, conversational language; simple and compound sentences.</p> <p>Knowledge Demands: <u>Slightly complex</u>: Explores a single theme; experiences portrayed are everyday and common to most readers. No references or allusions to other texts or cultural elements. Requires only everyday content knowledge.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable): Grades 2-3 420L-820L</p> <p>Lexile or Other Quantitative Measure of the Text: Lexile: 760L (story only) Flesch-Kincaid: 3.8 (story only) Word Count: 780</p> <p style="background-color: #0056b3; color: white; padding: 2px;">Considerations for Passage Selection</p> <p>Passage selection should be based on the Common Core guidelines and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> ▪ Accessibility ▪ Sentence and text structures ▪ Archaic language, slang, idioms, or other language challenges ▪ Background knowledge ▪ Bias and sensitivity issues ▪ Word count

Adapted from the 2012 ELA SCASS work

DCAS Literary Items – “Field Day Winner”

Standard 3RL1

1. From the poster, you can tell that while grade 5 is eating lunch, grade 4 is —
 - a. jumping in the Potato Sack Race
 - b. racing in the Beach Ball Race
 - c. walking in the Tin Can Relay
 - d. throwing in the Basketball Free Throw

Key: b

Standard 3RL1

2. A rule of the Beach Ball Race is —
 - a. keeping hands near the ground
 - b. not using your hands
 - c. taking turns with a partner
 - d. not being late to the field

Key: b

Standard 3RL3

3. The problem in this story is solved when —
 - a. Mia sits on the hill
 - b. Mrs. Baker gets Mia a partner
 - c. Mia cheers for her friends
 - d. Jessica gets Mia to make posters

Key: b

Standard 3RL1

4. Read the sentences in the boxes below:

Box 1	Box 2	Box 3
Mia helps Jessica with the posters.	Mrs. Baker explains the Beach Ball Race.	

Which sentence belongs in Box 3?

- a. Mrs. Baker asks Mia to be Emily’s partner.
- b. Mia’s class signs up for events.
- c. Mia tells herself to be brave.
- d. Emily smiles at Mia.

Key: d

DCAS Literary Items – “Field Day Winner”

Standard 3RL1

5. From the poster, you can tell that since Mia has a broken arm, she can only play in the Beach Ball Race and the —
- Clothesline
 - Tug-of-War
 - Tin Can Relay
 - Basketball Free Throw

Key: c

Standard 3RL1

6. From the poster, you can tell that to play the Tin Can Relay, Costume Game and Tug-of-War you need a —
- team
 - rope
 - class
 - ball

Key: a

DCAS grade 3 released items

Next-Generation Literary Text – “Field Day Winner”

Mia sat on the grassy hill that separated the ball field from the school. She had waited for weeks for this special day. It was Oak Hill School’s very first Field Day, and everyone would be playing the games. Everyone, that is, except Mia.

Mia wanted more than anything to be in the game with her classmates, but she had a big white cast on her right arm. She had planned to play Clothesline. She had been practicing the game for weeks. Now, she knew that would be impossible. She would need both hands to play the game.

She thought about the other third-grade games. The Egg Race was out because she would not be able to balance an egg on a spoon with her left hand. “How about the Potato Sack Race?” Mia wondered. “I can jump, but how would I hold the sack up with only one hand?”

Mia’s big sister Jessica was one of the high school helpers for Field Day. Last weekend, Mia had helped Jessica make signs for each game that was planned for Field Day. As Mia read the games from a list, Jessica used a black marker to print the words on large posters. Little did Mia know then that this was all she would be able to do for Field Day.

Now, Mia watched as her classmates crowded around Jessica and the other high-school helpers to sign up. Mia had a hard time holding back the tears, but she told herself to be brave. At least she was able to come and watch.

Mia was cheering for her friend Becky when someone tapped her on the shoulder. It was Mrs. Baker, the fourth-grade teacher. “Mia,” she said, “we have a new girl named Emily. She wants to be in the Beach Ball Race, but she needs a partner. I was wondering if you and Emily could be a team of two.”

“How do you play?” asked Mia.

“You and your partner must get the beach ball across the field without using your hands,” Mrs. Baker answered.

Mia’s eyes lit up. “Yes,” she said excitedly. “I can be Emily’s partner.” Mia jumped to her feet and followed Mrs. Baker.

Emily smiled when she saw Mia. She could be in the Beach Ball Race after all. “It’s the next race. You only have a few minutes to get ready, girls,” Mrs. Baker shouted.

Mia and Emily raced and screamed with joy as they kicked the ball—first Emily, then Mia, and then Emily again. When they reached the finish line, they sat on the grass and laughed. They were not the first to finish. They didn’t even win a ribbon, but Mia knew she had won something even more important.

<p>Oak Hill School</p> <p>FIELD DAY</p> <p>May 16th 8:00 – 3:00</p> <p>Games and Races</p> <p>There will be prizes for the top three winners of each game.</p>			
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<p>COOKOUT LUNCH:</p> <p>Eat a hot dog or hamburger grilled by our principal, Mr. Burklo. Choose two side dishes to go with it: potato chips, cheese crackers, carrot sticks, apple, banana</p> <p>Times: 3rd Grade – 11:00 4th Grade – 12:00 5th Grade – 1:00</p>			
<p>2:30 – 3:00 Ice Cream Party for all students, teachers, and helpers</p> <p>The Parent Group will have cookies and brownies to sell. All money raised will be used to buy books for the library.</p>			
<p>PRIZES:</p> <p>1st Place – Blue Ribbon, 2nd Place – Red Ribbon, 3rd Place – White Ribbon</p> <p>Awarded during the Ice Cream Party</p>			



Text Complexity: Qualitative Measures Rubric – Literary Text

Text Title _____	Text Author _____			
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Developed by Matt Copeland, Kansas State Department of Education

Questions to Consider in Planning for Instructional Scaffolding of Literary Text:



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- Would a partial plotline, cast of characters, or some other text-based aid be appropriate in deciphering the structure of the text?
- Would previewing and discussing the graphics included with the text prior to reading be appropriate?

Language Features:

- Would a review of figurative, abstract, or ironic language and a modeling of how that type of language might be interpreted be appropriate?
- Would glossing certain vocabulary (particularly multiple meaning words that extend across other subject matter content areas, i.e. Tier 2 words) prior to reading be appropriate?

Knowledge Demands:

- What background knowledge needs to be introduced (or re-introduced) to facilitate reading success that will not supplant the actual information gained from the reading experience?
- What explicit references and/or allusions to other texts might require additional resources/opportunities for students to explore?

General:

- In what ways might collaborative groupings of students during the reading process be appropriate?

Worksheet: Text Complexity Analysis

Title	Author	Text Description
A Field Day Winner	Commissioned	Story of a girl who breaks her arm and as a result feels left out of the fun of Field Day. She then has an opportunity to participate in one of the activities with a new student and in the process makes a new friend.



Recommended Placement for Assessment: Grade 3

The quantitative and qualitative measures both suggest that the appropriate placement for this passage is at grade 3.

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Slightly complex</u>: One level/layer of meaning; theme is obvious.</p> <p>Text Structure: <u>Slightly complex</u>: Simple and conventional; no shifts in point of view. Occasional use of flashback.</p> <p>Language Features: <u>Slightly complex</u>: Explicit, straightforward, easy to understand; familiar, conversational language; simple and compound sentences.</p> <p>Knowledge Demands: <u>Slightly complex</u>: Explores a single theme; experiences portrayed are everyday and common to most readers. No references or allusions to other texts or cultural elements. Requires only everyday content knowledge.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable): Grades 2-3 420L-820L</p> <p>Lexile or Other Quantitative Measure of the Text: Lexile: 760L (story only) Flesch-Kincaid: 3.8 (story only) Word Count: 780</p>
	<h3>Considerations for Passage Selection</h3> <p>Passage selection should be based on the Common Core guidelines and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> ▪ Accessibility ▪ Sentence and text structures ▪ Archaic language, slang, idioms, or other language challenges ▪ Background knowledge ▪ Bias and sensitivity issues ▪ Word count

Adapted from the 2012 ELA SCASS work

Next-Generation Literary Items – “Field Day Winner”

Standard 3RL5

1. The author included a paragraph about an event that happened at a time other than the Field Day. What is the most **likely reason** why the author wrote the passage this way?
 - a. The author wanted to show how Mia and her sister got along.
 - b. The author wanted to show how hopeful Mia was about winning.
 - c. The author wanted to show how excited Mia was about the special day.
 - d. The author wanted to show how Mia and her classmates cheer for each other.

Key: c

Standard 3RL7

2. What is the **most likely** reason the author included the Field Day flyer in the passage?
 - a. The author wanted to tell the times of the events.
 - b. The author wanted to tell how to play each game.
 - c. The author wanted to tell the prizes that could be won.
 - d. The author wanted to tell how money raised will be used.

Key: a

Standard 3RL3

3. What inference can be made about the reason why Mrs. Baker asked Mia to be partners with Emily? Include information from the passage in your answer.

Next-Generation Literary Items – “Field Day Winner”

Scoring Rubric

Score	
2	A response: <ul style="list-style-type: none"> ▪ Gives sufficient evidence of the ability to justify interpretations of information ▪ Includes specific examples that make clear reference to the text ▪ Adequately supports examples with clearly relevant information from the text
1	A response: <ul style="list-style-type: none"> ▪ Gives limited evidence of the ability to justify interpretations of information ▪ Includes some examples that make clear reference to the text ▪ Supports examples with limited information from the text
0	A response gets no credit if it provides no evidence of the ability to justify interpretations of information, includes no relevant information from the text, or is vague.
Exemplar	Mrs. Baker knows Mia is disappointed about not being able to participate in Field Day with her classmates because of her broken arm. She realizes the Beach Ball Race is an activity Mia could do because participants are not allowed to use their hands. Since Emily is new at the school and hasn't had a chance to make friends, she thinks asking Mia to partner with Emily is the perfect way to get them involved and to cheer them both up.

Standard 3RL4

4. Read the sentence from the passage.

Mia’s eyes lit up.

What does the phrase eyes lit up tell the reader about Mia?

- a. It tells the reader she is feeling calm.
- b. It tells the reader she is feeling brave.
- c. It tells the reader she is feeling eager.
- d. It tells the reader she is feeling strong.

Key: c

Standard 3RL2

5. What lesson does Mia learn in the passage? Use details from the passage to support your answer.

Next-Generation Literary Items – “Field Day Winner”

Scoring Rubric

Score	
2	<p>A response:</p> <ul style="list-style-type: none"> ▪ Gives sufficient evidence of the ability to determine/summarize the lesson or what happens after or during a key event ▪ Includes specific examples/details that make clear reference to the text ▪ Adequately explains the lesson or what happens after or during a key event with clearly relevant information based on the text
1	<p>A response:</p> <ul style="list-style-type: none"> ▪ Gives limited evidence of the ability to determine/summarize the lesson or what happens after or during a key event ▪ Includes vague/limited examples/details that make reference to the text ▪ Explains the lesson or what happens after or during a key event with vague/limited information based on the text
0	<ul style="list-style-type: none"> ▪ Gives no evidence of the ability to determine/summarize the lesson or what happens after or during a key event <p>OR</p> <ul style="list-style-type: none"> ▪ Gives the lesson or what happens after or during a key event, but includes no examples or no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> ▪ Gives the lesson or what happens after or during a key event, but includes no explanation or no relevant information from the text
Exemplar	<p>Although Mia looks forward to Field Day for a long time and practices really hard for her game, she learns that it isn't important after all. She is able to play one game, the Beach Ball Race, and help someone else. Emily is new to the school and has not made any friends yet. By teaming together they become friends. What Mia wins that day is not a ribbon but a friend which is far more important. From the experience she learns that there are more important things than playing a game.</p>

All items and rubrics based on Smarter Balanced Item Specifications for Grade 3 (2/4/14)

DCAS Informational Text – “Resting for the Winter”

- 1 Nature changes in many ways when winter comes. The days get shorter and colder. The nights get longer. Leaves that turned brown, orange, and red fall off the trees and bushes. Grass stops growing and loses its bright green color. Some birds fly south where the weather is warmer. Some insects, like mosquitoes, seem to disappear.

Plants

- 2 During the cold winter months, some plants do not grow leaves or fruit. Plants make their food from the sun’s energy. When the days are short, plants do not get enough sunlight to make the food they need to grow. When plants cannot make food, they become dormant. A dormant plant may look dead, without leaves covering its branches. It is really just taking a break from growing and making food until spring.

Bears

- 3 When plants do not grow, some animals, like bears, cannot find enough food. Bears eat a lot of different types of foods. They eat berries, insects, and fish. It is hard to find these foods in winter. Of course, bears cannot fly south for the winter. They must find a way to live without much food.
- 4 Bears solve this problem by hibernating.¹ When an animal hibernates, its body slows down. It sleeps. It does not grow. A bear prepares for winter by eating extra food. Then it gets fat. After it is fat enough, it finds shelter. Bears use caves because caves keep out the cold and other animals. A bear’s body uses this fat as food while it sleeps through the winter. Bears can sleep for weeks at a time.

Frogs

- 5 Some animals that live in water also hibernate during the winter. Frogs hibernate when their ponds begin to freeze and they can no longer find enough food. When frogs hibernate, they do not find caves as bears do. Instead, they bury themselves under the mud at the bottoms of ponds. This

mud does not freeze. Frogs can bury themselves all winter to keep safe and warm.

Crickets

6 Some crickets do not have to worry about freezing temperatures. These crickets become frozen! Well, not really frozen, but they slow their bodies down as if they were frozen. They are not damaged because their bodies were made to freeze. When the weather warms up, the ice melts and the cricket can move again as if nothing happened.

¹ **Hibernating**—passing the winter without activity

DCAS grade 3 released text



Text Complexity: Qualitative Measures Rubric – Informational Text

Text Title _____

Text Author _____

QUALITATIVE	Very Complex ←			Slightly Complex
PURPOSE	<ul style="list-style-type: none"> ○ Purpose: Subtle, implied, difficult to determine; intricate, theoretical elements 	<ul style="list-style-type: none"> ○ Purpose: Implied, but fairly easy to infer; more theoretical than concrete elements 	<ul style="list-style-type: none"> ○ Purpose: Implied, but easy to identify based upon context or source 	<ul style="list-style-type: none"> ○ Purpose: Explicitly stated; clear, concrete with a narrow focus
TEXT STRUCTURE	<ul style="list-style-type: none"> ○ Organization of Main Ideas: Connections between an extensive range of ideas or events are deep, intricate and often implicit or subtle; organization of the text is intricate or specialized for a particular discipline ○ Text Features: If used, are essential in understanding content ○ Use of Graphics: If used, extensive, intricate, essential integrated graphics, tables, charts, etc., necessary to make meaning of text; also may provide information not otherwise conveyed in the text 	<ul style="list-style-type: none"> ○ Organization of Main Ideas: Connections between an expanded range ideas, processes or events are deeper and often implicit or subtle; organization may contain multiple pathways and may exhibit traits common to a specific discipline ○ Text Features: If used, greatly enhance the reader's understanding of content ○ Use of Graphics: If used, essential integrated graphics, tables, charts, etc.; may occasionally be essential to understanding the text 	<ul style="list-style-type: none"> ○ Organization of Main Ideas: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential ○ Text Features: If used, enhance the reader's understanding of content ○ Use of Graphics: If used, graphics mostly supplementary to understanding of the text, such as indexes, glossaries; graphs, pictures, tables, and charts directly support the text 	<ul style="list-style-type: none"> ○ Organization of Main Ideas: Connections between ideas, processes or events are explicit and clear; organization of text is clear or chronological or easy to predict ○ Text Features: If used, help the reader navigate and understand content but are not essential ○ Use of Graphics: If used, simple graphics, unnecessary to understanding the text but directly support and assist in interpreting the written text
LANGUAGE FEATURES	<ul style="list-style-type: none"> ○ Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language ○ Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading ○ Sentence Structure: Mainly complex sentences often containing multiple concepts 	<ul style="list-style-type: none"> ○ Conventionality: Complex; contains some abstract, ironic, and/or figurative language ○ Vocabulary: Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic ○ Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> ○ Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning ○ Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic ○ Sentence Structure: Simple and compound sentences, with some more complex constructions 	<ul style="list-style-type: none"> ○ Conventionality: Explicit, literal, straightforward, easy to understand ○ Vocabulary: Contemporary, familiar, conversational language ○ Sentence Structure: Mainly simple sentences
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts ○ Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts ○ Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas ○ Intertextuality: A few references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Everyday, practical knowledge; simple, concrete ideas ○ Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.

Developed by Matt Copeland, Kansas State Department of Education



Questions to Consider in Planning for Instructional Scaffolding of Informational Text:

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- Would a partial outline or some other text-based aid be appropriate in deciphering the structure of the text?
- Would previewing and discussing the graphics included with the text prior to reading be appropriate?

Language Features:

- Would a review of figurative, abstract, or ironic language and a modeling of how that type of language might be interpreted be appropriate?
- Would glossing certain vocabulary (particularly multiple meaning words that extend across other subject matter content areas, i.e. Tier 2 words) prior to reading be appropriate?

Knowledge Demands:

- What background knowledge needs to be introduced (or re-introduced) to facilitate reading success that will not supplant the actual information gained from the reading experience?
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General:

- In what ways might collaborative groupings of students during the reading process be appropriate?

Worksheet: Text Complexity Analysis

Title	Author	Text Description
Resting for the Winter	Commissioned	Informational text about the how plants, bears, frogs, and crickets deal with winter.



Recommended Placement for Assessment: Grade 3

The quantitative and qualitative measures both suggest that the appropriate placement for this passage is at grade 3.

Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Slightly complex:</u> Explicitly stated, clear, concrete with a narrow focus.</p> <p>Text Structure: <u>Slightly complex:</u> Connections between ideas are explicit and clear; organization of text is clear. Headings, if used, help the reader navigate and understand content but are not essential.</p> <p>Language Features: <u>Slightly complex:</u> Explicit, literal, straightforward, easy to understand. Mainly simple sentences.</p> <p>Knowledge Demands: <u>Slightly complex:</u> Simple, concrete ideas; no references or allusions to other texts, or outside ideas or theories.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable): Grades 2-3 420L-820L</p> <p>Lexile or Other Quantitative Measure of the Text: Lexile: 710 Word Count: 375</p>
	<h3>Considerations for Passage Selection</h3> <p>Passage selection should be based on the Common Core guidelines and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> ▪ Accessibility ▪ Sentence and text structures ▪ Archaic language, slang, idioms, or other language challenges ▪ Background knowledge ▪ Bias and sensitivity issues ▪ Word count

Adapted from the 20112 ELA SCASS work

DCAS Informational Items – “Resting for the Winter”

Standard 3RI1

1. What do bears do to prepare for winter?
 - a. Store food in caves
 - b. Eat extra food
 - c. Walk south
 - d. Sleep more

Key: b

Standard 3RI1/3RI3

2. What do frogs **PROBABLY** do first when the weather gets warm?
 - a. Find some soft mud
 - b. Crawl out of the mud
 - c. Lay their eggs in the mud
 - d. Look for other frogs in the mud

Key: b

Standard 3RI1

3. Why is it important for bears to find a good home for winter?
 - a. Bears need to stay safe
 - b. Bears need to store food
 - c. Bears need a large space
 - d. Bears need peace and quiet

Key: a

Standard 3RI5

4. How do the titles of each section help the reader?
 - a. They show different times of the year
 - b. They divide information about living things
 - c. They show how one thing leads to another
 - d. They tell how different plants are from animals

Key: b

DCAS Informational Items – “Resting for the Winter”

Standard 3RI3 (anchor standard)

5. What is the purpose of paragraph 1?
- To list the kind of foods animals need to eat before they sleep
 - To explain why finding a warm place for winter is important
 - To describe the changes that can happen in winter
 - To tell the reader where animals sleep

Key: c

Standard 3RI1

6. In the passage the author explains what different living things do to deal with cold weather.

Place each living thing on the line next to the way it protects itself during winter.

Plant	_____	Freezes its body
Bear	_____	Sleeps in a cave
Frog	_____	Takes a break from making food
Cricket	_____	Buries itself in mud

Key: Correctly matches:

Cricket – Freezes its body

Bear – Sleeps in a cave

Plant – Takes a break from making food

Frog – Buries itself in the mud

DCAS grade 3 released items

Next-Generation Informational Text – “Resting for the Winter”

Nature changes in many ways when winter comes. The days get shorter and colder. The nights get longer. Leaves that turned brown, orange, and red fall off the trees and bushes. Grass stops growing and loses its bright green color. Some birds fly south where the weather is warmer. Some insects, like mosquitoes, seem to disappear.

Plants

During the cold winter months, some plants do not grow leaves or fruit. Plants make their food from the sun’s energy. When the days are short, plants do not get enough sunlight to make the food they need to grow. When plants cannot make food, they become dormant. A dormant plant may look dead, without leaves covering its branches. It is really just taking a break from growing and making food until spring.

Bears

When plants do not grow, some animals, like bears, cannot find enough food. Bears eat a lot of different types of foods. They eat berries, insects, and fish. It is hard to find these foods in winter. Of course, bears cannot fly south for the winter. They must find a way to live without much food.

Bears solve this problem by hibernating.¹ When an animal hibernates, its body slows down. It sleeps. It does not grow. A bear prepares for winter by eating extra food. Then it gets fat. After it is fat enough, it finds shelter. Bears use caves because caves keep out the cold and other animals. A bear’s body uses this fat as food while it sleeps through the winter. Bears can sleep for weeks at a time.

Frogs

Some animals that live in water also hibernate during the winter. Frogs hibernate when their ponds begin to freeze and they can no longer find enough food. When frogs hibernate, they do not find caves as bears do. Instead, they bury

themselves under the mud at the bottoms of ponds. This mud does not freeze. Frogs can bury themselves all winter to keep safe and warm.

Crickets

Some crickets do not have to worry about freezing temperatures. These crickets become frozen! Well, not really frozen, but they slow their bodies down as if they were frozen. They are not damaged because their bodies were made to freeze. When the weather warms up, the ice melts and the cricket can move again as if nothing happened.

¹ **Hibernating**—passing the winter without activity



Text Complexity: Qualitative Measures Rubric – Informational Text

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Developed by Matt Copeland, Kansas State Department of Education



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- In what ways might collaborative groupings of students during the reading process be appropriate?

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Recommended Placement for Assessment: Grade 3

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Qualitative Measures	Quantitative Measures
<p>Meaning/Purpose: <u>Slightly complex</u>: Explicitly stated, clear, concrete with a narrow focus.</p> <p>Text Structure: <u>Slightly complex</u>: Connections between ideas are explicit and clear; organization of text is clear. Headings, if used, help the reader navigate and understand content but are not essential.</p> <p>Language Features: <u>Slightly complex</u>: Explicit, literal, straightforward, easy to understand. Mainly simple sentences.</p> <p>Knowledge Demands: <u>Slightly complex</u>: Simple, concrete ideas; no references or allusions to other texts, or outside ideas or theories.</p>	<p>Common Core State Standards Appendix A Complexity Band Level (if applicable): Grades 2-3 420L-820L</p> <p>Lexile or Other Quantitative Measure of the Text: Lexile: 710 Word Count: 375</p>
	<h3>Considerations for Passage Selection</h3> <p>Passage selection should be based on the Common Core guidelines and the cognitive demands of the assessment tasks.</p> <p>Potential Challenges a Text May Pose:</p> <ul style="list-style-type: none"> ▪ Accessibility ▪ Sentence and text structures ▪ Archaic language, slang, idioms, or other language challenges ▪ Background knowledge ▪ Bias and sensitivity issues ▪ Word count

Adapted from the 20112 ELA SCASS work

Next-Generation Informational Items – “Resting for the Winter”

Standard 3RI2

1. Click on the sentence that **best** shows the main idea of this paragraph.

Nature changes in many ways when winter comes. The days get shorter and colder. The nights get longer. Leaves that turned brown, orange, and red fall off the trees and bushes. Grass stops growing and loses its bright green color. Some birds fly south where the weather is warmer. Some insects, like mosquitoes, seem to disappear.

Key: Nature changes in many ways when winter comes.

Standard 3RI4

2. First, read the dictionary definition. Then, read the directions that follow.

(adj.) 1. lying asleep or as if asleep

Click on the word in the following paragraph that **most closely** matches the given definition.

During the cold winter months, some plants do not grow leaves or fruit. Plants make their food from the sun’s energy. When the days are short, plants do not get enough sunlight to make the food they need to grow. When plants cannot make food, they become dormant. A dormant plant may look dead, without leaves covering its branches. It is really just taking a break from growing and making food until spring.

Key: dormant (credit for clicking on either place it appears)

Standard 3RI5

3. What do the headings do to help the reader’s understanding of the information in the passage?
 - a. They show how one thing leads to another.
 - b. They show the change in time during the year.
 - c. They show how different plants are from animals.
 - d. They show the shift from one example to another.

Key: d

Next-Generation Informational Items – “Resting for the Winter”

Standard 3RI2

4. What is the main idea of the passage? Use details from the passage to support your answer.

Scoring Rubric

Score	
2	A response: <ul style="list-style-type: none"> ▪ Gives sufficient evidence of the ability to determine/summarize the main idea ▪ Includes specific examples/details that make clear reference to the text ▪ Adequately explains the main idea with clearly relevant information based on the text
1	A response: <ul style="list-style-type: none"> ▪ Gives limited evidence of the ability to determine/summarize the main idea ▪ Includes vague/limited examples/details that make reference to the text ▪ Explains the main idea with vague/limited information based on the text
0	<ul style="list-style-type: none"> ▪ Gives no evidence of the ability to determine/summarize the main idea OR <ul style="list-style-type: none"> ▪ Gives the main idea but includes no examples or no examples/details that make reference to the text OR <ul style="list-style-type: none"> ▪ Gives the main idea but includes no explanation or no relevant information from the text
Exemplar	The main idea for the passage is that the way plants and animals survive the winter is by slowing growth. During the winter, the days are short so plants do not get enough sunlight to make the food they need to grow. When plants cannot get enough food, they become dormant. It is like taking a break from growing until spring. When plants do not grow, some animals, like bears, cannot find enough foods so they hibernate. When an animal hibernates, its body slows down. Bears hibernate in caves while frogs bury themselves at the bottom of ponds. Crickets slow their bodies down as if they were frozen. When spring comes these animals can move and grow again as if nothing has happened.

Next-Generation Informational Items – “Resting for the Winter”

Standard 3RI3

5. This question has two parts. First, answer Part A. Then, answer Part B.

Part A – What conclusion about nature is supported by the passage?

- a. Living things grow each year.
- b. Living things depend on one another.
- c. Locating a safe place to hide in winter is hard to do.
- d. Finding food for winter is an important job for animals.

Part B – Which sentence from the passage **best** supports your answer in Part A?

- a. When plants do not grow, some animals, like bears, cannot find enough food.
- b. Bears use caves because caves keep out the cold and other animals.
- c. Some animals that live in water also hibernate during the winter.
- d. When the weather warms up, the ice melts and the cricket can move again.

Key: Part A – b; Part B – a

All items and rubric based on Smarter Balanced Item Specifications for Grade 3 (2/4/14)

WRITING

Common Core State Standards for Writing

Writing Standards	
Text Types and Purposes	<p>3W1 – Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>3W1a – Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>3W1b – Provide reasons that support the opinion.</p> <p>3W1c – Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>3W1d – Provide a concluding statement or section.</p> <p>3W2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>3W2a – Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>3W2b – Develop the topic with facts, definitions, and details.</p> <p>3W2c – Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>3W2d – Provide a concluding statement or section.</p> <p>3W3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>3W3a – Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3W3b – Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>3W3c – Use temporal words and phrases to signal event order.</p> <p>3W3d – Provide a sense of closure.</p>
Production and Distribution of Writing	<p>3W4 – With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>3W5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.)</p> <p>3W6 – With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
Research to Build and Present Knowledge	<p>3W7 – Conduct short research projects that build knowledge about a topic.</p> <p>3W8 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>3W9 – (Begins in grade 4)</p>

Writing Standards	
Range of Writing	3W10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Common Core State Standards for Language

Language Standards	
Conventions of Standard English	<p>3L1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>3L1a – Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>3L1b – Form and use regular and irregular plural nouns.</p> <p>3L1c – Use abstract nouns (e.g., <i>childhood</i>).</p> <p>3L1d – Form and use regular and irregular verbs.</p> <p>3L1e – Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>3L1f – Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>3L1g – Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>3L1h – Use coordinating and subordinating conjunctions.</p> <p>3L1i – Produce simple, compound, and complex sentences.</p> <p>3L2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3L2a – Capitalize appropriate words in titles.</p> <p>3L2b – Use commas in addresses.</p> <p>3L2c – Use commas and quotation marks in dialogue.</p> <p>3L2d – Form and use possessives.</p> <p>3L2e – 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>).</p> <p>3L2f – Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>3L2g – Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
Knowledge of Language	<p>3L3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>3L3a – Choose words and phrases for effect.*</p> <p>3L3b – Recognize and observe differences between the conventions of spoken and written standard English.</p>

Language Standards	
Vocabulary Acquisition and Use	<p>3L4 – Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>3L4a – Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>3L4b – Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>3L4c – 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>).</p> <p>3L4d – Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
	<p>3L5 – Demonstrate understanding of word relationships and nuances in word meanings. CC3L5</p> <p>3L5a – Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>3L5b – Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>3L5c – 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>).</p> <p>3L6 – 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>).</p>

Sample Writing Items

Standard 3W3

A student is writing a story for class about a fox and a woman. Read the draft of the story and complete the task that follows.

There was a woman who went out to hire a herdsman to watch her sheep. On her way she met a fox.

“Where are you going?” asked the fox.

“I’m going to hire a herdsman,” answered the woman.

“Why not have me for a herdsman?” asked the fox.

“Good idea,” said the woman.

The first day the fox was herdsman, he ate all of the woman’s sheep. When he came back the woman asked, “Where is my flock?”

“Oh!” said the fox, “they are in the meadow.”

The woman was busy, but she thought she had better go and have a look at her flock.

In one or two paragraphs, write an ending or the story that follows from the events and experiences in the story.

Scoring Rubric

Score	
2	The response: <ul style="list-style-type: none"> ▪ provides an adequate ending to the narrative that provides a sense of closure ▪ provides an adequate connection that follows from the events or experiences in the narrative
1	The response: <ul style="list-style-type: none"> ▪ provides an awkward or partial ending to the narrative that may provide a limited sense of closure ▪ provides a limited and/or awkward connection that somewhat follows from the events or experiences in the narrative
0	The response: <ul style="list-style-type: none"> ▪ provides an unclear or incomplete ending to the narrative that provides little or no closure ▪ provides a connection that does not follow from or contradicts the events or experiences in the narrative; or the ending relies on summary, repetition of details, or addition of extraneous details
Exemplar	The woman waited until the fox had left. She walked down to the meadow where the fox told her the animals were playing, but they were gone. “On, no,” cried the woman. “I should never have trusted that sneaky fox!” The woman never forgot the lesson she learned that day.

Adapted from a Smarter Balanced-released item, rubric, and exemplar

Standard 3W1

A student is writing an opinion article for his teacher about children choosing their own bedtime. The student wants to revise the draft so the sentences are in the proper order. Read the draft of the article and complete the task that follows.

I think children should be allowed to choose their own bedtime. Also, some people need more sleep than others, so this is something children can think about when they choose a bedtime. Children need a way to learn how to be responsible. Children should think about the activities they have to do and how much homework they have when deciding what time to go to bed. Making good choices helps children be more responsible.

Click on the one sentence in the paper that is in the wrong place.

Key: Also, some people need more sleep than others, so this is something children can think about when they choose a bedtime.

Adapted from a Smarter Balanced-released item

Standard 3W2

A student is writing an opinion article for her teacher about why people keep birds as pets. The student wants to revise the draft to delete the sentence that does not support the opinion. Read the draft of the article and complete the task that follows.

There are many reasons why people keep birds as pets. Canaries sing beautiful songs. Parakeets will sit on your shoulder. Parrots can talk to you. Birds fly outdoors. Pet birds can be fun.

Click on the sentence that does not belong in the paper because it does not support the paper's topic.

Key: Birds fly outdoors.

Adapted from a Smarter Balanced -released item

Standard 3L3a

A student is writing a report for his teacher about laws. Read the draft of the report and answer the question that follows.

Every country has its own laws. For example, in the United States, the law says people should drive on the right-hand side of the road. On the other hand, in England, the law says people should drive on the left-hand side of the road. A person visiting England could really do some damage if they did not know that law and started driving on the wrong side of the road.

The writer wants to replace the underlined words to make his meaning more exact. Which words would make his word choice **better**?

- a. Drive poorly
- b. Cause confusion
- c. Hurt people
- d. Get in the way

Key: c

Adapted from a Smarter Balanced-released item

Standard 3L1

Read the paragraph and answer the question.

Some animals use color to be seen more easily. A coral snake use bright colors to scare away other animals. The black and yellow stripes of a bee or wasp warn other animals that they can get stung. A polar bear is white to blend in with the snow.

Click on the one sentence that contains a grammar usage error.

Key: A coral snake use bright colors to scare away other animals.

Adapted from a Smarter Balanced-released item

LISTENING

Common Core State Standards for Speaking and Listening

Speaking and Listening Standards	
Comprehension and Collaboration	<p>3SL1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>3SL1a – 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.</p> <p>3SL1b – 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).</p> <p>3SL1c – Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>3SL1d – Explain their own ideas and understanding in light of the discussion.</p> <p>3SL2 – Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3SL3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
Presentation of Knowledge and Ideas	<p>3SL4 – Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>3SL5 – Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>3SL6 – Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>

Sample Listening Items

Economic Exchange

Listen to the presentation at the link below and then answer the following questions.

[http://www.doe.k12.de.us/assessment/files/ Grade 3 Audio.wma](http://www.doe.k12.de.us/assessment/files/Grade_3_Audio.wma)

Standard 3SL2

1. What does the author hope the listener will learn from the presentation?
 - a. That money makes buying thing easier.
 - b. That there are things that make “good” money.
 - c. That paper money is better than other kinds of money.
 - d. That there have been many things used as money in the past.

Key: b

Standard 3SL2

2. Which detail from the presentation supports the idea that money should be easily divided?
 - a. It allows you to buy goods at any price.
 - b. It allows you to carry from place to place.
 - c. It allows you to trade it for goods and services.
 - d. It allows you to keep it safe from wear and tear.

Key: a

RESEARCH

Sample Research Items

Standards 3W8

A student is writing a research report about early pioneers. She is looking for information about the kinds of fun that early pioneers used to have. Click on the **one** sentence that has information that the student can use.

Early pioneers' lives were filled with hard work. A farmer had to clear the land, build a cabin, and plant crops. He and his family had lots of chores that needed to be done each day. Women helped in the fields. They also made soap and sewed the family's clothes. Children began working as early as four or five years old. They helped get water from the stream. They could also milk the cows and churn cream into butter. The pioneers worked most of the time. Sometimes they would gather together to help each other with a big job, like building a barn. When the barn was finished, they played fiddles and danced.

Key: When the barn was finished, they played fiddles and danced.

Adapted from a Smarter Balanced-released item

Standard 3W8

A student is writing a report about how to select the right dog for a pet. Which source would **most likely** have information for the report?

- a. [Dog - Wikipedia, the free encyclopedia](#):

The domestic dog (*Canis lupus familiaris*) is a subspecies of the gray wolf (*Canis lupus*), a member of the Canidae family of the mammalian order Carnivora.

- b. [Dog Breeds by Group - American Kennel Club](#)

Every **dog** has a distinct personality based on its breed. With 178 AKC-recognized breeds to choose from, doing your research is essential to finding the right ...

- c. [Dog Behavior | ASPCA](#)

Two **dogs** outside in a park If you're looking for help treating your **dog's** behavior issue, or just curious about why your **dog** does what he does, you've come to ...

- d. [Dogs 101: Animal Planet](#)

Dogs 101 is a fun crash course about all things **dog**! Learn about some of the most popular **dog** breeds, play fun **dog** games and find fascinating **dog** trivia.

Key: b

Adapted from a Smarter Balanced-released item

P E R F O R M A N C E T A S K

Performance Task

Materials developed by *The Reading and Writing Project at Teachers' College of Columbia University* illustrate the type of performance tasks that students are expected to encounter with the implementation of the Common Core and the next-generation assessment. These examples are located at:

<http://readingandwritingproject.com/resources/assessments/performance-assessments.html>.

Annotated Delaware student responses, based on the 2012-2013 fall assessment task, are available at: [Student Work – Grade 3](#).

The Delaware grade 3 opinion text-based writing rubric was used to score the student work.

To see an example of a grade 3 Smarter Balanced Performance Task and the Smarter Balanced Writing Rubric, please visit the Smarter Balanced portal at:

<http://sbac.portal.airast.org/practice-test/>

Argumentation/Opinion Text-Based Writing Rubric – Grade 3

	Score of 4	Score of 3	Score of 2	Score of 1
Reading/ Research 2 x ____ = ____	The writing – <ul style="list-style-type: none"> ▪ makes effective use of available resources ▪ skillfully/effectively supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources* 	The writing – <ul style="list-style-type: none"> ▪ makes adequate use of available resources ▪ supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ uses credible sources* 	The writing – <ul style="list-style-type: none"> ▪ makes limited use of available resources ▪ inconsistently supports an opinion with relevant and sufficient facts and details from resources with accuracy ▪ inconsistently uses credible sources* 	The writing – <ul style="list-style-type: none"> ▪ makes inadequate use of available resources ▪ fails to support an opinion with relevant and sufficient facts and details from resources with accuracy ▪ attempts to use credible sources*
Development 3 x ____ = ____	The writing – <ul style="list-style-type: none"> ▪ addresses all aspects of the writing task with a tightly focused response ▪ states an opinion ▪ effectively provides reasons to support the opinion that are sufficient and relevant 	The writing – <ul style="list-style-type: none"> ▪ addresses the writing task with a focused response ▪ states an opinion ▪ provides reasons to support the opinion that are sufficient and relevant 	The writing – <ul style="list-style-type: none"> ▪ addresses the writing task with an inconsistent focus ▪ states an opinion ▪ inconsistently provides reasons to support the opinion that are sufficient and relevant 	The writing – <ul style="list-style-type: none"> ▪ attempts to address the writing task but lacks focus ▪ states an opinion ▪ provides reasons to support the opinion that are insufficient and/or irrelevant
Organization 2 x ____ = ____	The writing – <ul style="list-style-type: none"> ▪ effectively introduces the topic or text being written about ▪ creates an organizational structure in which related ideas are grouped to support the writer’s purpose ▪ effectively uses linking words and/or phrases to connect opinion and reasons ▪ provides an effective concluding statement or section 	The writing – <ul style="list-style-type: none"> ▪ introduces the topic or text being written about ▪ creates an organizational structure ▪ uses linking words and/or phrases to connect opinion and reasons ▪ provides a concluding statement or section 	The writing – <ul style="list-style-type: none"> ▪ introduces the topic or text being written about ▪ has a progression of ideas that may lack cohesion (ideas may be rambling and/or repetitive) ▪ inconsistently uses linking words and/or phrases to connect opinion and reasons ▪ provides a sense of closure 	The writing – <ul style="list-style-type: none"> ▪ identifies the topic ▪ has little or no evidence of purposeful organization
Language/ Conventions 1 x ____ = ____	The writing – <ul style="list-style-type: none"> ▪ demonstrates a well-developed command of standard English conventions ▪ skillfully employs language and tone appropriate to audience and purpose ▪ has sentences that are skillfully constructed with appropriate variety in length and structure 	The writing – <ul style="list-style-type: none"> ▪ demonstrates a command of standard English conventions; errors do not interfere with understanding ▪ employs language and tone appropriate to audience and purpose ▪ has sentences that are generally complete with sufficient variety in length and structure 	The writing – <ul style="list-style-type: none"> ▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding ▪ inconsistently employs language and tone appropriate to audience and purpose ▪ has some sentence formation errors and/or a lack of sentence variety 	The writing – <ul style="list-style-type: none"> ▪ demonstrates a weak command of standard English conventions; errors interfere with understanding ▪ employs language and tone that are inappropriate to audience and purpose ▪ has frequent and severe sentence formation errors and/or a lack of sentence variety

* If applicable