

READING
Measurement Topic: Fluency and Vocabulary Development
 Grade Three

Evidence shows student has met or exceeded the learning target

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Using decoding, structure, and context cues to determine the meaning of unknown words: <ul style="list-style-type: none"> ○ Using decoding strategies to read unfamiliar words ○ Identifying words using knowledge of word structure ○ Using the meaning of prefixes, suffixes, word bases, and inflections to determine word meaning ○ Determining the meaning of unknown words using a variety of context clues ○ Identify and determine the meaning of unknown words using syntactic (grammar) and semantic (meaning) cues • Identifying words that have similar/opposite/multiple meanings and words that sound alike but mean different things: <ul style="list-style-type: none"> ○ Defining synonym and antonym; find examples in text ○ Using a thesaurus to find the synonyms and antonyms of words ○ Defining and recognizing the differences between homophones, homographs, and homonyms ○ Using context clues to define multiple-meaning words • Using reference materials to confirm decoding skills, verify spelling, determine meaning, and learn pronunciation of words and technical terms • Automatically recognizing grade-level sight and frequently used words, steadily increasing the number of words read fluently throughout the year • Applying knowledge of individual words to determine the meaning of compound words • Reading aloud third grade-level texts fluently, with appropriate pacing, changes in voice, and expression

Evidence shows misunderstanding, misconceptions, or omissions

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Synonym ○ Antonym ○ Homophone • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing and recalling accurate information about using basic decoding, structure, and context cues to determine the meaning of unknown words ○ Recognizing words that rhyme ○ Recognizing specific words that are connected to one another through similar, opposite, or multiple meaning ○ Describing basic characteristics and uses of a dictionary ○ Recognizing when a selection of text is being read too fast or too slow
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

READING
Measurement Topic: Comprehension
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Applying comprehension strategies before, during, and after reading: <ul style="list-style-type: none"> ○ Asking clarifying questions ○ Describing visual images generalized by text ○ Making and confirming predictions (e.g., use prior knowledge, illustrations, titles, subtitles, key words, and vocabulary) ○ Previewing text (e.g., skim materials, use pictures, textual clues, and text format) ○ Taking notes and/or use graphic organizers to aid in the comprehension of text (e.g., Venn diagrams, story maps, KWL charts, concept webs, etc.) ○ Making inferences and draw conclusions ○ Making connections ○ Summarizing ○ Identifying examples of cause and effect in text ○ Reflecting on what has been learned from reading and discuss or write about ideas, opinions, or personal responses to text • Determining the major and minor themes of a story (e.g., explain that a major theme in a story is about making friends while a minor theme is using one's imagination) • Identifying the author's basic purpose (e.g., to persuade, to inform, to entertain) and point of view
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Problem ○ Solution ○ Theme • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Describing a basic story line occurring in text ○ Recognizing major themes in a story ○ Recognizing an author's basic purpose for writing a specific text
Score 2.0	
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

READING
Measurement Topic: Expository/Informational Text
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p>
3.5	<p>In addition to score 3.0, in-depth inferences and applications with partial success</p>
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Explaining how authors use common textual features: <ul style="list-style-type: none"> ○ Explaining how authors use titles, headings, subheadings, timelines, prefaces, indices, appendices, table of contents, page numbers, and captions to enhance understanding of key ideas ○ Using and interpret information found in graphic features of text (e.g., charts, maps, diagrams, graphs) • Making basic distinctions between fact and opinion in text • Describing basic informational text patterns (e.g., descriptive, sequential or chronological order, compare and contrast, problem and solution, alphabetical) • Describing basic characteristics of informational texts (e.g., textbooks, magazines, encyclopedias, directions, procedures, newspapers, letters) • Identifying a main idea and finding supporting details in text

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p>
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Graphic feature ○ Table of contents ○ Appendix • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing and recalling accurate basic information about how authors use common textual features to help readers locate information in text ○ Recognizing and recalling accurate information about basic characteristics of fact and opinion ○ Recognizing presence of comparison and contrast in text ○ Recognizing and recalling accurate information about the basic form, features, and purpose of textbooks, magazines, encyclopedias, directions, procedures, newspapers, and letters
1.5	<p>Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

READING
Measurement Topic: Literary Response and Analysis
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Describe basic characteristics of literary forms and genres (e.g., the basic characteristics of fiction, nonfiction, biography, drama, folktales, fables, realistic fiction, science fiction, fantasy, legends) • Describe basic characteristics of literary elements of fiction: <ul style="list-style-type: none"> ○ Identify the narrator or speaker in a selection (first or third person) ○ Describe a character based on the character's thoughts, words, appearance, and actions in the story (characterization) ○ Identify elements of plot (e.g., sequence of events, rising and falling action, climax, conflict and resolution) ○ Identify the setting of the story, whether stated directly or implied ○ Explain how an author uses literary devices to influence the reader (e.g., sensory words, rhythm, action, illustrations, humor, dialogue, similes, point of view) ○ Recognize words and/or rhythms used by the author to imitate sounds (e.g., onomatopoeia) ○ Compare and contrast themes, characters, settings, and plots across different literary works ○ Describe basic characteristics of major elements of poetry (e.g., line length, rhythm, rhyming patterns, repetition, and alliteration)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Alliteration ○ Narrator (first and third person) ○ Plot • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing and recalling accurate information about basic characteristics of fiction, nonfiction, biography, drama, and comedy ○ Recognizing and recalling accurate information about point of view, characterization, and plot in fiction ○ Recognizing and recalling accurate information about basic features of major elements of poetry
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

WRITING
Measurement Topic: Audience and Purpose
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Analyzing common writing purposes (to give information, to tell stories, to give directions, to describe) and consider audience: <ul style="list-style-type: none"> ○ Setting a purpose for writing ○ Using language in writing that is appropriate for the purpose and audience (e.g., formal reports, friendly letters, sensory words, imitating style of published works) ○ Demonstrating personal style and voice in writing (e.g., varied word choice and sentence structure {simple, compound, complex}, transitions, figurative language, appropriate grammar and usage, descriptive words) ○ Using informal writing for various purposes (e.g., messages, notes, poems, journals) • Maintaining a varied basic portfolio that: <ul style="list-style-type: none"> ○ Including writing selected by both the student and the teacher ○ Including basic informational and interpretive writing, personal narratives, responses to literature, and letters to both formal and informal audiences
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Informal audience ○ Formal audience <p>Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:</p> <ul style="list-style-type: none"> ○ Describing basic characteristics of common writing purposes ○ Recognizing audience as either formal or informal
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

WRITING
Measurement Topic: Drafting and Revising
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Making a basic plan for narrative and informational writing: <ul style="list-style-type: none"> ○ Using a variety of prewriting strategies to plan and organize writing (e.g., brainstorming, lists, webs, pictures, Venn diagrams) ○ Generating writing ideas by reading other texts (books, magazines, textbooks, Internet) or through discussions with others and keeping a list of ideas ○ Communicating ideas through common organizational formats (e.g., logical order, compare/contrast, problem/solution) ○ Drafting compositions with a beginning, middle, and end; related ideas grouped by paragraphs; sentences in a logical order; supporting details, elaboration, and transitional words and phrases • Rereading and revising writing: <ul style="list-style-type: none"> ○ Reviewing and revising writing to improve meaning, clarity, word choice, organization of ideas, or to rearrange words, sentences, or paragraphs, add descriptive words, or delete extraneous information ○ Using constructive comments and suggestions from peers and teachers to revise writing ○ Using resources and reference materials (e.g., dictionary, thesaurus, word wall) to choose more effective vocabulary ○ Editing own writing and the writing of others to evaluate quality and improve conventions (e.g., grammar, spelling, punctuation, capitalization, sentence fragments, paragraph indents) using grade-appropriate resources (e.g., checklists, rubrics, dictionaries, feedback) ○ Publishing a final draft that is legible, error-free, and follows appropriate format • Using a word processor to write and edit basic compositions: <ul style="list-style-type: none"> ○ Writing compositions with a beginning, middle, and end ○ Using complete sentences in logical order ○ Using built-in editing tools to identify and correct basic spelling and grammar errors
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Drafting ○ Editing • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing basic graphic organizers that can be used to plan and organize writing ○ Recognizing grammar errors in text ○ Recognizing and recalling accurate information about the basic characteristics of word processors
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

WRITING
Measurement Topic: Writing Applications
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p>
3.5	<p>In addition to score 3.0, in-depth inferences and applications with partial success</p>
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Writing short essays about a remembered event or experience (personal narratives): <ul style="list-style-type: none"> ○ Writing short, three- to five- paragraph essays ○ Using sensory words to describe setting, situation, people, objects, and events in detail ○ Including a logical sequence of events ○ Telling why the incident is memorable • Writing simple narrative stories and poetry (e.g., fable, folktale, short story, realistic fiction, poetry): <ul style="list-style-type: none"> ○ Writing short, three- to five- paragraph stories with a basic plot sequence, simple dialogue, personification, and action ○ Using concrete sensory words to describe the setting and basic character traits ○ Using basic rhyme and rhythm in poetry • Writing basic responses to literature: <ul style="list-style-type: none"> ○ Write short, three- to five- paragraph essays ○ Describe elements of the plot, setting, characters, and theme ○ Give personal opinions with supporting details from the text • Writing basic expository compositions: <ul style="list-style-type: none"> ○ Writing short, three- to five- paragraph informational compositions ○ Writing longer research reports, using appropriate resources ○ Identify the main idea, include supporting details, relevant examples, and explanations ○ Using common expository text structures (e.g., compare/contrast, problem/solution, cause and effect, logical order) ○ Using charts, graphs, or other graphics as appropriate • Writing basic formal and informal letters (e.g., invitations, thank-you notes, letters of request) that include date, greeting, body, closing, and signature

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p>
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Support ○ Generalization ○ Personification • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing and recalling accurate information about sensory words and their basic uses when writing ○ Recognizing when sensory words are used in narrative stories and poems ○ Writing brief descriptions of the plot, setting, and characters encountered in text ○ Recognizing and recalling accurate information about basic characteristics of expository writing ○ Recognizing elements of formal letters
1.5	<p>Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

WRITING
Measurement Topic: Research and Information Organization
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Analyzing a basic research topic: <ul style="list-style-type: none"> ○ Identifying a research topic from a list of questions, assigned topics, or by area of personal interest ○ Writing a brief report or oral presentation about the topic using two different teacher-approved resources (e.g., classroom, school, or public libraries, online and electronic resources, articles, interviews) ○ Using dictionaries and encyclopedias as sources for information; use their text features to locate specific information (e.g., key words, guide words, alphabetical and numerical order, indexes, cross references, and letters on volumes) ○ Using strategies to record and organize information gathered from sources (e.g., notes, graphic organizers) ○ Making a list of sources used and explain why sources must be acknowledged ○ Using maps, charts, graphs, drawings, or other graphics to enhance presentation of report
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Keyword ○ Electronic resource ○ Opinion • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing sources that can be used to answer a specific research question
Score 2.0	
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

LANGUAGE USAGE
Measurement Topic: Spelling and Language Mechanics
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Spelling high-frequency, grade-appropriate, and commonly misspelled words; regular and irregular plurals; common compounds; basic contractions; prefixes, suffixes, and root (base) words; words with double consonants; common spelling patterns; changing -y to -ies to make a plural; common homophones; and words from other content areas • Using basic strategies to spell words correctly: <ul style="list-style-type: none"> ○ Using initial consonant substitution of related words; vowel combinations; silent e; short and long vowels; knowledge of previously studied decodable and irregularly spelled words; spelling rules; letter/sound; and onsets and rimes ○ Drawing on a variety of resources to find the correct spelling of new, unfamiliar or difficult • Using basic punctuation: <ul style="list-style-type: none"> ○ Using commas in dates, locations, addresses, in a series, to introduce dialogue and quotations ○ Using quotation marks for dialogue ○ Using apostrophes to show possession • Using abbreviations (e.g., etc., Mr., Mrs., Oct.) • Using basic capitalization: <ul style="list-style-type: none"> ○ Titles of movies, television shows, and books ○ Holidays ○ Historical events and eras • Writing legibly all upper-case and lower-case cursive letters using correct letter form; proper spacing between words, letters, and sentences; and margins
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Contraction ○ Abbreviations • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing correct spelling of specific grade-appropriate words ○ Recognizing basic spelling rules ○ Recognizing correct use of commas in dates, locations, and addresses, and use of apostrophes in cases of possession ○ Recognizing correct common abbreviations ○ Recognizing correct capitalization for holidays and historical periods ○ Recognizing correct formation of cursive letters
Score 2.0	
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

LANGUAGE USAGE
Measurement Topic: Language Conventions
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p>
3.5	<p>In addition to score 3.0, in-depth inferences and applications with partial success</p>
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Writing compound sentences (e.g., simple complete sentences with two independent clauses that show subject-verb agreement) • Using nouns (singular, regular and irregular plurals, common, proper, possessive, and collective) • Using pronouns (demonstrative, indefinite, intensive, interrogative, reflexive, and relative personal pronouns) • Using verbs (past, present, and future tenses of regular verbs; basic compound verbs; irregular verbs) • Using conjunctions and prepositions • Using modifiers (words that describe, limit, or qualify another word) in writing (e.g., comparative adjectives/adverbs, superlative adjectives/adverbs) <ul style="list-style-type: none"> ○ Identifying incorrect usage of double negatives in sentences

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p>
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Subject-verb agreement ○ Compound sentence • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing compound sentences in text ○ Recognizing correct use of nouns in text ○ Recognizing correct use of pronouns in text ○ Recognizing correct use of verbs in text ○ Recognizing correct use of conjunctions and prepositions in text ○ Recognizing correct use of modifiers in text
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

SPEAKING, LISTENING, and VIEWING
Measurement Topic: Speaking Applications
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Participating and contributing in discussions (small or large group), making eye contact with the speaker, waiting for an appropriate time and then raising a hand to ask a question, and volunteering to answer a question posed to the entire group • Creating and delivering oral presentations to class: <ul style="list-style-type: none"> ○ Using complete sentences with proper verb tense and grade-level appropriate vocabulary to communicate ideas ○ Speaking clearly with appropriate expression, eye contact, gestures, volume, pacing, and emphasis on key words ○ Using common idioms and figures of speech, similes, antonyms, synonyms, and word play ○ Delivering informational presentations that have a main focus; present ideas in a logical sequence; have an introduction, conclusion, and body; include relevant facts and details; use more than one source for information; use visual materials when appropriate ○ Delivering short, descriptive presentations that include sensory language; tell about a person, place, object, or experience; include relevant details • Reading prose and poetry aloud with fluency, expression, rhythm, and timing • Selecting language that is appropriate for the purpose and audience (e.g., casual conversations, class discussions, speaking to teachers or other adults)
Score 3.0	

2.5	<p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Narrative presentation ○ Descriptive presentation • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Describing things that can be done to contribute to classroom discussions ○ Recognizing and recalling accurate information about basic characteristics of descriptive oral presentations
Score 2.0	
1.5	<p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>
1.0	<p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p>
0.5	<p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>

SPEAKING, LISTENING, and VIEWING
Measurement Topic: Listening Comprehension
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Using active listening skills to listen for different purposes (e.g., facing the speaker; making eye contact; identifying purpose for listening; asking questions for clarification or additional information; giving feedback; listening quietly without interrupting; summarizing and paraphrasing what was said): <ul style="list-style-type: none"> ○ Taking notes and/or use graphic organizers to record and organize information during oral presentations and/or whole class instruction ○ Recognizing friendly communication through tone of voice, gestures, word choice, and content • Analyzing and follow basic multi-step instructions (e.g., give and follow three- and four-step directions; determine the sequence of steps in procedure; restate a set of oral directions) • Responding to comments during small and large group discussions (e.g., listen to comments of peers and adults and add a connected idea)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Procedure ○ Tone ○ Clarification • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing and recalling information about characteristics of active listening ○ Recognizing sequence of steps in a basic procedure ○ Recognizing connected ideas
1.5	Partial knowledge of score 2.0 elements Major errors or omissions regarding score 3.0 elements
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements

SPEAKING, LISTENING, and VIEWING
Measurement Topic: Analysis and Evaluation of Media
 Grade Three

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

4.0	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0, in-depth inferences and applications with partial success
Score 3.0	<p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Describing the basic purposes of media (e.g., to entertain, to inform, to persuade) • Describing the main idea, supporting details, and purpose of visual media (e.g., pictures, television, newspaper photographs, videos, weather broadcasts) • Naming elements of visual media that the student finds appealing (e.g., music, sound effects, action sequences, scary parts, animation, etc.)

2.5	No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements
Score 2.0	<p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Action sequence ○ animation • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing basic purposes of media ○ Recognizing the main idea and supporting details of samples from a variety of visual media ○ Recognizing elements of visual media that can be considered appealing
1.5	<p style="text-align: center;">Partial knowledge of score 2.0 elements</p> <p style="text-align: center;">Major errors or omissions regarding score 3.0 elements</p>
1.0	With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements
0.5	With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements