

**READING**  
**Measurement Topic: Fluency and Vocabulary Development**  
 Grade Four

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

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| <b>4.0</b>       | <p><b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b></p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p><b>Student exhibits no major errors or omissions and demonstrates understanding by:</b></p> <ul style="list-style-type: none"> <li>• Making basic distinctions between synonyms, antonyms, homonyms, and homographs and give examples of each; use a thesaurus to find synonyms and antonyms</li> <li>• Using decoding and structure cues to determine the meaning of unknown words:           <ul style="list-style-type: none"> <li>○ Using decoding strategies to read unfamiliar words</li> <li>○ Using the meaning of prefixes, suffixes, word bases, and inflectional endings to determine meaning</li> <li>○ Using common roots and word parts from Greek and Latin to analyze the meaning of a word</li> </ul> </li> <li>• Using context clues to determine the meaning of unfamiliar words and technical terms:</li> <li>• Identifying words using syntactic and semantic cues</li> <li>• Defining connotation and denotation and apply knowledge to find the meaning of words in context</li> <li>• Using reference materials to find the meaning and pronunciation of unfamiliar words</li> <li>• Reading aloud fourth grade-level texts fluently, with appropriate pacing, changes in voice, and expression</li> <li>• Automatically recognizing grade-level sight and frequently used words, steadily increasing the number of words read fluently throughout the year</li> <li>• Defining and identifying common idioms</li> </ul> |
| <b>Score 3.0</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| <b>2.5</b> | <p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p><b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b></p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Connotation</li> <li>○ Denotation</li> <li>○ Idiom</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ Recognizing common synonyms, antonyms, homonyms, and homographs</li> <li>○ Recognizing and recalling accurate information about basic ways to use decoding and structure cues to determine the meaning of unknown words</li> <li>○ Recognizing and recalling accurate information about basic ways to use context clues to determine word meaning in text</li> <li>○ Describing basic characteristics and uses of a glossary</li> <li>○ Recognizing when a selection of text is being read with inappropriate expression</li> </ul> </li> </ul> |
| <b>1.5</b> | <p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>1.0</b> | <p><b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>0.5</b> | <p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

**READING**  
**Measurement Topic: Comprehension**  
 Grade Four

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

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| <b>4.0</b>       | <p><b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b></p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p><b>Student exhibits no major errors or omissions and demonstrates understanding by:</b></p> <ul style="list-style-type: none"> <li>• Applying comprehension strategies before, during, and after reading:           <ul style="list-style-type: none"> <li>○ Asking clarifying questions</li> <li>○ Describing visual images generalized by text</li> <li>○ Making, confirming, and revising predictions (e.g., use prior knowledge and ideas presented in text, illustrations, titles, topic sentences, key words, vocabulary, and foreshadowing clues)</li> <li>○ Previewing text (e.g., skim materials; use pictures, textual clues, and text format)</li> <li>○ Take notes and/or use graphic organizers to aid in the comprehension of text (e.g., Venn diagrams, story maps, KWL charts, semantic maps, concept webs, etc.)</li> <li>○ Making inferences, draw conclusions, and make generalizations</li> <li>○ Making connections</li> <li>○ Summarizing important points from texts</li> <li>○ Reflecting on what has been learned from reading and discuss or write about ideas, opinions, or personal responses to text</li> </ul> </li> <li>• Analyzing the main idea/theme of a story/poem (e.g., examine how different authors treat similar themes and give supporting details)</li> <li>• Determining the author’s purpose in specific terms (e.g., to persuade, to inform, to entertain, and to evaluate)</li> </ul> |
| <b>Score 3.0</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| <b>2.5</b> | <p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p><b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b></p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Drawing conclusions</li> <li>○ Making inferences</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ Recognizing and recalling accurate information about basic characteristics of specific strategies that can be used before, during, and after reading to help better understand text</li> <li>○ Recognizing major and minor themes of stories and poems</li> <li>○ Recognizing and recalling accurate information about characteristics of specific purposes for writing</li> </ul> </li> </ul> |
| <b>1.5</b> | <p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>1.0</b> | <p><b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>0.5</b> | <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 Four

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

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| <b>4.0</b>       | <p><b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>3.5</b>       | <p>In addition to score 3.0, in-depth inferences and applications with partial success</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Score 3.0</b> | <p><b>Student exhibits no major errors or omissions and demonstrates understanding by:</b></p> <ul style="list-style-type: none"> <li>• Explaining how authors use common textual features (e.g., legends, bibliographies, headings, subheadings, marginal notes)</li> <li>• Drawing basic inferences, conclusions, and generalizations from text:           <ul style="list-style-type: none"> <li>○ Identifying missing or irrelevant information</li> <li>○ Comparing and contrasting information about one topic from two different sources</li> </ul> </li> <li>• Determining basic proposition (argument) and support in text</li> <li>• Describing basic characteristics of informational texts (e.g., brochures, pamphlets, letters, procedures, magazines, newspaper want ads, encyclopedias, almanacs):           <ul style="list-style-type: none"> <li>○ Identifying, interpreting, and using graphic features (e.g., maps, graphs, and charts)</li> <li>○ Locating information in a variety of consumer, workplace, and public documents (e.g., labels, schedules, pamphlets, brochures, newspapers, want ads)</li> </ul> </li> <li>• Following simple multiple-step instructions from technical material</li> </ul> |

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| <b>2.5</b>       | <p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Score 2.0</b> | <p><b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b></p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Legend</li> <li>○ Bibliographies</li> <li>○ Proposition</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ Recognizing and recalling accurate information about how authors use common textual features to help readers locate information in text</li> <li>○ Recognizing missing or irrelevant information</li> <li>○ Recognizing basic proposition presented in text</li> <li>○ Recognizing and recalling accurate information about the basic form, features, and purpose of brochures, want ads, pamphlets, thesauruses, and almanacs</li> </ul> </li> </ul> |
| <b>1.5</b>       | <p>Partial knowledge of score 2.0 elements<br/>         Major errors or omissions regarding score 3.0 elements</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>1.0</b>       | <p><b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>0.5</b>       | <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 Four

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

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| <b>4.0</b>       | <p><b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 3.5              | <p>In addition to score 3.0, in-depth inferences and applications with partial success</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Score 3.0</b> | <p><b>Student exhibits no major errors or omissions and demonstrates understanding by:</b></p> <ul style="list-style-type: none"> <li>• Analyzing basic defining characteristics of literary forms and genres (e.g., science fiction, realistic fiction, memoir, adventure, comic books, legends, fables, myths):             <ul style="list-style-type: none"> <li>○ Compare and contrast stories from different cultures by discussing similar stories and characters</li> </ul> </li> <li>• Analyzing basic characteristics of literary elements of fiction:             <ul style="list-style-type: none"> <li>○ Identify point of view (e.g. different narrators; first, second, and third person point of view)</li> <li>○ Identifying elements of characterization (e.g., character type {hero, villain, protagonist, antagonist}; character traits based on the character's thoughts, words, appearance, and actions; describe a character's feelings, whether stated explicitly or implicitly)</li> <li>○ Identifying elements of plot (e.g., rising and falling action, climax, resolution, influence of setting, cause and effect)</li> </ul> </li> <li>• Analyzing basic characteristics of major elements of poetry:             <ul style="list-style-type: none"> <li>○ Recognizing examples of rhyme, repetition, alliteration, consonance, and assonance in poetry</li> <li>○ Explaining the effect of sentence structure, line breaks, and punctuation</li> <li>○ Explaining how authors use onomatopoeia, puns, similes, and sensory words to convey tone, mood, and meaning</li> </ul> </li> </ul> |

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| 2.5              | <p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Score 2.0</b> | <p><b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b></p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:             <ul style="list-style-type: none"> <li>○ Assonance/consonance</li> <li>○ Onomatopoeia</li> <li>○ Pun</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:             <ul style="list-style-type: none"> <li>○ Recognizing and recalling accurate information about basic characteristics of science fiction, real fiction, memoir, adventure, and comic books</li> <li>○ Recognizing and recalling accurate information about basic characteristics of point of view, characterization, and plot in fiction</li> <li>○ Recognizing and recalling accurate information about basic characteristics and effects of major elements of poetry</li> </ul> </li> </ul> |
| 1.5              | <p>Partial knowledge of score 2.0 elements<br/>             Major errors or omissions regarding score 3.0 elements</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>1.0</b>       | <p><b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b></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: Audience and Purpose**  
 Grade Four

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

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| <b>4.0</b>       | <p><b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b></p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p><b>Student exhibits no major errors or omissions and demonstrates understanding by:</b></p> <ul style="list-style-type: none"> <li>• Setting a purpose (to entertain, to inform, to persuade, to explain, to record ideas, or to describe), consider audience, and choose appropriate styles and forms when writing informational and narrative texts:           <ul style="list-style-type: none"> <li>○ Adjusting the style of writing, voice, and language used according to purpose and intended audience</li> <li>○ Demonstrating personal style and voice in text by using varied sentence types (simple, compound), personification, humor, the element of surprise (narrative), emotional appeal, strong opinion, and credible support (informational)</li> <li>○ Using informal writing for various purposes (e.g., messages, journals, notes, poems, labels, captions, directions)</li> </ul> </li> <li>• <b>Maintaining a varied basic portfolio that:</b> <ul style="list-style-type: none"> <li>○ Includes writing selected by both the student and the teacher</li> <li>○ Includes literary, informal, informational, interpretive, and responsive writing</li> </ul> </li> </ul> |
| <b>Score 3.0</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| <b>2.5</b>       | <p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Score 2.0</b> | <p><b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b></p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Formal language</li> <li>○ Informal language</li> <li>○ Emotional appeal</li> </ul> </li> </ul> <p>Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:</p> <ul style="list-style-type: none"> <li>○ Recognizing different purposes and audiences for writing</li> <li>○ Recognizing and recalling information about basic purposes for maintaining a varied portfolio</li> </ul> |
| <b>1.5</b>       | <p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>1.0</b>       | <p><b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>0.5</b>       | <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 Four

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

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| <b>4.0</b> | <p><b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b></p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p><b>Student exhibits no major errors or omissions and demonstrates understanding by:</b></p> <ul style="list-style-type: none"> <li>• Applying basic prewriting strategies (e.g., brainstorming; using graphic organizers such as story maps, Venn diagrams, and webs; note-taking; making lists):           <ul style="list-style-type: none"> <li>○ Making a plan for narrative writing (e.g., list of characters, setting, problem and solution, sequence of events) or informational writing (e.g., main idea or topic, supporting details, conclusion)</li> <li>○ Drafting compositions with a clear beginning, middle, and end; transitional words and phrases; related ideas grouped by paragraphs; supporting details; and a consistent focus</li> <li>○ Writing using paragraph form with a topic sentence; supporting details; indentations; transitional words, phrases, ideas, and sentences</li> </ul> </li> <li>• <b>Reread and revise writing:</b> <ul style="list-style-type: none"> <li>○ Reviewing and revise writing for meaning, clarity, word choice, organization of ideas, and consistent point of view; to elaborate on ideas, to add relevant or delete irrelevant information, or to rearrange sentences</li> <li>○ Using resources and reference materials (e.g., dictionary, thesaurus) to choose more effective vocabulary</li> <li>○ Editing own writing and the writing of others to evaluate quality and improve conventions (e.g., grammar, spelling, punctuation, sentence fragments or run-ons, capitalization, paragraphing) using grade-appropriate resources (e.g., editing checklists, rubrics, feedback)</li> <li>○ Publishing a final draft that is legible, error-free, and follows the appropriate format</li> </ul> </li> <li>• <b>Using a word processor to write and edit basic compositions:</b> <ul style="list-style-type: none"> <li>○ Using built-in editing tools to identify and correct basic spelling and grammar errors</li> <li>○ Publishing a final draft that is legible, error-free, and follows the appropriate format</li> </ul> </li> </ul> |
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| <b>2.5</b>       | <p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p><b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b></p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Feedback</li> <li>○ Run-on sentences</li> <li>○ Outline</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ Describing basic characteristics of graphic organizers that can be used to plan and organize writing</li> <li>○ Recognizing basic tools that can be used to evaluate writing</li> <li>○ Describing basic features and tools available in word processors to edit compositions</li> </ul> </li> </ul> |
| <b>Score 2.0</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>1.5</b>       | <p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>1.0</b>       | <p><b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>0.5</b>       | <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 Four

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

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| <b>4.0</b>       | <p><b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b></p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p><b>Student exhibits no major errors or omissions and demonstrates understanding by:</b></p> <ul style="list-style-type: none"> <li>• Writing autobiographical narratives:           <ul style="list-style-type: none"> <li>○ Writing multi-paragraph compositions about a remembered event or experience</li> <li>○ Using concrete details and a logical sequence of events</li> <li>○ Telling why the incident is memorable</li> </ul> </li> <li>• Writing narrative stories:           <ul style="list-style-type: none"> <li>○ Writing multi-paragraph stories that provide a clear plot sequence, dialogue, and point of view</li> <li>○ Using concrete sensory words and literary devices (tension, suspense)</li> <li>○ Establishing a setting, characters and their relationships, and a situation that allows the reader to imagine</li> </ul> </li> <li>• Writing responses to literature:           <ul style="list-style-type: none"> <li>○ Writing multi-paragraph essays that describe elements of the plot, setting, characters, and themes</li> <li>○ Making references to details in the text</li> <li>○ Showing connection to prior knowledge</li> <li>○ Writing summaries of texts that include the main idea and details</li> </ul> </li> <li>• Writing expository/persuasive compositions:           <ul style="list-style-type: none"> <li>○ Writing multi-paragraph essays that stay on topic, include simple facts, details, examples, and explanations</li> <li>○ Using common text structures</li> <li>○ Using several sources for information</li> <li>○ Writing expressive compositions that demonstrate a clear opinion or judgment and have relevant supporting ideas</li> <li>○ Including a summarizing conclusion</li> </ul> </li> <li>• Writing formal and informal letters that follow appropriate letter format</li> </ul> |
| <b>Score 3.0</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| <b>2.5</b> | <p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p><b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b></p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Category</li> <li>○ Summary</li> <li>○ Literary device</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ Recognizing and recalling accurate information about basic characteristics of autobiographical narratives</li> <li>○ Recognizing and recalling accurate information about basic characteristics of narrative stories</li> <li>○ Writing brief descriptions of the plot, setting, characters, and theme encountered in text</li> <li>○ Describing the defining characteristics of cause/effect compositions</li> <li>○ Recognizing appropriate letter format for specific formal and informal purposes</li> </ul> </li> </ul> |
| <b>1.5</b> | <p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>1.0</b> | <p><b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>0.5</b> | <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 Four

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

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| <b>4.0</b>       | <p><b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 3.5              | <p>In addition to score 3.0, in-depth inferences and applications with partial success</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Score 3.0</b> | <p><b>Student exhibits no major errors or omissions and demonstrates understanding by:</b></p> <ul style="list-style-type: none"> <li>• Analyzing a basic research topic:           <ul style="list-style-type: none"> <li>○ Identifying a research topic by listing possible questions and narrowing the focus, with assistance</li> <li>○ Creating written and/or multimedia reports on a research topic, using multiple sources</li> <li>○ Locating sources and gather relevant information from multiple sources (e.g. ,school or public libraries, online and electronic resources, newspapers, magazines)</li> <li>○ 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)</li> <li>○ Using direct quotes and acknowledge the sources appropriately</li> <li>○ Defining <i>plagiarism</i> and make a list of sources used</li> <li>○ Using maps, charts, graphs or other graphics to enhance presentation of report</li> </ul> </li> </ul> |

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| 2.5              | <p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Score 2.0</b> | <p><b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b></p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:           <ul style="list-style-type: none"> <li>○ Plagiarism</li> <li>○ Bibliography</li> <li>○ Direct quote</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:           <ul style="list-style-type: none"> <li>○ Recognizing forms of documentation that can be used to acknowledge sources</li> </ul> </li> </ul> |
| 1.5              | <p>Partial knowledge of score 2.0 elements<br/>         Major errors or omissions regarding score 3.0 elements</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>1.0</b>       | <p><b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b></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 Four

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

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| <b>4.0</b>       | <p><b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b></p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p><b>Student exhibits no major errors or omissions and demonstrates understanding by:</b></p> <ul style="list-style-type: none"> <li>• Spelling correctly high-frequency, grade-appropriate, commonly misspelled words (e.g., quite/quiet, because/cause, its/it's, hour/our, etc.), and commonly confused words (e.g., then/than, there/their)</li> <li>• Using basic strategies to spell different words (e.g., initial consonant substitution of related words; knowledge of previously studied words; spelling patterns and rules; syllable constructions; prefixes, suffixes, and root {base} words; inflectional endings; regular and irregular plurals)</li> <li>• Using basic punctuation:             <ul style="list-style-type: none"> <li>○ Commas in direct quotations and with conjunctions</li> <li>○ Quotation marks to indicate when someone is speaking</li> <li>○ Apostrophes in cases of possessives and contractions</li> <li>○ Parentheses in common situations</li> </ul> </li> <li>• Using basic capitalization:             <ul style="list-style-type: none"> <li>○ Capitalization of the heading, salutation, and closing of letters</li> <li>○ Title of person in family versus role (uncle vs. Uncle John)</li> </ul> </li> <li>• Describing basic text conventions for titles of various works:             <ul style="list-style-type: none"> <li>○ Italics or underlining for titles of books, magazines, or films</li> <li>○ Quotation marks for the titles of poems, short stories, songs, and chapters</li> </ul> </li> <li>• Writing legibly with cursive writing</li> </ul> |
| <b>Score 3.0</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <b>2.5</b>       | <p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p><b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b></p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:             <ul style="list-style-type: none"> <li>○ Root words</li> <li>○ Homophone</li> <li>○ Irregular plurals</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:             <ul style="list-style-type: none"> <li>○ Recognizing correct spelling of grade-appropriate words</li> <li>○ Recognizing and recalling accurate information about basic characteristics of common strategies that can be used to spell different words</li> <li>○ Recognizing correct use of commas in direct quotations, quotation marks to indicate when someone is speaking, apostrophes in cases of possessives and contractions, and parentheses in common situations</li> <li>○ Recognizing correct capitalization of heading, salutation, and closing of letters</li> <li>○ Recognizing and recalling accurate information about basic text conventions for writing titles of specific works</li> </ul> </li> </ul> |
| <b>Score 2.0</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>1.5</b>       | <p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>1.0</b>       | <p><b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>0.5</b>       | <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 Four

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

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| 4.0              | <p><b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b></p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p><b>Student exhibits no major errors or omissions and demonstrates understanding by:</b></p> <ul style="list-style-type: none"> <li>• Using common forms of complex sentences (complete sentences with one main clause and one subordinate clause that exhibit subject-verb agreement):             <ul style="list-style-type: none"> <li>○ Identifying the simple or compound subject and predicate of a sentence</li> </ul> </li> <li>• Using progressive forms of past, present, and future verb tenses:             <ul style="list-style-type: none"> <li>○ Recognizing action, linking, and auxiliary verbs (helping verbs)</li> </ul> </li> <li>• Using common phrases and clauses (e.g., basic appositive, participial, and prepositional phrases and clauses to modify words, phrases, or clauses):             <ul style="list-style-type: none"> <li>○ Identifying the objective case of a noun in a sentence (direct object, indirect object, object of a preposition)</li> </ul> </li> <li>• Correcting simple double negatives</li> <li>• Using basic interjections to convey emotion</li> </ul> |
| <b>Score 3.0</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| 2.5              | <p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p><b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b></p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:             <ul style="list-style-type: none"> <li>○ Double negative</li> <li>○ Complex sentence</li> <li>○ Subject/predicate</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:             <ul style="list-style-type: none"> <li>○ Recognizing complex sentences in text</li> <li>○ Recognizing correct use of progressive forms of past, present, and future tenses</li> <li>○ Recognizing basic appositive, participial, and prepositional phrases and clauses in text</li> <li>○ Recognizing basic interjections in text</li> </ul> </li> </ul> |
| <b>Score 2.0</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 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><b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b></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 Four

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

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| <b>4.0</b>       | <p><b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b></p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p><b>Student exhibits no major errors or omissions and demonstrates understanding by:</b></p> <ul style="list-style-type: none"> <li>• 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 regarding the topic under discussion</li> <li>• Creating and delivering oral presentations for a variety of purposes and audiences               <ul style="list-style-type: none"> <li>○ Speaking with clear diction, expression, volume, timing, phrasing, eye contact, and gestures appropriate for topic, audience, and purpose of communication</li> <li>○ Delivering persuasive presentations that have a main idea, explanatory details, and vocabulary selected to influence the listener</li> <li>○ Delivering informational presentations that have a clear main idea or focus; have an introduction, conclusion, and body that presents information in a logical sequence; include relevant facts, details, examples, and explanations; use more than one source for information; use visual materials when appropriate</li> <li>○ Delivering narrative presentations that tell about an event, memory, or observation; use details and descriptive language to engage the listener's imagination; explains why the event or experience is important</li> <li>○ Presenting original and published works such as stories, plays, skits, and poems</li> </ul> </li> <li>• Varying the formality of language according to the audience and purpose for speaking:               <ul style="list-style-type: none"> <li>○ Using familiar idioms, similes, and word play</li> </ul> </li> </ul> |
| <b>Score 3.0</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| <b>2.5</b>       | <p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p><b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b></p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:               <ul style="list-style-type: none"> <li>○ Formal presentation</li> <li>○ Informal presentation</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:               <ul style="list-style-type: none"> <li>○ Describing things that can be done to contribute to classroom discussions</li> <li>○ Recognizing and recalling accurate information about basic characteristics of formal and informal oral presentations</li> </ul> </li> </ul> |
| <b>Score 2.0</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>1.5</b>       | <p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>1.0</b>       | <p><b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>0.5</b>       | <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 Four

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

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| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 3.5              | In addition to score 3.0, in-depth inferences and applications with partial success                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Score 3.0</b> | <p><b>Student exhibits no major errors or omissions and demonstrates understanding by:</b></p> <ul style="list-style-type: none"> <li>• Using active listening skills (e.g., asking focused questions, responding to cues, maintaining eye contact, summarizing and paraphrasing what was said, giving feedback, taking notes or using a graphic organizer)</li> <li>• Following simple multi-step instructions from technical material</li> <li>• Comparing and contrasting ideas of others and own ideas during small or large group discussions</li> <li>• Recognizing that language reflects different regions, cultures, social groups, and historical eras (e.g., sayings, expressions, pronunciations, slang)</li> </ul> |

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| 2.5              | No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Score 2.0</b> | <p><b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b></p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:             <ul style="list-style-type: none"> <li>○ Detail</li> <li>○ Content</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:             <ul style="list-style-type: none"> <li>○ Describing characteristics of active listening</li> <li>○ Recognizing out-of-sequence and unclear steps in instructions</li> <li>○ Recognizing ideas of others</li> </ul> </li> </ul> |
| 1.5              | Partial knowledge of score 2.0 elements<br>Major errors or omissions regarding score 3.0 elements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>1.0</b>       | <b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 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 Four

**Evidence shows student has met or exceeded the learning target**

**Evidence shows misunderstanding, misconceptions, or omissions**

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| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 3.5              | In addition to score 3.0, in-depth inferences and applications with partial success                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Score 3.0</b> | <p><b>Student exhibits no major errors or omissions and demonstrates understanding by:</b></p> <ul style="list-style-type: none"> <li>• Describing different purposes of media (e.g., to provide entertainment or information, to persuade, to transmit culture, to report on events)</li> <li>• Describing basic use of persuasive techniques in media (e.g., promises, dares, flattery, generalities, exaggeration, pressure from peers, television advertising, faulty reasoning)             <ul style="list-style-type: none"> <li>○ Distinguishing between fact and opinion in presentations and media</li> </ul> </li> <li>• Describing basic techniques used to communicate messages in visual media (e.g., sound effect, music, images)</li> <li>• Distinguishing between print media (e.g., newspapers, magazines, pamphlets) and non-print media (e.g., television, radio, movies)             <ul style="list-style-type: none"> <li>○ Explaining how print and non-print media focuses attention on events or issues and influences peoples' opinions</li> </ul> </li> </ul> |

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| 2.5              | No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Score 2.0</b> | <p><b>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</b></p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific terminology such as:             <ul style="list-style-type: none"> <li>○ Advertising</li> <li>○ Generality</li> <li>○ Sound effects</li> </ul> </li> <li>• Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:             <ul style="list-style-type: none"> <li>○ Recognizing specific purposes of media</li> <li>○ Recognizing basic persuasive techniques in media</li> <li>○ Recognizing basic techniques used to communicate messages in visual media</li> <li>○ Recognizing print and non print media</li> </ul> </li> </ul> |
| 1.5              | <p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>1.0</b>       | <b>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 0.5              | With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |