TEACHER MATERIALS

6-8 Week Skills Assessments Developed for Districts Using *Houghton Mifflin Reading*

GRADE 3
Themes 1–6

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6-8 Week Skills Assessments for Districts Using *Houghton Mifflin Reading*

**DESIGN**

Skills Assessments are designed to help classroom teachers and grade-level teams determine how effective their delivery of instruction is meeting expected student learning goals in relation to concepts and skills taught in *Houghton Mifflin Reading*.

**PURPOSE**

The purpose of the Skills Assessments is to help guide and plan instruction for the next theme. Subtests are based upon the content addressed in each theme and California’s English-language arts content standards. Due to the limited number of test items, skills, and concepts addressed in each theme, Skills Assessments are not to be used as an indicator of individual student achievement. They are tools to help educators focus on the percentage of students meeting criteria for each subtest. If teachers find over the course of at least two testing periods there is still a group of struggling students, it is advisable to utilize diagnostic testing to understand specific needs.

**USE**

The Skills Assessments assist in determining if the class is meeting grade-level expectations for the concepts and skills taught in *Houghton Mifflin Reading*. If students are weak in a particular area, the teacher should look ahead to the next theme and plan for additional instruction or student practice using the materials provided by the program. Grade-level meetings may help teachers determine which skills and concepts need to be reinforced. It is advisable that teachers work together to plan the use of Houghton Mifflin materials for small group instruction or go beyond the core instructional time to address specific needs.

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**Assessment Development Team**

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*The Skills Assessments are developed by the assessment team at the Reading Lions Center. They are not developed, reviewed, or published by Houghton Mifflin Company. Subtest scores should be used for planning instruction and identifying skill areas to enhance learning.*

Sixth Edition  
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Overview of Skills Assessments - Grade 3
2008 - 2009
for Districts Using Houghton Mifflin Reading

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GRADE 3 Percentile | Theme 1 WCPM\(^2\) | Theme 2 WCPM | Theme 3 WCPM | Theme 4 WCPM | Theme 5 WCPM | Theme 6 WCPM
--- | --- | --- | --- | --- | --- | ---
ORAL READING FLUENCY NORMS\(^1\) | 25th | 65 | 68 | 70 | 79 | 83 | 87
50th | 79 | 86 | 93 | 105 | 110 | 114
75th | 107 | 115 | 123 | 131 | 138 | 142

1 Extrapolated values used by the Reading Lions Center (2005).
2 WCPM = Words Correct Per Minute based on 2005 Norms of Hasbrouck and Tindal.

INSTRUCTIONAL UNITS - GRADE 3
- Theme 1
- Theme 2
- Theme 3
- Theme 4
- Theme 5
- Theme 6

MATERIALS
Each classroom set of materials includes:
- Teacher Materials Booklet
- Student Test Booklets
- Fluency Test Cards
- Skills Assessment Report Forms (blackline masters)
Note: Electronic reporting systems are advisable.

GENERAL PROCEDURES
Students are assessed at the end of each instructional unit listed above. The results for each student should be recorded on the Skills Assessment report form (or through an electronic reporting system) and submitted to the site administrator. Most of the assessments are administered in whole group sessions. The directions and answer keys are provided in the Teacher Materials booklet.

FOLLOW-UP AND SUPPORT BY SCHOOL PRINCIPAL
The Skills Assessment Report form (blackline master) is an evaluation tool for the classroom teacher, the site administrator, and the reading coach. The teacher is asked to note which students have not reached criterion. The teacher is expected to develop a plan of action to help improve student learning especially for those students identified as needing intensive intervention (scoring 40% or lower).

A copy of the report form, if non-electronic, should be placed in an agreed-upon school file, by an agreed-upon date, for review by the principal. After the principal reviews the students’ progress and support needs, the following actions are suggested:

1. Provide written and/or verbal feedback to the teacher on student progress and provide resources and support as needed (e.g., extended time and coaching assistance.)
2. Schedule follow-up meetings with the teacher, coach, and/or whole staff as needed.

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GRADE 3 - THEME 1

TEACHER NOTE: Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

FLUENCY

Teacher Directions: Refer to “General Directions for One-Minute Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

Scoring: To be at grade level the student must read at least 79 WCPM (words correct per minute) at the end of Theme 1.

25th Percentile - 65 WCPM
50th Percentile - 79 WCPM
75th Percentile - 107 WCPM

COMPREHENSION (Recommended Time: 30-45 minutes, uninterrupted)

Teacher Directions: Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to the California Standards Test.

Scoring: To reach criterion, a student must have at least 8 correct answers.


CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and answer the questions.

Scoring: To reach criterion, a student must have at least 8 correct answers. Please note that the student must answer ALL parts of each question correctly to receive credit.

Key: 1. fragment  2. sentence  3. fragment  COMPLETE/INCOMPLETE SENTENCES
     4. question    Was Mulan triumphant?  INTERROGATIVE SENTENCE
     5. command     Tell the troops to escort Mulan on her trip.  IMPERATIVE SENTENCE
     6. statement   Mulan endured harsh nights as a soldier.  DECLARATIVE SENTENCE
     7. exclamation The girl shouted, “Hurray!”  EXCLAMATORY SENTENCE
     8. subject -  Rapids and slippery boulders  COMPLETE SUBJECTS/ PREDICATES
     predicate -  were found in the river
     9. subject -  My brother and I
     predicate -  scouted the ledges along the canyon
    10. subject -  The driftwood sculpture
     predicate -  reminds our family of the waterfall
SPELLING/WORD WORK (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:** Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:**
1. B  
2. B  
3. C  
4. A  
5. C  
6. C  
7. B  
8. D  
9. A  
10. C

VOCABULARY (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:**

**Part 1: Antonyms**
Read the sentence. Choose the word that means the opposite of the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 2: Multiple Meanings**
Read the sentence. Read and answer the question: In which sentence is the underlined word used in the same way as in the sentence above? Fill in the bubble next to the answer you have chosen.

**Part 3: Context Meaning**
Read the sentence. Using context, choose the word that means the same, or about the same, as the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 4: Synonyms**
Read the sentence. Choose the word that means the same, or about the same, as the underlined word. Then fill in the bubble next to the word you have chosen.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:**
1. C  
2. B  
3. C  
4. C  
5. B  
6. A  
7. C  
8. D  
9. B  
10. D

WRITING (Recommended Time: 45-50 minutes, uninterrupted)

**Teacher Directions:** Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.
GRADE 3 - THEME 2

TEACHER NOTE: Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

FLUENCY

Teacher Directions: Refer to “General Directions for One-Minute Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

Scoring: To be at grade level the student must read at least 86 WCPM (words correct per minute) at the end of Theme 2.

25th Percentile -  68 WCPM
50th Percentile -  86 WCPM
75th Percentile -  115 WCPM

COMPREHENSION  (Recommended Time: 30-45 minutes, uninterrupted)

Teacher Directions: Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to the California Standards Test.

Scoring: To reach criterion, a student must have at least 8 correct answers.


CHECKING  SKILLS  (Recommended Time: 20 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and answer the questions.

Scoring: To reach criterion, a student must have at least 8 correct answers. Please note that the student must answer ALL parts of each question correctly to receive credit.

Key:  1. Circle: mother, quilt, dress
  2. Circle: Gold, flowers, gifts
  3. Circle: Stories, animals, gathering
  4. Sunday, Guadalupe
  5. Mexico, May
  6. places, things
  7. symbols, signs
  8. Circle: ancestors, elders
  9. Circle: Men, women, families
  10. Circle: Relatives, loaves, cookies

COMMON NOUNS
PROPER NOUNS
PLURAL NOUNS
GRADE 3 - Theme 2

ANSWER KEY/DIRECTIONS

SPELLING/WORD WORK (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:** Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:**

|---|------|------|------|------|------|

VOCABULARY (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:**

**Part 1: Antonyms**
Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 2: Multiple Meanings**
Read the sentence. Read and answer the question: *In which sentence is the underlined word used in the same way as in the sentence above?* Fill in the bubble next to the answer you have chosen.

**Part 3: Context Meaning**
Read the sentence. Using context, choose the word that means the **same, or about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 4: Synonyms**
Read the sentence. Choose the word that means the **same, or about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:**

|---|------|------|------|------|------|

WRITING (Recommended Time: 45-50 minutes, uninterrupted)

**Teacher Directions:** Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.
GRADE 3 - THEME 3

TEACHER NOTE: Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

FLUENCY

Teacher Directions: Refer to “General Directions for One-Minute Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

Scoring: To be at grade level the student must read at least 93 WCPM (words correct per minute) at the end of Theme 3.

25th Percentile - 70 WCPM
50th Percentile - 93 WCPM
75th Percentile - 123 WCPM

COMPREHENSION (Recommended Time: 30-45 minutes, uninterrupted)

Teacher Directions: Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to the California Standards Test.

Scoring: To reach criterion, a student must have at least 8 correct answers.


CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and answer the questions.

Scoring: To reach criterion, a student must have at least 8 correct answers. Please note that the student must answer ALL parts of each question correctly to receive credit.

Key: 1. the old crater’s top POSSESSIVE NOUNS
    2. the creature’s awful breath
    3. the mice’s troops
    4. brings VERBS
    5. plays
    6. slices
    7. teach SUBJECT/VERB AGREEMENT
    8. flies
    9. followed PAST/FUTURE TENSE VERBS
    10. will turn
GRADE 3 - Theme 3

ANSWER KEY/DIRECTIONS

SPELLING/WORD WORK (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions: Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

Scoring: To reach criterion, a student must have at least 8 correct answers.


VOCABULARY (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions:

Part 1: Antonyms
Read the sentence. Choose the word that means the opposite of the underlined word. Then fill in the bubble next to the word you have chosen.

Part 2: Multiple Meanings
Read the sentence. Read and answer the question: In which sentence is the underlined word used in the same way as in the sentence above? Fill in the bubble next to the answer you have chosen.

Part 3: Context Meaning
Read the sentence. Using context, choose the word that means the same, or about the same, as the underlined word. Then fill in the bubble next to the word you have chosen.

Part 4: Synonyms
Read the sentence. Choose the word that means the same, or about the same, as the underlined word. Then fill in the bubble next to the word you have chosen.

Scoring: To reach criterion, a student must have at least 8 correct answers.


WRITING (Recommended Time: 45-50 minutes, uninterrupted)

Teacher Directions: Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.
GRADE 3 - THEME 4

TEACHER NOTE: Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

FLUENCY

Teacher Directions: Refer to “General Directions for One-Minute Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

Scoring: To be at grade level the student must read at least 105 WCPM (words correct per minute) at the end of Theme 4.

- 25th Percentile - 79 WCPM
- 50th Percentile - 105 WCPM
- 75th Percentile - 131 WCPM

COMPREHENSION (Recommended Time: 30-45 minutes, uninterrupted)

Teacher Directions: Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to the California Standards Test.

Scoring: To reach criterion, a student must have at least 8 correct answers.


CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and answer the questions.

Scoring: To reach criterion, a student must have at least 8 correct answers. Please note that the student must correctly answer ALL parts of the question to receive credit.

Key: 1. are  2. was  3. is  PRESENT/PAST TENSE VERBS
     4. have basked  HELPING/REGULAR VERBS
     5. have shared
     6. has swooped
     7. went  8. saw  9. came  10. took  PAST TENSE VERBS
GRADE 3 - Theme 4

SPELLING/WORD WORK (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions: Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

Scoring: To reach criterion, a student must have at least 8 correct answers.


VOCABULARY (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions:

Part 1: Antonyms
Read the sentence. Choose the word that means the opposite of the underlined word. Then fill in the bubble next to the word you have chosen.

Part 2: Multiple Meanings
Read the sentence. Read and answer the question: In which sentence is the underlined word used in the same way as in the sentence above? Fill in the bubble next to the answer you have chosen.

Part 3: Context Meaning
Read the sentence. Using context, choose the word that means the same, or about the same, as the underlined word. Then fill in the bubble next to the word you have chosen.

Part 4: Synonyms
Read the sentence. Choose the word that means the same, or about the same, as the underlined word. Then fill in the bubble next to the word you have chosen.

Scoring: To reach criterion, a student must have at least 8 correct answers.


WRITING (Recommended Time: 45-50 minutes, uninterrupted)

Teacher Directions: Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.
GRADE 3 - THEME 5

TEACHER NOTE: Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

FLUENCY

Teacher Directions: Refer to “General Directions for One-Minute Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

Scoring: To be at grade level the student must read at least 110 WCPM (words correct per minute) at the end of Theme 5.

25th Percentile - 83 WCPM
50th Percentile - 110 WCPM
75th Percentile - 138 WCPM

COMPREHENSION (Recommended Time: 30-45 minutes, uninterrupted)

Teacher Directions: Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to the California Standards Test.

Scoring: To reach criterion, a student must have at least 8 correct answers.


CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and answer the questions.

Scoring: To reach criterion, a student must have at least 8 correct answers. Please note that the student must correctly answer ALL parts of the question to receive credit.

Key: 1. He feels SUBJECT PRONOUNS/SUBJECT-VERB AGREEMENT
     2. we watch OBJECT PRONOUNS
     3. they find
     4. him 5. us 6. Halmoni and me 7. me
     8. their 9. his 10. Its POSSESSIVE PRONOUNS
SPELLING/WORD WORK (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:** Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:**
1. A  
2. C  
3. A  
4. C  
5. C  
6. B  
7. A  
8. C  
9. A  
10. B

VOCABULARY (Recommended Time: 20-30 minutes, uninterrupted)

**Teacher Directions:** Have the students independently read the directions and choose the correct answer.

**Student Directions:**

**Part 1: Antonyms**
Read the sentence. Choose the word that means the opposite of the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 2: Multiple Meanings**
Read the sentence. Read and answer the question: *In which sentence is the underlined word used in the same way as in the sentence above?* Fill in the bubble next to the answer you have chosen.

**Part 3: Context Meaning**
Read the sentence. Using context, choose the word that means the same, or about the same, as the underlined word. Then fill in the bubble next to the word you have chosen.

**Part 4: Synonyms**
Read the sentence. Choose the word that means the same, or about the same, as the underlined word. Then fill in the bubble next to the word you have chosen.

**Scoring:** To reach criterion, a student must have at least 8 correct answers.

**Key:**
1. A  
2. C  
3. D  
4. B  
5. D  
6. C  
7. A  
8. D  
9. C  
10. C

WRITING (Recommended Time: 45-50 minutes, uninterrupted)

**Teacher Directions:** Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.
GRADE 3 - THEME 6

TEACHER NOTE: Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

FLUENCY

Teacher Directions: Refer to “General Directions for One-Minute Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

Scoring: To be at grade level the student must read at least 114 WCPM (words correct per minute) at the end of Theme 6.

25th Percentile - 87 WCPM
50th Percentile - 114 WCPM
75th Percentile - 142 WCPM

COMPREHENSION (Recommended Time: 30-45 minutes, uninterrupted)

Teacher Directions: Have the students independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to the California Standards Test.

Scoring: To reach criterion, a student must have at least 8 correct answers.


CHECKING SKILLS (Recommended Time: 20 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and answer the questions.

Scoring: To reach criterion, a student must have at least 8 correct answers. Please note that the student must correctly answer ALL parts of the question to receive credit.

Key: 1. Little, the, white
2. a, rubber, three
3. two, crispy, crunchy
4. cleanest
5. quieter
6. shorter
7. faster
8. Suddenly, outside
9. quietly
10. cheerfully

ADJECTIVES

COMPARATIVE ADJECTIVES

ADVERBS
SPELLING/WORD WORK (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions: Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

Scoring: To reach criterion, a student must have at least 8 correct answers.


VOCABULARY (Recommended Time: 20-30 minutes, uninterrupted)

Teacher Directions: Have the students independently read the directions and choose the correct answer.

Student Directions:

Part 1: Antonyms
Read the sentence. Choose the word that means the opposite of the underlined word. Then fill in the bubble next to the word you have chosen.

Part 2: Multiple Meanings
Read the sentence. Read and answer the question: In which sentence is the underlined word used in the same way as in the sentence above? Fill in the bubble next to the answer you have chosen.

Part 3: Context Meaning
Read the sentence. Using context, choose the word that means the same, or about the same, as the underlined word. Then fill in the bubble next to the word you have chosen.

Part 4: Synonyms
Read the sentence. Choose the word that means the same, or about the same, as the underlined word. Then fill in the bubble next to the word you have chosen.

Scoring: To reach criterion, a student must have at least 8 correct answers.


WRITING (Recommended Time: 45-50 minutes, uninterrupted)

Teacher Directions: Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.
General Directions for One-Minute Administration of Reading Passages for the Oral Fluency Subtest

- This test is administered individually.
- Passages are to be administered consecutively during one uninterrupted session.
- The purpose of this test is to measure reading rate (automaticity) and accuracy.
- For this assessment to be reliable, it must be based on a “cold” reading.
- Choose a quiet location in the classroom to administer the test where other students cannot hear the story being read.
- Do NOT have students rehearse or browse the stories before they are administered.
- Do NOT have students practice reading individual words that may be problematic before the test is administered.

MATERIALS:
1. Students’ (cardstock) copies of Passage #1 and Passage #2
2. Examiner’s (numbered) copies of Passage #1 and Passage #2
3. Stopwatch
4. Tape recorder - optional (Tape recorders facilitate error analysis.)

DIRECTIONS FOR PASSAGES #1 AND #2:

1. Place the cardstock copy in front of the student.
2. Place the numbered copy in front of you. Shield it so the student cannot see what you record.
3. Say these specific directions to the student for Passage #1:
   When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. **Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.**
4. Say “Begin” and start your stopwatch when the student says the first word. If the student fails to say the first word of the passage after 3 seconds, say the word, mark it as incorrect, then start your stopwatch.
5. Follow along on your copy. Put a slash (/) through words read incorrectly.
6. If a student stops or struggles with a word for 3 seconds, say the word and mark it as incorrect.
7. At the end of 1 minute, place a bracket (]) after the last word and say, “Stop.”
8. Repeat for Passage #2, following the directions in steps 3-7.

SCORING PROCEDURE:

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals (Each reversal is counted as one error.). Self-corrections and word repetitions are NOT marked as errors.

Add the total number of words read, subtract the errors, and write the number of words the student read correctly in the box in the bottom right-hand corner of the page. On the Skills Assessment Report, enter scores (WCPM) for both Passage #1 and Passage #2. Then take the average of the two scores and enter the “averaged” score. When all students have completed the fluency assessment, record classroom totals in the boxes provided (# of students tested, # of students at/above 50th percentile for WCPM, and % of students at/above 50th percentile for WCPM).
Passage #1

Refer to “General Directions for One-Minute Administration of Reading Passages.”

Say these specific directions to the student:
When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Marta felt lonely as she sat on the front porch steps. Her family had moved to a new city, and she was missing her old friends. She stared at the kids playing in the yard across the street. Marta was timid and shy, so making new friends was difficult.

Marta’s mother came outside and sat on the edge of the steps beside her daughter. “Why are you so gloomy?” she gently asked.

“I miss my old friends, and the kids across the street are having so much fun,” replied the girl.

“They look friendly, and they’re about your age. Since you know how to play hopscotch, you might ask to join them,” encouraged her mother.

Marta whispered, “I’m afraid they won’t let me play.”

“You’ll never know if you don’t try. I’ll wait here while you walk over to them. Please be careful while crossing the street. Remember to look both ways,” Marta’s mother said lovingly.

Marta checked for oncoming cars in each direction before crossing the road. She quietly went over to where the children were playing hopscotch. They welcomed her and asked if she would like to join them. Marta smiled and waved to her mother.

<table>
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<td>sky (/) word read incorrectly</td>
</tr>
<tr>
<td>blue sky (__) inserted word</td>
</tr>
<tr>
<td>___ after the last word read</td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>FLUENCY SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Words Read Per Minute:</td>
</tr>
<tr>
<td>Number of Errors:</td>
</tr>
<tr>
<td>Number of Words Read Correctly:</td>
</tr>
<tr>
<td>Passing Criterion (50th %ile) = 79</td>
</tr>
</tbody>
</table>

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.
It was a sunny day, and Jerome was sick with the flu. Feeling sorry for himself, he sat on the couch. He looked out the window at his backyard swing set. It wasn’t exactly the swings that were on his mind. Today was circus day, and he couldn’t go. He was terribly disappointed. He would miss watching the trapeze act. While playing on his swing, Jerome often imagined he was a famous trapeze artist swinging high above the crowd.

He decided to rest by taking a short nap. When he woke up, the room had become very dark. The outside windowpane had been magically covered by a piece of cloth! “What in the world happened?” he wondered.

Slowly, two friends pulled the cloth open like curtains on a stage. Out of his window, Jerome saw more friends. They were swinging, running, and jumping around his yard. They had decided if Jerome couldn’t go to the circus, the show would come to him.

They played catch with large hoops and walked along the top edge of a brick wall pretending it was a high wire act. His friends looked so ridiculous! Jerome curled over and roared with laughter. He felt better now. Jerome thought it was wonderful to have such good friends.
Passage #1

Refer to “General Directions for One-Minute Administration of Reading Passages.”

Say these specific directions to the student:
When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

As Grandmother sat on her covered porch, she watched the cows come in from the meadow. She had many fond memories of her childhood. She remembered when she was a young milkmaid. Grandmother had milked cows by hand. She loved the animals’ steamy breath on cold, winter mornings and the smell of straw and hay. She was happiest feeding the calves milk from buckets.

She remembered every year her father and mother drove to the hatchery. There they purchased newly hatched baby chicks. The chicks were kept in a warming box. This large, boxy device was kept in the pantry. It was heated with electricity. The chicks were fed finely ground corn and fresh water. When their feathers developed, they were turned loose into the yard. The chickens liked to scratch in the grass and catch bugs.

Each of the four seasons was enjoyable, but spring was best. She looked forward to seeing the crops sprouting in the fields. She thought of running after pink, squealing piglets. It made her laugh out loud.

Grandmother was happy she still lived on the farm. However, country life had changed. Almost everything was automated. She realized machines were useful, and life was easier now. Perhaps some change is good.

---

EVALUATING CODES FOR ORAL READING

- (l) word read incorrectly
- (__) inserted word
- (__) after the last word read

Comments:

---

FLUENCY SCORE

Number of Words
Read Per Minute: 
Number of Errors: —
Number of Words
Read Correctly: 
Passing Criterion
(50th %ile) = 86

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.
Joyce and Ben lived in the city. Their house was one mile west of Uncle Mack’s ranch. The children often went with their father to visit when he worked at the ranch. Roaming around the farm and riding ponies were always an adventure. Now they were older and expected to help on weekends.

It did not take long before Joyce and Ben realized farming was very hard work. Uncle Mack’s business depended on raising sheep, calves, and crops. To increase his income, he was also a horse trader. He knew almost every horse, colt, and pony in six counties. Most profitable for him was trading ponies. When he acquired a new pony, he would invite the kids for a ride. They tried not to become too attached with each new, adorable horse. They were aware it would soon be sold or traded.

One day they fell in love with a wonderful, little, brown and white spotted pony. It had a golden, flowing mane and tail. Secretly, they named him Scout. They were disappointed one Saturday afternoon when they rode their bicycles to the ranch. Scout was nowhere to be found. They turned and asked where the pony was. Uncle Mack smiled and answered, “You mean Scout? He is at the feed store being fitted for a new saddle.” Scout was theirs to keep.

---

### EVALUATING CODES FOR ORAL READING

- (/) word read incorrectly
- ( ) inserted word
- ( ) after the last word read

### Comments:

#### Number of Words Read Per Minute:

#### Number of Errors:

#### Number of Words Read Correctly:

#### Passing Criterion (50th %ile) = __________

### FLUENCY SCORE

<table>
<thead>
<tr>
<th>Errors include:</th>
<th>1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Per Minute:</td>
<td>__________</td>
</tr>
<tr>
<td>Number of Errors:</td>
<td>— __________</td>
</tr>
<tr>
<td>Number of Words Read Correctly:</td>
<td>__________</td>
</tr>
</tbody>
</table>
| Passing Criterion (50th %ile): | __________

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Lin and Vern lay stretched out on the grass. They were friends. They liked to watch clouds floating across the blue sky. They enjoyed the endless, changing shapes. The boys imagined they saw bears, ocean liners, angels, and people with funny faces. They thought the thunderhead cloud they saw on the horizon was a giant, snow-covered mountain.

The friends talked about what they had seen. They wanted to learn more about storms and clouds. So they went to the city library. There they learned some interesting new facts. Different cloud shapes have names. Many storms are seasonal. For example, tornadoes usually occur in springtime. These funnel clouds look like huge coils. This violent storm slashes across the land. It causes serious damage to buildings in its path.

The curious boys often had lively talks. They wanted to know why a hurricane has a calm center eye. Why are tornadoes so powerful?

Both kinds of storms spin in a circular pattern. The boys wondered if the two storms had other things in common.

Each of them enjoyed predicting the weather. Every morning they watched the clouds. Would it rain today? It may be no surprise to learn that they became weather forecasters after college.
People tell stories about Big Foot. Some of them believe this beast is real. They say it lives in the deep, mountain forests of the western United States. It is described as being over six feet tall with coarse, human-like hair from head to toe. Big Foot is said to give off a very foul odor.

Some people claim to have heard a loud, bellowing cry when they were camping. Did Big Foot make the noise? Visitors to the area have told friends they saw the hairy beast. Some say they saw it running through the forest. Yet, they didn’t tell forest rangers. They were afraid the animal would be captured. Others insist they have photographs of huge footprints that prove its existence.

Most people think Big Foot is an imaginary creature. They say the reports are just plain silliness. They suggest the people who saw the beast were simply mistaken. They failed to report the sightings because it was just their imagination.

What is the truth? Until a live Big Foot or its skeleton is found, the debate will not end. Stories about Big Foot are like tales about the jack-a-lope. Cowboys invented it. It is a cross between a jackrabbit and an antelope. They made it up while sitting around campfires. Could this be how the legend of Big Foot began?
Dawn did not like vegetables! Once, she took an oath claiming she would never try them again. In fact, she disliked vegetables so much she wouldn’t feed them to Ming, her pet turtle. She fed Ming the same foods she liked to eat. She even fed her turtle her favorite dessert, blueberry cobbler. Now, Dawn loves vegetables! What happened that made her change her mind?

Ming had become sluggish and slept all the time, refusing to come out of his shell. Dawn didn’t know what was wrong. She carried him to her mother and exclaimed, “Ming is sick and won’t eat! What’s the matter with him?” Her mother immediately knew why Ming didn’t feel well. Mother told her to feed him fresh vegetables and assured her Ming would soon feel better.

After several weeks, Ming was the active turtle he had been. Helping Ming get well was much easier than Dawn thought. She had learned how important vegetables were to a healthy diet. They were also quite tasty. Dawn started going to the store with her mother every Friday to buy fresh produce. She enjoyed making salads for her family.
Daylight was just breaking. The sun was beginning to peek over the horizon. Jessie sat quietly in his tree house. He was looking down on his backyard. He noticed that heavy dew had settled on the lawn overnight. Jessie pulled his coat tighter around him. He thought about his class assignment. It was to study animals that had adapted to city life. He had chosen squirrels because of their ability to survive.

Jessie watched as squirrels slowly crept out of their nests. The youngest ones chased each other. They scampered from limb to limb. Older squirrels busily gathered supplies for the winter. The first frost was only a few weeks away. Leaves were turning brilliant, fall colors. Soon snow would cover the ground. Then, it would be too late for the squirrels to hide acorns.

A shadow glided across the treetops. It was a hawk hungrily exploring for food. The bird saw the squirrels in the huge, old, oak tree. The hawk plunged down to pursue a tasty morning meal, but it was too late. The squirrels had already taken cover. They were hiding in their homes. Jessie sighed with relief. He had given many of them names, and he considered them friends.
Everyone called him Gramps. Of course, he wasn’t everyone’s grandfather. However, he did have nineteen grandchildren. It just seemed natural to call him Gramps.

He wanted to buy a new Model T Ford. The car had just been invented. It was the first auto ever offered for sale.

He thought he would enjoy taking the children for a ride.

Gramps hurried to the dealership. There was no problem choosing the color. The motor company had told its work crew to paint all of the automobiles black.

With much fanfare, Gramps came chugging home.

He proudly honked the car’s horn. He rapidly approached the driveway. Just then, he realized he didn’t know how to stop! Luckily, the coal wagon was not parked in front of the house. Wildly waving his arms, Gramps went bouncing between his home and the next-door neighbor’s house. He narrowly missed them. The skinny car wheels straddled Grandma’s row of gooseberry bushes. The car rolled across her garden. It destroyed bunches of tomatoes before crashing through the side of the chicken coop. All the while Gramps was yelling, “Whoa! Whoa! You crazy Tin Lizzy!”

The automobile didn’t understand. It kept going. After many huffs and hisses, the engine died. The auto finally came to a stop. There it sat covered with tomatoes and dripping with juice. Chickens and feathers were scattered everywhere in the yard.

<table>
<thead>
<tr>
<th>EVALUATING CODES FOR ORAL READING</th>
</tr>
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<tbody>
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<tr>
<td>Passing Criterion (50th %ile) =</td>
</tr>
</tbody>
</table>

Number 110

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.
Passage #2

The girl sat quietly in her tire swing watching her great uncle. She was anxious for him to finish making her a new wooden flute. He was carving on a thin, straight branch. He hollowed out the center of the stick and peeled back the loose bark. As he created the instrument, he retold a story about his childhood.

“Many people did not have jobs in the 1930s. This desperate time was called the Depression,” he said. The girl’s uncle skillfully dug holes along the top of the flute. He sliced one end at an angle and plugged the other end with a wooden peg. He spoke again saying, “Many kids didn't have warm coats. They wore shoes with holes in the bottoms during icy, cold winters. Times were tough for everyone. To save money, people planted gardens. They gathered nuts and fruit in the woods. Women cooked and stored the food in tightly sealed, sterilized, mason jars.”

“Some people found work with the government. They joined a work force and built bridges, dams, roads, and parks all across the country. Men with families found jobs with local city projects. They dug sewers, laid water pipes, and paved streets.”

The Depression was hard for families. Yet, people were resourceful and worked together. That is how they were able to survive.
Passage #1

Refer to “General Directions for One-Minute Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

---

Lou was the oldest of three children. He thought he was ready to learn how to budget money. He asked his parents for a weekly allowance. The boy’s parents were not very excited about the idea. Lou explained the subject was important. After all, he was ten years old. He wanted to learn how to be responsible.

Lou’s parents decided to have a meeting. Family talks usually took place after dinner. The boy helped clear the table. He put away the leftover food. Finally, they were seated. Everyone was ready to discuss the boy’s request. To Lou’s surprise, the first issue was not about his allowance. Instead, they talked about sharing chores. This had not been part of his plan. He just wanted them to say he could have some spending money, but his parents offered to pay him for doing chores.

His parents listed several jobs. They asked him to choose at least three. He could help carry out the garbage. He might choose to wash the dishes on weekends. Perhaps he’d watch his baby brother when his mother needed help. The other choices were dusting the furniture or sweeping the sidewalks. Lou began to realize that money did not grow on trees. He was going to have to earn his allowance.
Ginny laid a handful of coins on the table. There were quarters, nickels, and pennies. She studied them for a while. Ginny planned to write about the history of money for a school project. She had been doing research at the library. She pulled out her notebook and reread the information.

Long ago, many different items were used for money. This idea amazed Ginny. People in some cultures paid for goods with beads and shells. For instance, brightly colored shells were used in India. Some nations traded with whales’ teeth or large stone disks.

She had learned the first metal coins were a mixture of gold and silver. They were made in little, round nuggets. These ancient coins were invented nearly three thousand years ago. Later, money was made from various metals. Their value depended on the size and weight of the object. These coins had to be weighed each time they changed hands. This process was not practical. Finally, coins were weighed and stamped with their value. That was the beginning of money as we know it today.

Her planning phase was finished. She had learned a lot about the history of money. Now Ginny was ready to start drafting her report.
General Directions for Writing Assessment
GRADE 3

PREPARATION:
1. Prepare students for the Writing Assessment with clean paper and pencils.
2. Have them label the paper with their names and the date.
3. Explain to students that they have 45-50 minutes to complete the Writing Assessment.
4. Have students independently read the prompt and checklist, plan, and then begin writing. Encourage them to organize their thoughts during the prewriting phase and refer back to the checklist throughout the writing process.

EVALUATION:
1. Following the assessment, collect the papers.
2. Use the “Four Point Rubric” found in the back of the Teacher Materials booklet to evaluate individual student’s writing by assigning a point value, 0-4, for each rubric category (Conventions, Genre, and Writing Traits).
3. Record the scores for each category on the Writing Assessment Report. Blackline masters are provided at the back of this booklet. The Reading Lions Center grants permission to photocopy these pages as needed.
4. Average the scores and record the average in the space provided.

PROMPTS:
Prompts vary by theme. Writing prompt assessments have been aligned with the writing strategies and writing applications of California’s English-language arts content standards. The prompts for grade three are listed below.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Friendly Letter</td>
</tr>
<tr>
<td>2</td>
<td>Expository</td>
</tr>
<tr>
<td>3</td>
<td>Narrative</td>
</tr>
<tr>
<td>4</td>
<td>Expository</td>
</tr>
<tr>
<td>5</td>
<td>Expository</td>
</tr>
<tr>
<td>6</td>
<td>Persuasive</td>
</tr>
</tbody>
</table>
### THEME 1 - Friendly Letter

**Writing Situation:** You are thinking about a gift you have received.

**Purpose:** To tell about a gift in a friendly letter

**Audience:** Your friend

**Writing Directions:** Write a letter to a friend describing a gift someone gave to you. Explain why the gift is so special. Plan your letter before you begin writing.

### THEME 2 - Expository

**Writing Situation:** You are thinking about what you do to get ready for school.

**Purpose:** To give instructions

**Audience:** Your classmates

**Writing Directions:** Write instructions that tell how to get ready for school. Include the steps you do and what you need to get ready for school. Plan your instructions before you begin writing.

### THEME 3 - Narrative

**Writing Situation:** You are writing an imaginary story about someone who meets a famous person.

**Purpose:** To entertain

**Audience:** Your classmates

**Writing Directions:** Write a short story about a character who meets a famous person. Use details to create a setting and events. Write your ideas on a sheet of paper before you begin writing your story.

### THEME 4 - Expository

**Writing Situation:** For the second time this week, your friend has asked to copy your math homework.

**Purpose:** To describe how you would solve a problem

**Audience:** Your teacher

**Writing Directions:** Write an essay telling one way you would solve the problem of your friend asking to copy your homework. Explain why and tell what you think might happen. Plan your problem-solution essay before you begin writing.

### THEME 5 - Expository

**Writing Situation:** You are thinking about your neighborhood.

**Purpose:** To describe your neighborhood

**Audience:** Your teacher

**Writing Directions:** Write a description of your neighborhood. Use sensory language to help create a picture in your reader’s mind. Make a web to help organize your details before you begin writing.

### THEME 6 - Persuasive

**Writing Situation:** You are thinking about why you should receive an allowance.

**Purpose:** To persuade your reader to think in a certain way

**Audience:** Your parent

**Writing Directions:** Write a persuasive essay to convince your parent to give you an allowance. Make an idea web to plan the reasons that will persuade your parent to agree with you.
<table>
<thead>
<tr>
<th>Conventions</th>
<th>1 Point</th>
<th>2 Points</th>
<th>3 Points</th>
<th>4 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mechanics:</strong></td>
<td><strong>Capitalization</strong></td>
<td><strong>Consistently uses capital letters at the beginning of sentences and for the pronoun <em>I</em>. Randomly capitalizes proper nouns.</strong></td>
<td><strong>Consistently uses capital letters correctly at the beginning of sentences, with proper nouns, and for the pronoun <em>I</em>.</strong></td>
<td><strong>Uses capitalization correctly for previously mentioned forms and with greetings, months, days of the week, titles, and initials of people.</strong></td>
</tr>
<tr>
<td><strong>Mechanics:</strong></td>
<td><strong>Punctuation</strong></td>
<td><strong>Consistently uses all end punctuation correctly.</strong></td>
<td><strong>Consistently uses end punctuation, commas (including items in a series), quotation marks, and apostrophes correctly.</strong></td>
<td><strong>Consistently uses end punctuation, commas, quotation marks, and apostrophes correctly. Punctuates dates, cities and states, titles of books, greetings—including commas in dates, locations, addresses, and items in a series correctly.</strong></td>
</tr>
<tr>
<td><strong>Grammar and Usage</strong></td>
<td><strong>Consistently uses nouns and verbs.</strong></td>
<td><strong>Consistently uses singular and plural nouns, and adjectives correctly.</strong></td>
<td><strong>Consistently uses present and past verb tense, singular and plural nouns, contractions, and adjectives.</strong></td>
<td><strong>Consistently demonstrates standard usage of nouns, verb tenses, pronouns, adjectives, compound words, and articles. Uses appropriate subject-verb agreement.</strong></td>
</tr>
<tr>
<td><strong>Sentence Structure</strong></td>
<td><strong>Writes incomplete sentences and uses incorrect word order.</strong></td>
<td><strong>Writes complete sentences with some incomplete sentences.</strong></td>
<td>** Writes all complete sentences using a variety of sentence types (declarative, interrogative, imperative, and exclamatory).**</td>
<td><strong>Consistently and effectively writes a variety of complete sentence types (declarative, interrogative, imperative, and exclamatory) with elaboration.</strong></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td><strong>Often misspells three- and four-letter, short-vowel words.</strong></td>
<td><strong>Spells three- and four-letter, short-vowel words and grade-level-appropriate sight words correctly.</strong></td>
<td><strong>Spells frequently used, irregular words, basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.</strong></td>
<td><strong>Correctly spells grade appropriate words that have blends, contractions, compounds, orthographic patterns, and common homophones.</strong></td>
</tr>
</tbody>
</table>
## Four Point Rubric - Genre

<table>
<thead>
<tr>
<th>Genre</th>
<th>4 Points</th>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative/Plot</td>
<td>Composition clearly on topic. Focused and organized with supportive facts and assertions. Purpose obvious.</td>
<td>Fully developed characters and setting. Elaboration and details enhance story.</td>
<td>Adequately developed characters and setting. No details or elaboration.</td>
<td>Shows no awareness of character and setting. Information may be present.</td>
</tr>
<tr>
<td>Expository Structure</td>
<td></td>
<td>Composition clearly on topic. Focused and organized with supportive facts and assertions. Purpose obvious.</td>
<td>Main points and supportive details can be identified.</td>
<td>Statements loosely related to topic. No order or organization apparent.</td>
</tr>
<tr>
<td>Persuasive</td>
<td>Writing demonstrates consistent use of standard letter form with correct accompanying punctuation and awareness of audience.</td>
<td>Writing demonstrates consistent use of standard letter form with correct accompanying punctuation and awareness of audience.</td>
<td>Writing demonstrates some awareness of standard letter form.</td>
<td>Insufficient writing to show writer’s purpose. No organization apparent.</td>
</tr>
</tbody>
</table>

### Genre Definitions
- **Narrative**: Tells a story, including characters, setting, plot, and development.
- **Expository**: Provides information, explanations, or descriptions.
- **Persuasive**: Argumentative, trying to convince the reader of a particular point of view.
- **Friendly Letter**: Written in a conversational tone, often for personal communication.

### Four Point Rubric Details
- **1 Point**: Statements loosely related to topic. No order or organization apparent. Extraneous information may be present.
- **2 Points**: Statements are related to topic. Purpose apparent. Main points and supportive details can be identified.
- **3 Points**: Statements are related to topic. Purpose (explain, describe, etc.) apparent. Main points and supportive details can be identified.
- **4 Points**: Composition clearly on topic. Focused and organized with supportive facts and assertions. Purpose obvious.
## Four Point Rubric - Writing Traits

<table>
<thead>
<tr>
<th>Writing Traits</th>
<th>4 Points</th>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Point</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas/Content/Focus</strong></td>
<td>Content exceptionally clear, focused, and interesting. Main ideas stand out and are developed with strong supporting details.</td>
<td>Content clearly focused. Main ideas understandable. Supporting details sufficient to develop and support main ideas.</td>
<td>Content clearly focused. Main ideas understandable. Supporting details sufficient to develop and support main ideas.</td>
<td>Minimal content included, and/or off topic. Lacks central purpose. Little or no detail. Extraneous materials may be present.</td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
<td>Vocabulary shows varied, vivid, interesting, and descriptive words. Is appropriate to audience and purpose. Words thoughtfully chosen and placed for impact to convey message.</td>
<td>Vocabulary shows some varied and interesting words. Words generally appropriate for audience and purpose. Includes some descriptive language. Conveys intended message.</td>
<td>Vocabulary ordinary, lacks preciseness and variety. May be inappropriate to purpose or audience. Words and expressions convey general rather than specific message.</td>
<td>Vocabulary limited with frequent misuse of words. Language monotonous. Word usage simplistic, repetitive, inappropriate or overused.</td>
</tr>
<tr>
<td><strong>Elaboration (supporting details and examples that develop the main idea)</strong></td>
<td>Specific details offer relevant, strong support for each key idea.</td>
<td>General and specific details offer relevant support for key ideas. May lack depth in places.</td>
<td>Minimal use of details due to insufficient content.</td>
<td>Minimal use of details due to insufficient content.</td>
</tr>
<tr>
<td><strong>Sentence Fluency</strong></td>
<td>Sentence patterns varied, creating an effective flow and rhythm. Transitions smooth.</td>
<td>Sentences flow. Transitions between paragraphs awkward.</td>
<td>Sentences mechanical, repetitive, and simplistic.</td>
<td>Sentences awkward, choppy, or incoherent; difficult to follow.</td>
</tr>
<tr>
<td><strong>Voice/Audience</strong></td>
<td>Writing demonstrates a strong sense of commitment to topic. Voice appropriate for topic, purpose, and audience.</td>
<td>Writing provides sense of commitment to topic. Voice present, sense of audience evident.</td>
<td>Writing provides sense of commitment to topic. Voice present, sense of audience evident.</td>
<td>Writing provides no sense of voice, audience, or commitment.</td>
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</tbody>
</table>

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# Writing Assessment Report - Page 1
for Districts Using Houghton Mifflin Reading

## GRADE 3

<table>
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<tr>
<th>SCHOOL:</th>
<th>TEACHER:</th>
</tr>
</thead>
</table>

| DATE: | |

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<tr>
<th></th>
<th>THEME 1 PROMPT</th>
<th>THEME 2 PROMPT</th>
<th>THEME 3 PROMPT</th>
</tr>
</thead>
</table>

| STUDENT NAMES [Last, First, Middle Initial] | Conventions | Genre | Writing Traits | AVERAGE | Conventions | Genre | Writing Traits | AVERAGE | Conventions | Genre | Writing Traits | AVERAGE |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

Identify students below criterion.

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<th>PRINCIPAL:</th>
<th>COACH:</th>
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</table>
## Writing Assessment Report - Page 2

for Districts Using Houghton Mifflin Reading

### GRADE 3

**SCHOOL:** ________________________________  **TEACHER:** ________________________________

**DATE:** ________________________________

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<thead>
<tr>
<th>STUDENT NAMES [Last, First, Middle Initial]</th>
<th>THEME 4 PROMPT</th>
<th>THEME 5 PROMPT</th>
<th>THEME 6 PROMPT</th>
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</thead>
<tbody>
<tr>
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## Skills Assessment Report - Page 1

for Districts Using Houghton Mifflin Reading

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## Skills Assessment Report - Page 1

for Districts Using Houghton Mifflin Reading

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PRINCIPAL: ___________________________  COACH: ___________________________
## Skills Assessment Report - Page 1
for Districts Using Houghton Mifflin Reading
GRADE 3 – THEME 3

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**TEACHER:** __________________________________________

**SCHOOL:** ____________________________________________

**DATE:** ________________

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Skills Assessment Report - Page 2
for Districts Using Houghton Mifflin Reading
GRADE 3 – THEME 3

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SCHOOL: _______________________________________________________

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Skills Assessment Report - Page 1
for Districts Using Houghton Mifflin Reading
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for Districts Using Houghton Mifflin Reading

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Skills Assessment Report - Page 1
for Districts Using Houghton Mifflin Reading
GRADE 3 – THEME 5

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SCHOOL: ___________________________________________ DATE: _______________________________________

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Identify students below criterion on two or more subtests. Describe planned actions.

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PRINCIPAL: ________________________________  COACH: ________________________________
# Skills Assessment Report - Page 1
for Districts Using Houghton Mifflin Reading
GRADE 3 – THEME 6

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## Skills Assessment Report - Page 2
for Districts Using Houghton Mifflin Reading

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