6-8 Week Skills Assessments

Developed for Los Angeles Unified School District Teachers Using Open Court Reading 2002

Grade 3

Units 1–5
DESIGN

Unit Skills Assessments are designed to help classroom teachers and grade-level teams determine how effectively their delivery of instruction is meeting expected student learning goals in relation to concepts and skills taught in *Open Court Reading 2002*.

PURPOSE

The purpose of the Unit Skills Assessments is to help guide and plan instruction for the next unit. Subtests are based upon the content addressed in each unit and California’s English-language arts content standards. Due to the limited number of test items, skills, and concepts addressed in each unit, Unit 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 Unit Skills Assessments assist in determining if the class is meeting grade-level expectations for the concepts and skills taught in *Open Court Reading 2002*. If students are weak in a particular area, the teacher should look ahead to the next unit 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 Open Court 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 team listed above at the Reading Lions Center and Los Angeles Unified School District. They are not developed, reviewed, or published by Open Court/SRA McGraw-Hill. Subtest scores should be used for planning instruction and identifying skill areas to enhance learning.*

Seventh Edition  
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Overview of OCR 2002 Skills Assessments - Grade 3 2008 - 2009
for Los Angeles Unified School District

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

INSTRUCTIONAL UNITS - GRADE 3

- Unit 1
- Unit 2
- Unit 3
- Unit 4
- Unit 5

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.
GRADE 3 - UNIT 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 included with the fluency materials in this booklet.

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

Key: 1. proper noun  2. neither one  3. common noun  COMMON/PROPER NOUNS
4. action  5. action  6. state-of-being  ACTION/STATE-OF-BEING VERBS
7. (!) exclamatory  8. (.) declarative  9. (?) interrogative  10. (.) imperative  SENTENCE TYPE
SOUNDS/SPELLINGS/WORD KNOWLEDGE (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

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

Scoring: To be at grade level the student must read at least 86 WCPM (words correct per minute) at the end of Unit 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 correctly answer ALL parts of the question to receive credit.

     4. Weeds can be found growing in lawns, gardens, and fields.
     5. Raccoons, squirrels, chipmunks, and possums are common city critters.
     9. yes 10. no ENDING PUNCTUATION
SOUNDS/SPELLINGS/WORD KNOWLEDGE (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

Teacher Directions: Refer to the “General Directions for Writing Assessment” and scoring rubrics included in this booklet.
GRADE 3: UNIT 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 included with the fluency materials in this booklet.

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

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<tr>
<th>Percentile</th>
<th>WCPM</th>
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<tr>
<td>25th</td>
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<td>50th</td>
<td>93</td>
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<td>75th</td>
<td>123</td>
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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.


ADJECTIVES  CONTRACTIONS  VERB TENSE
SOUNDS/SPELLINGS/WORD KNOWLEDGE  (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. D  
3. C  
4. C  
5. C  
6. A  
7. C  
8. B  
9. C  
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. B  
2. C  
3. A  
4. C  
5. B  
6. C  
7. D  
8. B  
9. D  
10. A

WRITING

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

Scoring: To be at grade level the student must read at least 105 WCPM (words correct per minute) at the end of Unit 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. on his bike 2. from the woods
    3. in the mud
    4. predicate 5. subject 6. subject
    7. hops 8. play
    9. sooner 10. more quickly

PREPOSITIONAL PHRASES

SUBJECTS AND PREDICATES

SUBJECT/VERB AGREEMENT

COMPARATIVE/SUPERLATIVE ADVERBS
SOUNDS/SPELLINGS/WORD KNOWLEDGE (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. C  
2. C  
3. A  
4. C  
5. C  
6. D  
7. A  
8. C  
9. D  
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. B  
2. A  
3. C  
4. D  
5. D  
6. C  
7. B  
8. B  
9. D  
10. C

WRITING

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

Scoring: To be at grade level the student must read at least 110 WCPM (words correct per minute) at the end of Unit 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. simple and  2. compound but  3. simple or
SIMPLE/COMPOUND SENTENCES AND CONJUNCTIONS

4. 8148 Main Street
   Hollywood, CA 90201
   June 15, 2002
   BUSINESS LETTER HEADING/CAPITALIZATION

5. Dear Mr. Martinez:
   Sincerely yours,
   BUSINESS LETTER GREETING AND CLOSING/CAPITALIZATION

6. Uncle Jackson, Rocky Mountains

7. Spanish, America
8. San Juan, Washington
CAPITALIZATION

10. Statue of Liberty
PUNCTUATION/CAPITALIZATION
SOUNDS/SPELLINGS/WORD KNOWLEDGE (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:**

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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:**

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WRITING

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

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General Directions for Administration of the Optional Oral 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 - optional
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.

EVALUATING CODES FOR ORAL READING

- (✓) word read correctly
- (✓) 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) = 79

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

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.

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.

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.

EVALUATING CODES FOR ORAL READING

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
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<tr>
<td>(</td>
<td>inserted word</td>
</tr>
<tr>
<td></td>
<td>after the last word read</td>
</tr>
</tbody>
</table>

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.
Passage #2

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.

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 scampared 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.

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.
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.

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.

EVALUATING CODES FOR ORAL READING

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.

Comments:

EVALUATING CODES FOR ORAL READING

<table>
<thead>
<tr>
<th>Codes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>🚫</td>
<td>word read incorrectly</td>
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<td>�SpinBox</td>
<td>inserted word</td>
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<td>🃽</td>
<td>after the last word read</td>
</tr>
</tbody>
</table>

Number of Words Read Per Minute: ______
Number of Errors: — ______
Number of Words Read Correctly: ______
Passing Criterion (50th %ile) = 93

FLUENCY SCORE

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.
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?

EVALUATING CODES FOR ORAL READING

sky (/) word read incorrectly
blue        sky (\) 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) = 93

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 #1

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

Say these specific directions to the student:
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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.
Passage #2

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.

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.
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.
Passage #2

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

Say these specific directions to the student:
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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.

<table>
<thead>
<tr>
<th>EVALUATING CODES FOR ORAL READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗/ /word read incorrectly</td>
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<td>blue sky ( ) inserted word</td>
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General Directions for Writing Assessment
OCR 2002 - GRADE 3

PREPARATION:
Throughout the year, prepare students for the Writing Assessment:
• by teaching the Writing Process and cultivating student conceptual depth
• by encouraging students to apply writing applications, strategies and conventions
• by assuring that students complete requested writing that promotes self-reflection, higher thinking skills, and organizational skills

DAY 1:
1. On the day of the assessment, provide clean paper with an area for drawing and pencils.
2. Have students label the paper with their names and the date.
3. Explain to students that the assessment will be conducted over a 2 day period.
4. Allow time for students to pre-write, plan, organize their thoughts, and write their first draft using the checklist as a guide.
5. Collect the papers of students at the end of the hour and save them for distribution on Day 2.

DAY 2:
On Day 2, students will have time to revise their first draft and to produce a finished product.

EVALUATION:
1. Following the assessment, collect the papers.
2. Utilize the Writing Assessment Prompt Rubric provided to evaluate the performance assessment.
GRADE 3 - Unit 1

Narrative [Personal Story] Writing Assessment Prompt

**Writing Situation:** You have been asked to write a story for a class book about friendship.

**Audience:** Other students

**Directions:** Think about the stories you read in the *Friendship* unit and what it is like to be a friend. Write a story about a special or memorable time you had with your friend. Use details to describe where you were. Describe what was special to you and your friend. Tell why this special time was something you will always remember.

---

### Quality Levels

<table>
<thead>
<tr>
<th>4 Advanced</th>
<th>3 Proficient</th>
<th>2 Partially Proficient</th>
<th>1 Not Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.0 Applications (Genre)</strong></td>
<td><strong>1.0 Writing Strategies (Traits)</strong></td>
<td><strong>1.0 WOEL (Conventions)</strong></td>
<td></td>
</tr>
<tr>
<td><em>Grade 3 Strand 2.0</em></td>
<td><em>Grade 3 Strand 1.0</em></td>
<td><em>Grade 3 Standards 1.1 - 1.8</em></td>
<td></td>
</tr>
</tbody>
</table>

- **4 Advanced**
  - Narrative fully develops and elaborates the experience by telling in detail about a special time that has been shared as friends
  - Provides and vividly describes (using concrete sensory details) the setting and the experience
  - Uses well-chosen, specific details to describe what was special and why it was memorable
  - Creates a well-developed central idea, plot, or story-line
  - Conveys the intended message in an interesting, precise way through clear and coherent sentences and paragraph(s)
  - Provides rich supporting details that fully develop the situation
  - Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)
  - Errors do not interfere with the reader’s understanding of the writing

- **3 Proficient**
  - Narrative develops the experience by telling about a special time or memorable event that has been shared as friends
  - Provides and describes (using concrete sensory details) the setting and the experience
  - Indicates in detail what was special and why it was memorable
  - Creates a clear central idea, plot or story line (1.0)
  - Conveys the intended message through clear and coherent sentences and paragraph(s) (1.0)
  - Provides supporting details that develop the memorable experience or event and the setting (1.1b)
  - Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)
  - Errors do not interfere with the reader’s understanding of the writing

- **2 Partially Proficient**
  - Narrative partially develops the experience and may or may not tell fully about a special time that has been shared by friends
  - The setting may be described but is vague and the experience may or may not be described
  - May suggest what was special but may not tell why it was memorable
  - Central idea, plot or story-line is vague
  - Some evidence that conveys the intended message is present but clear and coherent sentences are weak
  - Few details that develop the memorable experience or event
  - Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)
  - Errors may interfere with the reader’s understanding of the writing

- **1 Not Proficient**
  - Narrative has little or no development of an experience and does not tell of a special time that was shared by friends
  - The setting is unclear and the experience or event is not described
  - What was special and memorable is not indicated
  - Central idea, plot or story-line is not evident
  - Little or no evidence that conveys the intended message is present
  - Details that develop the memorable experience or event are not evident
  - Contains numerous errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)
  - Errors interfere with the reader’s understanding of the writing
**Expository [Description] Writing Assessment Prompt**

**Writing Situation:** You are writing a description about wildlife found in the city.

**Audience:** Other students

**Directions:** Think about the stories you have read in the *City Wildlife* unit. Think about how wild animals and plants survive in the city. Select one wild animal or plant. Write at least one paragraph describing the habitat of your animal or plant and how it survives in the city. Write a topic sentence and use sensory details to support your ideas.

<table>
<thead>
<tr>
<th>Quality Levels</th>
<th>2.0 Applications (Genre) Grade 3 Standard 2.2</th>
<th>1.0 Writing Strategies (Traits) Grade 3 Standard 1.1</th>
<th>1.0 WOEL (Conventions) Grade 3 Standards 1.1 - 1.8</th>
</tr>
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<tbody>
<tr>
<td>4 Advanced</td>
<td>• Writes a well-crafted paragraph(s) that vividly describes the city habitat of a wild animal or plant</td>
<td>• Writes a well-developed paragraph(s) with a topic sentence(s)</td>
<td>• Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</td>
</tr>
<tr>
<td></td>
<td>• Uses specific concrete sensory details that describe and tell how the plant or wild animal is able to live in a city habitat</td>
<td>• Provides rich supporting details that fully develop the idea of wildlife living in a city habitat</td>
<td>• Errors do not interfere with the reader’s understanding of the writing</td>
</tr>
<tr>
<td>3 Proficient</td>
<td>• Writes a paragraph(s) that describes the city habitat of a wild animal or plant (2.2)</td>
<td>• Writes a paragraph(s) with a topic sentence(s) (1.1a)</td>
<td>• Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</td>
</tr>
<tr>
<td></td>
<td>• Uses concrete sensory details that describe and tell why the plant or wild animal is able to live in a city habitat (2.2)</td>
<td>• Provides simple supporting details that develop the idea of wildlife living in a city habitat (1.1b)</td>
<td>• Errors do not interfere with the reader’s understanding of the writing</td>
</tr>
<tr>
<td>2 Partially Proficient</td>
<td>• Writes a paragraph(s) that may not describe the city habitat of a wild animal or plant (2.2)</td>
<td>• Writes a paragraph(s) that may not have a topic sentence(s)</td>
<td>• Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</td>
</tr>
<tr>
<td></td>
<td>• May not use details that tell why the plant or wild animal is able to live in a city habitat (2.2)</td>
<td>• Few details that develop the idea of wildlife living in a city habitat are evident</td>
<td>• Errors may interfere with the reader’s understanding of the writing</td>
</tr>
<tr>
<td>1 Not Proficient</td>
<td>• Paragraph does not describe the wild animal or plant’s city habitat</td>
<td>• Paragraph does not have a topic sentence</td>
<td>• Contains numerous errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</td>
</tr>
<tr>
<td></td>
<td>• No mention of why the wild animal or plant is able to live in a city habitat</td>
<td>• Little to no details that develop the idea of wildlife living in a city habitat are evident</td>
<td>• Errors interfere with the reader’s understanding of the writing</td>
</tr>
</tbody>
</table>
GRADE 3 - Unit 3

Narrative Writing Assessment Prompt

Writing Situation: You have been asked to write a story for a children’s magazine.

Audience: Readers of the children’s magazine

Directions: Think about the stories you read in the Imagination unit. Use your imagination to write a story about a character that is helping a friend solve a problem. Describe in detail the characters and setting. Make the problem and solution clear in your story.

<table>
<thead>
<tr>
<th>Quality Levels</th>
<th>2.0 Applications (Genre) Grade 3 Standard 2.1</th>
<th>1.0 Writing Strategies (Traits) Grade 3 Standard 1.1</th>
<th>1.0 WOEL (Conventions) Grade 3 Standards 1.1 - 1.8</th>
</tr>
</thead>
</table>
| 4 Advanced     | • Narrative fully develops the plot and elaborates how the character helps a friend solve a problem  
                 • Uses vivid details that help the reader clearly visualize the setting  
                 • Uses well-chosen, specific sensory details to enhance and describe the character(s)  
|                 | • Writes interesting, clear and coherent sentences and paragraphs  
                 • Provides rich supporting details that fully develop the situation  
|                 | • Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)  
                 • Errors do not interfere with the reader’s understanding of the writing  
| 3 Proficient    | • Narrative develops the plot and explains how the character helps a friend solve a problem (2.1 b)  
                 • Describes a setting (2.1 a)  
                 • Uses well-chosen details to describe the characters (2.1 b)  
|                 | • Writes at least a single paragraph with clear and coherent sentences (1.1)  
                 • Includes simple, supporting facts and details (1.1 b)  
|                 | • Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)  
                 • Errors do not interfere with the reader’s understanding of the writing  
| 2 Partially Proficient | • Narrative partially develops the plot and may not address how the character helps a friend solve a problem  
                            • The setting of the story is vague and may not be described  
                            • Uses some details to describe the character(s)  
| | • Writing may be unclear and coherent sentences weak  
| | • Few supporting details that develop the situation are evident  
| | • Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)  
| | • Errors may interfere with the reader’s understanding of the writing  
| 1 Not Proficient | • Narrative has little or no development of the plot and does not define the problem and solution  
                  • The setting is not mentioned or described  
                  • Little or no details are used to describe the character(s)  
| | • Writing is unclear and sentences lack coherence  
| | • Details that develop the situation are absent  
| | • Contains numerous errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)  
| | • Errors interfere with the reader’s understanding of the writing  

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Personal Letter Writing Assessment Prompt

Writing Situation: You are writing a letter to a friend explaining to him/her how to earn and save money.

Audience: A friend

Directions: Think about the stories you have read in the Money unit. Write a letter to a friend. Explain in detail how to earn and save money. Tell why it is wise to earn and save money.

<table>
<thead>
<tr>
<th>Quality Levels</th>
<th>2.0 Applications (Genre)</th>
<th>1.0 Writing Strategies (Traits)</th>
<th>1.0 WOEL (Conventions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Advanced</td>
<td>• Includes all elements of a personal letter: date, proper salutation, body, closing and signature in the appropriate place</td>
<td>• Conveys the intended message in an interesting, precise way through clear and coherent sentences and one or more paragraphs</td>
<td>• Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</td>
</tr>
<tr>
<td></td>
<td>• Letter establishes a clear purpose and context</td>
<td>• Writing clearly demonstrates the central idea based on a topic sentence</td>
<td>• Errors do not interfere with the reader’s understanding of the writing</td>
</tr>
<tr>
<td></td>
<td>• Letter addresses audience and includes realistic ideas about how money can be earned and saved and why it is wise to do so</td>
<td>• Provides rich supporting details that fully develop ways to earn and save money</td>
<td></td>
</tr>
<tr>
<td>3 Proficient</td>
<td>• Includes all elements of a personal letter: date, proper salutation, body, closing, and signature (2.3 b)</td>
<td>• Conveys the intended message through clear and coherent sentences in at least one paragraph (1.0)</td>
<td>• Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</td>
</tr>
<tr>
<td></td>
<td>• Letter establishes a purpose and context (need for money and ways to earn it) (2.3 a)</td>
<td>• Develops the central idea in a topic sentence (1.1 a)</td>
<td>• Errors do not interfere with the reader’s understanding of the writing</td>
</tr>
<tr>
<td></td>
<td>• Letter addresses audience and includes ideas about how money can be earned, saved, and used (2.3 a)</td>
<td>• Provides supporting details that describe earning and saving money (1.1 b)</td>
<td></td>
</tr>
<tr>
<td>2 Partially Proficient</td>
<td>• Includes some elements of a personal letter: date, proper salutation, body, closing or signature</td>
<td>• Some evidence that conveys the intended message is present but sentences may not be coherent or clear</td>
<td>• Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</td>
</tr>
<tr>
<td></td>
<td>• Letter may not establish a purpose and does not clearly give a context for which it is being written</td>
<td>• Writing may lack a topic sentence</td>
<td>• Errors may interfere with the reader’s understanding of the writing</td>
</tr>
<tr>
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<td>• Letter may address audience but may not include ideas about how money can be earned and ways to save it</td>
<td>• Few details describe how to earn and save money</td>
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<tr>
<td>1 Not Proficient</td>
<td>• Includes few elements of a personal letter: date, proper salutation, body, closing or signature</td>
<td>• Little or no evidence is present to convey the intended message</td>
<td>• Contains numerous errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)</td>
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<td>• Letter does not establish a purpose and context</td>
<td>• There is no topic sentence</td>
<td>• Errors interfere with the reader’s understanding of the writing</td>
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<td>• Letter does not address audience and include ideas about how money can be earned and ways to save it</td>
<td>• Details that describe earning and saving money are not evident</td>
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GRADE 3 - Unit 5

Narrative [Personal Story] Writing Assessment Prompt

Writing Situation: Your class is creating a book of memorable experiences.

Audience: Third Grade Classmates

Directions: Think about the stories you read in the Storytelling unit. Write a personal story about a memorable experience you had. Use well chosen details to develop the plot. Use concrete sensory details to describe the setting. Tell why the experience was memorable.

<table>
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<tr>
<th>Quality Levels</th>
<th>2.0 Applications (Genre) Grade 3 Standard 2.1</th>
<th>1.0 Writing Strategies (Traits) Grade 3 Standard 1.1</th>
<th>1.0 WOEL (Conventions Grade 3 Standards 1.1 - 1.8)</th>
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| 4 Advanced     | • Narrative fully develops the plot and elaborates an experience by telling in detail about a memorable time that has occurred  
• Uses concrete sensory details to vividly describe the setting and the memorable experience  
• Uses well-chosen, specific details to tell why the experience is memorable | • Creates a well-developed story-line  
• Conveys the intended message in an interesting, precise way through clear and coherent sentences and one or more paragraphs  
• Provides rich supporting details that fully develop the memorable experience/event and describe the setting | • Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)  
• Errors do not interfere with the reader’s understanding of the writing |
| 3 Proficient    | • Narrative develops the plot and tells of a memorable experience (2.1)  
• Uses concrete sensory details to describe the setting and the memorable experience (2.1 a, b)  
• Uses details to describe and tell why the experience or is memorable (2.1 c) | • Develops a central idea (1.1)  
• Conveys the intended message through clear and coherent sentences in at least one paragraph (1.1)  
• Provides supporting details that develop the memorable experience/event and describe the setting (1.1 b) | • Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)  
• Errors do not interfere with the reader’s understanding of the writing |
| 2 Partially Proficient | • Narrative partially develops the plot and may or may not tell of a memorable experience  
• The setting and the memorable school or childhood experience may be described but are vague  
• May not tell why the experience is memorable | • Central idea is weak  
• Some evidence of the intended message is present but sentences are not clear or coherent  
• Few details develop the memorable experience/event and the setting is vaguely described | • Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)  
• Errors may interfere with the reader’s understanding of the writing |
| 1 Not Proficient | • Narrative has little or no development of a plot  
• The setting is unclear and the memorable experience is not evident  
• No mention of why the experience or event is memorable | • Central idea is not evident  
• Little or no evidence conveys the intended message  
• Details that develop the memorable experience/event and describe the setting are missing | • Contains numerous errors in the conventions of the English language (grammar, punctuation, capitalization, spelling, and sentence structure)  
• Errors interfere with the reader’s understanding of the writing |
# Writing Assessment Report

## for Los Angeles Unified School District

**OCR 2002 - GRADE 3**

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Writing Assessment Report - Page 2
for Los Angeles Unified School District
OCR 2002 - GRADE 3

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Skills Assessment Report - Page 1
for Districts Using Open Court Reading 2002
GRADE 3 – UNIT 1

DISTRICT: ____________________________________________ TEACHER: ____________________________

SCHOOL: __________________________________________________________ DATE: _______________________

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Skills Assessment Report - Page 2  
for Districts Using Open Court Reading 2002  
GRADE 3 – UNIT 2

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SCHOOL: ____________________________________________________________  DATE: ____________________________

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

PRINCIPAL: ________________________________  COACH: ________________________________
Skills Assessment Report - Page 1  
for Districts Using Open Court Reading 2002  
GRADE 3 – UNIT 5

DISTRICT: ___________________________________________  TEACHER: ___________________________________________

SCHOOL: _____________________________________________  DATE: ____________________________________________

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Skills Assessment Report - Page 2
for Districts Using Open Court Reading 2002
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