

<b>Strand: Reading Literature and Nonfiction</b>		
<b>Topic: 3.RL.2.1 &amp; 3.RN.2.1- Identify Answers in a Literary (Fiction) and Informational Text</b>		
<b>Level: Grade 3</b>		
<b>Score</b>		<b>Sample Tasks</b>
<b>Score 4.0</b>	<p>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</p> <ul style="list-style-type: none"> <li>answers inferencing questions (non- explicit questions found directly in the text) by using the text as evidence to support their answer</li> </ul>	<ul style="list-style-type: none"> <li>Student can answer questions that ask for specific inferred information</li> </ul> <p>Ex: What can we conclude is wrong with the little girl? What did the scientist probably do with the skeleton bones? etc.</p> <ul style="list-style-type: none"> <li>These questions will typically be answered using the full RACE strategy.</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers (right there answers)</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Possible Assessment Options: Ready Gen Assessments, District Wide CFAs, Small Group Work, Exit Tickets, Student Work Samples, etc.</li> <li>Possible Tasks: Answer right there questions with a complete sentence (the R and A part of RACE, or RTQ restate the question), chooses the answer from a challenging list of options where the BEST choice has to be made, answers two-step questions with Part A and then Part B to support the Part A question</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>performs basic processes, such as:                             <ul style="list-style-type: none"> <li>verbally states response or</li> <li>locates the answer in the text</li> </ul> </li> <li>Vocabulary needed for this skill: evidence, text, support, identify</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Given a story, the student can answer right there questions (explicit questions found directly in the text) when given basic answer choices.</li> <li>Find the evidence, color the evidence.</li> <li>Find the answer, highlight the answer.</li> <li>Find which answer "is not" one of the reasons.</li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content with recognition only, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Reading Nonfiction</b>		
<b>Topic: 3.RN.2.2- Main Idea and Details in Nonfiction Texts</b>		
<b>Level: Grade 3</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning. Performs this task at a 740-940 Lexile.</b>	<b>Sample Tasks</b>
<b>4.0</b>		<ul style="list-style-type: none"> <li>• Student reads a higher level text and is able to determine the main idea and uses details to explain how they support the main idea</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• <b>determines the main idea of a text; recounts the key details and explains how they support the main idea</b></li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• Possible Assessment Options: Ready Gen Assessments, District Wide CFAs, Small Group Work, Exit Tickets, Student Work Samples, etc.</li> <li>• Possible Tasks: Writes the main idea and details that supports the main idea, chooses the main idea from a challenging list of options where the BEST choice has to be made, answers two-step questions with Part A and then Part B to support the Part A question</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• <b>recognizes or recalls specific terminology, such as:</b> <ul style="list-style-type: none"> <li>○ main ideal and detail</li> </ul> </li> <li>• <b>performs basic processes, such as:</b> <ul style="list-style-type: none"> <li>○ identifies the topic of a multi-paragraph text</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>• Have students read a multi-paragraph informational text and then identify the topic</li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content with recognition only, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Reading Literature</b>		
<b>Topic: 3.RL.2.3- Character Traits</b>		
<b>Level: Grade 3</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b>	<b>Sample Tasks</b>
<b>4.0</b>		<ul style="list-style-type: none"> <li>Using the novel they are reading, students can describe how a character's trait evolves throughout the story. Students must answer using a full RACE strategy</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>describes characters in the story (eg. their traits, motivations, or feelings) and explain how their actions contribute to the plot</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li><u>Possible Assessment Options:</u> Ready Gen Assessments, District Wide CFAs, Small Group Work, Exit Tickets, Student Work Samples, etc.</li> <li><u>Possible Tasks:</u> Answers questions about characters using full RACE responses (restate and answer the question, cite evidence, and explain), chooses character trait answers from a challenging list of options where the BEST choice has to be made, answers two-step questions with Part A and then Part B to support the Part A question</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as:             <ul style="list-style-type: none"> <li>character traits, motivation, cause, effect</li> </ul> </li> <li>performs basic processes, such as:             <ul style="list-style-type: none"> <li>identifies a character's trait</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Student writes down the character's trait</li> <li>Given a list of character traits, students are able to choose the trait that best describes the character</li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content with recognition only, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Reading Vocabulary</b>		
<b>Topic: 3.RV.2.1- Use Context Clues to Determine the Meaning of Unknown Words</b>		
<b>Level: Grade 3</b>		
<b>Score</b>	<b>In addition to score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b>	<b>Sample Tasks</b>
<b>4.0</b>	<ul style="list-style-type: none"> <li>reads an above grade level text and uses context clues to determine the</li> </ul>	<ul style="list-style-type: none"> <li>Performs the Level 3 tasks with a higher level text complexity (4th grade passage)</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>applies context clues (ex. word, phrase, sentence clue) and text features (ex. illustrations, charts, sidebars, diagrams) to determine the meaning of unknown words</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li><u>Possible Assessment Options:</u> Ready Gen Assessments, District Wide CFAs, Small Group Work, Exit Tickets, Student Work Samples, etc.</li> <li><u>Possible Tasks:</u> Writes the meaning of unknown words using context clues, chooses the meaning from a challenging list of options where the BEST choice has to be made, answers two-step questions with Part A and then Part B to support the Part A question (what is the meaning, which detail did you use to determine the meaning)</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>context, context clues, unknown words</li> </ul> </li> <li>performs basic processes, such as: <ul style="list-style-type: none"> <li>uses context clues to determine the meaning of unknown words at a lower level text, 420L-650L. (2nd grade passage)</li> <li>identifies the word that means the same as the underlined word in a sentence when given 3 choices</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>For example: "The mother was frantic when her little girl was lost in the store." What does frantic mean? <ul style="list-style-type: none"> <li>A. Happy</li> <li>B. Worried</li> <li>C. Searching</li> </ul> </li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content with recognition only, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Reading Literature</b>		
<b>Topic: 3.RL.2.2- Retell and Theme</b>		
<b>Level: Grade 3</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning:</b>	<b>Sample Tasks</b>
<b>4.0</b>	<ul style="list-style-type: none"> <li>• identifies the theme in a myth, legend, or novel and provides evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Have students identify the theme and supporting details in other genres using a full RACE response</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• retells folktales, fables, and tall tales from diverse cultures; identifies the theme in these works                             <ul style="list-style-type: none"> <li>○ Theme is defined as a lesson, moral, or central message that the author wants you to take away from the story.</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• Possible Assessment Options: Ready Gen Assessments, District Wide CFAs, Small Group Work, Exit Tickets, Student Work Samples, etc.</li> <li>• Possible Tasks: Drag and drop events from the story into the correct order and then identify the theme, choose the theme from a challenging list of options where the BEST choice has to be made, identify the theme and support with details by answering with a full RACE response (What is the theme and how do you know? Include details to support your answer.)</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ <b>fable, folktale</b>, tall tale, <b>theme</b>, moral, author’s message, central message, lesson</li> </ul> </li> <li>• performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ tells the beginning, middle, and end of a story OR can identify the theme (can do one, but not both)</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>• Uses a graphic organizer to fill out the beginning, middle, and end of a story</li> <li>• Orally retells the story in order</li> <li>• States the theme/ central message</li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content with recognition only, but major errors or omissions regarding the 3.0 content.	
<b>1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

<b>Strand: Writing</b>											
<b>Topic: 3.W.3.1- Writing Persuasive Compositions in a Variety of Forms</b>											
<b>Level: Grade 5</b>											
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b>	<b>Sample Tasks</b>									
<b>4.0</b>	<ul style="list-style-type: none"> <li>• writes a persuasive composition that also includes:                             <ul style="list-style-type: none"> <li>○ A “hook” or thesis statement</li> <li>○ Voice reflects audience</li> <li>○ Use logical arguments with lots of facts and details supporting each</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Writes a persuasive composition that includes Level 4 components.</li> </ul>									
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.										
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• writes persuasive compositions in a variety of forms that include-                             <ul style="list-style-type: none"> <li>○ States the opinion in an introductory statement or section</li> <li>○ Supports the opinion with reasons in an organized way</li> <li>○ Connects opinion and reasons using transition words and phrases</li> <li>○ Provides a concluding statement or section</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• The student will write a persuasive piece on a stated topic (a prompt is provided)</li> <li>• The student will interpret information from multiple sources to support a given purpose related to research tasks</li> <li>• When offering other options consider RN.3.3 (distinguish one’s own perspective from the author’s) and RN.4.1 (distinguish from fact and opinion; explain how an author uses reasons and facts to support specific points in a text)</li> </ul>									
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.										
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ <b>persuade</b>, opinion, reasons, introduction, conclusion, <b>transition, argument, essay</b></li> </ul> </li> <li>• performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ writes persuasive compositions in a variety of forms that include-                                     <ul style="list-style-type: none"> <li>○ either an opening or concluding statement</li> <li>○ either reasons or opinions, but not both</li> </ul> </li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>• Uses a graphic organizer</li> </ul> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td colspan="3">Opinion - Stated in sentence</td> </tr> <tr> <td style="width: 33%;">2 - Second best opinion</td> <td style="width: 33%;">3 - Third best opinion</td> <td style="width: 33%;">1 - Best opinion  </td> </tr> <tr> <td colspan="3">Restate opinion</td> </tr> </table> <ul style="list-style-type: none"> <li>• Writes a persuasive piece that only includes Level 2 components</li> </ul>	Opinion - Stated in sentence			2 - Second best opinion	3 - Third best opinion	1 - Best opinion	Restate opinion		
Opinion - Stated in sentence											
2 - Second best opinion	3 - Third best opinion	1 - Best opinion									
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<b>1.5</b>	Partial knowledge of the 2.0 content with recognition only, but major errors or omissions regarding the 3.0 content.										
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>										
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.										
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>										

<b>Strand: Writing</b>		
<b>Topic: 3.W.3.3- Write Narrative Compositions in a Variety of Forms</b>		
<b>Level: Grade 3</b>		
<b>Score</b>		<b>Sample Tasks</b>
<b>4.0</b>	<p>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</p> <ul style="list-style-type: none"> <li>• writes narrative composition that also includes:                             <ul style="list-style-type: none"> <li>○ Context that would allow the reader to imagine the world of the event of experience</li> <li>○ Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Writes narrative composition that includes Level 4 components</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>3.0</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• writes narrative compositions in a variety of forms that-                             <ul style="list-style-type: none"> <li>○ Establishes introduction (ex. situation, narrator, characters)</li> <li>○ Includes specific descriptive details in clear event sequences</li> <li>○ Includes dialog</li> <li>○ Connects ideas and events using introduction and transition words</li> <li>○ Provides an ending</li> </ul> </li> </ul> <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> <li>• The student will write a narrative piece on a stated topic (a prompt is provided)</li> <li>• The student will write a narrative piece in response to literature</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>2.0</b>	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ narrative, transition words, plot, character, sequences</li> </ul> </li> <li>• performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ either an opening or concluding statement</li> <li>○ includes details but not necessarily in order</li> </ul> </li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> <li>• Uses a graphic organizer</li> <li>• Writes a narrative piece that includes the Level 2 components</li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content with recognition only, but major errors or omissions regarding the 3.0 content.	
<b>1.0</b>	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>0.0</b>	Even with help, no understanding or skill demonstrated.	

<b>Strand: Writing</b>		
<b>Topic: 3.W.3.2- Write Informative Compositions on a Variety of Topics</b>		
<b>Level: Grade 3</b>		
<b>Score</b>	<b>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</b>	<b>Sample Tasks</b>
<b>4.0</b>	<ul style="list-style-type: none"> <li>• writes an informative composition that also includes:                             <ul style="list-style-type: none"> <li>○ A “hook” or thesis statement</li> <li>○ Include text features</li> <li>○ Use a variety of sources and texts to support ideas and extend explanations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Writes an informative composition that includes Level 4 components</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• writes an informative compositions in a variety of forms that-                             <ul style="list-style-type: none"> <li>○ State the topic, develop a main idea for the introductory paragraph, and group related information together.</li> <li>○ Develop the topic with facts and details.</li> <li>○ Connect ideas within categories of information using words and phrases.</li> <li>○ Use text features (e.g., pictures, graphics) when useful to aid comprehension.</li> <li>○ Provide a concluding statement or section.</li> </ul> </li> </ul> <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> <li>• The student will write an informative piece on a stated topic (a prompt is provided)</li> <li>• The student will interpret information from science standards 3.PS.2, 3.PS.4, 3.ESS.3 and social studies standards 3.2.5 and 3.3.2.</li> <li>• When offering other options consider RN.4.1 (distinguish from fact and opinion; explain how an author uses reasons and facts to support specific points in a text)</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ topic, main idea, fact, detail, text features, conclusion</li> </ul> </li> <li>• performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ writes informative compositions in a variety of forms that include-                                     <ul style="list-style-type: none"> <li>○ either an opening or concluding statement</li> <li>○ distinguish the difference between fact and opinion</li> </ul> </li> </ul> </li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> <li>• Uses a graphic organizer</li> <li>• Writes an informative piece that includes the Level 2 components</li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content with recognition only, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	Even with help, no understanding or skill demonstrated.	



<b>Strand: Reading Nonfiction</b>		
<b>Topic: 3.RN.4.2- Compare and Contrast Two Nonfiction (Informational) Texts</b>		
<b>Level: Grade 3</b>		
<b>Score</b>	<b>In addition to Score 3.0, the student:</b>	<b>Sample Tasks</b>
<b>4.0</b>	<ul style="list-style-type: none"> <li>answers inferencing questions (non- explicit questions found directly in the text) by using the text as evidence to support their answer</li> </ul>	<ul style="list-style-type: none"> <li>Student can answer questions that ask for specific inferred information Ex: What can we conclude is wrong with the little girl? What did the scientist probably do with the skeleton bones? etc.</li> <li>These questions will typically be answered using the full RACE strategy.</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers (right there answers)</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Possible Assessment Options: Ready Gen Assessments, District Wide CFAs, Small Group Work, Exit Tickets, Student Work Samples, etc.</li> <li>Possible Tasks: Answer right there questions with a complete sentence (the R and A part of RACE, or RTQ restate the question), chooses the answer from a challenging list of options where the BEST choice has to be made, answers two-step questions with Part A and then Part B to support the Part A question</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>compare, contrast, key details</li> </ul> </li> <li>performs basic processes, such as:                             <ul style="list-style-type: none"> <li>students can identify basic similarities and differences between two texts on the same topic</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Students can find similarities and differences when given “right there” questions.</li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content with recognition only, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	