

End of Unit Assessment Rubric

Unit 3 Prompt

1. Why does Rosa choose the accordion for her birthday gift?
Describe what Rosa was thinking about as she made her decision.
2. In what ways is Rosa’s family important in this story?

Relevant Unit 3 Big Idea

- People make choices as consumers.

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard			
	1	2	3
Retells the story’s key details and major events in response to the prompt. (R.5.1.b, R.6.1.b) (Q1)	Begins to retell the story but response veers from the prompt.	Retells some of the story’s key details but does not demonstrate full understanding of major events of the story.	Retells the story’s key details and major events, demonstrating understanding in response to the prompt.
Through responding to the prompt, identifies the story’s central message about family. (R.5.1.a)(Q2)	Does not identify the central message, or response veers from the prompt.	Begins to identify the central message through response to the prompt.	Clearly identifies the story’s central message through the response to the prompt.
Uses words and phrases acquired through the curriculum when responding to texts. (L.6.1)	Does not use vocabulary from the <i>Fo1</i> curriculum.	Uses at least 1 vocabulary word or phrase from the curriculum, but application is not appropriate to the context or prompt.	Appropriately uses at least 1 vocabulary word or phrase from the curriculum.
Demonstrates conceptual understanding and knowledge about the topic. (Civics 10-Boston)	Does not align response to unit big ideas.	Response aligns somewhat to unit big ideas.	Demonstrates conceptual understanding and knowledge about the unit’s big ideas.
With guidance, gathers information from both illustrations and words to respond to a prompt in writing. (W.1.1.a, R.11.1.a, R.11.1.b)	Responds to the prompt without clear references to the illustrations and words of the text.	With significant guidance, uses one piece of information drawn from illustrations or words to respond to the prompt, but the reference may be unclear.	With guidance, includes at least one specific piece of information drawn from illustrations or words to respond to the prompt.

Stations: End of Unit Assessment Rubric U3 W8

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard				
Conventions	1	2	3	4
Sentence Complexity L.1.1.1	Includes frequent errors in usage; sentences are often difficult to understand.	Writes in clear, simple sentences and phrases.	Writes in complete simple and compound sentences.	Uses a variety of simple and compound sentences.
Capitalization L.2.1.a	Uses upper case letters minimally or incorrectly.	Inconsistently capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates.	Capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates.	Makes no errors in capitalization.
Punctuation L.2.1.b	Includes frequent errors in end punctuation, making the piece difficult to read.	Inconsistently uses end punctuation.	Correctly uses end punctuation.	Correctly uses commas and/or apostrophes in addition to end punctuation.
Spelling L.2.1.d L.2.1.e	Includes severe errors in spelling that often obscure meaning.	Includes frequent errors in the spelling of grade-appropriate words.	Uses conventional spelling for words with common patterns and for frequently occurring irregular words; spells untaught words phonetically.	Generalizes learned spelling patterns and shows evidence of using reference materials (word walls, personal dictionaries, etc.) when writing words.

For children who are emerging writers and whose writing does not yet demonstrate their full understanding, also record oral responses.