

## Mid-Unit Assessment Rubric

### Unit 2 Prompt

What information did you learn about frogs/salmon?  
Talk, draw, and write to show your thinking.

### Relevant Unit 2 Big Ideas

- Animals need food, water, and air to survive.
- All animals grow and change over time.

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard			
	1	2	3
Retells key details from the text in response to the prompt. (R.5.K.a, R.5.K.b)	With significant prompting and support, begins to retell the story but response veers from the prompt.	With prompting and support, begins to retell some of the story in response to the prompt.	With prompting and support, retells the text's key details in response to the prompt.
Demonstrates conceptual understanding and knowledge about the topic. (K-LS1-1)	Does not align response to the unit's big ideas.	Response aligns somewhat to the unit's big ideas.	Demonstrates conceptual understanding and knowledge about the unit's big ideas.
Clearly and effectively communicates understanding of the text and recalls key information. (SL.2.K.a, W.1.K.b)	Communicates minimal understanding of the text and does not recall key information.	Communicates some understanding of the text and recalls some information.	Clearly and effectively communicates understanding of the text and recalls key information.

**Note:** Children's responses should be collected orally in small groups, and then children should communicate their ideas with drawing and early writing. Use the following rubric to score children's early engagement with language and writing Conventions.

Stations: Mid-Unit Assessment Rubric U2 W5

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
<b>Capitalization</b> W.3.K.a L.2.K.a	Minimal or incorrect use of upper case letters (as the first word in a sentence and the pronoun <i>I</i> ).	Inconsistently capitalizes the first word in a sentence and the pronoun <i>I</i> .	Most of the time capitalizes the first word in a sentence and the pronoun <i>I</i> .	Capitalizes the first word in a sentence and the pronoun <i>I</i> .
<b>Punctuation</b> L.2.K.b	Does not experiment with punctuation.	Experiments with end punctuation, but symbols may be inaccurate (question mark inverted or uses other symbols).	Experiments with punctuation but may have some inaccuracies (question mark where there should be a period).	Correctly uses end punctuation.
<b>Spelling</b> L.2.K.c L.2.K.d	Attempts representing sounds with letters, but does not write a letter or letters for most consonant and short-vowel sounds.	Writes a letter or letters for most consonant and short-vowel sounds, but not all words are represented by a letter or letters.	Writes a letter or letters for most consonant and short-vowel sounds (phonemes).  Spells some simple words phonetically, drawing on knowledge of sound-letter relationships.	Spells simple words phonetically, drawing on knowledge of sound-letter relationships.  Utilizes a word wall to spell learned words.

Stations: Mid-Unit Assessment Rubric U2 W5