

PS 222's Rubric Grade 3

Summer Plans

	<u>Level 4:</u> <u>Above Grade Level</u>	<u>Level 3:</u> <u>Grade Level</u>	<u>Level 2:</u> <u>Approaching Grade Level</u>	<u>Level 1:</u> <u>Below Grade Level</u>
<u>Content and Analysis</u>	<p>Clearly introduces the topic in a manner that is connected to the task and purpose</p> <p>Demonstrates a strong understanding of how to explain about summer activities.</p>	<p>Responds to the task</p> <p>Demonstrates an understanding of how to explain about summer activities.</p>	<p>Responds to some parts of the task</p> <p>Demonstrates a partial understanding of how to explain about summer activities.</p>	<p>Responds to some or no part of the task</p> <p>Demonstrates little to no understanding of how to explain about summer activities.</p>
<u>Organization</u>	<p>Organizes ideas and information into purposeful, coherent paragraphs</p> <p>Strong introduction and conclusion paragraphs are included in the task.</p> <p>Information is logically grouped with purpose.</p> <p>An inference that clearly follows the topic.</p>	<p>Organizes ideas and information into purposeful, coherent paragraphs</p> <p>An introduction and conclusion are included in the task</p> <p>Information is logically grouped.</p>	<p>Attempted to organize ideas and information into paragraphs</p> <p>An introduction and conclusion may be missing in the task.</p> <p>Information is not grouped logically.</p>	<p>No attempt to organize ideas and information into paragraphs</p> <p>An introduction and/or conclusion may be missing in the task</p> <p>Information is not grouped logically</p>

	<u>Level 4: Above Grade Level</u>	<u>Level 3: Grade Level</u>	<u>Level 2: Approaching Grade Level</u>	<u>Level 1: Below Grade Level</u>
<u>Support/ Evidence</u>	<p>Well-chosen facts, definitions, details that develop the explanation.</p> <p>Evidence includes substantial information at least 3 details for each.</p>	<p>Uses facts, definitions, details that develop the explanation.</p> <p>Evidence includes information at least 2 details for each.</p>	<p>Evidence includes some information about the explanation.</p> <p>May use only one source, the article or the timeline.</p> <p>May include irrelevant ideas.</p>	<p>Evidence includes incorrect or insufficient information about the explanation.</p>
<u>Language</u>	<p>Uses purposeful and varied sentence structure</p> <p>Uses precise and domain-specific vocabulary, 6 or more words</p> <p>Skilled use of conjunctions, prepositions, and interjections</p> <p>Skilled use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses</p> <p>Skilled use verb tense to convey various times, sequences, states, and conditions</p>	<p>Uses and varied sentence structure</p> <p>Uses domain-specific vocabulary, 3 -5 words</p> <p>Included conjunctions, prepositions, and interjections appropriately</p> <p>Included the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses</p> <p>Included some use verb tense to convey various times, sequences, states, and conditions</p>	<p>Attempts to use varied sentence structure</p> <p>Uses some domain-specific vocabulary, 2 words</p> <p>Limited use of conjunctions, prepositions, and interjections</p> <p>Limited use of perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses</p> <p>Limited use of verb tense to convey various times, sequences, states, and conditions</p>	<p>Little or no attempt to use varied sentence structure</p> <p>Little use of domain-specific vocabulary</p> <p>No evidence of conjunctions, prepositions, and interjections</p> <p>No evidence of perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses</p> <p>No evidence of verb tense to convey various times, sequences, states, and conditions</p>

