



# Content Area: Literacy

# Grade Level: Third Grade

## Reporting Measure: Revision

| Level                               | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Above &amp; Beyond<br/>(4.0)</b> | The student will:<br><ul style="list-style-type: none"> <li>• Create a revision checklist for a specific type of text (for example, create a checklist for a narrative text to ensure that the events are in order, the dialogue has clear and varied introductions, the description develops the events, and specific, descriptive language is used throughout).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>3.5</b>                          | In addition to score 3.0 performance, partial success at score 4.0 content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Proficient<br/>(3.0)</b>         | The student will:<br><b>R1—Replace overused or generic words with more specific synonyms in a draft</b> (for example, in a narrative containing dialogue, use varied verbs, rather than <i>said</i> , to introduce characters' speech).<br><b>R2—Ensure that important ideas are well-explained in a draft</b> (for example, identify the main idea and important details in a paragraph and incorporate explanations that help a reader understand how the details support the main idea).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>2.5</b>                          | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Getting There<br/>(2.0)</b>      | <b>R1—</b> The student will recognize or recall specific vocabulary (for example, <i>slang</i> ) and perform basic processes such as:<br><ul style="list-style-type: none"> <li>• List synonyms for a common word.</li> <li>• Use a thesaurus to find synonyms for a word.</li> <li>• Identify words in a draft (such as <i>slang</i>) that could be replaced with more formal synonyms.</li> <li>• Identify overused or common verbs (such as <i>said, like, get</i>) that could be replaced by more specific synonyms.</li> <li>• Identify overused or vague adjectives (such as <i>nice, bad, fun</i>) that could be replaced by more specific synonyms.</li> </ul> <b>R2—</b> The student will recognize or recall specific vocabulary (for example, <i>thesis</i> ) and perform basic processes such as:<br><ul style="list-style-type: none"> <li>• List the structural elements a draft needs to include (such as introduction, body, conclusion, illustration, title).</li> <li>• Identify a draft's thesis or main topic.</li> <li>• Identify the reasons given in a draft for an opinion or thesis.</li> <li>• Identify details that support a reason in a draft.</li> <li>• Identify introduction and conclusion statements in a draft.</li> </ul> |
| <b>1.5</b>                          | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Beginning<br/>(1.0)</b>          | With help, partial success at score 2.0 content and score 3.0 content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                     | With help, partial success at score 2.0 content but not at score 3.0 content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                     | Even with help, no success                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |