A Blueprint for Literacy 2.0: Alternatives to Test Prep

Regional Literacy Trainings for 3rd-5th Grade Teachers

Office of Elementary Education and Reading
## A Blueprint for Literacy 2.0: Alternatives to Test Prep (3-5)

### Agenda

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Preparing for Standardized Testing

Incorporating Cooperative Learning into Test Preparation

2018-2019

Division of Literacy
Office of Elementary Education and Reading
601-359-2586

VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
State Board of Education Goals
FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Session Goals

- Overview of cooperative learning and its benefits
- Test preparation resources and websites
- Review an array of cooperative learning activities
- Practice cooperative learning activities
- Discuss how activities can be used for test preparation
- Choose an activity to implement in your room right away
Websites and Resources

**Commonlit.org**

- A free online resource that allows students to practice reading passages and answering MAAP-style items.
- Passages and assessments can be done digitally or can be downloaded and printed.
- The teacher can create and assign passages to the class as needed.
- Can be easily used for enrichment or remediation.
- The website allows teachers to analyze students’ data.

https://www.commonlit.org/
Edcite.com

- A free online resource that allows students to practice reading passages and answering MAAP-style items.
- The teacher can choose the answer format.
- Passages and assessments can be done digitally or can be downloaded and printed.
- The teacher can create assignments from scratch or can use existing question library.
- Can be easily used for enrichment or remediation.
- The teacher can choose how the assignment is scored.

https://www.edcite.com/

Other Resources

- MAAP testlets
  https://www.mdek12.org/OSA/MAAP
- 3rd through 11th Grade ELA and Math practice tests
  https://parcc-assessment.org/released-items/
- 3rd Grade ELA practice tests
  https://www.usatestprep.com/ms/3rd-grade-map-ela-test (free trial)
Web Talk

At your table discuss other resources you currently use in your classroom for test preparation. Have one person at your table write down each website/resource on a sticky note and place the sticky note on the Web Talk poster.

Be prepared to share!

Using the Test Preparation Resources For
Cooperative Learning
What Does the Research Say?

- The authors of *Classroom Instruction that Works* cite research showing that organizing students in cooperative learning groups can lead to a gain as high as 28 percentiles in measured student achievement (Marzano, Pickering, and Pollock 2001).

- Other researchers report that cooperation typically results in higher group and individual achievement, healthier relationships with peers, more metacognition, and greater psychological health and self-esteem (Johnson and Johnson 1989).

What exactly is “Cooperative Learning?”

- “A successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of the team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.”
  
  US Education Office of Research (June 1992)

- Cooperative learning uses both goal interdependence and resource interdependence to ensure interaction and communication among group members. Changing the role of the instructor from lecturing to facilitating the groups helps foster this social environment for students to learn through interaction. Cynthia J. Brame and Rachel Biel, Auburn University
Cooperative Activities for Test Preparation

- Show Down
- Quiz, Quiz, Trade
- Numbered Heads Together
- Jigsaw
- Four Corners
- Three Step Interview

Let’s Take a Closer Look!
Show Down

- Teams/tables stack their question cards in the middle of the table face down (optional suggestion: the teacher has questions on the board or handout).
- One team member is designated the Show Down Captain for the round. They flip over the top card revealing the question to the team.
- All teammates read the question and record their answers on their recording document (dry erase board or paper). Students keep their recording documents hidden from their teammates and there is no talking during this time.

Show Down (continued)

- When the Show Down Captain notices that all students are finished, they call “Show down!” All team members show their answers to their teammates.
- Teams discuss their answers and must come to an agreement on one answer (this creates some great conversation).
- Struggling students may receive help by the captain (the captain can have an answer key or get the answer from the teacher).
SHOW DOWN

Let’s Try It!

Numbered Heads Together

• Number students from 1 to 4 within their teams.

• The teacher calls out a question or problem.

• Students put “heads together” and discuss the answer. Everyone on the team must know the group’s answer.

• Teacher calls out a number from 1 to 4 (using a spinner, popsicle stick, roll a die, etc.).

• The students with that number have to stand and answer the question.
NUMBERED HEADS TOGETHER

Let’s Try It!

Quiz Quiz Trade

- Give each student a flashcard about the current topic. One side of the card contains the question or term to be answered and the other side contains the answer or definition.

- Use “stand up/hand up/pair up” strategy for students to find a partner.

- Partner A asks partner B the question. If the answer is correct then partner A praises partner B. If the answer is incorrect partner A coaches partner B. Then, have the students switch roles and answer the next question.

- Partner A and B raise their hands to find new partners until all questions have been asked.
Quiz Quiz Trade

Let’s Try It!

Turn & Talk

• What are some adaptations of this activity across subject areas?
• When could you see yourself implementing this activity?
Four Corners

• Generate a controversial statement or question related to the topic. Create 4 different opinions (i.e., Strongly Agree, Agree, Disagree, Strongly Disagree) to answer the question. Post these on chart paper in 4 different areas of the classroom.

• Read statement or problem to the class without choices. Give them think time. Then provide choices and have students go to the choice closest to their answer.

Four Corners

• Students go to the corner of their answer choice. Students form groups to discuss reasons for selecting particular choice.

• Allow two or three minutes of discussion. Call on the students to present the group’s summary of opinions. Students need to share the answer that was agreed upon along with the reason or evidence for choosing the answer. This can become a written statement as well.
FOUR CORNERS

Let’s Try It!

Three Step Interview

• Put students into groups of 3.
• Assign each student a letter A (interviewer), B (interviewee), and C (reporter).
• Give each student a passage and questions.
• The interviewer will ask two questions from the passage and question set.
• The interviewee will answer the questions and cite evidence from the text.
• The reporter will record the answers on the recording sheet.
Three Step Interview Continued

- Switch roles after each student has had an opportunity to conduct and interview.
- Use the Round Robin format to have all students share the information that they wrote down when they were the reporter (C).

Let’s Try It!
Jigsaw

• Introduce the strategy and topic to be studied or reviewed.

• Assign each student to a “home group” of 3-5 students who reflect a range of reading abilities.

• Determine a passage or text to be read and distribute it to each group.

• Create “expert groups” that consist of students across “home groups” who will read the same selection.

• Give all students a framework for managing time.

Jigsaw (continued)

• Provide materials and resources necessary for students to become “experts” about topics.

• Discuss rules for “reconvening into home groups” and provide guidelines as each expert reports information learned.

• Prepare a summary chart or graphic organizer for each “home group” as a guide for organizing the experts’ information report.

• Make sure the passage is at the students’ levels.
Ways to adapt Jigsaw

- Rather than students becoming “experts” on a section, students can become “experts” on a specific RL or RI standard.
- Students can become “experts” in explaining correct and incorrect responses using evidence from texts.

Jigsaw

Let’s Try It!
Directions

With your group read the passage and answer all the questions given. Be prepared to explain the incorrect and correct answer choices for your assigned number.

Think About It...

Based on our session today, evaluate the degree to which you agree or disagree with this statement:

I feel comfortable incorporating cooperative learning activities into the test preparation in my classroom.
Questions

NOW ACCEPTING
PERSONAL QUESTIONS
RANDOM QUESTIONS
ODD QUESTIONS
CREEPY QUESTIONS
ANY KIND OF ASK :)

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Grade 3 Literary Mini-Assessment
“The Fisherman and His Wife” Set

This grade 3 mini-assessment is based on four scenes from “The Fisherman and His Wife.” This set of texts is considered to be worthy of students’ time to read and also meets the expectations for text complexity at grade 3. Assessments aligned to the Common Core State Standards (CCSS) will employ quality, complex texts such as these.

Questions aligned to the CCSS should be worthy of students’ time to answer and therefore do not focus on minor points of the texts. Questions also may address several standards within the same question because complex texts tend to yield rich assessment questions that call for deep analysis. In this mini-assessment there are nine selected-response questions and two paper/pencil equivalents of technology enhanced items that address the Reading Standards listed below.

We encourage educators to give students the time that they need to read closely and write to the source. While we know that it is helpful to have students complete the mini-assessment in one class period, we encourage educators to allow additional time as necessary.

The questions align to the following standards:

<table>
<thead>
<tr>
<th>RL.3.1</th>
<th>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.3.2</td>
<td>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</td>
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<tr>
<td>RL.3.3</td>
<td>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
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<tr>
<td>RL.3.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</td>
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<tr>
<td>RL.3.5</td>
<td>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</td>
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<tr>
<td>RL.3.7</td>
<td>Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</td>
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<tr>
<td>RL.3.9</td>
<td>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</td>
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The assessment questions in this document align with the CCSS and reflect the instructional shifts implied by the standards. To learn more about these topics, please go to the following link:

www.achievethecore.org
Grade 3 Mini-Assessment – “The Fisherman and His Wife”

Today you will read four parts of the story “The Fisherman and His Wife”, by Jacob and Wilhelm Grimm. After each part of the story, called a scene, you will then answer questions about the story. I will be happy to answer questions about the directions, but I will not help you with the answers to any questions. You will notice as you answer the questions that some of the questions have two parts. You should answer Part A of the question before you answer Part B, but you may go back to Part A after answering Part B if you wish.

Take as long as you need to read and answer the questions. If you do not finish when class ends, come see me to discuss when you may have additional time.

Now read each scene and answer the questions that follow. I encourage you to write notes in the margin as you read the passages.

“The Fisherman and his Wife”

by Jacob and Wilhelm Grimm, translated by Lucy Crane

SCENE 1:

1 There was once a fisherman and his wife who lived together in a hovel by the sea-shore, and the fisherman went out every day with his hook and line to catch fish, and he angled and angled.
One day he was sitting with his rod and looking into the clear water, and he sat and sat. At last down went the line to the bottom of the water, and when he drew it up he found a great flounder on the hook. And the flounder said to him, "Fisherman, listen to me; let me go, I am not a real fish but an enchanted prince. What good shall I be to you if you land me? I shall not taste well; so put me back into the water again, and let me swim away."

"Well," said the fisherman, "no need of so many words about the matter; as you can speak, I had much rather let you swim away." Then he put him back into the clear water, and the flounder sank to the bottom... Then the fisherman got up and went home to his wife in their hovel.

"Well, husband," said the wife, "have you caught nothing to-day?"

"No," said the man--"that is, I did catch a flounder, but as he said he was an enchanted prince, I let him go again."

"Then, did you wish for nothing?" said the wife.

"No," said the man; "what should I wish for?"

"Oh dear!" said the wife; "and it is so dreadful always to live in this evil-smelling hovel; you might as well have wished for a little cottage; go again and call him; tell him we want a little cottage, I daresay he will give it us; go, and be quick."

And when he went back, the sea was green and yellow, and not nearly so clear. So he stood and said,

"O man, O man!--if man you be,  
Or flounder, flounder, in the sea--  
Such a tiresome wife I've got,  
For she wants what I do not."

Then the flounder came swimming up, and said, "Now then, what does she want?"

"Oh," said the man, "you know when I caught you my wife says I ought to have wished for something. She does not want to live any longer in the hovel, and would rather have a cottage.

"Go home with you," said the flounder, "she has it already."

So the man went home, and found, instead of the hovel, a little cottage, and his wife was sitting on a bench before the door. And she took him by the hand, and said to him,
"Come in and see if this is not a great improvement."

So they went in, and there was a little house-place and a beautiful little bedroom, a kitchen and larder, with all sorts of furniture, and iron and brassware of the very best. And at the back was a little yard with fowls and ducks, and a little garden full of green vegetables and fruit.

"Look," said the wife, "is not that nice?"

"Yes," said the man, "if this can only last we shall be very well contented."

"We will see about that," said the wife. And after a meal they went to bed.

QUESTIONS FOR SCENE 1

1. The following question has two parts. Answer Part A and then answer Part B.

Part A: What does the word “dreadful” mean in paragraph 9 of Scene 1?

A. sad
B. scary
C. horrible
D. embarrassing

Part B: Which words from paragraph 9 of Scene 1 best helps the reader understand the meaning of “dreadful”?

A. “Oh dear!”
B. “evil-smelling”
C. “little cottage”
D. “go, and be quick.”
2. What does the fisherman mean when he uses the word “contented” in paragraph 18?
   A. They should be happy.
   B. They will be rich.
   C. They will be famous
   D. They should be honored.

3. The following question has two parts. Answer Part A and then answer Part B.
   Part A: Which word best describes the fisherman in Scene 1?
   A. Greedy
   B. Unwise
   C. Curious
   D. Kind

   Part B: What action from the story best supports the answer to Part A?
   A. He goes fishing every day.
   B. He releases the fish back into the water.
   C. He tells his wife about the enchanted fish he caught.
   D. He tells the fish that his wife wants a better house to live in.

4. What part of Scene 1 does the picture help the reader understand?
   A. the joy the fisherman feels when he catches the fish
   B. how poor the fisherman and his wife are
   C. how water changes when the fisherman asks for something
   D. why the fish grants the fisherman and his wife’s wishes
SCENE 2:

20 So all went well for a week or fortnight, when the wife said,
21 "Look here, husband, the cottage is really too confined, and the yard
and garden are so small. I think the flounder had better get us a larger
house. I should like very much to live in a large stone castle; so go to
your fish and he will send us a castle."
22 "O my dear wife," said the man, "the cottage is good enough; what do
we want a castle for?"
23 "We want one," said the wife; "go along with you; the flounder can
give us one."
24 "Now, wife," said the man, "the flounder gave us the cottage; I do not
like to go to him again, he may be angry."
25 "Go along," said the wife, "he might just as well give us it as not; do as
I say!"
26 The man felt very reluctant and unwilling; and he said to himself, "It is
not the right thing to do;" nevertheless he went.
27 So when he came to the seaside, the water was purple and dark blue
and grey and thick, and not green and yellow as before. And he stood
and said,

    "O man, O man!--if man you be,
    Or flounder, flounder, in the sea--
    Such a tiresome wife I've got,
    For she wants what I do not."

28 "Now then, what does she want?" said the flounder.
29 "Oh," said the man, half frightened, "she wants to live in a large stone
castle."
30 "Go home with you, she is already standing before the door," said the
flounder.
31 Then the man went home, as he supposed, but when he got there,
there stood in the place of the cottage a great castle of stone, and his
wife was standing on the steps, about to go in; so she took him by the
hand, and said, "Let us enter."
32 With that he went in with her, and in the castle was a great hall with a
marble pavement, and there were a great many servants, who led
them through large doors, and the passages were decked with
tapestry, and the rooms with golden chairs and tables, and crystal
chandeliers hanging from the ceiling; and all the rooms had carpets.
And the tables were covered with eatables . . . for anyone who wanted them. And at the back of the house was a great stable-yard for horses and cattle, and carriages of the finest; besides, there was a splendid large garden, with the most beautiful flowers and fine fruit trees, and a pleasance1 full half a mile long, with deer and oxen and sheep, and everything that heart could wish for.

33 "There!" said the wife, "is not this beautiful?"
34 "Oh yes," said the man, "if it will only last we can live in this fine castle and be very well contented."
35 "We will see about that," said the wife, "in the meanwhile we will sleep upon it." With that they went to bed.

QUESTIONS FOR SCENE 2

5. The following question has two parts. Answer Part A and then answer Part B.

Part A: In paragraph 26 of Scene 2, why does the husband say that asking the fish for a castle “is not the right thing to do”?

A. He loves the little cottage the fish gave him.
B. He does not want a larger place to take care of.
C. He feels his wife is asking for too much from the fish.
D. He believes there are more important things to wish for.

Part B: How does the husband think the fish will respond?

A. He thinks the fish will become angry with him.
B. He thinks the fish will ignore him when he calls it from the sea.
C. He thinks the fish will tell him he is being selfish with his wishes.
D. He thinks the fish will ask him for a favor in return.

1 A quiet, tree-planted area with paths
6. The following question has two parts. Answer Part A and then answer Part B.

Part A: How does Scene 2 of the story build on Scene 1?

A. Scene 1 shows that the wife is thankful for her husband, and Scene 2 allows the reader to see that the husband is thankful for his wife.
B. Scene 1 shows the wife is unhappy with her home, and Scene 2 allows the reader to see that the wife wants more than she needs.
C. Scene 1 shows that the husband does not believe the fish is enchanted, and Scene 2 provides proof that it is.
D. Scene 1 shows that the wife is greedy, and Scene 2 shows that the husband becomes greedy as well.

Part B: Which sentence from Scene 2 supports the answer to Part A?

A. "'I think the flounder had better get us a larger house.'"
B. "'Go home with you, she is already standing before the door,' said the flounder."
C. "'There!' said the wife, 'is not this beautiful?'"
D. "'Oh yes,' said the man, 'if it will only last we can live in this fine castle and be very well contented.'"

SCENE 3:

36 The next morning the wife was awake first, just at the break of day, and she looked out and saw from her bed the beautiful country lying all round. The man took no notice of it, so she poked him in the side with her elbow, and said,
37 "Husband, get up and just look out of the window. Look, just think if we could be king over all this country. Just go to your fish and tell him we should like to be king."
38 "Now, wife," said the man, "what should we be kings for? I don't want to be king."
"Well," said the wife, "if you don't want to be king, I will be king."

"Now, wife," said the man, "what do you want to be king for? I could not ask him such a thing."

"Why not?" said the wife, "you must go directly all the same; I must be king."

So the man went, very much put out that his wife should want to be king.

"It is not the right thing to do—not at all the right thing," thought the man. He did not at all want to go, and yet he went all the same.

And when he came to the sea the water was quite dark grey, and rushed far inland, and had an ill smell. And he stood and said,

"O man, O man!—if man you be,
Or flounder, flounder, in the sea—
Such a tiresome wife I've got,
For she wants what I do not."

"Now then, what does she want?" said the fish.

"Oh dear!" said the man, "she wants to be king."

"Go home with you, she is so already," said the fish.

So the man went back, and as he came to the palace he saw it was very much larger, and had great towers and splendid gateways; the herald stood before the door, and a number of soldiers with kettle-drums and trumpets. And when he came inside everything was of marble and gold, and there were many curtains with great golden tassels. Then he went through the doors of the salon to where the great throne-room was, and there was his wife sitting upon a throne of gold and diamonds, and she had a great golden crown on, and the sceptre in her hand was of pure gold and jewels, and on each side stood six pages in a row, each one a head shorter than the other. So the man went up to her and said,

"Well, wife, so now you are king!"

"Yes," said the wife, "now I am king."

So then he stood and looked at her, and when he had gazed at her for some time he said,

"Well, wife, this is fine for you to be king! Now there is nothing more to wish for."

---

2 A staff used during ceremonies to show importance
3 Young boys who run errands
"O husband!" said the wife, seeming quite restless, "I am tired of this already. Go to your fish and tell him that now I am king I must be emperor."

"Now, wife," said the man, "what do you want to be emperor for?"

"Husband," said she, "go and tell the fish I want to be emperor."

"Oh dear!" said the man, "he could not do it--I cannot ask him such a thing. There is but one emperor at a time; the fish can't possibly make any one emperor--indeed he can't."

"Now, look here," said the wife, "I am king, and you are only my husband, so will you go at once? Go along! For if he was able to make me king he is able to make me emperor; and I will and must be emperor, so go along!"

So he was obliged to go; and as he went he felt very uncomfortable about it, and he thought to himself, "It is not at all the right thing to do; to want to be emperor is really going too far; the flounder will soon be beginning to get tired of this."
QUESTIONS FOR SCENE 3

7. In Scenes 1, 2, and 3, the wife asks for a different house. To complete the chart below, use the details from the list to describe each house.

<table>
<thead>
<tr>
<th>List of Details</th>
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<tbody>
<tr>
<td>small</td>
</tr>
<tr>
<td>smells bad</td>
</tr>
<tr>
<td>just a bedroom and kitchen</td>
</tr>
<tr>
<td>unpleasant</td>
</tr>
<tr>
<td>yard with different birds</td>
</tr>
<tr>
<td>garden with vegetables and fruits</td>
</tr>
<tr>
<td>large</td>
</tr>
<tr>
<td>made of stone</td>
</tr>
<tr>
<td>has servants</td>
</tr>
<tr>
<td>many rooms</td>
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</tbody>
</table>
8. Which statement from Scene 3 best shows that the wife treats the husband poorly?

A. “‘Husband, get up and just look out of the window.’”

B. “‘Well,’ said the wife, ‘if you don't want to be king, I will be king.’”

C. “‘O husband!’ said the wife, seeming quite restless, ‘I am tired of this already.’”

D. “‘Now, look here,’ said the wife, ‘I am king, and you are only my husband, so will you go at once?’”

SCENE 4:

With that he came to the sea, and the water was quite black and thick, and the foam flew, and the wind blew, and the man was terrified. But he stood and said,

"O man, O man!--if man you be,
Or flounder, flounder, in the sea--
Such a tiresome wife I've got,
For she wants what I do not."

"What is it now?" said the fish.

"Oh dear!" said the man, "my wife wants to be emperor."

"Go home with you," said the fish, "she is emperor already."

So the man went home, and found the castle adorned with polished marble and alabaster figures, and golden gates. The troops were being marshalled before the door, and they were blowing trumpets and beating drums and cymbals; and when he entered he saw barons and earls and dukes waiting about like servants; and the doors were of bright gold. And he saw his wife sitting upon a throne made of one entire piece of gold, and it was about two miles high; and she had a great golden crown on, which was about three yards high . . .

So the man went up to her and said, "Well, wife, so now you are emperor."
"Yes," said she, "now I am emperor."

Then he went and sat down and had a good look at her, and then he said, "Well now, wife, there is nothing left to be, now you are emperor."

"We will see about that," said the wife. With that they both went to bed; but she was as far as ever from being contented, and she could not get to sleep for thinking of what she should like to be next.

The husband, however, slept as fast as a top after his busy day; but the wife tossed and turned from side to side the whole night through, thinking all the while what she could be next, but nothing would occur to her; and when she saw the red dawn she slipped off the bed, and sat before the window to see the sun rise, and as it came up she said, "Ah, I have it! What if I should make the sun and moon to rise—husband!" she cried, and stuck her elbow in his ribs, "Wake up, and go to your fish, and tell him I want power over the sun and moon."

The man was so fast asleep that when he started up he fell out of bed. Then he shook himself together, and opened his eyes and said, "Oh,—wife, what did you say?"

"Husband," said she, "if I cannot get the power of making the sun and moon rise when I want them, I shall never have another quiet hour. Go to the fish and tell him so."

"O wife!" said the man, and fell on his knees to her, "the fish can really not do that for you. I grant you he could make you emperor . . . do be contented with that, I beg of you."

And she became wild with impatience, and screamed out, "I can wait no longer, go at once!"

And so off he went as well as he could for fright. And a dreadful storm arose, so that he could hardly keep his feet; and the houses and trees were blown down, and the mountains trembled, and rocks fell in the sea; the sky was quite black, and it thundered and lightened; and the waves, crowned with foam, ran mountains high. So he cried out, without being able to hear his own words,

"O man, O man!—if man you be,
Or flounder, flounder, in the sea--
Such a tiresome wife I've got,
For she wants what I do not."
"Well, what now?" said the flounder.

"Oh dear!" said the man, "she wants to order about the sun and moon."

"Go home with you!" said the flounder, "you will find her in the old hovel."

And there they are sitting to this very day.


**QUESTIONS FOR SCENE 4**

9. Which sentence from Scene 4 best shows that fish has become angry about the situation?

A. “‘What is it now?’ said the fish.”

B. “‘Go home with you,’ said the fish, ‘she is emperor already.’”

C. “‘Well, what now?’ said the flounder.”

D. “‘Go home with you!’ said the flounder, ‘you will find her in the old hovel.’”
Part A: The water changes throughout the scenes of this story. Draw an arrow from the event to the way the water looks when the fisherman makes his request.

<table>
<thead>
<tr>
<th>EVENT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>The fisherman asks for a cottage for his wife.</td>
<td>The purple, grey, and blue water is thick.</td>
</tr>
<tr>
<td>The fisherman asks if his wife can be emperor.</td>
<td>The water forms high, foamy waves that crash into the mountains.</td>
</tr>
<tr>
<td>The fisherman asks if his wife can be king.</td>
<td>The water is green and yellow.</td>
</tr>
<tr>
<td>The fisherman asks for a castle for his wife.</td>
<td>The dark grey water came up on the land and smelled bad.</td>
</tr>
<tr>
<td>The fisherman asks if his wife can have power over the sun and moon.</td>
<td>The water becomes thick, black, and foamy.</td>
</tr>
</tbody>
</table>

Part B: How does the changing water in each scene add to the story?

A. The water shows the emotions of the husband.
B. The water shows the emotions of the wife.
C. The water shows the emotions of the fish.
D. The water shows the emotions of the narrator.
11. The following question has two parts. Answer Part A and then answer Part B.

Part A: What lesson does this story teach?

A. You should be satisfied with what you have.
B. You should be kind to others so you will be rewarded.
C. You should try to make other people happy even if what they ask of you is wrong.
D. You should work hard for what you get so that you take care of it.

Part B: What happened as a result of the wife not learning this lesson?

A. Her husband would no longer help her.
B. She was punished by having to live in a hovel again.
C. Her husband became emperor instead of letting her rule.
D. She caused a terrible storm that destroyed her castle.
Information for Teachers: Quantitative and Qualitative Analyses of the Texts

Regular practice with complex texts is necessary to prepare students for college and career readiness, as outlined in Reading Standard 10. The set of texts for this mini-assessment has been placed at grade 3, and the process used to determine this grade level placement is described below. “Appendix A of the Common Core” and the “Supplement to Appendix A: New Research on Text Complexity” lay out a research-based process for selecting complex texts.

1. Place a text or excerpt within a grade band based on at least one⁴ quantitative measure according to the research-based conversion table provided in the Supplement to Appendix A: New Research on Text Complexity (www.corestandards.org/resources).

2. Place a text or excerpt at a grade-level based on a qualitative analysis.

<table>
<thead>
<tr>
<th>“The Fisherman and His Wife” set</th>
<th>Qualitative Measure #1</th>
<th>Qualitative Measure #2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Flesch-Kincaid: 4.5</td>
<td>Reading Maturity: 7.9</td>
</tr>
</tbody>
</table>

After gathering the quantitative measures, the next step is to place the quantitative scores in the Conversion Table found in the Supplement to Appendix A (www.corestandards.org/resources) and determine the grade band of the text. Figure 1 reproduces the conversion table from the Supplement to Appendix A, showing how the initial results from the Flesch-Kincaid and the Reading Maturity measures were converted to grade bands.

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⁴ For higher-stakes tests, it is recommended that two corresponding text complexity measures be used to place a text in a grade band. When two measures are used, both placing the text in the same band, the results provide additional assurance that the text selected is appropriate for the band.
To find the **grade level** of the text within the designated grade band, engage in a systematic analysis of the characteristics of the text. The characteristics that should be analyzed during a qualitative analysis can be found in Appendix A of the CCSS. ([www.corestandards.org](http://www.corestandards.org))

<table>
<thead>
<tr>
<th>Qualitative Analysis</th>
<th>“The Fisherman and His Wife” set</th>
<th>Where to place within the band?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category</strong></td>
<td>Notes and comments on texts, support for placement in this band</td>
<td>Too low for grade band</td>
</tr>
<tr>
<td>Structure (both story structure or form of piece)</td>
<td>The structure of the text is chronological, told across four scenes, following a pattern of the fisherman asking for larger homes at the request of his wife. As the scenes progress, the wife’s requests become more outlandish and the water reflects the flounder’s growing anger, until the couple ends up back in the hovel where they were when the story begins. The fisherman’s requests to the flounder are conveyed in verse, while the rest of the text is a narrative.</td>
<td></td>
</tr>
<tr>
<td>Language Clarity and Conventions</td>
<td>Although the language conventions in the text are largely explicit and easy to understand, there are instances of archaic syntax and vocabulary (<em>I shall not taste well; no need of so many words about the matter; fortnight; For she wants what I do not</em>). Vocabulary that may be unfamiliar to students (<em>confined, reluctant, obliged</em>) is accessible through sufficient context clues.</td>
<td></td>
</tr>
<tr>
<td>Knowledge Demands (life, content, cultural/literary)</td>
<td>No prior knowledge is needed to understand this text, as the author develops the narrative using common human emotions; however, the experiences the characters go through are distinctly different from the common third-grade reader. Students unfamiliar with folklore may struggle with the suspension of belief needed to understand the magical fish and its ability to grant wishes.</td>
<td></td>
</tr>
<tr>
<td>Levels of Meaning (chiefly literary)/ Purpose (chiefly informational)</td>
<td>The theme of the text is implicit and developed over the four scenes. From paragraph 70: ‘Oh wife!’ said the man, and fell on his knees to her, ‘the fish can really not do that for you...do be contented with that, I beg of you.’ The wife’s constant desire for more leaves her unappreciative of what she has been given.</td>
<td></td>
</tr>
<tr>
<td>Overall placement: Grade 3</td>
<td><strong>Justification:</strong> Although the organizational structure of this set of texts is chronological, the series of scenes, and the very complex language features make this set of texts appropriate for the average 3rd grader.</td>
<td></td>
</tr>
<tr>
<td>Question Number</td>
<td>Correct Answer(s)</td>
<td>Standards</td>
</tr>
<tr>
<td>-----------------</td>
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</tr>
</tbody>
</table>
| 1 Part A        | C                | RL.3.4, RL.3.1 | A. Although “dreadful” can sometimes mean “sad,” based on the context of paragraph 9, “dreadful” means “horrible.”  
B. Based on the context of paragraph 9, “dreadful” does not mean scary. “Scary” cannot be supported by textual evidence because evil-smelling focuses on the unpleasant smells rather than evil itself.  
C. This is the correct answer. Based on the context of paragraph 9, “the house is “evil-smelling,” which leads the reader to know the house is “dreadful.”  
D. Although a “dreadful” house might be embarrassing to some people, there is no textual evidence that the wife is embarrassed. She seems more interested in the comfort of a bigger house than what people would think. |
| 1 Part B        | B                |           | A. “Oh dear!” expresses the concern the wife has about the house, but does not provide specific context for the house being “dreadful.”  
B. This is the correct answer. “Evil-smelling” helps the reader know that “dreadful” means “horrible” in the context of paragraph 9.  
C. “Little cottage” tells what kind of house the wife wants instead of a hovel, but the words do not help with the meaning of “dreadful.”  
D. “Go, and be quick” helps the reader know that the wife wants a new house right away, but the words do not help with the meaning of “dreadful.” |
| 2               | A                | RL.3.4, RL.3.1 | A. This is the correct answer. In paragraph 18, the fisherman agrees with his wife’s question, “...is not that nice?”  
B. Although the husband and wife are given a nicer home, the fisherman hopes that they will be happy rather than wealthy.  
C. The fisherman only wants to please his wife and live peacefully with her, not to be famous.  
D. Although the wife later demands to be made king and emperor, the fisherman prefers to live simply and be happy. |
<table>
<thead>
<tr>
<th>Question Number</th>
<th>Correct Answer(s)</th>
<th>Standards</th>
<th>Rationales for Answer Options</th>
</tr>
</thead>
</table>
| 3 Part A        | D                | RL.3.3, RL.3.1 | A. Although there is a greedy character in Scene 1, it is the wife rather than the fisherman who demands a favor from the flounder.  
B. Although there is an unwise character in Scene 1, it is the wife who sends her husband back to take advantage of the flounder.  
C. Although the fisherman asks what he should have wished for, his curiosity is not a major character trait.  
D. This is the correct answer. The fisherman returns the flounder to the sea and only asks the flounder for a favor because his wife demands it. |
| 3 Part B        | B                |           | A. Although the fisherman goes fishing every day, that behavior suggests that the fisherman is hardworking rather than kind.  
B. This is the correct answer. The fisherman releases the flounder back to the sea when it reveals it is actually an enchanted prince.  
C. Although the fisherman tells his wife about catching the flounder, he does so because his wife demands to know what he caught.  
D. Although the fisherman asks the fish for a better home, he does so because his wife demands that he ask the fish for a favor. |
| 4               | B                | RL.3.7, RL.3.1 | A. Although the image does show the fisherman catching a fish, the text does not describe how he feels when he catches a fish.  
B. This is the correct answer. The fisherman’s tattered clothes, lack of shoes, and the size and condition of the house in the background reinforce the idea from the text that the family was poor.  
C. Although the text mentions the water changing, the illustration does not show this.  
D. The text explains that the fish grants the wishes because he is related, but the image shows him being caught by the fisherman. |
<table>
<thead>
<tr>
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<th>Standards</th>
<th>Rationales for Answer Options</th>
</tr>
</thead>
</table>
| 5 Part A        | C                | RL.3.3, RL.3.1 | A. The fisherman believes the cottage is “good enough” and that his wife is being greedy.  
B. Although a castle would be larger than the cottage they currently live in, the fisherman does not want to ask for a castle because he believes that would be asking for more than they need.  
C. This is the correct answer. The fisherman was “reluctant” and “unwilling” to return to the flounder, wondering, “what do we want a castle for?”  
D. Unlike his wife, the fisherman does not want any favors from the flounder. |
| 5 Part B        | A                |           | A. This is the correct answer. In paragraph 24, the fisherman says, “the flounder gave us the cottage; I do not like to go to him again, he may be angry.”  
B. Although the fisherman returns to the sea to speak with the flounder, his concern is that the flounder will be angry rather than unresponsive.  
C. The fisherman believes that his wife is being selfish and that the fish will be angry because of her wish.  
D. Although the flounder asks the fisherman to release him in Scene 1, this is the only favor he asks for. |
| 6 Part A        | B                | RL.3.5, RL.3.1 | A. Although the husband does what the wife wants, she does not thank him for returning to ask a favor of the flounder.  
B. This is the correct answer. In Scene 1, the wife wants to live in a “little cottage” rather than a hovel, but in Scene 2, she desires a “large stone castle.”  
C. Scene 1 provides evidence that the flounder is an enchanted fish when it speaks to the fisherman and transforms the hovel into a cottage.  
D. Although Scene 1 does show the wife’s greed, the husband believes that they do not need more than the cottage. |
| 6 Part B        | A                |           | A. This is the correct answer. In paragraph 21, the wife complains that the cottage is “too confined” and desires a “large stone castle.”  
B. This statement is the flounder’s response to the wife’s greed, not a detail that demonstrates her greed.  
C. Although this statement is the wife’s response to the castle she greedily desired, it shows her approval and excitement.  
D. This statement demonstrates the fisherman’s hope for a contented life with his wife rather than his wife’s greed. |
<table>
<thead>
<tr>
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<th>Correct Answer(s)</th>
<th>Standards</th>
<th>Rationales for Answer Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>See correct responses and rationales in right column</td>
<td>RL.3.9, RL.3.1</td>
<td><strong>Answer</strong>&lt;br&gt;House 1: smells bad, unpleasant&lt;br&gt;House 2: small, yard with birds, garden with veggies and fruits, just a bedroom and kitchen&lt;br&gt;House 3: large, made of stone, has servants, many rooms</td>
</tr>
<tr>
<td>8</td>
<td>D</td>
<td>RL.3.3, RL.3.1</td>
<td>A. Although this statement from Scene 3 shows the wife ordering the husband to look outside, this action is not as bad as ordering the fisherman to go back to the flounder.&lt;br&gt;B. Although this statement from Scene 3 demonstrates the wife acting selfishly while speaking to her husband, she is not treating him poorly.&lt;br&gt;C. Although this statement from Scene 3 shows the wife being difficult to please while speaking to her husband, she is complaining about no longer wanting to be king.&lt;br&gt;D. This is the correct response. In this statement, the wife orders the husband to go back to the flounder and demand it make her the emperor.</td>
</tr>
<tr>
<td>9</td>
<td>D</td>
<td>RL.3.3, RL.3.1</td>
<td>A. Although the fish seems annoyed by the situation, when the fisherman responds that his wife desires to be emperor, the fish grants the wife her wish.&lt;br&gt;B. Although the fish seems annoyed by the situation, the fish improves the wife’s status from king to emperor.&lt;br&gt;C. Although the fish seems annoyed by the fisherman’s repeated visits, he continues to ask what the man has come for.&lt;br&gt;D. This is the correct answer. With this statement, the fish takes away the wife’s titles and castle, returning the pair to their hovel.</td>
</tr>
<tr>
<td>Question Number</td>
<td>Correct Answer(s)</td>
<td>Standards</td>
<td>Rationales for Answer Options</td>
</tr>
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</tr>
<tr>
<td>10 Part A</td>
<td>See correct responses and rationales in right column</td>
<td>RL.3.3, RL.3.9, RL.3.1</td>
<td>EVENT</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The fisherman asks for a cottage for his wife.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The fisherman asks if his wife can be emperor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The fisherman asks if his wife can be king.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The fisherman asks for a castle for his wife.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The fisherman asks if his wife can have power over the sun and moon.</td>
</tr>
<tr>
<td>10 Part B</td>
<td>C</td>
<td></td>
<td>A. While the water does show the emotions of a character, it shows the emotion of the fish, not the fisherman.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B. While the water does show the emotions of a character, it shows the emotion of the fish, not the wife.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C. This is the correct answer. The fish’s emotions are evident through the appearance of its habitat.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>D. While the water does show the emotions of a character, it shows the emotion of the fish, not the narrator.</td>
</tr>
<tr>
<td>Question Number</td>
<td>Correct Answer(s)</td>
<td>Standards</td>
<td>Rationales for Answer Options</td>
</tr>
<tr>
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</tbody>
</table>
| 11 Part A       | A                | RL.3.2, RL.3.1 | A. This is the correct answer. Throughout the story, the wife becomes increasingly unsatisfied with the favors bestowed upon her until she is returned to the hovel in which she began.  
B. Although the fisherman is kind to the fish initially and the fish grants his wish, the wife’s greed overshadows her husband’s kindness.  
C. Although the fisherman disagrees with his wife’s demands, the focus of the story is the wife’s increasing dissatisfaction with the favors she is granted.  
D. Although the fisherman fishes every day, the favors the couple is granted are not earned through hard work. |
| 11 Part B       | B                |           | A. The husband continues to help his wife throughout the story, even though he disagrees with her greedy requests.  
B. This is the correct answer. After growing unhappy with her large castle and emperor title, her request to control the sun and moon leads the flounder to return her to the hovel in which she began.  
C. The fisherman never wanted to be a ruler, nor did he ever deny his wife’s requests.  
D. Although there is a terrible storm at the end of the story, it is caused by the flounder, not the wife. |
Additional Resources for Assessment and CCSS Implementation

**Shift 1 – Complexity:** *Regular practice with complex text and its academic language*

- See Appendix B for examples of informational and literary complex texts: [http://www.corestandards.org/assets/Appendix_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)
- See the Text Complexity Collection on [www.achievethecore.org](http://www.achievethecore.org)

**Shift 2 – Evidence:** *Reading, writing, and speaking grounded in evidence from text, both literary and informational*

- See Close Reading Exemplars for ways to engage students in close reading on [http://www.achievethecore.org/steal-these-tools/close-reading-exemplars](http://www.achievethecore.org/steal-these-tools/close-reading-exemplars)
- See the Basal Alignment Project for examples of text-dependent questions: [http://www.achievethecore.org/basal-alignment-project](http://www.achievethecore.org/basal-alignment-project)

**Shift 3 – Knowledge:** *Building knowledge through content-rich nonfiction*

- See Appendix B for examples of informational and literary complex texts: [http://www.corestandards.org/assets/Appendix_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)
Grade 3 Informational Mini-Assessment

Astronaut Set

This grade 3 mini-assessment is based on two texts that focus on the topic of the first United States astronauts. These texts are considered to be texts worthy of students’ time to read and also meet the expectations for text complexity at grade 3. Assessments aligned to the Common Core State Standards (CCSS) will employ quality, complex texts such as these.

Questions aligned to the CCSS should be worthy of students’ time to answer and therefore do not focus on minor points of the texts. Questions also may address several standards within the same question because complex texts tend to yield rich assessment questions that call for deep analysis. In this mini-assessment, there are selected-response questions that address the Reading Standards listed below and one constructed-response question that addresses the Reading, Writing, and Language Standards. There are also items that replicate how technology may be used on assessments, but adapted to paper and pencil format.

We encourage educators to give students the time that they need to read closely, answer the questions, and write to the sources. While we know that it is helpful to have students complete the mini-assessment in one class period, we encourage educators to allow additional time as necessary.

The questions align to the following standards:

| RI.3.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| RI.3.2 | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| RI.3.3 | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |
| RI.3.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| RI.3.5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| RI.3.7 | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| RI.3.8 | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| RI.3.9 | Compare and contrast the most important points and key details presented in two texts on the same topic. |
| W.3.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons. |
| W.3.4 | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| L.3.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.3.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.3.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
The assessment questions in this document align with the CCSS and reflect the instructional shifts implied by the standards. To learn more about these topics, please go to the following link:

www.achievethecore.org
Grade 3 Mini-Assessment – First U.S. Astronauts Pair

Today you will read two articles about the first astronauts in the United States. You will then answer several questions based on the texts. I will be happy to answer questions about the directions, but I will not help you with the answers to any questions. You will notice as you answer the questions that some of the questions have two parts. You should answer Part A of the question before you answer Part B.

Take as long as you need to read and answer the questions. If you do not finish when class ends, come see me to discuss the ways you may have additional time.

Now read the articles and answer the questions. I encourage you to write notes in the margin as you read.

Text 1: What Was Project Mercury?

1 Project Mercury was a NASA\(^1\) program. It launched the first Americans into space.

2 Astronauts made six flights during the Mercury project. Two of those went to space and came right back down. Four of them went into orbit and circled Earth. The first of the six flights was in 1961. The last flight was in 1963.

What Spacecraft Was Used for Project Mercury?

3 The Mercury capsule was small. It only held one person. The capsule had very little room inside. The astronaut had to stay in his seat.

4 Two types of rockets were used for Mercury launches. The first two of the six flights with an astronaut on board used a Redstone rocket. The other four manned flights used an Atlas rocket. Both rockets were first built as missiles for the military.

5 The project was named Mercury after a Roman god who was very fast. Each astronaut named his spacecraft. Alan Shepard included a 7 in the name of his capsule. This was because it was the seventh one made. The other astronauts included a 7 also. This was in honor of the seven astronauts chosen for the project.

---

\(^1\) NASA: the government agency responsible for the United States space program
Who Were the Mercury Astronauts?

NASA chose seven astronauts for Project Mercury in 1959. It was one of the first things NASA did. NASA was only six months old.

Alan Shepard made the first Mercury flight. He was the first American in space. He named his spacecraft Freedom 7. The 15-minute flight went into space and came back down. Shepard later walked on the moon during the Apollo 14 mission.

Gus Grissom was the second astronaut to fly in Project Mercury. Grissom named his capsule Liberty Bell 7. The third person to fly was John Glenn. In 1962, he was the first American to orbit Earth. His capsule was Friendship 7.

The second American to orbit Earth was Scott Carpenter. He flew on Aurora 7. Wally Schirra (Shuh-RAH) was next, on Sigma 7. Gordon Cooper flew on the last Mercury mission. He spent 34 hours circling Earth. His capsule was Faith 7.

Deke Slayton was also one of the "Mercury Seven" astronauts. A health problem stopped him from flying a Mercury mission. He flew into space in 1975 on a different mission.
How Did NASA Make Sure Mercury Was Safe?

11 Before astronauts flew, NASA had test flights. People were not on these launches. The flights let NASA find and fix problems.

12 The first Atlas rocket that launched with a Mercury capsule exploded. The first Mercury-Redstone launch only went about four inches off the ground. NASA learned from these problems. NASA learned how to fix them. NASA made the rockets safer.

13 Three other "astronauts" also helped make Mercury safer. A rhesus monkey, Sam, and two chimpanzees, Ham and Enos, flew in Mercury capsules. Enos even made two orbits around Earth. Since the monkey and the chimpanzees made it back safely, NASA knew it was safe for astronauts.

![Ham the chimpanzee](https://www.nasa.gov)

*Ham the chimpanzee made his Mercury flight in a special seat.*

Credits: NASA

Why Was Project Mercury Important?

14 NASA learned a lot from Project Mercury. NASA learned how to put people in orbit. It learned how people could live and work in space. NASA learned how to fly a spacecraft. These lessons were very important. NASA used them in later space projects.

15 After Mercury came the Gemini program. The Gemini spacecraft had room for two astronauts. NASA learned even more with Gemini. Together, Mercury and Gemini prepared NASA for the Apollo program. During Apollo, NASA landed human beings on the moon for the first time.

www.nasa.gov
Text 2: Who Was Alan Shepard?

1 Alan Shepard was the first American in space. He was one of NASA's first seven astronauts. He also walked on the moon.

What Was Shepard's Early Life Like?

2 Alan Shepard was born on Nov. 18, 1923. He worked on a ship during World War II. After the war, Shepard went back to school. He became a test pilot. Test pilots try out new aircraft. The pilots make sure the airplanes are safe. In April 1959, Shepard became an astronaut.

What Happened on Alan Shepard's First Spaceflight?

3 On May 5, 1961, Alan Shepard became the first American in space. He flew on a Mercury spacecraft. There was just enough room for one person. He named his capsule Freedom 7. It launched on a Redstone rocket. The Army first used the Redstone as a missile. On this flight, Shepard did not orbit Earth. He flew 116 miles high. Then he came back down. The flight lasted about 15 ½ minutes. The mission was a success.
What Happened on Alan Shepard's Second Spaceflight?

Shepard's second spaceflight was Apollo 14. This mission went to the moon. Shepard was the commander. Stuart Roosa and Edgar Mitchell were on Apollo 14, too. The Apollo spacecraft launched on a Saturn V rocket.

On Feb. 15, 1971, Shepard and Mitchell landed on the moon. Roosa stayed in the crew capsule. It stayed in orbit around the moon. Shepard and Mitchell went on two moonwalks. They collected more than 100 pounds of moon rocks. They did science experiments on the lunar surface. Shepard had some fun, too. He became the first person to hit a golf ball on the moon. It showed how far the ball would go in the moon's lower gravity. So that was science, too.

What Happened After Shepard's Second Spaceflight?

Alan Shepard had flown on two space missions. He also worked as the head of the Astronaut Office. He left NASA in 1974. Shepard still worked to support space exploration. He also helped students. He died in 1998.

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QUESTIONS:

1. The following question has two parts. Answer Part A and then answer Part B.

   Part A: In paragraph 1 of Text 1, “What Was Project Mercury?,” what does the word *launched* mean?
   A. tried a small experiment
   B. began brand new
   C. pushed bravely forward
   D. sent in a powerful way

   Part B: Which detail from Text 1 best helps the reader determine the meaning of *launched*?
   A. “Two types of rockets”
   B. “first things NASA did”
   C. “The 15-minute flight”
   D. “made the rockets safer”

2. The following question has two parts. Answer Part A and then answer Part B.

   Part A: Based on information from Text 1, what is the relationship between Project Mercury and the fact that humans eventually walked on the moon?
   A. The knowledge NASA gained from Project Mercury led to better understanding of space travel so that during the Apollo program, people could walk on the moon.
   B. Project Mercury was used to train the astronauts how to survive space travel and about the conditions on the moon so they could safely walk on it during the Apollo program.
   C. The Apollo program was created to allow Deke Slayton an opportunity to walk on the moon since he got sick during Project Mercury and could not participate.
   D. Project Mercury was a series of test flights using animals so that during the Apollo program humans could safely travel to walk on the moon.

   Part B: Which section of Text 1 provides the best information about answer the question in Part A correctly?
   A. What Spacecraft Was Used for Project Mercury?
   B. Who Were the Mercury Astronauts?
   C. How Did NASA Make Sure Mercury Was Safe?
   D. Why Was Project Mercury Important?
3. Complete the chart below by choosing the correct name from the Names of Astronauts table and writing it next to each of his contributions to the space program. One name will be used twice.

<table>
<thead>
<tr>
<th>Contribution to the space program</th>
<th>Name of astronaut</th>
</tr>
</thead>
<tbody>
<tr>
<td>First American to orbit Earth</td>
<td></td>
</tr>
<tr>
<td>Second American to orbit Earth</td>
<td></td>
</tr>
<tr>
<td>Flew the second mission to space</td>
<td></td>
</tr>
<tr>
<td>First American to travel to space</td>
<td></td>
</tr>
<tr>
<td>Flew a later mission in 1975</td>
<td></td>
</tr>
<tr>
<td>Flew the last Mercury flight</td>
<td></td>
</tr>
<tr>
<td>Walked on the moon</td>
<td></td>
</tr>
<tr>
<td>The third Project Mercury astronaut to orbit Earth</td>
<td></td>
</tr>
</tbody>
</table>

Name of astronaut
- Alan Shepard
- Gus Grissom
- John Glenn
- Scott Carpenter
- Wally Schirra
- Gordon Cooper
- Deke Slayton

4. Which section of Text 1 helps the reader find information about when NASA started Project Mercury?

A. What Spacecraft Was Used for Project Mercury?
B. Who Were the Mercury Astronauts?
C. How Did NASA Make Sure Mercury Was Safe?
D. Why Was Project Mercury Important?
5. **Read these sentences from Text 1.**

| Both rockets were first built as missiles for the military. (Paragraph 4)  
The project was named Mercury after a Roman god who was very fast. (Paragraph 5) |

What is the connection between these two sentences?

A. The sentences work together to develop the idea that rockets and space travel have been important throughout history.
B. The sentence from paragraph 5 explains where the military got the idea for the missiles mentioned in the sentence from paragraph 4.
C. The sentences work together to develop the idea that the rockets were meant to get the astronauts into space quickly.
D. The sentence from paragraph 5 shows that Romans were the first to think about space travel and that later the military, mentioned in the sentence from paragraph 4, invented the missiles that would take astronauts to space.

6. **Which two sentences from Text 1 best help to develop the idea that it was important to test the rockets?**

A. “The astronaut had to stay in his seat.”
B. “This was because it was the seventh one made.”
C. “The 15-minute flight went into space and came back down.”
D. “The first Atlas rocket that launched with a Mercury capsule exploded.”
E. “A rhesus monkey, Sam, and two chimpanzees, Ham and Enos, flew in Mercury capsules.”
F. “Since the monkey and the chimpanzees made it back safely, NASA knew it was safe for astronauts.”

7. **What is the main idea of Text 1?**

A. There were seven human astronauts involved in Project Mercury, and each man named his own spacecraft.
B. Because of Project Mercury and the first astronauts, NASA was able to learn much about space and space travel.
C. Because of safety concerns and the small capsules NASA used as part of Project Mercury, being an astronaut was a dangerous job.
D. Animals like monkeys and chimpanzees were used to test the rockets in the early days of the Project Mercury space program.
The following question has two parts. Answer Part A and then answer Part B.

Part A: In paragraph 6 of Text 2, “Who Was Alan Shepard?,” what does the word *exploration* mean?

A. the act of studying a new subject to prove earlier beliefs are wrong  
B. the act of researching a topic in order to be prepared to speak about it  
C. the act of traveling in or through an unfamiliar area to learn more about it  
D. the act of leading a team of experts on a special mission to discover new information

Part B: Which sentence from Text 2 *best* shows Alan Shepard participating in *exploration*?

A. “Shepard was the commander.”  
B. “Shepard and Mitchell went on two moonwalks.”  
C. “He also worked as the head of the Astronaut Office.”  
D. “He also helped students.”

Under which section of Text 2 would the reader find information about what events led to Shepard becoming an astronaut?

A. What Was Shepard’s Early Life Like?  
B. What Happened on Alan Shepard’s First Spaceflight?  
C. What Happened on Alan Shepard’s Second Spaceflight?  
D. What Happened After Shepard’s Second Spaceflight?

How does the photograph included with Text 2 better help the reader understand the information in the article?

A. It explains where the astronauts sat during each mission.  
B. It shows the design of the rockets used first in the space program.  
C. It explains how the rocket was recaptured as it landed.  
D. It shows that Shepard’s first mission was successful.
11. The following question has two parts. Answer Part A and then answer Part B.

**Part A: What is the main idea of Text 2?**

A. Alan Shepard’s work on the moon led to many scientific discoveries about gravity.
B. Alan Shepard’s experience as a soldier during World War II prepared him for his later acts of bravery.
C. Alan Shepard had a long and successful career in the space program.
D. Alan Shepard’s flew two missions into space.

**Part B: Which sentences from Text 2 best supports the correct answer to Part A?**

A. “Alan Shepard was the first American in space. He was one of NASA’s first seven astronauts.”
B. “He worked on a ship during World War II. After the war, Shepard went back to school.”
C. “He became the first person to hit a golf ball on the moon. It showed how far the ball would go in the moon's lower gravity.”
D. “Alan Shepard had flown on two space missions. He also worked as the head of the Astronaut Office.”

12. What information about Alan Shepard is discussed in more detail in Text 2 than in Text 1?

A. What spacecraft Shepard flew on his first space flight
B. Who went into space before Shepard
C. What Shepard did while on the moon
D. How long Shepard’s first flight to space lasted
Optional Writing Prompt: You’ve read two texts about the early space program and astronauts who were part of the missions. Some people argue that early space travel was too expensive and we did not learn enough from it. Write an opinion essay arguing that there are actually many benefits to early space travel. Be sure to use details from both texts as you write the opinion.

Your writing will be scored on how well you:

• show that you understood the ideas in the passage.
• use ideas from the passage as part of your own story.
• use words and sentences to create images for the reader.
• use periods, capital letters, and correct grammar.
Regular practice with complex texts is necessary to prepare students for college and career readiness, as outlined in Reading Standard 10. The articles for this mini-assessment have been placed at grade 3, and the process used to determine this grade level placement is described below. Appendix A to the CCSS and the Supplement to Appendix A: New Research on Text Complexity lay out a research-based process for selecting complex texts.

1. Place a text or excerpt within a grade band based on at least one quantitative measure according to the research-based conversion table provided in the Supplement to Appendix A: New Research on Text Complexity (www.corestandards.org/resources).
2. Place a text or excerpt at a grade-level based on a qualitative analysis.

<table>
<thead>
<tr>
<th>“What Was Project Mercury?” (data circled in orange)</th>
<th>Quantitative Measure #1</th>
<th>Quantitative Measure #2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FK: 5.8</td>
<td>ATOS: 5.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>“Who was Alan Shepard?” (data circled in blue)</th>
<th>FK: 4.7</th>
<th>ATOS: 3.4</th>
</tr>
</thead>
</table>

After gathering the quantitative measures, the next step is to place the quantitative scores in the Conversion Table found in the Supplement to Appendix A (www.corestandards.org/resources) and determine the grade band of the text. Note: With informational texts, it is sometimes true that the quantitative measures indicate grade bands that a bit higher than one would expect due to proper nouns. In these rare cases, qualitative reviews will show the text really belongs in a lower grade band.

Figure 1 reproduces the conversion table from the Supplement to Appendix A, showing how the initial results from Flesch-Kinkaid and the ATOS measure were converted to grade bands.

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1 For higher stakes tests, it is recommended that two corresponding text complexity measures be used to place a text in a grade band. When two measures are used, both placing the text in the same band, the results provide additional assurance that the text selected is appropriate for the band.
To find the **grade-level** of the text within the designated grade band, engage in a systematic analysis of the characteristics of the text. The characteristics that should be analyzed during a qualitative analysis can be found in Appendix A of the CCSS. ([www.corestandards.org](http://www.corestandards.org))

### Qualitative Analysis of Text 1: “What Was Project Mercury?”

<table>
<thead>
<tr>
<th>Category</th>
<th>Notes and comments on text, support for placement in this band</th>
<th>Where to place within the band?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure: (both story structure or form of piece)</strong></td>
<td>The structure of this text is question/answer, but the author also uses chronological order. While the article explains Project Mercury, it also explains the spacecraft used for launches, the first astronauts and their accomplishments, how NASA honored the safety of the first astronauts, and why the project was so important to the space program. The section headings will help students navigate the question and answer structure.</td>
<td><img src="http://www.corestandards.org" alt="Placement" /></td>
</tr>
<tr>
<td><strong>Language Clarity and Conventions (including vocabulary load)</strong></td>
<td>Most of the vocabulary in the passage will be readily accessible for students, and more challenging words like “orbit” and “launch” are surrounded by context. However, there are many proper nouns in this text, which students may have difficulty tracking. The sentences are straightforward and mostly simple.</td>
<td><img src="http://www.corestandards.org" alt="Placement" /></td>
</tr>
<tr>
<td><strong>Knowledge Demands (life, content, cultural/literary)</strong></td>
<td>No prior knowledge is needed to understand this text, as the author develops each point through sufficient use of evidence.</td>
<td><img src="http://www.corestandards.org" alt="Placement" /></td>
</tr>
<tr>
<td><strong>Levels of Meaning (chiefly literary)/Purpose (chiefly informational)</strong></td>
<td>Although the title implies that the main purpose is simply to explain Project Mercury, the author actually wants students to understand who the astronauts were, the design and power of the rockets (and risks associated, clearly, since safety is mentioned several times), and the overall benefits of the successful missions.</td>
<td><img src="http://www.corestandards.org" alt="Placement" /></td>
</tr>
<tr>
<td><strong>Overall placement</strong></td>
<td><strong>Grade 3</strong> Justification: Although the language may be challenging because of the numerous proper nouns, and the purpose goes beyond what is implied by the title, this text should be accessible to the average 3rd grade student.</td>
<td><img src="http://www.corestandards.org" alt="Placement" /></td>
</tr>
</tbody>
</table>
### Qualitative Analysis of Text 2: “Who Was Alan Shepard?”

<table>
<thead>
<tr>
<th>Category</th>
<th>Notes and comments on text, support for placement in this band</th>
<th>Where to place within the band?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure: (both story structure or form of piece)</strong></td>
<td>The structure of this text is chronological, but the author also uses question/answer to divide the major events in Shepard’s life. The article answers “Who is Alan Shepard?” by first discussing Shepard’s early life, then his first and second spaceflights, and finally what his life was like after his space flights.</td>
<td>![Placement](Too low to mid-2)</td>
</tr>
<tr>
<td><strong>Language Clarity and Conventions (including vocabulary load)</strong></td>
<td>The language used in this excerpt is mostly on grade level, which helps make the text accessible for students. The sentences are straightforward and mostly simple.</td>
<td>![Placement](Too low to mid-2)</td>
</tr>
<tr>
<td><strong>Knowledge Demands (life, content, cultural/literary)</strong></td>
<td>No prior knowledge is needed to understand this text, as the author develops each point through sufficient use of evidence.</td>
<td>![Placement](Too low to mid-2)</td>
</tr>
<tr>
<td><strong>Levels of Meaning (chiefly literary)/Purpose (chiefly informational)</strong></td>
<td>The single purpose of the text is explained by the title: The author’s purpose is to tell readers about Alan Shepard’s life.</td>
<td>![Placement](Too low to mid-2)</td>
</tr>
<tr>
<td><strong>Overall placement Grade 3</strong></td>
<td>Justification: The chronological structure, on grade-level vocabulary, lack of demand for prior knowledge, and singular purpose of this text make it appropriate for grade 3 students.</td>
<td>![Placement](Mid to high 3)</td>
</tr>
</tbody>
</table>
## Question Annotation: Correct Answers and Distractor Rationales

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Correct Answer(s)</th>
<th>Standards</th>
<th>Rationales for Answer Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, Part A</td>
<td>D</td>
<td>RI.3.4, RI.3.1</td>
<td>A. In Text 1, “launched” does not mean “tried a small experiment.” Instead, the word is used to introduce the idea of sending astronauts to space via powerful rockets.</td>
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<td></td>
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<td>B. Although when a person “launches” a project, it means he or she is “beginning something new,” in Text 1 the word is used to introduce the idea of sending astronauts to space via powerful rockets.</td>
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<td>C. Although the astronauts did need to “push bravely forward” as they worked in the new space program, the word “launched” in Text 1 is used to introduce the idea of sending astronauts to space via powerful rockets.</td>
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<td></td>
<td>D. This is the correct answer. The word “launched” in Text 1 is used to introduce the idea of sending, or “launching,” “the first Americans into space” on powerful rockets.</td>
</tr>
<tr>
<td>1, Part B</td>
<td>A</td>
<td>RI.3.4, RI.3.1</td>
<td>A. This is the correct answer. “Two types of rockets” emphasizes the idea of power in that Text 1 explains the rockets were “missiles” and went “very fast” as they were “launched” into space.</td>
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<td></td>
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<td></td>
<td>B. Although one of the “first things NASA did” as an organization was to “launch” the astronauts into space, those words do not help the reader understand the meaning of “launched” as used in Text 1, as they speak only to the order of events.</td>
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<td></td>
<td>C. Although one of the “launched” spacecraft took a “15-minute flight,” those words do not help the reader understand the meaning of “launched” as used in Text 1, as they speak only to how long the mission lasted.</td>
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<td></td>
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<td>D. Although NASA “made the rockets safer” by practicing launches, those words do not help the reader understand the meaning of “launched” as used in Text 1, as they speak to safety measures rather than power of the launches.</td>
</tr>
<tr>
<td>Question Number</td>
<td>Correct Answer(s)</td>
<td>Standards</td>
<td>Rationales for Answer Options</td>
</tr>
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</tbody>
</table>
| 2, Part A       | A                | RI.3.3, RI.3.5, RI.3.1 | A. This is the correct answer. Text 1 says that “Together, Mercury and Gemini prepared NASA for the Apollo program. During Apollo, NASA landed human beings on the moon for the first time,” showing that the information learned from Mercury helped astronauts be prepared for the missions to the moon.  
B. Although Project Mercury helped the astronauts understand how to survive space travel, the project did not expose them to lunar landings so it did not lead to understanding about conditions on the moon that would allow them to explore safely.  
C. Although Deke Slayton was selected to be one of the first seven U.S. astronauts and sickness prevented him from launching, the Apollo program was not created to make up for that lost opportunity.  
D. Although there were some animals on test flights during Project Mercury, humans were also part of the program. Further, Mercury was not solely created as a series of test flights: the astronauts had specific missions to accomplish. |
| 2, Part B       | D                |           | A. “What Spacecraft Was Used for Project Mercury?” focuses on the design of the spacecraft used for the program rather than how the project later led to people traveling to the moon.  
B. “Who Were the Mercury Astronauts?” focuses on the seven astronauts chosen for Project Mercury and their various accomplishments. It does not explain the relationship between Project Mercury and the fact that humans eventually walked on the moon.  
C. “How Did NASA Make Sure Mercury Was Safe?” focuses on test flights early in the mission before astronauts were allowed to travel to space. Although those test missions led to safer space travel, in “Why Was Project Mercury Important?,” Text 1 explicitly states that Mercury was important because knowledge gained during the program led to astronauts being prepared to land on the moon the first time.  
D. This is the correct answer. “Why Was Project Mercury Important?” explains the relationship between Project Mercury and the eventual moon landing: “Together, Mercury and Gemini prepared NASA for the Apollo program. During Apollo, NASA landed human beings on the moon for the first time.” |
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</tr>
</thead>
</table>
| 3               | John Glenn, Scott Carpenter, Gus Grissom, Alan Shepard, Deke Slayton, Gordon Cooper, Alan Shepard, Wally Schirra | RI.3.2, RI.3.1 | John Glenn - First American to orbit Earth: The text states that, “The third person to fly was John Glenn. In 1962, he was the first American to orbit Earth.”
Scott Carpenter – Second American to orbit Earth: The text states that, “The second American to orbit Earth was Scott Carpenter.”
Gus Grissom – Flew the second mission to space: The text states that, “Gus Grissom was the second astronaut to fly in Project Mercury.”
Alan Shepard – First American to travel to space: The text states that, “He was the first American in space.”
Deke Slayton – Flew a later mission in 1975: The text states that, “He flew into space in 1975 on a different mission.”
Gordon Cooper – Flew the last Mercury mission: The text states that, “Gordon Cooper flew on the last Mercury mission.”
Alan Shepard – Walked on the moon: The text states that, “Shepard later walked on the moon during the Apollo 14 mission.”
Wally Schirra – The third Project Mercury astronaut to orbit Earth: The text states that, “The second American to orbit Earth was Scott Carpenter. He flew on Aurora 7. Wally Schirra (Shuh-RAH) was next, on Sigma 7.” |
| 4               | B                | RI.3.5, RI.3.1 | A. “What Spacecraft Was Used for Project Mercury?” focuses on the design of the spacecraft used for the program rather than when NASA started Project Mercury.
B. This is the correct answer. “Who Were the Mercury Astronauts?” focuses on the seven astronauts chosen for Project Mercury and their various accomplishments, explaining that they were chosen almost immediately after NASA was created: “NASA chose seven astronauts for Project Mercury in 1959. It was one of the first things NASA did.”
C. “How Did NASA Make Sure Mercury Was Safe?” focuses on test flights early in the mission before astronauts were allowed to travel to space. Although those test flights came early in the project, the specific mention of 1959 in the previous section provides more information about when NASA started Project Mercury.
D. “Why Was Project Mercury Important?” explains the many benefits of Project Mercury, including the relationship between Project Mercury and the eventual moon landing. It speaks to the results of the project rather than when it started. |
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</table>
| 5               | C                | RI.3.8, RI.3.1 | A. Although the Romans worshipped a god named Mercury, the text does not say they were interested in space travel. Additionally, the building of missiles for the military was not intended to lead to space travel.  
B. Although missiles were fast, the military did not get their design ideas from the name of a Roman god.  
C. This is the correct answer. Missiles are fast, which is why they were used to launch spacecraft. And Project Mercury was named after a Roman god who was very fast, further developing the idea that rockets were meant to get astronauts to space quickly and powerfully.  
D. Although the Romans had a god named Mercury, the text does not imply they were the first to think about space travel. |
| 6               | D, F             | RI.3.8, RI.3.1 | A. Although staying in one’s seat would likely keep an astronaut safe, the sentence is not used to develop the idea that rockets needed to be tested.  
B. Although the first rocket in space was the seventh one made, showing that others were tested prior to the first successful launch into space, the sentence does not explain why it was important to test the rockets.  
C. Although there was a 15-minute flight, it was not a test flight but rather an actual launch with an astronaut.  
D. This is a correct answer. The Mercury capsule on the first Atlas rocket exploded, showing space travel could be dangerous. Therefore, the rockets needed to be tested before humans could safely use them for space travel.  
E. Although animals were used during the tests of the rockets, this sentence does not explain why they were an important part of testing, or why testing the rockets was important.  
F. This is a correct answer. Although the animals made it safely back to Earth, this sentence does not explain why it was important to test the rockets before humans could use them for space travel. |
| 7               | B                | RI.3.2, RI.3.1 | A. Although there were seven human astronauts involved in Project Mercury, and each man named his own spacecraft, that is not the main idea of Text 1.  
B. This is the correct answer. Because of the astronauts involved in the first space program, Project Mercury, much was learned about space and space travel.  
C. Although it is likely that the first astronauts had a dangerous job, that danger was not the main idea of Text 1.  
D. Although animals were used to test the first rockets, this is a detail that supports the main idea that Project Mercury was a learning experience for NASA. |
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</table>
| 8, Part A       | C                 | RI.3.4, RI.3.1 | A. Although a person, to disprove a previous belief, might study a subject while exploring, the word “exploration” in Text 2 is not used in that manner. There is no mention of disproving prior beliefs.  
B. Although research most likely happens during “exploration,” exploration is not meant to prepare a person to speak about a topic.  
C. This is the correct answer. “Exploration” is the act of going to an unfamiliar area to make new discoveries or learn more about it.  
D. Although sometimes teams of experts go on an “exploration,” leading the team isn’t the same as exploring, or going to a new area to learn new things. |
| 8, Part B       | B                 | RI.3.5, RI.3.1 | A. This sentence was included in Text 2 to explain Shepard’s role during a space mission and does not show him actually exploring.  
B. This is the correct answer. When Shepard and Mitchell went for moonwalks, few had ever been on the moon. Therefore, they were “exploring” a new and unfamiliar area to learn more about it.  
C. This sentence tells what Shepard did after he finished exploring space. It does not show him participating in “exploration.”  
D. This sentence also explains what Shepard did after he finished exploring space. It does not show him participating in “exploration.” |
| 9               | A                 | RI.3.5, RI.3.1 | A. This is the correct answer. “What Was Shepard’s Early Life Like?” describes what happened in Shepard’s life before he became an astronaut and explains what prepared him for being able to fly to space.  
B. “What Happened on Alan Shepard’s First Spaceflight?” focuses on the first time Shepard went to space, but the section does not explain what events led to him becoming an astronaut.  
C. “What Happened on Alan Shepard’s Second Spaceflight?” focuses on the second time Shepard went to space, but the section does not explain what events led to him becoming an astronaut.  
D. “What Happened After Shepard’s Second Spaceflight?” explains what life was like after Shepard had finished all of his missions to space, but the section does not explain what events led to him becoming an astronaut. |
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</table>
| 10              | B                 | RI.3.7, RI.3.1 | A. Although the photograph shows the complete spacecraft, it does not indicate where the astronauts sat during each mission.  
B. This is the correct answer. Text 2 describes the Freedom 7 as launching on a Redstone rocket, and that that particular type of rocket had been designed originally as a missile. The photograph helps the reader understand what rockets looked like during the early days of the space program.  
C. The photograph shows the rocket launching, not landing.  
D. The photograph does not provide details about whether Shepard’s mission was a success. |
| 11, Part A      | C                 | RI.3.2, RI.3.1 | A. Although it is likely that Shepard’s work on the moon led to a better understanding of gravity, that is not a main idea of Text 2.  
B. Although it is likely that Shepard had to be brave as a soldier during the war, the main idea of the text isn’t how this bravery played out during his time as an astronaut.  
C. This is the correct answer. Text 2 explains both of Shepard’s successful missions to space and then discusses how he continued to contribute to the space program in other ways after his space missions had been completed.  
D. Although Shepard did complete two missions to space, he made many other contributions as well when he worked at NASA later. Those contributions are important to the main idea of the text: Shepard had a long and successful career in the space program. |
| 11, Part B      | D                 |           | A. These two sentences only tell about part of Shepard’s accomplished career and do not develop the main idea as well as option D, which speaks to not only his missions in space but his life after those missions were completed.  
B. These two sentences provide information about Shepard’s early life rather than establishing the main idea that he had a long and successful career in the space program.  
C. These two sentences provide information about one experiment Shepard did while walking on the moon. It does not provide support for the idea that his career in the space program was long and successful.  
D. This is the correct answer. These two sentences mention both Shepard’s successful career as an astronaut as well as how he continued to help the space program after those missions were complete. |
<table>
<thead>
<tr>
<th>Question Number</th>
<th>Correct Answer(s)</th>
<th>Standards</th>
<th>Rationales for Answer Options</th>
</tr>
</thead>
</table>
| 12              | C                 | RI.3.9, RI.3.1 | **A.** Both texts provide the same level of detail about what spacecraft Shepard flew as part of the Mercury Project.  
**B.** Both texts clearly state Shepard was the first man in space. Text 1 rather than Text 2 provides information about animals traveling to space before Shepard.  
**C.** This is the correct answer. Text 1 only mentions that Shepard “later walked on the moon,” but Text 2 describes some of his actions taken during the walk (e.g., collecting moon rocks, hitting golf balls).  
**D.** Both texts mention that Shepard’s first flight lasted about 15 minutes. |
| 13              | See right column. | W.3.4, W.3.1, RI.3.9, RI.3.1, L.3.3, L.3.2, L.3.1 | A top-score response may include the following details:  
**Text 1:**  
- NASA learned much about improving spacecraft. Test flights “let NASA find and fix problems.” For example, the first Atlas rocket exploded, and the first Mercury-Redstone launch didn’t lift off. “NASA made the rockets safer.” Monkeys and chimps were also used to make space travel safer. (paragraph 12) Also, in paragraph 15, we learn that because of the Mercury program and the lessons learned, the Gemini, a later spacecraft, had “room for two astronauts.”  
- In paragraph 14, the article states “NASA learned how to put people in orbit.” “It learned how people could live and work in space.” “It learned how to fly a spacecraft.” All of these lessons were then used in “later space projects.”  
- Without the lessons learned from early missions like Mercury and Gemini, we could not have landed on the moon during Apollo missions. (paragraph 15)  
**Text 2:**  
- NASA learned humans could survive in space when Alan Shepard flew “116 miles high” and “came back down.” (paragraph 3)  
- On Apollo 14, Shepard and Edgar Mitchell “collected more than 100 pounds of moon rocks” to be studied. (paragraph 5) We know that those rocks would be returned to Earth to be studied.  
- Shepard and Mitchell did science experiments while on the moon’s surface. (paragraph 5)  
- They also did an experiment about the moon’s gravity when Shepard hit a golf ball. (paragraph 5)  
- Shepard used his knowledge to later work as the head of the Astronaut office, which helped later space travelers. (paragraph 6)  
- Shepard used his knowledge to support space exploration even after he left NASA. (paragraph 5) |
Additional Resources For Assessment and CCSS Implementation

Shift 1 – Complexity: *Regular practice with complex text and its academic language*

- See Appendix B for examples of informational and literary complex texts
  [http://www.corestandards.org/assets/Appendix_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)
- See the Text Complexity Collection on [www.achievethecore.org](http://www.achievethecore.org)

Shift 2 – Evidence: *Reading, writing, and speaking grounded in evidence from text, both literary and informational*

- See Close Reading Exemplars for ways to engage students in close reading on
  [http://www.achievethecore.org/steal-these-tools/close-reading-exemplars](http://www.achievethecore.org/steal-these-tools/close-reading-exemplars)
- See the Basal Alignment Project for examples of text-dependent questions
  [http://www.achievethecore.org/basal-alignment-project](http://www.achievethecore.org/basal-alignment-project)

Shift 3 – Knowledge: *Building knowledge through content-rich nonfiction*

- See Appendix B for examples of informational and literary complex texts
  [http://www.corestandards.org/assets/Appendix_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)

Sample Scoring Rubric for Text-Based Writing Prompts:
[http://achievethecore.org/content/upload/Scoring_Rubric_for_Text-Based_Writing_Prompts.pdf](http://achievethecore.org/content/upload/Scoring_Rubric_for_Text-Based_Writing_Prompts.pdf)
MAAP Writing Rubric

Scoring Guide

January 2019

Division of Literacy
Office of Elementary Education and Reading
601-359-2586

Mississippi Department of Education

VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
State Board of Education Goals  FIVE-YEAR STRATEGIC PLAN FOR 2018-2022

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Session Goals

- Explain the Purpose of the Writing Rubric
- Discuss the Standards (Domains) of the Writing Rubric
  - Development of Ideas (4 points)
  - Writing Organization (4 points)
  - Language Conventions of Grammar and Usage (2 points)
  - Language Conventions of Mechanics (2 points)
- Apply the Rubric to Annotate Student Responses
- Deconstruct the Prompt
Writing Rubric

The Purpose

- The writing rubric is *holistic* in nature.

To use the rubric effectively, understand that each score point under each component has multiple parts. A student may, for example, “demonstrate evidence of planning and a purposeful, logical progression of ideas,” which falls under score point 4 in Writing Organization, but only constructs a “basic introduction and conclusion,” which falls under score point 3 in Writing Organization.
Writing Rubric Purpose

• The writing rubric is *holistic* in nature.

When assigning a 3 in development, the response does not need to do everything in the “3 box.” *Remember, the rubric IS NOT a checklist.* The passage may fit some items in the “4 box” and some in the “2 box,” but it may “fit best” in the “3 box.”

The scorer must determine in which score point the student response best fits *overall.*

Writing Rubric Purpose

• The MAAP Rubric is used to score multiple genres of writing across multiple grade levels.

• The rubric will be used to score opinion and argumentative writing, informative writing, and narrative writing of students in grades 3-8 and English II (End of Course).
Writing Rubric Standards (Domains)

Development

**Development of Ideas:** Content of the writing. *The what that is written.*

- Does this essay/response answer the question/prompt? How well?
- Does the student understand the task?
- Does the student pull relevant information (evidence/\textit{reasoning}) from the passage?
  - \textit{Reasoning}: Own original ideas or explanation of the cited evidence
Writing Rubric Standards (Domains): Development

Highlight the following key words in your rubric:

4: The writing is clear, consistently focused, and shows a complete understanding of the given task. Ideas are fully developed by using logical and convincing reasoning, well-chosen evidence from the text, and details that are specific, relevant and accurate based upon the text.

- Very specific response to the prompt – give examples and explain the connection to the text
- Develops each part of the prompt (some will have 2 parts)

Sample Annotations:

- The writing of the essay is clear, consistently focused, and shows a complete understanding of the given task. In each paragraph body, the writer provides specific examples to address the prompt. The student fully develops the ideas using well-chosen evidence, in addition to logical and convincing reasoning.
- The writing is clear and consistently focused. The student uses well-chosen evidence from the text and details that are specific, relevant, and accurate. 4s do not need to be perfect, but detailed, convincing, and logical.
- The student demonstrates a complete understanding of the task and maintains a consistent focus, uses detail to show the importance or reasoning. The ideas are fully developed using logical and convincing reasoning and details that are specific, relevant, and accurate. Well chosen, relevant evidence from the text.
Writing Rubric Standards (Domains): Development

Sample Annotations:
• There is a complete understanding of the given tasks in this essay. The student’s writing remains consistently focused on the idea. The student gives specific and relevant examples throughout essay. Ideas are fully developed by using logical and convincing reasoning.
• This response is consistently focused on both parts of the prompt with well-chosen and relevant evidence from the text. The ideas are fully developed using logical and convincing reasoning.
• This response is well-developed by giving a personal opinion of the task and then providing several examples from the text with supporting evidence. A summary is provided in the conclusion supporting the writer’s opinion.

Highlight the following key words in your rubric:

3: The writing is generally clear and focused, and shows a general understanding of the given task. Ideas are adequately developed by using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are, for the most part, relevant and accurate based upon the text.

• May develop both or 1 part of a 2-part prompt; May get off track, but regain focus
Writing Rubric Standards (Domains): Development

Sample Annotations:
• Student shows a complete understanding of the task by evaluating the author’s effectiveness in a clear and focused way using logical and independent reasoning. The understanding of the task is more consistent with a “4”, while the use of evidence was more consistent with a “2”. A “3” therefore, is the most appropriate score in development.
• The response is generally clear and focused on the task and touches on both pieces of what is being asked in the prompt. While there is an inaccuracy, the essay was seen as better than a “2” in Development due to adequate amounts of reasoning and the use of appropriate evidence.
• The response began as a summary but ended with adequate development and reasoning. Details were relevant and accurate.

Writing Rubric Standards (Domains): Development

Sample Annotations:
• The evidence that the student selected is sufficient and appropriate, and the ideas are adequately developed. The student was missing some analysis of what the prompt asked regarding the author.
• The response logically uses several details to support cited text and provide appropriate evidence from the text.
• Consistent understanding of the task. Several examples from the text are stated. Logical reasoning provides support for the evidence that is cited.
Writing Rubric Standards (Domains): Development

Highlight the following key words in your rubric:

2: The writing is **vague** and shows only **partial understanding** of the given task. Ideas are **somewhat developed** by using **some reasoning** and **some evidence** from the text and descriptions and **details that may be irrelevant** may be merely listed. And may or may not be found in the text. Summary or restating evidence without providing reasoning.

- “Quote stacking”
- May address 1 of the 2 parts; Contains some reasons, some evidence
- Restates evidence with no analysis

Sample Annotations:

- Demonstrates understanding of the passage but does not answer prompt to entirety. Ideas are somewhat developed, using some reasoning and some evidence. The response therefore demonstrates a partial understanding of the task.
- Student failed to adequately develop the ideas. Evidence is mostly listed, with little reasoning behind it. Some statements contribute little to explaining the effectiveness of the author’s argument.
- Response demonstrates partial understanding of the task (using detail to show the importance) and provides some evidence and logical reasoning. The development is not adequate and there is no mention of how the author… (answers the prompt).
- There are details from the text and the response is somewhat developed. However, the writing does not support the reasoning for the details.
- Some details that are inaccurate and irrelevant. Focus on the prompt is limited.
- Personal details with some reasoning that is not found in text.
Writing Rubric Standards (Domains): Development

Highlight the following key words in your rubric:

1: The writing is **unclear** and shows a **lack of understanding** of the given task. Ideas are developed with **limited** reasoning, **little to no evidence** from the text, and descriptions and details that are **irrelevant and/or inaccurate**.

- Address prompt minimally
- Limited, not sure of understanding (if there is a hint of understanding, that separates it from a 0)
- “Copying with intent”: copying/selecting a part of the passage that specifically addresses the content of the prompt

Sample Annotations:

- A hint of responding to the prompt is present. The writer demonstrates an understanding of the task and provides relevant evidence from the text to support the claim; however, only 2 sentences are original. There is no reasoning present to support the claim or evidence.
- **Relevant** piece of evidence from the text was provided. The writing is unclear and shows a lack of understanding of the prompt. The details are inaccurate or irrelevant.
- Appears that the student is referencing a character in the story that does not support the prompt or claim. Some evidence provided is irrelevant, and there is limited reasoning.
**Writing Rubric Standards (Domains): Development**

**Sample Annotations:**
- There is some understanding of the task in the introduction and conclusion, but does not provide any reasoning to develop the ideas. The middle two paragraphs in the response are a summary with details that are mostly irrelevant.
- The response is unclear in developing and understanding of the task, and provides personal comments that limit supporting details, some of which are irrelevant.
- General comments about the passage and does not address the focus of the task. This makes the response unclear and shows minimal understanding.
- Reasoning does not support the prompt, which asks “why?”

**Highlight the following key words in your rubric:**

**0:** The writing is unclear, shows no understanding of the given task, and uses no reasoning with little to no evidence from the text and descriptions and details that are irrelevant and/or inaccurate.
- Retelling of the passage without responding to the prompt
- No understanding of the task
- Read the passage, but not the prompt
- Copies from passage (with a few words changed)
Writing Rubric Standards (Domains): Development

Sample Annotations:
• The response lacks any connection to the prompt. There is no evidence from the text. The writer read the passage, but I cannot tell if they read the prompt.
• The writer almost completely copies the prompt with a few different phrases.
• The response is lacking any connection to what is being asked in the prompt. It refers to the passage, but is irrelevant and is insufficient to show any understanding of the task.
• The writer does not answer the prompt. One detail is noted, but not supported or explained.

Scoring Guide

Annotating Session Activity

“When writing your essays, I encourage you to think for yourselves while you express what I’d most agree with.”
Turn and Talk

Not all (4s, 3s, 2s, 1s, 0s) responses will look alike.

What does the following statement mean?

“There are many rooms in a house. Each room looks different. For example, a “4” has a basement and a master bedroom.”

Writing Rubric Standards (Domains)

Organization
Writing Rubric Standards (Domains): Organization

**Organization: How the student writes.**
- Evidence of planning and progression of ideas
- Transitions: How do students connect their sentences and paragraphs (frequent and effective OR lacking)?
- Introduction and Conclusion
- Different ways to organize a response. Is the organization effective?
  - Introduction, body, conclusion
  - Thesis may be stated in conclusion

Highlight the following key words in your rubric:

4: The writing demonstrates evidence of planning and a **purposeful, logical progression** of ideas that allows the reader to **easily follow** the writer's ideas. Words, clauses, and **transitions are used frequently and effectively** to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an **effective introduction and conclusion** that contribute to cohesiveness and clarity of the response.

- Wholeness, easily flows, seamless, smooth, purposeful
- Formulaic (predictable: first, next, then, last) writing should transition to phrases in the upper grades (4th). 3rd grade responses may use temporal words.
Sample Annotations:

- This response shows evidence of purposeful planning. The writer is able to effectively transition within paragraphs, as well as between paragraphs, which allows the response to flow smoothly. The strong introduction and conclusion contribute to the essay’s cohesiveness and sense of wholeness.
- Evidence of planning is clear in this student response. The response includes an introduction and conclusion that contribute to the cohesiveness of the writing. Transitions are used to not only connect ideas, but also to connect paragraphs. Additionally, the quotations used are carefully linked to the ideas being presented.
- An effective introduction and conclusion, a variety of effective transitions between paragraphs, and a purposeful, logical progression of ideas, all contribute to the score of “4” in organization. There is evidence of planning and the reader can easily follow the writer’s ideas.

Sample Annotations:

- There is a purposeful and logical progression of ideas being presented. Effective transitions, which are not formulaic, are used to connect paragraphs and ideas within those paragraphs for the reader. The introduction and conclusion are effective and contribute to the overall cohesiveness of the response.
- There is evidence of planning with a purposeful progression of ideas. Word choice allows for clarity of ideas. The introduction and conclusion provide effective cohesiveness of the ideas presented.
- The response is a good example of logical progression of ideas. An introduction, several transitions, and the conclusion add to the clarity of the writer’s response.
Writing Rubric Standards (Domains): Organization

Highlight the following key words in your rubric:

3: The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer’s ideas. Words, clauses, and transitions are used effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an introduction and conclusion that contribute to the cohesiveness of the response.

- Easily followed
- Has a paragraph or part that gets off track, but gets back on track
- Transitions are effective, but may be generic or repetitious

Writing Rubric Standards (Domains): Organization

Sample Annotations:

- Evidence of planning and a logical progression of ideas are present, although the introduction and conclusion are fairly basic and do not contribute much to the overall cohesiveness. Ideas within the body are somewhat connected with the use of repetitive transitions, yet the response is fairly easy for the reader to follow the ideas being presented.
- There is evidence of planning with a progression of ideas that makes the essay easy to follow. Transitions (connective and less formulaic) are effective in connecting ideas, while the introduction and conclusion contribute to the overall cohesiveness of the response.
Sample Annotations:
• There is evidence of planning and a progression of ideas. Transitions are used frequently and effectively and help contribute to the overall flow of the essay. The introduction and conclusion add to the cohesiveness of the response.
• The introduction and conclusion, though somewhat basic, contribute to the cohesiveness of the response. There is evidence of planning and a progression of ideas, and transitions are used effectively.
• Evidence of planning is shown with use of an introduction and conclusion that summarizes. The use of transitions adds to the flow of ideas.

Highlight the following key words in your rubric:

2: The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer’s ideas. Words, clauses, and transitions are used somewhat consistently to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains a basic introduction and conclusion that contribute to cohesiveness that may be formulaic in structure.

• Basic: Canned introduction and conclusion; not original: “I’m going to tell you 3 things, Here are those 3 things, I just told you 3 things.”
**Writing Rubric Standards (Domains): Organization**

**Sample Annotations:**

- A simple introduction sentence and concluding sentence are used to contribute to the cohesiveness of the response. Transitions are also employed to help the reader follow the progression of ideas.
- The organization of this essay is a bit formulaic (“Here’s a quote, now here’s some commentary”) with transitions being used somewhat consistently between paragraphs. There is a basic introduction and conclusion as well as progression of ideas.
- The progression of ideas is not always logical, and transitions are only somewhat effective. The response contains a weak introduction and lack of conclusion, but there is some evidence of planning. *Do not just look for transitions, look for clarity of transitions.*

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**Writing Rubric Standards (Domains): Organization**

**Sample Annotations:**

- The essay contains a basic introduction and conclusion with some logical progression of ideas. The transitions are a bit formulaic but are used somewhat consistently to clarify a relationship between ideas.
- There is some logical progression of ideas. The writer uses some transitions to organize the flow of ideas and includes a brief introduction and conclusions.
- There is evidence of planning with some logical progression. The use of transitions and the conclusion are limited.
- Some logical progression of ideas is present, but the writer is mostly listing events. The introduction and conclusion are basic and provide some cohesion.
Highlight the following key words in your rubric:

1: The writing prompt shows an attempt at planning, but the progression of ideas is not always logical, making it more difficult for the reader to follow the writer’s message or ideas. Words, clauses, and transitions are used sparingly and sometimes ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an introduction and conclusion that are inappropriate and/or disconnected, resulting in a lack of cohesiveness and clarity.

- Retelling/summary in the same order it was told
- Introduction and conclusion do not pertain to the task or body of the essay
- Introduction with no plan or direction
- Sentences that are somewhat connected, but lacking transitions
- Stream of consciousness writing with no plan or direction

Sample Annotations:

- The introduction paragraph is somewhat scattered and irrelevant to the second paragraph, which actually deals with the questions posed in the prompt. Transitions are not employed to help the reader connect ideas and follow the writer’s thought.
- An attempt at planning is present, but this essay goes off track. The introduction and conclusion are not connected, resulting in a lack of cohesiveness and clarity. In addition, the essay is missing effective transitions.
- This response lacks both an introduction and conclusion and contains few transitions. Although it is not easy to follow, there is some progression of ideas. There is, however, an attempt at planning.
Sample Annotations:
• A simple introduction statement and conclusion are present which minimally contribute to the cohesiveness. Transitions are used sparingly, but the reader is able to follow the writer’s ideas.
• The text lists details of an event but does not provide logical progression to clearly follow the writer’s message.
• An attempt is made to organize ideas, but the writer only lists and summarizes the activities with no specific details to support the task.
• Some attempt is made to organize, but lack of details leaves little to organize.
• There is no introduction, conclusion, or use of transitions.

Highlight the following key words in your rubric:
0: The writing lacks evidence of planning (random order) or a progression of ideas, making it difficult for the reader to follow the writer’s message of ideas. Words, clauses, and transitions are lacking or used ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. There is a lack of an introduction and/or conclusion resulting in a lack of cohesiveness and clarity.
• Cannot keep track of what they are writing no matter how many times you reread it
• Random thoughts on the topic with no cohesion
• 1 sentence essay
Writing Rubric Standards (Domains): Organization

Sample Annotations:
• Lacks evidence of planning and a progression of ideas. Most of the sentences appear to be in random order, making the response difficult to follow. A weak introduction sentence, lack of conclusion, and stream of consciousness writing.
• There are no transitions, no specific introduction, or conclusion. There is no cohesiveness. The response lacks evidence in planning; difficult to read.
• Writing is random and disjointed making it difficult to follow. Transitions are used ineffectively and in a redundant manner.
• Ideas are presented in a fragmented manner, resulting in difficulty in understanding the writer’s intent.
• Several ideas from the text are repetitious and unclear. Transitions are not present resulting in an ineffective progression of ideas.

Writing Rubric Standards (Domains): Organization

• The two domains (Development and Organization) influence each other to a degree but are scored separately.

• It is possible that the student is a good writer, able to organize ideas... but shows only a partial understanding of the task and uses irrelevant details (students organization score may be higher than the development score).

• Scores are often the same OR similar (1 point difference).
Writing Rubric Standards (Domains): Organization

Keep time restrictions in mind; A well written response may compensate for lack of a conclusion. 

*Essays are like a road between points A and B* (beginning to the end).

- 0: Takes you off of the road and into the ditch; may likely end up in a field and never make it to point B
- 1: Bumpy road; gravel road; a road you would not want to be on for long
- 2: 2-lane road with twists and stops, but gets you to where you are going
- 3: 4-lane highway, some yield signs and merging, but comfortable drive overall
- 4: Freeway; you are the only one on the road, smooth ride from start to finish

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Scoring Guide

Annotating Session Activity
Turn and Talk

• Explain how a writer could receive a 1 in Development and a 3 in Organization.

• Provide evidence from the writing rubric.

Writing Rubric Standards (Domains)

Language - Grammar
Writing Rubric Standards (Domains): Grammar

**Grammar**
- Tone, word choice, sentence structure, grammar
- Wrong word, missing word, extra word
- Tense and agreement errors
- Homonyms – to/too/two or there/their/they’re
- Run-on sentences, awkward sentences, fragments
- Regional Dialects – gonna, coulda, fixin’

Highlight the following key words in your rubric:

2 – The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful. Sentences are fluent and varied in length and structure. *The writing may contain a few minor errors in grammar and usage, but they do not interfere with meaning.*

- Sprinkling of errors
Writing Rubric Standards (Domains): Grammar

Sample Annotations:
• The writing contains a few minor errors in grammar and usage. There is not a pattern of errors, and the errors that are present do not impede meaning. Sentences are varied in length (i.e. grade appropriate standard L.1) and structure, and the tone is appropriate.
• Sentences are well constructed and maintain an appropriate tone. A few errors in grammar do not interfere with meaning.
• Sentences are fluent and varied. Word choice is effective.
• Good use of complex sentence structure and use of quotes is evident in this response. Word choice is precise which supports the clarity of writing.
• Sentence structure varies in length and fluency. A few word omissions are evident but do not impede meaning.
• Word choice is adequate, and the sentence structures show variety. Minor errors in sentence length do not impede meaning.

Highlight the following key words in your rubric:

1 – The writing maintains a tone inappropriate to task, purpose, and/or audience. Word choice is limited, clichéd, and repetitive. Sentences show little or no variety in length and some structure, and some may be awkward leading to a monotonous reading. The writing may contain a pattern of errors in grammar and usage that occasionally impedes meaning.

• Word choice – effective or limited (Sentences accurate, but below grade level)
• Pattern of errors
Writing Rubric Standards (Domains): Grammar

Sample Annotations:
• Although the student does some things right, a pattern of grammar and usage errors (there/they’re/their or “an” instead of “in”) is present.
• There are a number of tense errors, agreement errors, and misuse of words. Errors in sentence construction include fragments.
• The response includes incorrect word choice and errors in sentence construction. The meaning is only occasionally impeded.
• There are run-on sentences and subject-verb agreement issues, along with poor sentence structure.
• One long run-on sentence, in addition to another failed attempt at complex sentence structure, makes the essay awkward to read.
• Sentence structure and word choice are simple (lack variety), with some words missing.

Writing Rubric Standards (Domains): Grammar

Highlight the following key words in your rubric:

0 – The writing fails to maintain tone appropriate to task, purpose, and audience. Words are functional and simple and/or may be inappropriate to the task. The sentences may contain errors in construction or are simple and lack variety, making the essay difficult to read. The writing may contain egregious errors in grammar and usage that impede meaning.

• Lengthy responses have few noticeable errors (errors in a brief response stand out)
Writing Rubric Standards (Domains): Grammar

Sample Annotations:
- There is no evidence of sentence structure in this response. It contains egregious errors in grammar and usage that impede meaning, making it practically unreadable.
- Errors in sentence construction include subject-verb agreement, verb tense, and incorrect words. There is no evidence of accurate sentence construction. There are multiple incorrect choices of vocabulary usage.
- Errors impede meaning, making it difficult to read.
- Word choice inhibits understanding of the meaning of essay. Numerous run-ons and failed attempts at complex sentences make the essay difficult to understand.
- Limited word choices and run-ons makes original sentences difficult to read. The majority of text is paraphrased also adding to the confusion and lack of clarity.
- Sentence structure and word omission errors are numerous and impeded the meaning of the response.

Scoring Guide

Annotating Session Activity
Writing Rubric Standards (Domains)

Language - Mechanics

Writing Rubric Standards (Domains): Mechanics

**Usage of Mechanics**

1. **Punctuation** (Beginning and ending, quotation marks)
2. **Capitalization** (Capitalization of proper nouns, words that should not be capitalized, “I”)
3. **Spelling**

Additional notes:
- Do not use the symbol “&” instead of “and”
- Do not use text speech: “U” instead of “you”
- Do not separate a compound word: “News paper” or “Her self”
- Do not use extra spaces or missing spaces between words (minor error)
Writing Rubric Standards (Domains): Mechanics

Highlight the following key words in your rubric:

2 – The writing demonstrates a **consistent command** of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a **few minor errors** in mechanics but they do not interfere with meaning.

- Grade appropriate “high frequency” words should be spelled correctly (higher level misspelled words are minor)
- A few missing commas in a full page essay would be “minor.”

Sample Annotations:

- A few spelling errors and occasional punctuation errors do not interfere with the writer’s meaning.
- Minor errors for a lengthy response do not impede meaning.
- There is consistent command of conventions.
- Minor errors in punctuation do not impede the meaning.
- Good command of conventions, especially for punctuation.
- Some misspellings and minor capitalization errors are present, but they do not impede meaning.
- Minor errors in spelling and capitalization do not impede the meaning of text.
Highlight the following key words in your rubric:

1 – The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a pattern of errors in mechanics that occasionally impedes meaning.

Sample Annotations:

- Errors in spelling are present. Writer did not capitalize “I” or proper nouns. The pattern of errors, however, does not impede meaning.
- The response includes many spelling errors. The writer demonstrates end punctuation and capitalization. The pattern of errors shown does not interfere with the meaning.
- The writer controls end punctuation, along with most capitalization, and also attempts the use of quotation marks.
Writing Rubric Standards (Domains): Mechanics

Highlight the following key words in your rubric:

0 - The writing demonstrates very limited command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain egregious errors in mechanics that impede meaning.

• Nearly unreadable
• Only capitalizes the first word in response
• Does not capitalize “I”, no punctuation

Writing Rubric Standards (Domains): Mechanics

Sample Annotations:
• There is a complete lack of capitalization and punctuation. Many spelling errors are so egregious that they cannot be fixed with certainty (thereby impeding meaning).
• No evidence of punctuation or capitalization shown in this response.
• There is a limited command of conventions. Commas are misused.
• Misspelled words in this brief entry impede the meaning.
• Many misspelled grade level words and punctuation errors (lack of) impeded the overall meaning of text.
**Annotating Session Activity**

**Turn and Talk**

- Explain the difference in Grammar and Mechanics.
- What are the 3 focus words for Mechanics?
- What is considered a “pattern” of grammar errors?
- In what category could the writer receive a low score for “quote stacking”? How is “quote stacking” different from “copying with intent”? 
- Explain the difference between evidence and reasoning.
Scoring Guide

Scoring Tips:
• Density of errors vs. number of errors (5 misspelled words in a 5-sentence essay is scored lower than 5 misspelled words in a page essay)
• Original language vs. copied language (students do not get credit for copied language, but if they copy and have an error, that IS counted as a spelling error)
• Holistic scoring – where does the essay best fit in each domain?
• Good “rough drafts”
• Scorers look for what the student has done right (be fair instead of generous)
• Behind every response is a student
Scoring Guide

• 10% of responses are a required “2nd read”
• If 2 scorers disagree, the team leader’s score is the final score
• All 0s have a “2nd read”
• “1st read” is the final score of record if there is a 1-point difference between 2 scorers.

Questar Range Finding

The Process
What does “range finding” entail and **WHY IS IT IMPORTANT?**

- 5-7 Mississippi teachers per grade level determine what a 4-3-2-1-0 should look like in each area for the prompt
- Survey is sent out via DTC listserv, ELA listserv, and Curriculum Coordinator listserv
- Even distribution of (4) congregational districts, males and females, race
- Attempt to only choose 1 person per district

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**Questar Range Finding**

- Committees use student responses to determine where the “lines will be drawn” between scores:
  - What makes this paper a 4 in development?
  - What has the writer done to earn a 2 in mechanics?
  - What kept this paper from being a 3 in organization?
- The scored responses are then used to create the training materials and scoring guide for the scorers.
Writing: Whatever it T.A.K.E.S.

Deconstruct the Prompt

Breaking Down the Writing Prompt: Whatever it TAKES!

- **What type of writing?**
  - Opinion
  - Narrative
  - Informational
- **What is being asked?**
  - Look for verbs: Explain, Analyze, Write
- **What are the keywords?**
  - Find those in the prompt
  - Underline or highlight them
  - Make sure to address them!
- **What evidence can you find?**
  - Look for evidence in the text that helps answer the prompt
- **What do you say?**
  - Determine your answer
  - Restate the prompt within your answer

Created by Jan Collier and Sarah Webb
5 Steps to Deconstruct the Prompt

• Read the prompt.
• Circle the action verbs: identify, analyze, explain, describe, argue, etc.
• Underline the details that follow the verbs to clarify the task.
• Look for the evidence in the text that helps answer the prompt.
• Restate the prompt with your response.

Deconstruct the Prompt: Activity

You have just read the passage “Prairie Dogs.”

Prompt A: Explain how a prairie dog is similar to and different from the kind of dog people keep as pets. Use examples from the text to support your explanation.

Prompt B: Imagine that you are a prairie dog. Write a story about a day in your life from a prairie dog’s point of view. Use details from the text to help you write your story.

Prompts taken from: Writing to Texts by Newmark Learning
Textual Evidence and Reasoning

- **Textual Evidence** is information from the text used to support an idea, answer a question, or make a claim.
- **Reasoning** describes why the evidence is relevant in supporting an idea, question or claim.

Say-Mean-Matter Strategy

<table>
<thead>
<tr>
<th>Say</th>
<th>Mean</th>
<th>Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the text say? (Text-evidence)</td>
<td>What does this mean? “Read between the lines”</td>
<td>Why is it important? Why does it matter?</td>
</tr>
</tbody>
</table>
Textual Evidence and Reasoning

It's as easy as 1, 2, 3 ...

1. Restate the prompt with an answer.

2. Text Evidence + Text Terms
   - According to “article title”...
   - The author stated...

3. What does it mean? Why does it matter?

Textual Evidence and Reasoning

Common Text Terms

On page_ it said… I know because…

The author writes… I think because…

An example… According to the text…

In the text it said… The author stated…
OSA (Office of Student Assessment) Resources

- 3rd Writing Samples/Guide:
  https://districtaccess.mde.k12.ms.us/studentassessment/Public%20Access/State
  wide_Assessment_Programs/MAAP-
  Mississippi%20Academic%20Assessment%20Program/ELA%20Rubric%20Guid
  e/Writing%20Guidance/Grade_3_Annotated_Writing_Sample.pdf

- 4th Grade Writing Samples/Guide:
  https://districtaccess.mde.k12.ms.us/studentassessment/Public%20Access/
  Statewide_Assessment_Programs/MAAP-
  Mississippi%20Academic%20Assessment%20Program/ELA%20Rubric%20G
  uide/Writing%20Guidance/Grade_4_Annotated_Scoring_Sample.pdf

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Breaking Down the Writing Prompt: Whatever it TAKES!

What type of writing?
- Opinion
- Narrative
- Informational

What's being asked?
- Look for verbs:
  - Explain
  - Analyze
  - Write

What are the keywords?
- Find these in the prompt
- Underline or highlight them
- Make sure to address them!

What evidence can you find?
- Look for evidence in the text that helps answer the prompt

What do you say?
- Determine your answer
- Restate the prompt with your answer.

Created by Jan Collier and Sarah Webb
K-12 Mississippi Academic Assessment Program (MAAP) Writing Rubric

SCORING GUIDANCE DOCUMENT

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child
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This document was developed to assist teachers with delivering effective writing instruction by providing tips and sample annotations for each MAAP ELA Writing Rubric domain. An annotation is a note of explanation or comment added to a text, and scorers provide annotations to justify assigned scores and to ensure interrater reliability. (Note: Some annotations were modified to exclude identification of specific writing prompts.)

**Purpose of the Rubric:**
The MAAP English Language Arts (ELA) Writing Rubric is used to score multiple genres of writing across multiple grade levels on statewide assessments. The rubric is used to score opinion and argumentative writing, informative writing, and narrative writing of students in grades 3-8 and English II.
Development of Ideas

The **WHAT** that is written

<table>
<thead>
<tr>
<th>Standard ID</th>
<th>Standard</th>
<th>Score of</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4 points</td>
</tr>
<tr>
<td>W.1-3</td>
<td>Development of Ideas</td>
<td>The writing is clear, consistently focused, and shows a complete understanding of the given task. Ideas are fully developed by using logical and convincing reasoning, well-chosen evidence from the text, and details that are specific, relevant, and accurate based upon the text.</td>
</tr>
</tbody>
</table>
## Development of Ideas: The WHAT that is written

| Tips for Writing Instruction | Score: 4  
Sample Scoring Annotations |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questions to consider:</strong></td>
<td>• The student demonstrates a complete understanding of the task and maintains a consistent focus, uses details to show importance or reasoning. The ideas are fully developed using logical and convincing reasoning and details that are specific, relevant, and accurate. Well chosen, relevant evidence from the text.</td>
</tr>
<tr>
<td>• Does the response answer the prompt?</td>
<td>• This response is consistently focused on both parts of the prompt with well-chosen and relevant evidence from the text. The ideas are fully developed using logical and convincing reasoning.</td>
</tr>
<tr>
<td>• How well does the response answer the prompt?</td>
<td>• There is a complete understanding of the given tasks in this essay. The student’s writing remains consistently focused on the idea. Specific and relevant examples are given throughout essay. Ideas are fully developed by using logical and convincing reasoning.</td>
</tr>
<tr>
<td>• Does the student understand the task?</td>
<td></td>
</tr>
<tr>
<td>• Does the response supply relevant information (evidence/reasoning) from the passage?</td>
<td></td>
</tr>
</tbody>
</table>

| **Key Words/Phrases:**  |  |
| ▪ Consistently focused  |  |
| ▪ Complete understanding  |  |
| ▪ Fully developed  |  |
| ▪ Logical and convincing  |  |
| ▪ Well-chosen, specific and relevant evidence  |  |
### Development of Ideas: The WHAT that is written

<table>
<thead>
<tr>
<th>Tips for Writing Instruction</th>
<th>Score: 3</th>
<th>Sample Scoring Annotations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questions to consider:</strong></td>
<td></td>
<td>- Student shows a complete understanding of the task by evaluating the author’s effectiveness in a clear and focused way using logical and independent reasoning. However, the essay is missing direct evidence from the text, and the writer refers to the text (“the author states that...”) instead of fully integrating specific quotes and details. The understanding of the task was consistent with a score of “4”, while the use of evidence was more consistent with a score of “2”. A “3” therefore, is the most appropriate score in development.</td>
</tr>
<tr>
<td>- Does the response develop both or one (1) part of a two-part prompt?</td>
<td></td>
<td>- The evidence that the student selected is sufficient and appropriate, and the ideas are adequately developed. The student was missing some analysis of what the prompt asked regarding the author.</td>
</tr>
<tr>
<td>- Does the response slightly get “off track”, but regain focus?</td>
<td></td>
<td>- The response is generally clear and focused on the task and touches on both pieces of what is being asked in the prompt. While there is an inaccuracy, the essay was seen as better than a “2” in Development due to adequate amounts of reasoning and the use of appropriate evidence.</td>
</tr>
</tbody>
</table>

**Key Words/Phrases:**
- Generally clear focused
- General understanding
- Adequately developed
- Sufficient and appropriate evidence

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<table>
<thead>
<tr>
<th>Tips for Writing Instruction</th>
<th>Score: 2</th>
<th>Sample Scoring Annotations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questions to Consider</strong></td>
<td></td>
<td>- Demonstrates understanding of the passage but does not answer prompt to entirety. Ideas are somewhat developed, using some reasoning and some evidence. The response therefore demonstrates a partial understanding of the task.</td>
</tr>
<tr>
<td>- Does the response summarize or restate the evidence without providing reasoning?</td>
<td></td>
<td>- Student failed to adequately develop the ideas. Evidence is mostly listed, with little reasoning behind it. Some statements contribute little to explaining the effectiveness of the author’s argument.</td>
</tr>
<tr>
<td>- Does the response consist of quotes taken directly from the passage?</td>
<td></td>
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</tr>
<tr>
<td>- Does the response address one (1) part of the two-part prompt and contain some reasoning and evidence?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key Words/Phrases:**
- Vague
- Partial understanding of the prompt
- Somewhat developed
- Some reasoning and some evidence
- Some details are irrelevant to the prompt
### Development of Ideas: The WHAT that is written

<table>
<thead>
<tr>
<th>Tips for Writing Instruction</th>
<th>Score: 1</th>
<th>Sample Scoring Annotations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questions to consider:</strong></td>
<td>A hint of responding to the prompt is present. The writer demonstrates an understanding of the task and provides relevant evidence from the text to support the claim; however, only 2 sentences are original. There is no reasoning present to support the claim or evidence.</td>
<td></td>
</tr>
<tr>
<td>• Does the response minimally address the prompt?</td>
<td>Relevant piece of evidence from the text was provided. The writing is unclear and shows a lack of understanding of the prompt, and the details are inaccurate or irrelevant.</td>
<td></td>
</tr>
<tr>
<td>• Does the response provide a “hint” of understanding that separates it from a 0?</td>
<td>It appears that the student is referencing a character in the story that does not support the prompt or claim. Some evidence provided is irrelevant, and there is limited reasoning.</td>
<td></td>
</tr>
<tr>
<td>• Is there “copying with intent?”</td>
<td>There is some understanding of the task in the introduction and conclusion, but the writer does not provide any reasoning to develop the ideas. The middle two paragraphs included in the response are a summary with details that are mostly irrelevant.</td>
<td></td>
</tr>
<tr>
<td><strong>Key Words/Phrases:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Unclear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lack of understanding, limited, little to no evidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Irrelevant and/or inaccurate evidence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tips for Writing Instruction</th>
<th>Score: 0</th>
<th>Sample Scoring Annotations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questions to consider:</strong></td>
<td>The response lacks any connection to what is being asked in the prompt. It refers to the passage but is irrelevant and is insufficient to show any understanding of the task.</td>
<td></td>
</tr>
<tr>
<td>• Does the response retell the passage without answering the prompt?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Does the response demonstrate NO understanding of the task?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Key Words/Phrases:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No reasoning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Little to no evidence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Organization

**HOW the student writes**

<table>
<thead>
<tr>
<th>Standard ID</th>
<th>Standard</th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.1-3</td>
<td>Writing Organization</td>
<td>The writing demonstrates evidence of planning and a purposeful, logical progression of ideas that allows the reader to easily follow the writer’s ideas. Words, clauses, and transitions are used frequently and effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an effective introduction and conclusion that contribute to cohesiveness and clarity of the response.</td>
<td>The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer’s ideas. Words, clauses, and transitions are used effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an introduction and conclusion that contribute to cohesiveness of the response.</td>
<td>The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer’s ideas. Words, clauses, and transitions are used somewhat consistently to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains a basic introduction and conclusion that contribute to cohesiveness that may be formulaic in structure.</td>
<td>The writing shows an attempt at planning, but the progression of ideas is not always logical, making it more difficult for the reader to follow the writer’s message or ideas. Words, clauses, and transitions are used sparingly and sometimes ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an introduction and conclusion that are inappropriate and/or disconnected, resulting in a lack of cohesiveness and clarity.</td>
<td>The writing lacks evidence of planning (random order) or a progression of ideas, making it difficult for the reader to follow the writer’s message or ideas. Words, clauses, and transitions are lacking or used ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. There is a lack of an introduction and/or conclusion resulting in a lack of cohesiveness and clarity.</td>
</tr>
</tbody>
</table>
### Organization: HOW the student writes

| Tips for Writing Instruction | Score: 4  
Sample Scoring Annotations |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questions to consider:</strong></td>
<td>This response shows evidence of purposeful planning. The writer is able to effectively transition within paragraphs, as well as between paragraphs, which allows the response to flow smoothly. The strong introduction and conclusion contribute to the essay’s cohesiveness and sense of wholeness.</td>
</tr>
<tr>
<td>• Does the response flow easily?</td>
<td>An effective introduction and conclusion, a variety of effective transitions between paragraphs, and a purposeful, logical progression of ideas, all contribute to the score of “4” in organization. There is evidence of planning and the reader can easily follow the writer’s ideas.</td>
</tr>
<tr>
<td>• Does the response include evidence of purposeful planning and a clear progression of ideas?</td>
<td>Purposeful and logical progression of ideas are present. Effective transitions, which are not formulaic, are used to connect paragraphs and ideas within those paragraphs for the reader. The introduction and conclusion are effective and contribute to the overall cohesiveness of the response.</td>
</tr>
<tr>
<td>• Does the response include an effective introduction and conclusion?</td>
<td></td>
</tr>
<tr>
<td>• Does the writer effectively and appropriately include transitional words and phrases?</td>
<td></td>
</tr>
</tbody>
</table>

**Key Words/Phrases**
- Purposeful logical progression
- Easy to follow
- Transitions used frequently and effectively
- Effective introduction and conclusion

| Tips for Writing Instruction | Score: 3  
Sample Scoring Annotations |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questions to consider:</strong></td>
<td>Evidence of planning and a logical progression of ideas are present, although the introduction and conclusion are fairly basic and don’t contribute much to the overall cohesiveness. Ideas within the body are somewhat connected with the use of repetitive transitions, yet the response is fairly easy for reader to follow the ideas being presented.</td>
</tr>
<tr>
<td>• Does a paragraph or part of the response get “off track,” but get “back on track,” later in the response?</td>
<td>There is evidence of planning with a progression of ideas that makes the essay easy to follow. Transitions (connective and less formulaic) are effective in connecting ideas, while the introduction and conclusion contribute to the overall cohesiveness of the response.</td>
</tr>
<tr>
<td>• Are transitions effective, but may be generic or repetitive?</td>
<td>There is evidence of planning and a progression of ideas. Transitions are used frequently and effectively and help contribute to the overall flow of the essay. The introduction and conclusion add to the cohesiveness of the response.</td>
</tr>
</tbody>
</table>

**Key Words/Phrases**
- Progression of ideas, transitions are used effectively
- An introduction and conclusion that contributes to the cohesiveness of the response

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MAAP Rubric Scoring Guidance Document 9
<table>
<thead>
<tr>
<th>Organization: HOW the student writes</th>
<th>Score: 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tips for Writing Instruction</strong></td>
<td><strong>Sample Scoring Annotations</strong></td>
</tr>
<tr>
<td><strong>Questions to consider:</strong></td>
<td>• A simple introduction sentence and concluding sentence are used to contribute to the cohesiveness of the response. Transitions are also employed to help the reader follow the progression of ideas.</td>
</tr>
<tr>
<td>• Does the response include a basic introduction and conclusion; not original: “I’m going to tell you 3 things, here are those 3 things, I just told you 3 things?”</td>
<td>• The organization of this essay is a bit formulaic (“Here’s a quote, now here’s some commentary.”) with transitions being used somewhat consistently between paragraphs. There is a basic introduction and conclusion as well as progression of ideas.</td>
</tr>
<tr>
<td><strong>Key Words/Phrases:</strong></td>
<td>• The progression of ideas is not always logical, and transitions are only somewhat effective. The response contains a weak introduction and lack of conclusion, but there is some evidence of planning. *Do not just look for transitions, look for clarity of transitions.</td>
</tr>
<tr>
<td>• Some logical progression of ideas</td>
<td>• The essay contains a basic introduction and conclusion with some logical progression of ideas. The transitions are a bit formulaic but are used somewhat consistently to clarify a relationship between ideas.</td>
</tr>
<tr>
<td>• Transitions are used somewhat consistently</td>
<td></td>
</tr>
<tr>
<td>• Basic introduction and conclusion</td>
<td></td>
</tr>
</tbody>
</table>
### Organization: HOW the student writes

#### Tips for Writing Instruction

<table>
<thead>
<tr>
<th>Questions to consider:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is the response a retell of the story?</td>
</tr>
<tr>
<td>• Are the introduction and conclusion disconnected from the task or body of the response?</td>
</tr>
<tr>
<td>• Does the response include an introduction with no plan or direction?</td>
</tr>
<tr>
<td>• Are the sentences somewhat connected, but lack transitions?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Words/Phrases:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attempt at planning</td>
</tr>
<tr>
<td>• Progression of ideas lack logic</td>
</tr>
<tr>
<td>• Transitions are used sparingly and sometimes ineffectively</td>
</tr>
<tr>
<td>• An introduction and conclusion that are inappropriate and/or disconnected</td>
</tr>
</tbody>
</table>

#### Score: 1

<table>
<thead>
<tr>
<th>Sample Scoring Annotations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The introduction paragraph is somewhat scattered and irrelevant to the second paragraph, which actually deals with the questions posed in the prompt. Transitions are not employed to help the reader connect ideas and follow the writer’s thought.</td>
</tr>
<tr>
<td>• An attempt at planning is present, but this essay goes off track. The introduction and conclusion are not connected, resulting in a lack of cohesiveness and clarity. In addition, the essay is missing effective transitions.</td>
</tr>
<tr>
<td>• This response lacks both an introduction and conclusion and contains few transitions. Although it is not easy to follow, there is some progression of ideas. There is, however, an attempt at planning.</td>
</tr>
<tr>
<td>• A simple introduction statement and conclusion are present which minimally contribute to the cohesiveness. Transitions are used sparingly, but the reader can follow the writer’s ideas.</td>
</tr>
</tbody>
</table>

### Organization: HOW the student writes

#### Tips for Writing Instruction

<table>
<thead>
<tr>
<th>Questions to consider:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is the response completely off track?</td>
</tr>
<tr>
<td>• Does the response consist of random thoughts with no cohesion?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Words:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lacks evidence of planning (random order) or a progression of ideas</td>
</tr>
<tr>
<td>• Transitions are lacking or used ineffectively</td>
</tr>
<tr>
<td>• Lack of introduction and conclusion</td>
</tr>
</tbody>
</table>

#### Score: 0

<table>
<thead>
<tr>
<th>Sample Scoring Annotations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lacks evidence of planning and a progression of ideas. Most of the sentences appear to be in random order, making the response difficult to follow. A weak introduction sentence, lack of conclusion, and stream of consciousness writing.</td>
</tr>
<tr>
<td>• No transitions, no specific introduction or conclusion. There is no cohesiveness. Lacks evidence in planning; difficult to read.</td>
</tr>
</tbody>
</table>
### Language Conventions of Grammar and Usage

**L.1 and .3**

Language Conventions of Grammar and Usage

<table>
<thead>
<tr>
<th>Standard ID</th>
<th>Standard Description</th>
<th>Score of 4 points</th>
<th>Score of 3 points</th>
<th>Score of 2 points</th>
<th>Score of 1 point</th>
<th>Score of 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful. Sentences are fluent and varied in length and structure. <strong>The writing may contain a few minor errors in grammar and usage, but they do not interfere with meaning.</strong></td>
<td>The writing maintains a tone inappropriate to task, purpose, and/or audience. Word choice is limited, clichéd, and repetitive. Sentences show little or no variety in length and structure, and some may be awkward leading to a monotonous reading. <strong>The writing may contain a pattern of errors in grammar and usage that occasionally impedes meaning.</strong></td>
<td>The writing fails to maintain tone appropriate to task, purpose, and audience. Words are functional and simple and/or may be inappropriate to the task. The sentences may contain errors in construction or are simple and lack variety, making the essay difficult to read. <strong>The writing may contain egregious errors in grammar and usage that impede meaning.</strong></td>
<td></td>
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</table>

### Language Conventions of Mechanics

**L.2**

Language Conventions of Mechanics

<table>
<thead>
<tr>
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<th>Standard Description</th>
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<th>Score of 2 points</th>
<th>Score of 1 point</th>
<th>Score of 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a few minor errors in mechanics but they do not interfere with meaning.</td>
<td>The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a pattern of errors in mechanics that occasionally impedes meaning.</td>
<td>The writing demonstrates very limited command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain egregious errors in mechanics that impede meaning.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Language Conventions of Grammar and Usage

#### Tips for Writing Instruction

**Score: 2**

**Sample Scoring Annotations**

**Key Words:**
- Appropriate
- Precise
- Effective
- Purposeful
- Fluent and varied
- Few minor errors in grammar and usage

- The writing contains a few minor errors in grammar and usage. There is not a pattern of errors, and the errors that are present do not impede meaning. Sentences are varied in length and structure, and the tone is appropriate.

- Sentences are well constructed and maintain an appropriate tone. A few errors in grammar do not interfere with meaning.

- Sentences are fluent and varied. Word choice is effective.

---

#### Language Conventions of Grammar and Usage

**Tips for Writing Instruction**

**Score: 0**

**Sample Scoring Annotations**

**Key Words/Phrases:**
- Fails to maintain tone
- Makes the essay difficult to read
- Egregious errors in grammar and usage

- There is no evidence of sentence structure in this response. It contains egregious errors in grammar and usage that impede meaning, making it practically unreadable.

- Errors in sentence construction include subject-verb agreement, verb tense, and incorrect words. There is no evidence of or accurate sentence construction. There are multiple incorrect errors in vocabulary choices usage.

- Errors impede meaning, making it difficult to read.

---

#### Language Conventions of Grammar and Usage

**Tips for Writing Instruction**

**Score: 1**

**Sample Scoring Annotations**

**Key Words:**
- Inappropriate
- Limited
- Cliched
- Repetitive
- Little or no variety
- Awkward
- Pattern of errors in grammar and usage (pattern vs. sprinkling)

- Although the student does some things right, a pattern of grammar and usage errors (there/they’re or “an” instead of “in”) is present.

- There are several tense errors, agreement errors, and misuse of words. Errors in sentence construction include fragments.

- The response includes incorrect word choice and errors in sentence construction. Meaning is only occasionally impeded.
## Language Conventions of Mechanics

### Tips for Writing Instruction

<table>
<thead>
<tr>
<th>Key Words/Phrases:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Consistent command</td>
</tr>
<tr>
<td>▪ Few minor errors; does not interfere with meaning</td>
</tr>
</tbody>
</table>

### Score: 2

#### Sample Scoring Annotations

- A few spelling errors and occasional punctuation errors do not interfere with the writer’s meaning.
- Minor errors for a lengthy response, do not impede meaning.
- Consistent command of conventions.

### Tips for Writing Instruction

<table>
<thead>
<tr>
<th>Key Words/Phrases:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Inconsistent command of punctuation, capitalization, spelling</td>
</tr>
<tr>
<td>▪ Pattern of errors; occasionally impedes meaning</td>
</tr>
</tbody>
</table>

### Score: 1

#### Sample Scoring Annotations

- Errors in spelling are present. Writer did not capitalize “i” or proper nouns. The pattern of errors, however, does not impede meaning.
- The response includes many examples of spelling errors. The writer demonstrates end punctuation and capitalization. The pattern of errors shown does not interfere with the meaning.
- The writer controls end punctuation, along with most capitalization and also attempts the use of quotation marks.

### Tips for Writing Instruction

<table>
<thead>
<tr>
<th>Key Words/Phrases:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Limited command of punctuation, capitalization, and spelling</td>
</tr>
<tr>
<td>▪ Egregious errors; impeded meaning</td>
</tr>
</tbody>
</table>

### Score: 0

#### Sample Scoring Annotations

- There is a complete lack of capitalization and punctuation. Many spelling errors are so egregious that they cannot be fixed with certainty (thereby impeding meaning).
- No evidence of punctuation or capitalization is shown in this response.
- There is a limited command of conventions. Commas are misused.
Additional Information:

- The rubric is **NOT** a checklist; well written responses may compensate for lack of a conclusion.

- The two domains (Development of Ideas and Organization) influence each other to a degree but are scored separately. It is possible that the student is a good writer, able to organize ideas, but shows only a partial understanding of the task and uses irrelevant details (a student’s Organization score may be higher than the Development score).

- In the upper grades, transitional phrases should be used. Third grade responses may use temporal words.

- The MAAP Writing Assessment measures a student’s response on one of three (3) modes of writing: **Narrative**, **Informative**, or **Argumentative/Opinion**. The prompt **may not** directly indicate one of the specific writing types.
  
  o If the prompt asks you for a **point of view**: imagine that you are, what would you do, or alternate version, you will typically use **narrative** writing.

  o If the prompt asks you to **explain**, **define**, **classify**, **analyze**, **compare/contrast**, **cause/effect**, **clarify**, **inform**, **instruct**, you will typically use **informative** writing.

  o If the prompt asks you to **convince**, **give your opinion**, **state your position on an issue**, **argue for or against**, **justify**, **evaluate/critique**, you will typically use **argumentative/opinion** writing.
Multi-Tiered System of Supports

Intervention and IRPs

Blueprint for Literacy II: February 2019

Kelli Crain            Ashanti Barnes
Regional Literacy Coordinator     Literacy Coach

VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
State Board of Education Goals  
FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Session Norms

- Silence your cell phones.
- Please check and/or reply to emails during the scheduled breaks.
- Be an active participant.
- Do not hesitate to ask questions.
Session Goals

- Review State Board Policy 4300
- Discuss the Multi-Tiered System of Supports (MTSS) Process and Documentation
- Discuss How to Identify Intervention Deficits and Strategies
- Discuss Individual Reading Plans (IRPs)

State Board Policy 4300
The Mississippi Department of Education shall require every school district to follow the instructional model which consists of (3) three tiers of instruction:

**Tier 1:** Quality classroom instruction

**Tier 2:** Focused supplemental instruction

**Tier 3:** Intensive interventions specifically designed to meet the individual needs of students

The complete text can be found at:


---

After referral, the TST must determine student needs and develop and begin implementation of interventions within two weeks, if deemed appropriate.

**TST Review**

1<sup>st</sup> Review – No later than 8 weeks (determine success of intervention)

2<sup>nd</sup> Review – No later than 16 weeks (determine success of intervention)

If the intervention is unsuccessful, then the student will be referred for a comprehensive assessment.
Table Talk

Discuss what the MTSS process currently looks like at your school.

Interventions
**Intervention Defined**

An *intervention(s)* is *a current action that differs from the activities that normally occur in the child’s regular education program.*

- This should be part of the regular education program.
- Students who do not make adequate progress following Tiers I & II should be referred to the Teacher Support Team.

---

**What do interventions look like?**

- Small teacher-led groups—20-30 minutes daily (maybe this is a good time for “double dosing” in centers)
- Drills of phonological awareness, phonics, sight words, and fluency
- Computer programs can be a RESOURCE, but do **not** count as the primary intervention for Tier III, and at Tier II are more effective when paired with teacher-led interventions
- *When you progress monitor, monitor students on the exact skill supported through interventions; if you use too general of a probe, you may not see growth*
## Intervention Guidance: Tier 2 vs. Tier 3

<table>
<thead>
<tr>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Strategic/targeted intervention &amp; supplemental instruction</td>
<td>• Targeted Instruction for Intensive Intervention</td>
</tr>
<tr>
<td>• Additional, individualized small group or technology assisted</td>
<td>• Intensive interventions needed by students to make academic progress</td>
</tr>
<tr>
<td>instruction/intervention support</td>
<td>• Interventions designed for students who are having significant difficulty with grade level standards</td>
</tr>
<tr>
<td>• Reinforces previously taught skills</td>
<td>• Progress monitoring at least 1-2 times per week</td>
</tr>
<tr>
<td>• Progress monitoring in 2-week intervals at a minimum</td>
<td></td>
</tr>
</tbody>
</table>

### The Pre-Referral Process

[Image of a recycling symbol with arrows indicating a circular process]

[Image of the Mississippi Department of Education logo]
The Pre-Referral Process

**Step 1:** The regular education teacher calls attention to the student with learning and/or behavior problems. The *Learning and Behavior Problem Checklist* is a valuable resource in pinpointing specific areas of concern.

**Step 2:** The pre-referral or teacher support team meets with the regular education teacher to pinpoint specific learning and/or behavior problems the students exhibits (*MTSS documentation- Section 1A, 1B, 1C*).

**Step 3:** Goals and objectives for the student are determined. Specific intervention strategies from the *Pre-Referral Intervention Manual* are selected for the students (*MTSS Documentation- Section 2A and 2B or 3A and 3B*).

**Step 4:** The student’s progress toward the goals and objectives are documented by the classroom teacher. Documenting may be done using the *Intervention Strategies Documentation Form*.

**Step 5:** The pre-referral or teacher support team and the classroom teacher meets to determine the student’s progress. (*MTSS Documentation-Section 2D or 3D*)

**Step 6:** If the student is progressing in the regular education classroom with interventions, the process continued with TST support for the classroom teacher and student.
Identifying Learning and Behavior Deficits

Resource:
The **Learning and Behavior Problem Checklist** provides a means of calling attention to learning and behavior problems for the purpose of early intervention. The checklist is a valuable resource in pinpointing specific areas of concern.

MTSS Sections 1A, 1B, 1C: K-12 Student Profile
Provides a means of collecting detailed student information that can be used to determine recommendations for interventions, screenings, assessments and classroom instruction. All students receiving academic or behavioral interventions must have a student profile completed.
Identifying Learning and Behavior Deficits

MTSS Sections 2A and 2C: Tier II (Supplemental Instruction) Documentation

Provides an efficient means of collecting and documenting information regarding classroom instruction, progress monitoring, parent notification, supplemental instruction, integrity checks, and social/behavioral interventions used to support and extend the critical elements of core instruction. **School districts must complete**, at a minimum, documentation as required for all students in Tier II.
Identifying Learning and Behavior Deficits

Universal Screener Companion Guide

MDE Resource to Support Using Screeners and Diagnostics Effectively Identify Learning Problems

K-3 Finding the Right Starting Point for Reading Interventions

SIMPLE VIEW OF READING FORMULA

Decoding (D) x Language Comprehension (LC) = Reading Comprehension (RC)

(Hoover & Gough, 1990)
Identifying Learning and Behavior Deficits

Simple View of Reading Variables

Reading comprehension (the ability to read printed text, process it, and understand its meaning) is the product of decoding (efficient word recognition) and language comprehension (understanding text that is read aloud).

1. The Simple View formula makes clear that strong reading comprehension cannot occur unless both decoding skills and language comprehension abilities are strong.

2. Intervention for struggling readers is effective only when it addresses the student’s specific weakness, which may be decoding, language comprehension, or both.

http://www.cdl.org/articles/the-simple-view-of-reading/
Identifying Learning and Behavior Deficits

3. **Decoding** and **language comprehension** skills are separable for both assessment and teaching, although both are required to achieve reading comprehension.

4. The Simple View of Reading is a mathematical formula with three variables. If we have two variables, the third can be estimated using the formula.

5. The Simple View of Reading is supported by scientific research.

http://www.cdl.org/articles/the-simple-view-of-reading/
Activity: Create an Anchor Chart

Create an anchor chart to guide in this 4 step process to matching an instructional strategy to the deficit component:

- What is {component/skill}? (*Teacher friendly definition*)
- What task(s) should students be able to demonstrate?
- Why is this {component/skill} important?
- Sample Activity
Identifying Learning and Behavior Deficits

**Resource:**
Specific intervention strategies from the *Pre-Referral Intervention Manual* are selected for the student from pinpointed learning and behavior problems.

---

**II. Interventions**

1. **Is disorganized**
   - Model organization and appropriate use of work materials (e.g., getting materials ready before getting others out, having a place for all materials, maintaining an organized desk area, following a schedule for the day, etc.).
   - Allow natural consequences to occur (e.g., work not done during work time must be made up during recreational time, materials not maintained will be lost or not servicable, etc.) as the result of the student's inability to organize or use materials appropriately.
   - Allow the student to finish an activity unless it will be disruptive to the schedule.
   - Assess the quality and clarity of directions, explanations, and instructions given to the student.
   - Assign a peer to work with the student on specified activities to make certain the student has the materials necessary to do the activity.
   - Encourage the student to develop a habit of taking/handling things (e.g., putting paper away, putting things away, putting materials by the door).
   - Have the student leave necessary materials at specified activity areas.
   - Assist the student in finding a method of organization that works best for him/her (e.g., subject folders, supply folder, checklist, etc.).
   - Have the student chart the number of times he/she is organized or prepared for specified activities.
   - Encourage the student to develop an awareness of his/her behavior and the consequences. Instruct the student to stop and ask himself/themselves, “What materials do I need to complete this assignment?” “Have I put my assignment in the correct folder?”
   - Have the student list five qualities of an organized person. Have the student choose one of those qualities to work on each week for two weeks.
   - Encourage the student to keep necessary materials for specified activities together (e.g., pencil in pencil bag, etc.).
   - Have the student organize necessary materials by the door.

---

**Intervention Strategies Documentation Form**

**I. Student History:**
This section should be completed by the classroom teacher. Dates and results of hearing and vision screeners should also be included in this section.

**II. Concerns and Interventions:**
This section should include the learning or behavior concerns identified using the Hawthorne Manual. The date of the intervention, results (satisfactory or unsatisfactory), and the decision to continue or discontinue the intervention, should be included in this section.
Tier II (Supplemental Instruction Integrity Checks)

A school administrator should conduct Tier II intervention observations and complete (at least two) **Integrity Checks** at equal intervals, during the course of the interventions.

**Identifying Learning and Behavior Deficits**

**Progress Monitoring**
Progress Monitoring

An intervention cannot be called an intervention if it is not progress monitored. An intervention without progress monitoring is just an activity.

Progress Monitoring

1. Determine instructional level and target behaviors.
2. Select skills to assess.
3. Select measures to use.
4. Collect baseline data.
5. Set short- and long-term (end criteria) goals.
Progress Monitoring


7. Administer measures and graph data.

8. Review data regularly and change instruction/interventions or goals based on results.

9. Continue to monitor progress.

Progress Monitoring: Documentation

MTSS: Progress Monitoring and Evaluation for Tier II Intervention

This documentation form should be completed by the individual responsible for delivering the intervention.
Activity: Charting Progress

Create a chart or graph to represent Parker’s behavioral intervention results. As a member of the TST team, what are your suggested next steps for Parker’s teacher?

Progress Monitoring – Example
Teacher Support Team Referral and Meeting

Provides an efficient means of requesting or recommending further supports needed due to the student’s lack of progress with Tier II interventions, as well as documentation of meetings held and decisions made by the TST.

Turn and Talk Discussion

Discuss with your table:

- The role of the Teacher Support Team (TST) at your school,
- Members of the TST at your school,
- And how often the TST meets at your school.
Individual Reading Plans

How are IRPs and Intervention Related?

Individual Reading Plan

The LBPA was amended in 2016 to include:

• Intensive reading instruction and intervention immediately following the identification of a reading deficiency;

• The development of an Individual Reading Plan for Kindergarten and 1st - 3rd grade students with a substantial reading deficiency and 4th grade students promoted for good cause.

The IRP is meant to hold teachers and schools accountable for implementing research-based interventions.
Who gets an IRP?

- The IRP is for students in K-3 (and 4th grade students passed with Good Cause Exemption) who have been identified as having a reading deficiency.

- Schools/Districts should review the recommended guidelines for the locally-determined screener to determine which category constitutes a “substantial deficiency”.

- Kindergarten: You may choose to develop Kindergarten IRPs following September progress monitoring.

Timeline & Logistics for IRPs

- Begin developing the IRP within 2 weeks of the BOY screener (some parts will be blank because it is an ongoing document).

- Once completed, the IRP stays in the students’ classrooms (teacher will update it as required). Have another copy kept elsewhere in case of a mishap (the school can decide this location).

- Hold parent meetings at 8 weeks and 16 weeks.
Requirements for Public Schools – IRP

The intensive reading instruction and intervention must be documented for each student grades K-3 in an individual reading plan (IRP) including, at a minimum, the following:

• The student’s specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;

• The goals and benchmarks for growth;

• How progress will be monitored and evaluated;

• The type of additional instruction services and interventions the student will receive.

Requirements for Public Schools – IRP (cont.)

• The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;

• The strategies the student’s parent is encouraged to use in assisting the student to achieve reading competency; and,

• Any additional services the teacher deems available and appropriate to accelerate the student’s reading skill development.
Checklist of the 7 Components

Individual Reading Plan Checklist

Following the identification of a reading deficiency, intensive reading instruction and intervention must be documented for each student in an individual reading plan, which includes, at a minimum, the following:

1. The student’s specific, diagnosed reading skill deficiencies as determined [or identified] by diagnostic assessment data;
2. The goals and benchmarks for growth;
3. How progress will be monitored and evaluated;
4. The type of additional instructional services and interventions the student will receive;
5. The research-based reading instructional program the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;
6. The strategies the student’s parent is encouraged to use in assisting the student to achieve reading competency; and,
7. Any additional services the teacher deems available and appropriate to accelerate the student’s reading skill development.

Note: The Individual Reading Plan correlates with the Multi-Tiered System of Supports (MTSS) student documentation required for “Tier III (Intensive Intervention).” These pages may be used when meeting with the Teacher Support Team for each student that did not respond to Tier II Interventions: 6th grade students requiring Intensive Intervention after Good Cause Exemption process; or, for intensive reading interventions for Special Education students (K-4) and English Language Learners (ELLs).

Appendix E

- If you are using the Updated MTSS Packet (June 2018), then you will need to add Appendix E to meet the IRP component requirements.
- MTSS Tier Packet: page 25-26
• The IRP Walk-Through Tool can be used as a checklist to be sure that each component is completed and ongoing updating is taking place.

• It can be used by teachers, coaches, Interventionists and/or administrators.

Turn and Talk Discussion

Discuss with your table:

• How the IRP Walk-Through Tool could be helpful to you at your school

• And what the implementation process could look like.
IRP FAQs

• **May the identification of a “substantial reading deficiency” occur at any point during the school year?** Yes. A substantial reading deficiency may be identified during progress monitoring or any subsequent screening windows. If a student scores below the designated benchmark on formal or informal reading assessments, then he/she **may** need an IRP. Please consult with the Teacher Support Team (TST) for further guidance.

• **Should a new IRP be completed at the beginning of each school year?** Yes. Each year, student data should be used to determine whether a student will need an IRP.

IRP FAQs continued

• **Does IRP documentation remain at the district level or should it be submitted to the MDE?** IRP documentation should be housed at the school/classroom in which the student receives reading instruction. If a student with an IEP is receiving reading instruction in the general education classroom and the special education classroom, both teachers should have a copy of the IRP. **Note: In the event of an audit, documentation may be requested for review.**
IRP FAQs continued

• Is an IRP required for EL students who have been identified as having a “substantial reading deficiency”? Yes. All students (K-3) who, at any time, exhibit a substantial reading deficiency, as well as students who were promoted to 4th grade with a good cause exemption are required to have an IRP.

• Is the IRP now a requirement in addition to the IEP? Yes. In accordance with Section 37-177-1, the IRP is required for students (K-3) who, at any time, exhibit a substantial deficiency in reading, as well as students who were promoted to 4th grade with a good cause exemption. The IRP is not a part of the Individualized Education Program (IEP).

IRP FAQs continued

• Who is responsible for implementing the IRP for students with disabilities? The teacher providing reading instruction to the student is responsible for implementing the IRP. A student with a disability may receive reading instruction from the general education teacher and the special education teacher, including Inclusion and/or Resource. In this case, the student’s general education teacher and special education teacher should work together to implement the IRP.

• Does the IRP serve a dual purpose as the notification form to parents as required by law? No. The IRP is not intended to serve as parental notification; however, it is recommended that the IRP be shared with parents. A sample Parent Notification Letter may be found at http://www.mde.k12.ms.us/ESE/literacy/resources-for-administrators.
# IRP Walk-Through

**Student Name _______________________ Teacher __________________ Date_____________**

## Section 1B

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<tr>
<td>Includes- MSIS #, DOB, gender, race, teacher, school, district, parent info, address</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course performance up to date?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior information complete?</td>
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<tr>
<td>Attendance complete/updated</td>
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<td></td>
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<td>Special population complete?</td>
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<td></td>
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<tr>
<td>Literacy-Based Promotion Act complete? <em>(only if student has taken 3rd grade)</em></td>
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<td>Dyslexia Screener completed?</td>
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<td>Universal Screener completed?</td>
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<td>State Assessment info completed? <em>If applicable</em></td>
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## Section 2B

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<tr>
<td>Intensive intervention</td>
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<td>Evaluation in measurable terms</td>
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## Section 3B

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<tr>
<td><strong>Target deficit area- SPECIFIC</strong></td>
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**Section 3C**

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<thead>
<tr>
<th>Integrity Check #1 - done by administrator</th>
<th>_____ Yes _____ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrity Check #2 - done by administrator</td>
<td>_____ Yes _____ No</td>
</tr>
<tr>
<td>Integrity Check #3 - done by administrator</td>
<td>_____ Yes _____ No</td>
</tr>
<tr>
<td>Integrity Check #4 - done by administrator</td>
<td>_____ Yes _____ No</td>
</tr>
</tbody>
</table>

**Section 3D**

<table>
<thead>
<tr>
<th>Name of probe/trial</th>
<th>_____ Yes _____ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>_____ Yes _____ No</td>
</tr>
<tr>
<td>August</td>
<td>_____ Yes _____ No     _____ N/A</td>
</tr>
<tr>
<td>August</td>
<td>_____ Yes _____ No     _____ N/A</td>
</tr>
<tr>
<td>September</td>
<td>_____ Yes _____ No     _____ N/A</td>
</tr>
<tr>
<td>September</td>
<td>_____ Yes _____ No     _____ N/A</td>
</tr>
<tr>
<td>October</td>
<td>_____ Yes _____ No     _____ N/A</td>
</tr>
<tr>
<td>October</td>
<td>_____ Yes _____ No     _____ N/A</td>
</tr>
<tr>
<td>November</td>
<td>_____ Yes _____ No     _____ N/A</td>
</tr>
<tr>
<td>November</td>
<td>_____ Yes _____ No     _____ N/A</td>
</tr>
<tr>
<td>December</td>
<td>_____ Yes _____ No     _____ N/A</td>
</tr>
<tr>
<td>December</td>
<td>_____ Yes _____ No     _____ N/A</td>
</tr>
<tr>
<td>January</td>
<td>_____ Yes _____ No     _____ N/A</td>
</tr>
<tr>
<td>January</td>
<td>_____ Yes _____ No     _____ N/A</td>
</tr>
<tr>
<td>February</td>
<td>_____ Yes _____ No     _____ N/A</td>
</tr>
<tr>
<td>February</td>
<td>_____ Yes _____ No     _____ N/A</td>
</tr>
<tr>
<td>March</td>
<td>_____ Yes _____ No     _____ N/A</td>
</tr>
<tr>
<td>March</td>
<td>_____ Yes _____ No     _____ N/A</td>
</tr>
<tr>
<td>April</td>
<td>_____ Yes _____ No     _____ N/A</td>
</tr>
<tr>
<td>April</td>
<td>_____ Yes _____ No     _____ N/A</td>
</tr>
<tr>
<td>First documented review</td>
<td>_____ Yes _____ No</td>
</tr>
<tr>
<td>Cumulative documented review</td>
<td>_____ Yes _____ No</td>
</tr>
</tbody>
</table>

**Appendix E**

<table>
<thead>
<tr>
<th>Checklist</th>
<th>_____ Yes _____ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading instruction program</td>
<td>_____ Yes _____ No</td>
</tr>
<tr>
<td>Parental support</td>
<td>_____ Yes _____ No</td>
</tr>
<tr>
<td>Additional services</td>
<td>_____ Yes _____ No     _____ N/A</td>
</tr>
<tr>
<td>NO.</td>
<td>BEHAVIOR</td>
</tr>
<tr>
<td>-----</td>
<td>----------</td>
</tr>
<tr>
<td>1.</td>
<td>Is disorganized</td>
</tr>
<tr>
<td>2.</td>
<td>Has limited memory skills</td>
</tr>
<tr>
<td>3.</td>
<td>Has difficulty understanding abstract concepts</td>
</tr>
<tr>
<td>4.</td>
<td>Fails to find locations in the building</td>
</tr>
<tr>
<td>5.</td>
<td>Does not respond appropriately to environmental cues</td>
</tr>
<tr>
<td>6.</td>
<td>Does not stay in assigned areas for specified time</td>
</tr>
<tr>
<td>7.</td>
<td>Needs verbal questions and directions frequently repeated</td>
</tr>
<tr>
<td>8.</td>
<td>Demonstrates difficulty with visual memory</td>
</tr>
<tr>
<td>9.</td>
<td>Demonstrates difficulty with auditory memory</td>
</tr>
<tr>
<td>10.</td>
<td>Does not demonstrate an understanding of directionality</td>
</tr>
<tr>
<td>11.</td>
<td>Has difficulty concentrating</td>
</tr>
<tr>
<td>12.</td>
<td>Perseverates – does the same thing over and over</td>
</tr>
<tr>
<td>13.</td>
<td>Fails to demonstrate logical thinking</td>
</tr>
<tr>
<td>14.</td>
<td>Has difficulty retrieving, recalling or naming objects, persons, places etc</td>
</tr>
<tr>
<td>15.</td>
<td>Demonstrates visual perception problems</td>
</tr>
<tr>
<td>16.</td>
<td>Has difficulty classifying</td>
</tr>
<tr>
<td>17.</td>
<td>Fails to generalize knowledge from one situation to another</td>
</tr>
<tr>
<td>18.</td>
<td>Demonstrates confusion</td>
</tr>
<tr>
<td>19.</td>
<td>Remembers information one time but not the next</td>
</tr>
<tr>
<td>20.</td>
<td>Requires slow, sequential, substantially broken-down presentation of concepts</td>
</tr>
<tr>
<td>21.</td>
<td>Fails to remember sequences</td>
</tr>
<tr>
<td>22.</td>
<td>Does not listen to or follow instructions</td>
</tr>
<tr>
<td>23.</td>
<td>Does not hear word endings, does not hear key words such as ‘do not’ etc</td>
</tr>
<tr>
<td>24.</td>
<td>Does not direct attention or fails to maintain attention to important sounds in the immediate environment</td>
</tr>
<tr>
<td>25.</td>
<td>Has difficulty differentiating speech sounds heard</td>
</tr>
<tr>
<td>26.</td>
<td>Is unsuccessful in activities requiring listening</td>
</tr>
<tr>
<td>27.</td>
<td>Attends more successfully when close to the source of sound</td>
</tr>
<tr>
<td>28.</td>
<td>Requires eye contact in order to listen successfully</td>
</tr>
<tr>
<td>29.</td>
<td>Does not listen to what other students are saying</td>
</tr>
<tr>
<td>30.</td>
<td>Has difficulty imitating speech sounds</td>
</tr>
<tr>
<td>31.</td>
<td>Omits, adds, substitutes, or rearranges sounds or words when speaking</td>
</tr>
<tr>
<td>32.</td>
<td>Distorts or mispronounces words or sounds when speaking</td>
</tr>
<tr>
<td>33.</td>
<td>Does not use appropriate subject-verb agreement when speaking</td>
</tr>
<tr>
<td>34.</td>
<td>Has a limited speaking vocabulary</td>
</tr>
<tr>
<td>35.</td>
<td>Uses inappropriate verb tenses when speaking</td>
</tr>
<tr>
<td>36.</td>
<td>Speaks dysfluently</td>
</tr>
<tr>
<td>37.</td>
<td>Does not complete statements or express complete thoughts when speaking</td>
</tr>
<tr>
<td>38.</td>
<td>Does not comprehend what he/she reads</td>
</tr>
<tr>
<td>39.</td>
<td>Fails to finish assignments because of reading difficulties</td>
</tr>
<tr>
<td>40.</td>
<td>Fails to demonstrate word attack skills</td>
</tr>
<tr>
<td>41.</td>
<td>Fails to recognize words on grade level</td>
</tr>
<tr>
<td>42.</td>
<td>Loses place when reading</td>
</tr>
<tr>
<td>43.</td>
<td>Has difficulty with sound-symbol relationship</td>
</tr>
<tr>
<td>44.</td>
<td>Has difficulty with phonics skills when reading</td>
</tr>
<tr>
<td>45.</td>
<td>Omits, adds, substitutes, or reverses letters, words, or sounds when reading</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>46.</td>
<td>Fails to demonstrate word comprehension</td>
</tr>
<tr>
<td>47.</td>
<td>Reads words correctly in one context but not in another</td>
</tr>
<tr>
<td>48.</td>
<td>Does not read independently</td>
</tr>
<tr>
<td>49.</td>
<td>Does not discriminate between similar letters and words</td>
</tr>
<tr>
<td>50.</td>
<td>Does not know all the letters of the alphabet</td>
</tr>
<tr>
<td>51.</td>
<td>Understands what is read to him/her but not what he/she reads silently</td>
</tr>
<tr>
<td>52.</td>
<td>Has difficulty recalling the sequence of events in stories read</td>
</tr>
<tr>
<td>53.</td>
<td>Does not demonstrate an understanding of alphabetical order</td>
</tr>
<tr>
<td>54.</td>
<td>Has difficulty identifying the topic sentence and main idea when reading</td>
</tr>
<tr>
<td>55.</td>
<td>Does not demonstrate an understanding of contractions and compound words</td>
</tr>
<tr>
<td>56.</td>
<td>Fails to demonstrate glossary and dictionary skills</td>
</tr>
<tr>
<td>57.</td>
<td>Has difficulty finding supporting details when reading</td>
</tr>
</tbody>
</table>

**WRITING**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>58.</td>
<td>Performs assignments so carelessly as to be illegible</td>
</tr>
<tr>
<td>59.</td>
<td>Fails to copy letters, words, sentences etc from a model at a close proximity</td>
</tr>
<tr>
<td>60.</td>
<td>Fails to copy letters, words, sentences etc from a model at a distance</td>
</tr>
<tr>
<td>61.</td>
<td>Fails to use capitalization correctly when writing</td>
</tr>
<tr>
<td>62.</td>
<td>Uses inappropriate spacing between words or sentences when writing</td>
</tr>
<tr>
<td>63.</td>
<td>Reverses letters and numbers when writing</td>
</tr>
<tr>
<td>64.</td>
<td>Fails to write within a given space</td>
</tr>
<tr>
<td>65.</td>
<td>Fails to punctuate correctly when writing</td>
</tr>
<tr>
<td>66.</td>
<td>Does not use appropriate subject-verb agreement when writing</td>
</tr>
<tr>
<td>67.</td>
<td>Does not compose complete sentences or express complete thoughts</td>
</tr>
<tr>
<td>68.</td>
<td>Fails to correctly organize writing activities</td>
</tr>
<tr>
<td>69.</td>
<td>Omits, adds, or substitutes words when writing</td>
</tr>
<tr>
<td>70.</td>
<td>Fails to form letters correctly when printing or writing</td>
</tr>
<tr>
<td>71.</td>
<td>Fails to use verb tenses correctly when writing</td>
</tr>
<tr>
<td>72.</td>
<td>Uses inappropriate letter size when writing</td>
</tr>
</tbody>
</table>

**SPELLING**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>73.</td>
<td>Fails to use spelling rules</td>
</tr>
<tr>
<td>74.</td>
<td>Has difficulty with phonetic approaches to spelling</td>
</tr>
<tr>
<td>75.</td>
<td>Omits, substitutes, adds or rearranges letters or sound units when spelling words</td>
</tr>
<tr>
<td>76.</td>
<td>Has difficulty spelling words that do not follow the spelling rules</td>
</tr>
<tr>
<td>77.</td>
<td>Does not use word endings correctly when spelling or omits them</td>
</tr>
<tr>
<td>78.</td>
<td>Spells words correctly in one context but not in another</td>
</tr>
<tr>
<td>79.</td>
<td>Requires continued drill and practice to learn spelling words</td>
</tr>
</tbody>
</table>

**MATHEMATICAL CALCULATIONS**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>80.</td>
<td>Has difficulty solving math word problems</td>
</tr>
<tr>
<td>81.</td>
<td>Fails to change from one math operation to another</td>
</tr>
<tr>
<td>82.</td>
<td>Does not understand abstract math problems concepts without concrete examples</td>
</tr>
<tr>
<td>83.</td>
<td>Fails to correctly solve math problems requiring regrouping</td>
</tr>
<tr>
<td>84.</td>
<td>Works math problems from left to right instead of right to left</td>
</tr>
<tr>
<td>85.</td>
<td>Fails to follow necessary steps in math problems</td>
</tr>
<tr>
<td>86.</td>
<td>Fails to correctly solve math problems involving fractions and decimals</td>
</tr>
<tr>
<td>87.</td>
<td>Fails to demonstrate knowledge of place value</td>
</tr>
<tr>
<td>88.</td>
<td>Confuses operational signs when working math problems</td>
</tr>
<tr>
<td>89.</td>
<td>Fails to correctly solve problems involving money</td>
</tr>
<tr>
<td>90.</td>
<td>Fails to correctly solve problems using measurement</td>
</tr>
<tr>
<td>91.</td>
<td>Does not understand the concept of skip counting</td>
</tr>
<tr>
<td>92.</td>
<td>Cannot tell time</td>
</tr>
<tr>
<td>93.</td>
<td>Fails to correctly solve math problems requiring addition</td>
</tr>
<tr>
<td>94.</td>
<td>Fails to correctly solve math problems requiring subtraction</td>
</tr>
<tr>
<td>95.</td>
<td>Fails to correctly solve math problems requiring multiplication</td>
</tr>
<tr>
<td>96.</td>
<td>Fails to correctly solve math problems requiring division</td>
</tr>
</tbody>
</table>

2 | SST CONCERNS CHECKLIST
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>97.</td>
<td>Does not remember math facts</td>
</tr>
<tr>
<td>98.</td>
<td>Does not make use of columns when working math problems</td>
</tr>
<tr>
<td>99.</td>
<td>Does not perform or complete classroom assignments during class time</td>
</tr>
<tr>
<td>100.</td>
<td>Fails to complete homework assignments and return them to school</td>
</tr>
<tr>
<td>101.</td>
<td>Fails to perform tasks or assignments independently</td>
</tr>
<tr>
<td>102.</td>
<td>Performs classroom tests, quizzes, or tasks at a failing level</td>
</tr>
<tr>
<td>103.</td>
<td>Does not prepare for assigned activities or daily routines</td>
</tr>
<tr>
<td>104.</td>
<td>Does not remain on-task for the required length of time</td>
</tr>
<tr>
<td>105.</td>
<td>Does not perform academically at his/her ability level</td>
</tr>
<tr>
<td>106.</td>
<td>Does not read or follow written directions</td>
</tr>
<tr>
<td>107.</td>
<td>Is reluctant to attempt new assignments or tasks</td>
</tr>
<tr>
<td>108.</td>
<td>Requires repeated drill and practice to learn what other students master easily</td>
</tr>
<tr>
<td>109.</td>
<td>Does not function appropriately in the presence of verbal and physical stimuli in the classroom</td>
</tr>
<tr>
<td>110.</td>
<td>Fails through activities or assignments with little or no regard to accuracy, quality, or neatness</td>
</tr>
<tr>
<td>111.</td>
<td>Begins an assignment or activity before receiving or reading complete directions or instructions or fails to follow directions or instructions</td>
</tr>
<tr>
<td>113.</td>
<td>Changes from one activity to another without finishing the first</td>
</tr>
<tr>
<td>114.</td>
<td>Does not begin assignments after receiving directions, instructions etc</td>
</tr>
<tr>
<td>115.</td>
<td>Does not complete assignments after receiving directions, instructions etc</td>
</tr>
<tr>
<td>116.</td>
<td>Makes inappropriate comments or unnecessary noises in the classroom</td>
</tr>
<tr>
<td>117.</td>
<td>Fights with other students</td>
</tr>
<tr>
<td>118.</td>
<td>Becomes physically aggressive with teachers</td>
</tr>
<tr>
<td>119.</td>
<td>Makes unnecessary physical contact with others</td>
</tr>
<tr>
<td>120.</td>
<td>Makes inappropriate comments to teachers</td>
</tr>
<tr>
<td>121.</td>
<td>Responds inappropriately to praise or recognition from other students or teachers</td>
</tr>
<tr>
<td>122.</td>
<td>Is easily angered, annoyed or upset</td>
</tr>
<tr>
<td>123.</td>
<td>Agitates and provokes peers to a level of verbal or physical assault</td>
</tr>
<tr>
<td>124.</td>
<td>Has little or no interaction with teachers</td>
</tr>
<tr>
<td>125.</td>
<td>Has little or no interaction with peers</td>
</tr>
<tr>
<td>126.</td>
<td>Makes inappropriate comments to other students</td>
</tr>
<tr>
<td>127.</td>
<td>Responds inappropriately to typical physical exchanges with peers</td>
</tr>
<tr>
<td>128.</td>
<td>Does not respond appropriately to friendly teasing</td>
</tr>
<tr>
<td>129.</td>
<td>Is not accepted by other students</td>
</tr>
<tr>
<td>130.</td>
<td>Bothers others who are trying to work, listen etc</td>
</tr>
<tr>
<td>131.</td>
<td>Responds inappropriately to others’ attempts to be friendly</td>
</tr>
<tr>
<td>132.</td>
<td>Refuses to share possessions or materials</td>
</tr>
<tr>
<td>133.</td>
<td>Does not allow others to take their turn or participate in activities or games</td>
</tr>
<tr>
<td>134.</td>
<td>Does not demonstrate the ability to resolve conflict situations</td>
</tr>
<tr>
<td>135.</td>
<td>Does not make appropriate use of free time</td>
</tr>
<tr>
<td>136.</td>
<td>Fails to work appropriately with peers in a tutoring situation</td>
</tr>
<tr>
<td>137.</td>
<td>‘Gets back’ at others when he/she feels that someone has wronged him/her</td>
</tr>
<tr>
<td>138.</td>
<td>Writes and passes notes</td>
</tr>
<tr>
<td>139.</td>
<td>Tattles</td>
</tr>
<tr>
<td>140.</td>
<td>Grabs things away from others</td>
</tr>
<tr>
<td>141.</td>
<td>Interrupts the teacher or other students</td>
</tr>
<tr>
<td>142.</td>
<td>Has unexcused absences</td>
</tr>
<tr>
<td>143.</td>
<td>Has unexcused tardiness</td>
</tr>
<tr>
<td>144.</td>
<td>Blames other persons or materials to avoid taking responsibility for his/her</td>
</tr>
</tbody>
</table>
145. Does not participate or demonstrate an interest in classroom activities or special events that are interesting to other students
146. Blames self for situations beyond his/her control
147. Expresses concerns or worries about school, home, or personal situations through words or pictures
148. Is not motivated by rewards
149. Responds inappropriately to constructive criticism or comments from others
150. Tries to avoid situations, assignments, responsibilities
151. Demonstrates self-destructive behavior
152. Threatens to hurt self
153. Indicates that no one likes him/her, no one cares about him/her etc
154. Ignores consequences of his/her behavior
155. Does not smile, laugh, or demonstrate happiness
156. Cheats
157. Throws temper tantrums
158. Is tired, listless, apathetic, unmotivated, not interested in school
159. Indicates that he/she does not care or is not concerned about performance, grades, reports, consequences of behavior etc
160. Is overly critical of self in school-related performance, abilities, personal appearance etc
161. Frowns, scowls, looks unhappy during typical classroom situations
162. Needs immediate rewards, reinforcement, or gratification in order to demonstrate appropriate behavior
163. Does not care for personal appearance
164. Is pessimistic
165. Physically runs away from personal or school experiences
166. Cries in response to personal or school situations

**INAPPROPRIATE BEHAVIOR UNDER NORMAL CIRCUMSTANCES**

167. Behaves inappropriately when others do well or receive praise or attention
168. Does not behave in a manner appropriate for the situation
169. Acts impulsively without apparent self-control
170. Exhibits sudden or extreme moods changes
171. Is unpredictable in behavior
172. Makes sexually related comments or engages in inappropriate behavior with sexual overtones
173. Moves about unnecessarily
174. Becomes overexcited
175. Lies, denies, exaggerates, distorts the truth
176. Speaks in an unnatural voice
177. Speaks incoherently
178. Engages in nervous habits
179. Destroys school, teachers’ or other students’ property
180. Does not accept changes in an established routine
181. Reacts physically in response to excitement, disappointment, surprise, happiness, fear etc
182. Engages in inappropriate behaviors related to bodily functions
183. Becomes pale, make vomit, or pass out when anxious or frightened
184. Demonstrates phobic reactions
185. Does not change from one activity to another without difficulty
186. Cannot fasten articles of clothing
187. Does not change clothing for physical education
188. Does not demonstrate appropriate mealtime behavior
189. Uses obscene or profane language
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>190</td>
<td>Does not demonstrate the ability to follow a routine</td>
</tr>
<tr>
<td>191</td>
<td>Does not take appropriate care of personal property</td>
</tr>
<tr>
<td>192</td>
<td>Steals or forcibly takes things from other students, teachers, the school building etc</td>
</tr>
<tr>
<td>193</td>
<td>Engages in inappropriate behaviors while seated</td>
</tr>
<tr>
<td>194</td>
<td>Does not follow directives from teachers or other school personnel</td>
</tr>
<tr>
<td>195</td>
<td>Brings inappropriate or illegal materials to school</td>
</tr>
<tr>
<td>196</td>
<td>Responds inappropriately to redirection in academic and social situations</td>
</tr>
<tr>
<td>197</td>
<td>Does not follow school rules</td>
</tr>
<tr>
<td>198</td>
<td>Demonstrates inappropriate behavior on the school grounds before and after school</td>
</tr>
<tr>
<td>199</td>
<td>Does not follow classroom rules</td>
</tr>
<tr>
<td>200</td>
<td>Does not wait appropriately for an instructor to arrive</td>
</tr>
<tr>
<td>201</td>
<td>Does not wait appropriately for assistance from an instructor</td>
</tr>
<tr>
<td>202</td>
<td>Does not demonstrate appropriate use of school-related materials</td>
</tr>
<tr>
<td>203</td>
<td>Does not demonstrate appropriate care and handling of others’ property</td>
</tr>
<tr>
<td>204</td>
<td>Does not raise hand when appropriate</td>
</tr>
<tr>
<td>205</td>
<td>Demonstrates inappropriate behavior going to and from school</td>
</tr>
<tr>
<td>206</td>
<td>Does not take notes during class when necessary</td>
</tr>
<tr>
<td>207</td>
<td>Is preoccupied wit drugs or alcohol or possesses or uses drugs or alcohol at school</td>
</tr>
<tr>
<td>208</td>
<td>Blurs out answers without being called on</td>
</tr>
<tr>
<td>209</td>
<td>Interrupts others</td>
</tr>
<tr>
<td>210</td>
<td>Talks to others during quiet activity periods</td>
</tr>
<tr>
<td>211</td>
<td>Leaves seat or assigned area without permission</td>
</tr>
<tr>
<td>212</td>
<td>Does not come to or is not ready for activity at the specified time</td>
</tr>
</tbody>
</table>

**GROUP BEHAVIOR**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>213</td>
<td>Demonstrates inappropriate behavior when moving with a group</td>
</tr>
<tr>
<td>214</td>
<td>Behaves more appropriately alone in a small group than with the whole class or in large group activities</td>
</tr>
<tr>
<td>215</td>
<td>Demonstrates inappropriate behavior in a small academic group setting</td>
</tr>
<tr>
<td>216</td>
<td>Does not demonstrate appropriate behavior in the presence of a substitute authority figure</td>
</tr>
<tr>
<td>217</td>
<td>Demonstrates inappropriate behavior in a large academic group setting</td>
</tr>
<tr>
<td>218</td>
<td>Has difficulty working effectively in a group situation</td>
</tr>
<tr>
<td>219</td>
<td>Does not demonstrate appropriate behavior in group games</td>
</tr>
</tbody>
</table>