

Third Grade Suggested Reading/Language Arts Assessment Options

<b>Standard</b>	<b>Selected Response</b>	<b>Constructed Response</b>	<b>Performance Assessment</b>	<b>Informal Assessment</b>
<p>ELA3R3 a Comprehension</p> <p>Reads a variety of texts for information and pleasure.</p>	Multiple Choice	<p>Story Matrix</p> <p>Cloze Procedure</p> <p>Summary Frames</p> <p>Thinking/Concept Map Use</p>	<p>Step Into the Story</p> <p>Text Rendering</p> <p>Independent Reading</p> <p>Evidence of locating the purpose set for the reading</p>	<p>Oral questioning/ Discussion</p> <p>Think Aloud Process</p>
<p>ELA3R3 b Comprehension</p> <p>Makes predictions from text content.</p>	Multiple Choice	Completion of T chart – The text says/ I think...	<p>Step Into the Story</p> <p>Mark the Spot – Identifying evidence in the text</p>	<p>Observation</p> <p>Discussion</p> <p>Guided Reading Group Conversation about the text</p>
<p>ELA3R3 c Comprehension</p> <p>Generates questions before, during, and after reading.</p>	Multiple Choice	<p>Anticipation Guides</p> <p>K-W-L Before and after reading</p> <p>Thinking Map/ Concept Map Use (Circle Map-Brainstorming prior knowledge)</p>	<p>Post sticky notes and coded answers to questions</p> <p>Question/Answer Codes from Stephanie Harvey’s “Strategies That Work”</p>	<p>Conferencing</p> <p>Discussion</p> <p>Observation</p>
<p>ELA3R3 d Comprehension</p>	Multiple Choice	Thinking Maps/ Concept Maps	Student Sorts fact from opinion statements	Discussion

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Distinguishes fact from opinion	Matching True False		Identifies/marks important facts in texts	Student Commentary/ Conferencing  Observation Guided Reading Group – Conversation about the text
ELA3R3 e Comprehension  Recognizes plot, setting, and character within text, and compares and contrasts these elements between texts.	Multiple Choice  Matching	Story Map Completion  Thinking Maps/ Concept Maps	Student Retelling  Summarizing	Conferencing  Observation  Guided Reading Group Conversation about the text
ELA3R3 f Comprehension  Makes judgments and inferences about setting, characters, and events and supports them with evidence from text.	Multiple choice	Fill in the blank story summary frames.  Completing visual organizers	Step Into the Story-character inferring	Observations  Guided Reading Group Conversations about the text
ELA3R3 g Comprehension  Summarizes text content	Multiple Choice	Fill in the blank summary frames  Thinking Map/ Concept Maps	Oral summary of text  Written summary of text	Guided Reading Group Conversation about the text  Discussion

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			Independent Reading Group Discussions of text	Literature Circle Reading and Discussions
<p>ELA3R3 h Comprehension</p> <p>Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.</p>	<p>Multiple Choice</p> <p>Matching</p>	<p>Fill in the blank – words and phrases using information from the conventions</p> <p>Thinking Maps/ Concept Maps</p>	<p>NF Convention Books</p> <p>Student Writing including conventions in the writing appropriately and using the information.</p> <p>Student conversation of information gained from the conventions/organizers that is different and/or additional information from the information in the running text.</p>	<p>Shared Reading Group discussions and observations</p> <p>Guided Reading Group Conversation about the text</p>
<p>ELA3R3 i Comprehension</p> <p>Makes connections between texts and/or personal experiences.</p>	<p>Multiple Choice</p> <p>Matching</p>	<p>Fill in the blank connections</p> <p>Thinking Maps/ Visual Organizers</p>	<p>Step Into the Story (character)</p> <p>Creates an innovation of the text as connected to self</p> <p>Identifies the theme of the text based on personal prior knowledge and/or experiences</p>	<p>Guided Reading Group Conversation about the text</p> <p>Shared Reading Group discussion of connections/themes</p>
<p>ELA3R3 j Comprehension</p> <p>Identifies and infers cause-and-effect relationships and draws conclusions</p>	<p>Multiple Choice</p>	<p>Thinking Maps/ Concept Maps Visual Organizers</p> <p>Writing extensions</p>	<p>Purpose set for reading: Student marks the text identifying causes and effects</p> <p>Writing Responses</p>	<p>Shared Reading Observation of student conversation</p> <p>Guided Reading Group conversation about the text</p>

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<p>ELA3R3 k Comprehension</p> <p>Self monitors comprehension to clarify meaning.</p>		<p>Fill in the blank</p>	<p>Re-enactment</p> <p>Posting sticky notes in text to indicate confusion/questions</p> <p>Rereading to clarify or answer questions</p> <p>Rereading to locate specific information</p>	<p>Guided Reading Group observation of student rereading text to clarify meaning</p> <p>Observation of student rereading text during independent reading</p>
<p>ELA3R3 l Comprehension</p> <p>Identifies and infers cause-and-effect relationships and draws conclusions.</p>	<p>Matching</p> <p>Multiple Choice</p>	<p>Thinking Maps/ Concept Map Completion</p>	<p>Active participation in book talk group of causes and effects</p> <p>Marks the spot in texts as reading to indicate causes and effects</p>	<p>Conversation Groups/ Discussion Group of causes and effects as related to LA/SS/Sci topics (biographies, informational texts...)</p>
<p>ELA3R3 m Comprehension</p> <p>Recalls explicit facts and infers implicit facts.</p>	<p>Multiple Choice</p> <p>True-False</p>	<p>Fill in the blank</p> <p>Completion of summary frames</p> <p>Thinking Map – Tree Map Completion</p>	<p>Mark the text as reading to indicate explicit – important details/facts</p> <p>Student Learning Logs</p> <p>Completion of T chart organizer stating inferences and identifying evidence from the text (what verbage in the text</p>	<p>Small or whole group observation during Discussion/Conversation of the text in the Shared Reading setting for SS, Sci, LA text reading</p> <p>Conversation about the text in the Guided Reading setting</p>

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			made me think that)	
<p>ELA3R3 n Comprehension</p> <p>Identifies the basic elements of a variety of genres (fiction, non-fiction, drama, and poetry).</p>	<p>Multiple Choice</p> <p>Matching</p>	<p>Completion of visual organizers/thinking maps</p> <p>Fill in the blank</p>	<p>Re-enactment and appropriate set/prop creation compatible with text</p> <p>Reader’s theatre of poetry</p> <p>Student Comprehension Books (similar to NF Convention books)</p>	<p>Group discussion of text</p> <p>Guided Reading Group conversation of basic elements of genres</p> <p>Shared Reading observation and conversation about text elements</p> <p>Teacher to student and peer to peer interviews</p>
<p>ELA3R3 o Comprehension</p> <p>Uses titles, tables of contents, and chapter headings to locate information quickly and accurately and to preview text.</p>	<p>Matching</p> <p>Multiple Choice</p>	<p>Fill in the blank responses to functions of named conventions</p>	<p>NF Convention Books</p>	<p>Observation</p> <p>Conversation in Guided and Shared Reading Groups on use of the conventions of texts</p> <p>Think Aloud Process</p>
<p>ELA3R3 p Comprehension</p> <p>Recognizes the author’s purpose.</p>	<p>Multiple Choice</p>	<p>Fill in the blank with words and/or phrases as appropriate.</p> <p>Short Answer</p>	<p>Oral presentation discussion of author’s purpose for specific text.</p> <p>Naming specific texts written for identified purpose (inform,</p>	<p>Oral questioning and conversation on reasons for writing.</p>

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		Paragraphs	persuade, entertain) from “real life” reading options.  Student written responses identifying author’s purpose.	
<p>ELA3R3 q Comprehension</p> <p>Formulates and defends an opinion about a text</p>		Fill in the blank	<p>Book Recommendation</p> <p>Book Report</p> <p>Debates</p> <p>Persuasive speech</p> <p>Response to Literature – Oral and/or written</p>	<p>Conversation of text</p> <p>Discussion Group</p> <p>Guided Reading Group conversation about the text</p> <p>Observation of rational thinking and conversation about a text supported with evidence/research</p>
<p>ELA3R3 r Comprehension</p> <p>Applies dictionary, thesaurus, and glossary skills to determine word meanings.</p>	<p>Multiple Choice</p> <p>Matching</p>	<p>Fill in the blank with words/phrases</p> <p>Visual Organizers</p> <p>Thinking Maps/ Concept Map Completion for writing about the text</p>	<p>Student class presentations and modeling the following:</p> <p>Creating a glossary for a response to literature piece.</p> <p>Using the thesaurus to revise student writing.</p> <p>Using the dictionary to determine word meaning.</p>	<p>Observation of student use of thesaurus, dictionary, glossary appropriately when reading text.</p> <p>Conversation through think – aloud process for function and appropriate use of resources</p>

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<p>ELA3W2 a Narrative Writing</p> <p>Captures a reader’s interest by writing both personal and fantasy/imaginary stories, setting a purpose, and developing a point of view.</p> <p>Relates a literary work to information about its setting (historically or culturally).</p>	<p>Multiple choice</p>	<p>Narrative Text Structure Visual Organizer</p> <p>Illustration of setting including only related details.</p>	<p>Dramatization – use accents, dialects, etc. when acting out a story.</p> <p>Written response indicating the point of view.</p> <p>Writing and acting out an innovation of the story indicating the same point of view.</p> <p>Writing/acting out an in</p>	<p>Student Think Aloud process</p> <p>Conversation about the text</p> <p>Observation of creation of text innovation implying the point of view</p>
<p>ELA3W2 b Narrative Writing</p> <p>Sustains a focus</p>	<p>Multiple Choice</p> <p>Matching</p>	<p>Thinking Map/ Visual Organizer Completion</p>	<p>Retelling the story</p>	<p>Observation</p> <p>Conferencing and commentary</p> <p>Author Share</p>

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<p>ELA3W2 c Narrative Writing</p> <p>Includes the appropriate purpose, expectations, and length for the audience and genre.</p>	<p>Multiple Choice Matching</p>	<p>Thinking Map Completion/ Visual Organizer</p>	<p>Oral presentation – rehearsal Before writing</p> <p>Oral presentation and written product after writing</p>	<p>Evidence or revision to develop vertical development of the piece – with supportive details and deleted extraneous details.</p> <p>Teacher/Student conferencing and specific commentary</p> <p>Peer/Peer conferencing and commentary</p>
<p>ELA3W2 d Narrative Writing</p> <p>Uses sensory details and other literary language to communicate setting, characters, and plot.</p>	<p>Multiple Choice Matching</p>	<p>Fill in the blank</p> <p>Thinking Maps/ Visual Organizer Use</p> <p>Identify the sense author appeals to in lifted text examples.</p> <p>Visual organizer development of 5 senses involved in the setting.</p>	<p>Student Writing including effective use of sensory details about setting, characters and plot.</p>	<p>Tally or Checklist for sensory details.</p> <p>Teacher/Student Conferencing-Commentary</p> <p>Student/Student commentary/conferencing</p>

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<p>ELA3W2 e Narrative Writing</p> <p>Uses appropriate organizational structures to ensure coherence (well developed beginning, middle, and end, and sequence of events) and strategies (transition words/phrases, time cue words, and sequence of events).</p>	<p>Multiple Choice</p> <p>Fill in the blank</p> <p>Labeling the parts of the narrative writing structure – Introduction, Body, Conclusion)</p>	<p>Thinking Maps/ Concept Map Completion</p>	<p>Student Writing Products</p> <p>Student sharing of the process used to organize the writing</p> <p>Student lifts sections of written product discussing the role of the transitional words and phrases to move the reader through the text effectively.</p>	<p>Observation of revision to organize writing</p> <p>Teacher/Student conferencing/commentary</p> <p>Student/Student conferencing/commentary</p>
<p>ELA3W2 f Narrative Writing</p> <p>Develops characters through action and dialogue.</p>	<p>Matching</p> <p>Multiple Choice</p>	<p>Thinking Map/ Concept Map completion for character development, actions, and dialogue.</p>	<p>Step into the character rehearsal for writing</p> <p>Lifting of student written dialogue and discussion of relevance for story and character development</p> <p>Graph of story action and supportive dialogue.</p>	<p>Conferencing/Commentary</p> <p>Teacher – Student</p> <p>Student – Student</p> <p>Journaling</p> <p>Character Rating Scale</p>

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<p>ELA3W2 g Narrative Writing</p> <p>Provides a sense of closure.</p>	<p>Multiple choice</p>	<p>Thinking Map/ Visual Organizer Completion and use in writing</p>	<p>Presentation of Writing</p> <p>Lifted portion of text (closure/conclusion) and think aloud process of how they – as the author – wrapped up the piece.</p>	<p>Observation</p> <p>Teacher-Student Conferencing/ Commentary</p> <p>Student – Student Conferencing/Commentary</p>
<p>ELA3W2 h Narrative Writing</p> <p>May include prewriting.</p>		<p>Illustration</p> <p>Story Web</p> <p>Thinking Map/Prewriting Organization</p>	<p>Knee to knee story telling prior to writing</p> <p>Presentation of Writing from prewriting</p>	<p>Observation of oral storytelling prior to writing</p> <p>Conversation relating details of story planning to write</p> <p>Answering questions and using them to clarify details when writing</p> <p>Portfolio /Works in Progress collection</p>
<p>ELA3W2 i Narrative Writing</p> <p>May include a revised and edited draft</p>		<p>Thinking Map/ Visual Organizer Use</p>	<p>Presentation of Written Piece – During Writing Stages for peer-teacher questioning and clarity.</p>	<p>Observation of change in writing based on conferring and commentary.</p> <p>Writing Process Checklist</p> <p>Status of the Class Log</p> <p>Writing Conference Notes</p>

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				<p>Works in Progress section of Writer's Notebook</p> <p>Portfolio – writing process pieces attached</p>
<p>ELA3W2 j Narrative Writing</p> <p>May be published.</p>		<p>Thinking Map/Visual Organizer Completion</p> <p>Nametag added to indicate stage in writing process – published works on Status of the Class Chart</p>	<p>Student Work Published and shared through presentation in Author's Chair</p> <p>Publication on Student Writing Website</p> <p>Publication in Class Book</p> <p>Class Publications Matrix Posted in Classroom/Media Center Section for published student authors</p> <p>Author's Café/Tea Celebration</p>	<p>Teacher – Student Conferencing</p> <p>Observation of use of writing process to publication</p> <p>Teacher assessment documentation log of commentary, conferencing, status of the class...</p>

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