

SLA Grade 3 Literacy Performance Task Descriptors

| The Writing Project | Excellent | Proficient | Adequate | Limited | Insufficient Evidence |
|--|--|--|---|--|--|
| <p>Content and Organization</p> <p>When assessing Content and Organization, consider how effectively the student</p> <ul style="list-style-type: none"> introduces the topic (3.3.2)* uses ideas and supporting details to develop the topic (this may also include visual representations) (1.1.3, 3.3.3, 4.3.1) concludes the writing (3.3.2) writes a coherent response (1.2.2) | <ul style="list-style-type: none"> The introduction is compelling. The topic is developed using insightful and convincing ideas and details. The conclusion is skillfully constructed. The writing is consistently coherent. | <ul style="list-style-type: none"> The introduction is clearly expressed. The topic is developed using relevant and interesting ideas and details. The conclusion is effectively constructed. The writing is frequently coherent. | <ul style="list-style-type: none"> The introduction is predictable. The topic is developed using general but satisfactory ideas and details. The conclusion is appropriately constructed. The writing is generally coherent. | <ul style="list-style-type: none"> The introduction is unfocused. The topic is partially developed using unclear and/or repetitive ideas and details. The conclusion is contrived, unclear, and/or superficial. The writing is seldom coherent; ideas may ramble or be presented as a list. | <ul style="list-style-type: none"> The introduction does not address the task or it is missing. Ideas and details are scant or missing. The conclusion is unrelated to the topic or it is missing. The writing is not coherent; ideas, if provided, are randomly presented. |
| <p>Vocabulary</p> <p>When assessing Vocabulary, consider how effectively the student</p> <ul style="list-style-type: none"> uses connecting words (4.2.2) uses descriptive language (2.4.2, 4.1.9) uses words to develop ideas (4.2.3, 5.1.5) | <ul style="list-style-type: none"> Connecting words are skillfully used to link ideas. Descriptive language is vivid. Word choice is precise. | <ul style="list-style-type: none"> Connecting words are effectively used to link ideas. Descriptive language is specific. Word choice is effective. | <ul style="list-style-type: none"> Connecting words are predictably used to link ideas. Descriptive language is simple. Word choice is appropriate. | <ul style="list-style-type: none"> Connecting words are repetitively or inconsistently used to link ideas. Descriptive language is vague, awkward, and/or seldom used. Word choice lacks precision. | <ul style="list-style-type: none"> Connecting words are misused and/or missing. Ideas are not linked. Descriptive language is not used. Few or no words are chosen. |
| <p>Conventions</p> <p>When assessing Conventions, consider the extent to which the student</p> <ul style="list-style-type: none"> uses sentences that represent complete thoughts (4.2.1) uses capitalization correctly (4.2.8) uses punctuation correctly (4.2.9, 4.2.10) controls spelling (4.2.5, 4.2.6, 4.2.7) | <ul style="list-style-type: none"> Sentences consistently represent complete thoughts. Capitalization of proper nouns and the beginnings of sentences is consistently correct. End punctuation (periods and question marks) and commas (in a series) are consistently correct. Common and high-frequency irregular words are consistently spelled correctly; uncommon words are consistently spelled correctly or phonetically. | <ul style="list-style-type: none"> Sentences frequently represent complete thoughts. Capitalization of proper nouns and the beginnings of sentences is frequently correct. End punctuation (periods and question marks) and commas (in a series) are frequently correct. Common and high-frequency irregular words are frequently spelled correctly; uncommon words are frequently spelled correctly or phonetically. | <ul style="list-style-type: none"> Sentences generally represent complete thoughts. Capitalization of proper nouns and the beginnings of sentences is generally correct. End punctuation (periods and question marks) and commas (in a series) are generally correct. Common words are generally spelled correctly; high-frequency irregular words and uncommon words are generally spelled correctly or phonetically. | <ul style="list-style-type: none"> Sentences seldom represent complete thoughts. Capitalization of proper nouns and the beginnings of sentences is seldom correct. End punctuation (periods and question marks) and commas (in a series) are seldom correct. Common words are seldom spelled correctly or phonetically; high-frequency irregular words and uncommon words, if present, are seldom spelled phonetically. | <ul style="list-style-type: none"> Sentences represent incomplete thoughts and are difficult to discern or sentences are missing. There is little or no evidence of correct capitalization. There is little or no evidence of the correct use of end punctuation and commas. Common words are incorrectly spelled and/or missing; incorrect spelling significantly interferes with communication. |

Note: When assessing a student's response, the length and complexity of the response must be considered. Content and Organization (bullet 4 - "writes a coherent response") has been revised.

*All of the outcome(s) listed (e.g., 4.2.3) are from the Grade 2 English Language Arts Program of Studies.

Sample—The Red Fox
Revised 2016