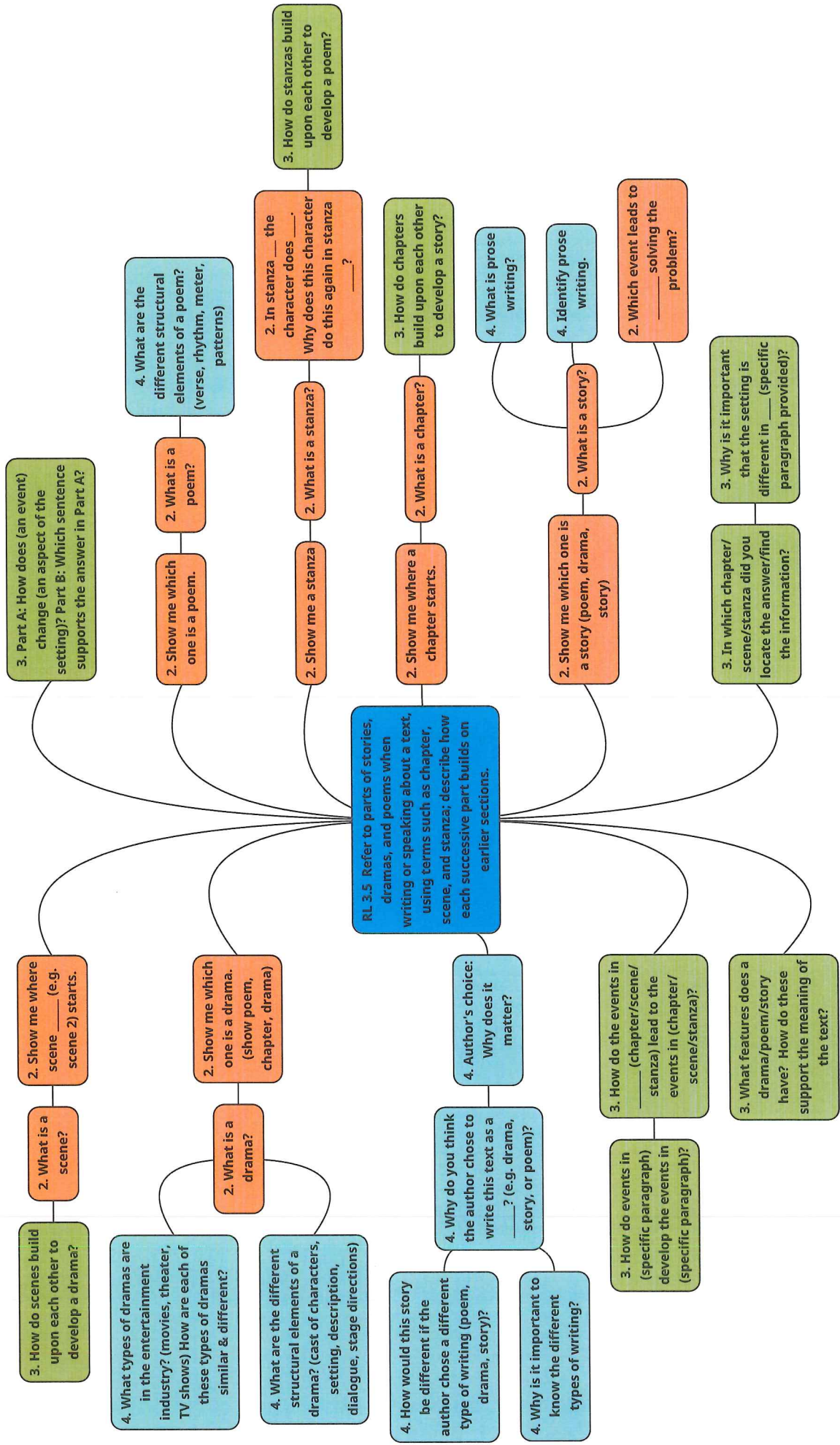


Proficiency Scale: Quarter 1 Assessment

RL.3.5 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.

Advanced 4.0	I can... <ul style="list-style-type: none"> Recognize that poems, drama and prose use different structural elements Identify common structural elements of poems and dramas Refer to the structural elements of a poem or a drama when explaining their differences
3.5	I am able to score a 3.0 and also able to do part of 4.0.
Proficient 3.0	I can... <ul style="list-style-type: none"> Explain how stories, drama, and poems are written in different forms (ie- chapter, scene, stanza) Use the terms chapter, scene, stanza correctly when writing or speaking about parts of text Describe how chapters, scenes & stanzas give the reader information and work together to create the story, drama, or poem
2.5	I am able to score a 2.0 and also able to do part of 3.0.
Basic 2.0	I can.. <ul style="list-style-type: none"> Identify the chapters, scenes, and stanzas within a text. Identify chapters with books, scenes with dramas, and stanzas with poems using visual, auditory, or text examples. Identify a text as a story, drama, or poem. Recognize or give meaning to the following vocabulary words: <ul style="list-style-type: none"> story - chapter - scene - stanza
1.5	I am able to understand some of the items that we have covered independently.
Limited 1.0	With help, partial success at a score of 2.0 content or higher.
0.5	The student is able to understand some of the items that we have covered, with help.
0.0	Even with help, no understanding or skill demonstrated.



ANNUAL

Summative district and state assessments
(aggregated, disaggregated; strand, item, and student work)

Who Needs the Data?
DLT/BLT/TBT

2–4 TIMES A YEAR

Data about people, practices, and perceptions
(e.g., demographic, enrollment, survey, interview, observation data, and curriculum maps)

QUARTERLY OR END-OF-UNIT

Benchmark common assessments
(e.g., end-of-unit, common grade-level tests reported at item level; aggregated, disaggregated; strand, item, and student work)

1–4 TIMES A MONTH

Formative common assessments
(e.g., math problem of the week, writing samples, science journals, and other student work)

DAILY–WEEKLY

Formative classroom assessments for learning
(e.g., student self-assessments, descriptive feedback, selected response, written response, personal communications, and performance assessments)
