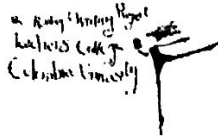


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Teachers College Reading & Writing Project Benchmark Reading Levels and Marking Period Assessments

Updated for the 2017-2018 School Year

SEPTEMBER	NOVEMBER	JANUARY	MARCH	JUNE
Kindergarten Emergent Story Books Shared Reading	Kindergarten Emergent Story Books Shared Reading A/B (with book intro)	Kindergarten B/C (with book intro)	Kindergarten 1=Early Emergent 2=A/B (with book intro) 3=C (with book intro) 4=D/E	Kindergarten 1=B or below 2=C (with book intro) 3=D/E 4=F or above
Grade 1: 1=B or below 2=C 3=D/E 4=F or above	Grade 1: 1=C or below 2=D/E 3=F/G 4=H or above	Grade 1: 1=D or below 2=E/F 3=G/H 4=J or above	Grade 1: 1=E or below 2=F/G 3=H/I/J 4=K or above	Grade 1: 1=F or below 2=G/H 3=I/J/K 4=L or above
Grade 2: 1=F or below 2=G/H 3=I/J/K 4=L or above	Grade 2: 1=G or below 2=H/I 3=J/K/L 4=M or above	Grade 2: 1=H or below 2=I/J 3=K/L 4=M or above	Grade 2: 1=I or below 2=J/K 3=L/M 4=N or above	Grade 2: 1=J or below 2=K/L 3=M 4=N or above
Grade 3: 1=J or below 2=K/L 3=M 4=N or above	Grade 3: 1=K or below 2=L/M 3=N 4=O or above	Grade 3: 1=L or below 2=M/N 3=O 4=P or above	Grade 3: 1=M or below 2=N 3=O 4=P or above	Grade 3: 1=N or below 2=O 3=P 4=Q or above
Grade 4: 1=N or below 2=O 3=P 4=Q or above	Grade 4: 1=N or below 2=O/P 3=Q/R 4=S or above	Grade 4: 1=O or below 2=P 3=Q/R 4=T or above	Grade 4: 1=O or below 2=P/Q 3=R/S 4=T or above	Grade 4: 1=P or below 2=Q/R 3=S 4=T or above
Grade 5: 1=P or below 2=Q/R 3=S 4=T or above	Grade 5: 1=Q or below 2=R/S 3=T 4=U or above	Grade 5: 1=R or below 2=S 3=T/U 4=V or above	Grade 5: 1=R or below 2=S/T 3=U 4=V or above	Grade 5: 1=S or below 2=T 3=U/V 4=W or above
Grade 6: 1=S or below 2=T 3=U/V 4=W or above	Grade 6: 1=S or below 2=T/U 3=V 4=W or above	Grade 6: 1=T or below 2=U 3=V/W 4=X or above	Grade 6: 1=T or below 2=U/V 3=W 4=X or above	Grade 6: 1=U or below 2=V 3=W/X 4=Y or above
Grade 7: 1=U or below 2=V 3=W/X 4=Y or above	Grade 7: 1=U or below 2=V 3=W/X 4=Y or above	Grade 7: 1=U or below 2=V/W 3=X 4=Y or above	Grade 7: 1=U or below 2=V/W 3=X/Y 4=Z or above	Grade 7: 1=V or below 2=W/X 3=Y 4=Z or above
Grade 8: 1=V or below 2=W/X 3=Y 4=Z or above	Grade 8: 1=V or below 2=W/X 3=Y/Z 4=Adult Literature	Grade 8: 1=W or below 2=X/Y 3=Z/Adult Literature 4=Adult Literature	Grade 8: 1=W or below 2=X/Y 3=Z/Adult Literature 4=Adult Literature	Grade 8: 1=W or below 2=X/Y/Z 3=Z/Adult Literature 4=Adult Literature

Lenses for Reading Literary & Informational Texts

Bookmarks for 3rd Grade

2

Literary

Character Feelings (CF)



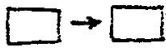
Character Traits (CT)



Problem (P)



Changes in story (CIS)



Solution (S)



Lesson (L)

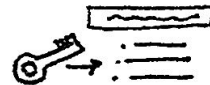


Informational

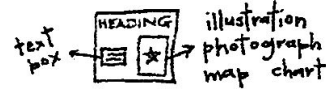
Main Idea (MI)



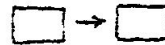
Key Details (KD)



Text Features (TF)



Cause & Effect (CE)



Directions

203048P

Read this story. Then answer questions 19 through 23.

While on vacation with his parents and digging for dinosaur fossils, Benny makes a surprising discovery—*young boys are not the only creatures who lose teeth.*

Digging for Dinos

by Charnan Simon

1 Digging for dinosaurs was hot work. Benny sat back on his heels and took a long drink from his water bottle. At first, when Mom and Dad had told him they were going on a dinosaur dig for vacation, he'd been excited. He'd bragged to his friends that he'd find the skeleton of a never-before-discovered dinosaur. The *Benosaurus*, they'd probably name it.

2 But the real dig wasn't at all what he'd expected. For starters, he wasn't even digging. "No shovels," Dave, the paleontologist in charge, told them. "Any dinosaur bones buried here should be within a couple of feet of the surface. We don't want to risk clunking around and breaking them." Then he'd handed out ice picks and paint brushes and showed everyone how to chip and brush away sand and dirt, slowly and carefully, a little bit at a time.

3 "The most important thing is knowing where to look," Dave said. "Some rocks aren't old enough to have dinosaur bones. Other rocks are too old. We've studied this area before and found lots of fossils, so I'm hopeful you'll find some too!"

4 Well, that had been two days ago, and so far the most exciting thing Benny had found was that his front tooth was loose. He wiggled it now. If he couldn't find any dinosaur bones, at least he could show his friends back home that he'd lost another tooth.

5 Dave crouched beside Benny. "How's it going?" he asked.

6 "OK," Benny said. It didn't seem very nice to say that he was bored. "This is pretty slow."

7 Dave nodded. "Yep," he agreed. "It's hard work. Sometimes paleontologists and fossil hunters look for weeks without finding anything. And we hardly ever find a whole skeleton." He added, "You know, Ben, if you're tired of searching, you can always help someone else on the crew."

- 8 Benny looked around the dry, rocky hillside. Dave's assistants were busy taking photographs and drawing pictures and making charts. Some were using GPS devices to make maps of the area. Some were writing in notebooks. Dave said it was important to take good field notes, to record exactly what you did and where you were when you looked for fossils.
- 9 Benny thought holding the GPS tool might be fun, but he wasn't giving up. "I'll keep looking," he said. "But," he added, thinking out loud, "the pictures always show dinosaurs in swampy places. Did they live in deserts, too?"
- 10 "Ahh," said Dave. "Some probably did, but not around here. Millions of years ago, this wasn't desert. It was wet and green and lush. The Earth's changed a lot since the time of the dinosaurs." Dave slapped Benny on the back and got to his feet. "Keep up the good work, Ben," he said encouragingly. "I think today will be your lucky day!"
- 11 Pick, chip, brush, and sweep. Benny bent over his patch of rocky ground and carefully cleared away the sand and gravel. When he needed a break, he wiggled his loose tooth. The sun climbed higher and hotter into the sky. He was getting into the rhythm of things. Either that, or the heat was just making him drowsy.
- 12 And then it happened. "My tooth!" Benny said, surprised. He stared down at the dirt.
- 13 "MY TOOTH!" Benny whooped. "My dinosaur tooth! I found a real, live dinosaur tooth!"
- 14 Dave hurried over to look, careful not to disturb the ground in front of Benny's find. "Well, I'll be!" he said. "It's a tooth all right!"
- 15 "What kind is it?" Benny asked excitedly. "Is it *T. rex*? *Apatosaurus*? *Triceratops*?"
- 16 Dave laughed, but he kept studying the fossil in the ground. "Well, Ben," he finally said, "I've seen a lot of dinosaur teeth, but this one's different. I think you may have found one we haven't seen before. Good job!"

Additional Sample Prompts for Released Passages:
Digging for Dinos & Sweet Land of Liberty

“Digging for Dinos”

In “Digging for Dinos,” why does Benny dig for dinosaur bones? Use two details from the story to support your response.

In “Digging for Dinos,” how does Benny dig for dinosaur bones? Use two details from the story to support your response.

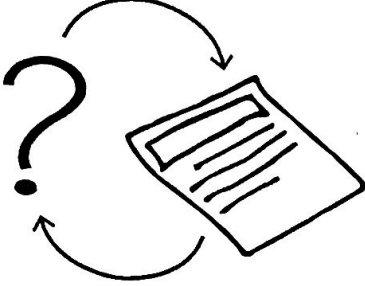
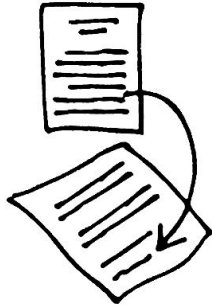

"Digging for Dinos"

What does the reader learn about the kind of person Benny is? How do Benny's actions show the kind of person he is? Use details from the story to support your answer.

- In your response, be sure to:
 - explain what kind of person Benny is
 - explain how Benny's actions show the kind of person he is
 - use details from the story to support your response

Short Response Practice Checklist

6

	1 Point	I wrote an answer that answered the question.	
	1/2 Point	I included a specific detail from the text to support my answer.	
	1/2 Point	I included a second specific detail from the text to support my answer.	
Total Points:			

Extended Response Checklist

For the introduction...

- I started my response with "In the text, _____
(title)
by _____".
(author)
- I wrote an answer for **both jobs**.

For part 1...

- I wrote a sentence that restates **Job 1** and answers it.
- I support my answer with a detail from the text that matches my answer *(For example, in the text it says...)*
- I support my answer with a second detail from the text that matches my answer. *(In the text it also says...)*

For part 2...

- I wrote a sentence that restates **Job 2** and answers it.
- I support my answer with a detail from the text that matches my answer *(In the text it says...)*
- I support my answer with a second detail from the text that matches my answer. *(In the text it also says...)*

For the conclusion..

- I restated my answers for **both jobs**.
(This shows that... / This proves that...)

English Language Arts Rubrics

The 2017 Grade 3 Common Core English Language Arts Test will be scored using the same rubrics as were used in 2016. Both the English Language Arts 2-Point and 4-Point Rubrics reflect the demands called for by the CCLS.

Short-Response (2-Point) Holistic Rubric

Short-response questions will ask students to make a claim, take a position, or draw a conclusion, and then support it with details. This structure forms the foundation of the CCLS. As such, the 2-point rubric focuses on both the inference and evidence a student provides. This structure allows students to have wide latitude in responding to each prompt so long as their response is supported by the text.

Additionally, the expectation for all short responses will be complete, coherent sentences. By weaving these elements together, the questions, responses, and scores remain firmly focused on student reading ability.

2-Point Rubric—Short Response

Score	Response Features
2 Points	<p>The features of a 2-point response are</p> <ul style="list-style-type: none"> • Valid inferences and/or claims from the text where required by the prompt • Evidence of analysis of the text where required by the prompt • Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt • Complete sentences where errors do not impact readability
1 Point	<p>The features of a 1-point response are</p> <ul style="list-style-type: none"> • A mostly literal recounting of events or details from the text as required by the prompt • Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Incomplete sentences or bullets
0 Points*	<p>The features of a 0-point response are</p> <ul style="list-style-type: none"> • A response that does not address any of the requirements of the prompt or is totally inaccurate • A response that is not written in English • A response that is unintelligible or indecipherable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 1.

* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

New York State Grade 3 Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				
		4	3	2	1	0*
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text	W.2 R.1-9	—clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate comprehension and analysis of the text	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension of the text	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a confused comprehension of the text	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text	—demonstrate a lack of comprehension of the text or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided text to support analysis and reflection	W.2 R.1-8	—develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay	—develop the topic with relevant facts, definitions, and details throughout the essay	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—clearly and consistently group related information together —skillfully connect ideas within categories of information using linking words and phrases	—generally group related information together —connect ideas within categories of information using linking words and phrases	—exhibit some attempt to group related information together —inconsistently connect ideas using some linking words and phrases	—exhibit little attempt at organization —lack the use of linking words and phrases	—exhibit no evidence of organization
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—provide a concluding statement that follows clearly from the topic and information presented —demonstrate grade-appropriate command of conventions, with few errors	—provide a concluding statement that follows from the topic and information presented —demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—provide a concluding statement that follows generally from the topic and information presented —demonstrate emerging command of conventions, with some errors that may hinder comprehension	—provide a concluding statement that is illogical or unrelated to the topic and information presented —demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—do not provide a concluding statement —are minimal, making assessment of conventions unreliable

- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
 - Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
 - A response totally copied from the text(s) with no original student writing should be scored a 0.
- * Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

9