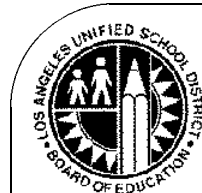


**English
Language
Arts**

GRADE

3

Performance Assignment



**Los Angeles
Unified
School District**

2001

Overview

In the Grade Three English-Language Arts performance assignment, students demonstrate important knowledge and skills identified in the *English-Language Arts Content Standards for California Public Schools* (1998).

This booklet contains the following: the performance assignment task, standards assessed by the performance assignment, guidelines for administering the performance assignment, and a rubric.

The Assignment

This is the Grade Three performance assignment task that your students will complete:

Think about a story you have read in class this year. This story should include a problem and its solution. You should write about:

- What the problem was
- How the problem was solved

Make sure to use facts and details from the story to explain everything clearly.

This prompt can also be found, enlarged for copying purposes, on page 6 of this booklet.

<p>Standards</p>	<p>All performance assignments are based on the <i>English-Language Arts Content Standards for California Public Schools</i> (1998). The specific state standards assessed by this Grade Three performance assignment are:</p>
<p>Reading</p> <p>Comprehension and Analysis of Grade-Level-Appropriate Text</p>	<p>2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, . . .).</p> <p>2.5 Distinguish the main idea and supporting details in expository text.</p> <p>2.6 Extract appropriate and significant information from the text, including problems and solutions.</p> <p>3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children’s literature.</p>

Guidelines for Administering the Performance Assignment

Time Frame

You will receive directions from your school's Standards-Based Assessment Coordinator on the range of dates during the second semester when you may administer the performance assignment. This performance assignment should take approximately 2-3 hours over a one-week period.

Teacher Role

Introducing the Assignment

Prior to beginning the performance assignment, you should implement the following steps using teaching techniques you have found to be effective for your students:

- Explain the assignment (task requirements and duration).
- Distribute or display the prompt (overhead transparency, blackboard, or as a handout).
- Read the prompt aloud and explain it to your students. You can rephrase the prompt to make sure your students understand it.
- Remind your students that they **should not retell or summarize the plot**. Instead, they should search for the plot elements that best express the problem and its solution.
- Distribute or display the rubric.
- Read the rubric aloud and explain it to your students.
- Provide your students with a full or partial list of the stories they have studied during the school year. You should not require all students to write on the same story.
- Assist your students in selecting a story that includes a problem and a solution.
- This is an open-book assignment. Make sure your students have access to either the story they have selected, or previous classwork on this story.
- Have your students engage in prewriting activities such as brainstorming, clustering, and outlining.

<p>Administering the Assignment</p>	<p>During the 2-3 hours of the performance assignment, your students should complete the following activities:</p> <ul style="list-style-type: none"> • Step A: Write a rough draft. • Step B: Revise and edit the draft. • Step C: Write a final copy of the composition. <p>The following guidelines should be observed during the administration of the performance assignment:</p> <ul style="list-style-type: none"> • Students should do their own writing, revising, and editing for this assignment. • All writing directly related to the performance assignment must take place in the classroom. Students should not take home drafts to work on outside of the classroom. • You may not rewrite sentences or paragraphs, or provide editorial corrections for individual students. In addition, you may not directly indicate to students any specific changes that should be made on their papers. • You should provide additional feedback and/or accommodations for students with disabilities, as determined by their IEPs.
<p>Task Requirements</p>	<p>Each student must submit all prewriting materials (for example, graphic organizers and outlines), rough draft, and final copy. Only the final copy, however, will be scored using the rubric in this booklet.</p>
<p>Scoring</p>	<p>This performance assignment will be scored using the rubric found on page 7 of this booklet. Papers from students with disabilities will be scored using the same rubric. All scores will be reported to LAUSD. For your own purposes, you may also score student papers on other qualities not emphasized in the performance assignment rubric. These additional scores can be counted in your classroom grades.</p>
<p>Further Information</p>	<p>LAUSD will provide detailed information on the role of the performance assignments in the promotion policy plan, how and when the performance assignments will be scheduled, and the overall scoring plan. LAUSD will also provide information on accommodating students with disabilities.</p>

The Assignment

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**Performance
Assignment
Rubric****SCORE
4****Advanced**

- The response demonstrates well-developed reading comprehension skills. [2.0, 3.0]¹
- Important elements of the problem are clearly and thoroughly described. [2.6]
- Important elements of an appropriate solution to the problem are clearly and thoroughly described. [2.6]
- Ideas are logically organized.
- Statements about the problem and its solution are clearly supported or explained with facts and details from the story. [2.5, 2.6]

**SCORE
3****Proficient**

- The response demonstrates solid reading comprehension skills.
- Elements of the problem are clearly described.
- Elements of an appropriate solution to the problem are clearly described.
- Most ideas are logically organized.
- Most statements about the problem and its solution are supported or explained with facts and details from the story.

**SCORE
2****Partially
Proficient**

- The response demonstrates some reading comprehension skills.
- There is an attempt to describe the problem.
- There is an attempt to describe the solution to the problem.
- Some ideas are logically organized.
- Some statements about the problem and its solution are supported or explained with facts and details from the story.

**SCORE
1****Not Proficient**

- The response demonstrates little or no skill in reading comprehension.
- The problem is not described, or the description is unclear.
- The solution to the problem is not described, or the description is unclear.
- Ideas are not logically organized.
- Statements about the problem and its solution are not supported or explained with facts and details from the story.

¹ Numbers indicate the specific state reading standards assessed by this Grade Three performance assignment.

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