Question #7: **WRITING**

**SCORING:**

**Production**—how the student produces the text (drawing, dictating, writing)
- 5 pts. Student response is in writing and includes a drawing that is about trees and/or their parts.
- 4 pts. Student response is in writing but does not include a drawing that is about trees and/or their parts.
- 3 pts. Student uses a combination of dictation and writing/drawing to write about trees and/or their parts.
- 2 pts. Student draws or dictates their response to the teacher, and it relates to trees and/or their parts.
- 1 pt. Student draws or dictates their response to the teacher; however, it does not relate to trees and/or their parts.
- 0 pts. Student provides no response.

**Capitalization**
- 2 pts. Student uses a capital for the first word in the sentence(s).
- 1 pt. Student uses capitals for some of the first words in sentences, but not all.
- 0 pts. Student does not use capitals or capitals are used inappropriately (for example, in the middle of words or sentences).

**Topic and Details**—the quality of the response—not the way the student produces the response. Details must be from the text, not from student background knowledge.
- 4 pts. The response (drawing, dictation, or writing) names the topic (trees) and at least three details about trees and/or their parts (such as leaves, roots, trunks).
- 3 pts. The response (drawing, dictation, or writing) names the topic (trees) and one or two details about trees and/or their parts (leaves, roots, trunks).
- 2 pts. The response (drawing, dictation, or writing) names the topic (trees), but does not provide any accurate details from the text.
- 1 pt. The response (drawing, dictation, or writing) is not related to the topic (trees) or the topic is not identified.
- 0 pts. The response is not comprehensible or legible.

**Note:** Spelling is not scored.
Student Sample #1

Production – 5 pts.
• Student response is in writing and includes a drawing that is about trees and/or their parts.

Capitalization – 2 pts.
• Student uses a capital for the first word in the sentence(s).

Topic and Details – 4 pts.
• The response names the topic (trees) and three details about trees and/or their parts.

Student Sample #2

Production – 5 pts.
• Student response is in writing and includes a drawing that is about trees and/or their parts.

Capitalization – 2 pts.
• Student uses a capital for the first word in the sentence(s).

Topic and Details – 3 pts.
• The response names the topic (trees) and one or two details about trees and/or their parts.
<table>
<thead>
<tr>
<th>Student Sample #3</th>
<th>Production – 5 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Student response is in writing and includes a drawing that is about trees and/or their parts.</td>
</tr>
<tr>
<td>Capitalization – 2 pts.</td>
<td>• Student uses a capital for the first word in the sentence(s).</td>
</tr>
<tr>
<td>Topic and Details – 2 pts.</td>
<td>• The response names the topic (trees) but does not provide any accurate details from the text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Sample #4</th>
<th>Production – 5 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Student response is in writing and includes a drawing that is about trees and/or their parts.</td>
</tr>
<tr>
<td>Capitalization – 1 pt.</td>
<td>• Student uses capitals for some of the first words in sentences, but not all.</td>
</tr>
<tr>
<td>Topic and Details – 4 pts.</td>
<td>• The response names the topic (trees) and three details about trees and/or their parts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Sample #5</th>
<th>Production – 5 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Student response is in writing and includes a drawing that is about trees and/or their parts.</td>
</tr>
<tr>
<td>Capitalization – 0 pts.</td>
<td>• Student does not use capitals or capitals are used inappropriately.</td>
</tr>
<tr>
<td>Topic and Details – 3 pts.</td>
<td>• The response names the topic (trees), and one or two details about trees and/or their parts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Sample #6</th>
<th>Production – 5 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Student response is in writing and includes a drawing that is about trees and/or their parts.</td>
</tr>
<tr>
<td>Capitalization – 0 pts.</td>
<td>• Student does not use capitals or capitals are used inappropriately.</td>
</tr>
<tr>
<td>Topic and Details – 2 pts.</td>
<td>• The response names the topic (trees) but does not provide any accurate details from the text.</td>
</tr>
</tbody>
</table>
Student Sample #7

Production – 4 pts.
- Student response is in writing but does not include a drawing that is about trees and/or their parts.

Capitalization – 0 pts.
- Student does not use capitals or capitals are used inappropriately.

Topic and Details – 3 pts.
- The response names the topic (trees) and one or two details about trees and/or their parts.

Student Sample #8

Production – 3 pts.
- Student uses a combination of dictation and writing/drawing to write about trees and/or their parts.

Capitalization – 0 pts.
- Student does not use capitals or capitals are used inappropriately.

Topic and Details – 3 pts.
- The response (drawing, dictation, or writing) names the topic (trees) and one or two details about trees and/or their parts (leaves, roots, trunks).

Student Sample #9

Production – 2 pts.
- Student draws or dictates their response to the teacher, and it relates to trees and/or their parts.

Capitalization – 0 pts.
- Student does not use capitals or capitals are used inappropriately.

Topic and Details – 0 pts.
- The response is not comprehensible or legible.
Question #13: ADDITION AND SUBTRACTION
WORD PROBLEMS

SCORING:

• 3 pts. for each representation created using the rubric
• 1 pt. for each correct answer

<table>
<thead>
<tr>
<th>0 pts.</th>
<th>1 pt.</th>
<th>2 pts.</th>
<th>3 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not attempt representation</td>
<td>Inaccurate representation</td>
<td>Partially accurate representation</td>
<td>Accurate representation</td>
</tr>
<tr>
<td></td>
<td>Random numbers are used.</td>
<td>Drawings, fingers, or manipulatives have one more or one less representation than expected.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Drawings, fingers, or manipulatives don’t match the problem by two or more.</td>
<td>More than one representation used (for example, fingers and a picture); and one of the representations is inaccurate.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The wrong operation is used, such as addition instead of subtraction.</td>
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<td></td>
</tr>
</tbody>
</table>

Student Sample #1

Dalton has eight carrots. He eats three carrots. How many carrots does Dalton have now?

Representation – 1 pt.

• Inaccurate representation
• Random numbers are used.
• Drawings, fingers, or manipulatives don’t match the problem by two or more.

Answer – 0 pts.

• Incorrect answer
**Student Sample #2**

Dalton has eight carrots. He eats three carrots. How many carrots does Dalton have now?

![Student Sample #2 Diagram]

Representation – **2 pts.**
- Partially accurate representation
- Drawings, fingers, or manipulatives have one more or one less representation than expected.

Answer – **0 pts.**
- Incorrect answer

**Student Sample #3**

Dalton has eight carrots. He eats three carrots. How many carrots does Dalton have now?

Student correctly used fingers to solve the problem and verbally stated “five” as the answer

![Student Sample #3 Diagram]

Representation – **2 pts.**
- Partially accurate representation
- More than one representation used (for example, fingers and a picture); and one of the representations is inaccurate.

Answer – **1 pt.**
- Correct answer
**Student Sample #4**

Karla has six bananas. Dalton gives Karla two more bananas. How many bananas does Karla have now?

Student verbally stated “eight” as the answer.

Representation – **2 pts.**
- Partially accurate representation
- Drawings, fingers, or manipulatives have one more or one less representation than expected.

**Answer – 1 pt.**
- Correct answer

**Student Sample #5**

Karla has three big apples and four small apples. How many apples does Karla have?”

Karla has six bananas. Dalton gives Karla two more bananas. How many bananas does Karla have now?

Karla has six bananas. Dalton gives Karla two more bananas. How many bananas does Karla have now?

Dalton has eight carrots. He eats three carrots. How many carrots does Dalton have now?”

**Representation – 3 pts.**
- Accurate representation

**Answer – 1 pt.**
- Correct answer
Karla has three big apples and four small apples. How many apples does Karla have?

Representation – 3 pts.
- Accurate representation

Answer – 1 pt.
- Correct answer

Karla has six bananas. Dalton gives Karla two more bananas. How many bananas does Karla have now?

Representation – 3 pts.
- Accurate representation

Answer – 1 pt.
- Correct answer

Dalton has eight carrots. He eats three carrots. How many carrots does Dalton have now?

Representation – 3 pts.
- Accurate representation

Answer – 1 pt.
- Correct answer
Karla has three big apples and four small apples. How many apples does Karla have?"

\[
3 + 4 = 7
\]

\[
000 + 0000 = 7
\]

Karla has six bananas. Dalton gives Karla two more bananas. How many bananas does Karla have now?

\[
6 + 2 = 8
\]

\[
000000 + 00 = 6
\]

Dalton has eight carrots. He eats three carrots. How many carrots does Dalton have now?"

\[
8 - 3 = 5
\]

\[
000000 - 000 = 5
\]