Answer Key

The Potato’s Path

1. A (Lit 1—I can use what the author tells me to answer who questions.)
2. C (Lit 1—I can use what the author tells me to answer where questions.)
3. C (Lit 1—I can use what the author tells me to answer what questions).

Who’s Home in Prairie Dog Town?

1. C (Inform 2— I can identify the main topic of the text.)
2. C (Inform 6— I can identify the author’s main purpose for writing a text.)
3. A (Inform 1—I can pick out key details to answer my questions.)
4. B (Inform 1—I can use key details from a text to draw conclusions about what I am reading.)
5. B (Inform 5—I can locate key information efficiently using text features while reading nonfiction text.)
6. B (Inform 1—I can pick out key details to answer my questions.)
7. C (Inform 2— I can identify the focus of each paragraph in a multi paragraph text.)
8. A (Inform 8 – I can identify the author’s specific point.)

Zachary’s Feather

1. A (Lit 3—I can describe how the character responds to the major event in a story.)
2. B (Lit 3—I can identify the major events in a story.)
3. A (Lit 1—I can pick out details in a text to answer my questions.)
4. A (Lit 1—I can pick out details in a text to answer my questions.)
5. C (Lit 1—I can pick out details in a text to answer my questions.)
6. A (Lit 6—I can recognize who is telling the story (character or narrator).)
7. A (Lit 1—I can pick out details in a text to answer my questions.)
8. C (Lit 5—I can retell the ending or conclusion of a story.)
9. C (Lit 2 – I can determine the lesson learned in a story.)

Writing (\*Please note: This is a separate exam in Data Director)

Rubric Score: 10 points possible. Enter a 0, 1, 2 for each of the 5 categories:

1. Focus/Ideas
2. Organization
3. Word Choice
4. Sentence Fluency
5. Conventions

Writing 2: I can select a topic to inform or explain to my readers. I can provide facts to support my reader’s understanding of the topic I am writing about. I can create a piece that informs or explains a topic that includes an introduction of my topic, facts that support my topic and a conclusion that lets my reader know my piece is complete.

Language 1: I can correctly use verb tenses while writing and vary my sentence types.

Language 2: I can use correct capitalization, punctuation and spelling.

**Writing Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| Descriptors | 2 points | 1 point | 0 points |
| Focus/ideas | The position very clear. Three strong reasons are provided.  | The position is clear and supported. Two adequate reasons are provided.  | The position is unclear and there are no supporting reasons.  |
| Organization | Uses an introductory statement and a concluding statement.  | Uses an introductory statement or a concluding statement. | There is no evidence of an introductory statement or concluding statement. |
| Linking Words | Uses linking words (*because* and *also*) as needed throughout the writing. | Some use of linking words. | There is no evidence of linking words used. |
| Sentence fluency | There is variety in sentence types and lengths. Complete sentences are written correctly. | There is some variety in sentence types and lengths.Some evidence of complete sentences, but not consistent throughout the text. | There is no variety in sentence types and lengths.No evidence of complete sentences.  |
| Conventions | Correct spelling, capitalization and punctuation are used correctly throughout the text. The message is easily understood. | Correct spelling, capitalization and punctuation are used correctly throughout most of the text. The message is understood. | There are many spelling, capitalization and punctuation mistakes. The message is significantly impacted due to these errors.  |

Total Rubric Score: /10