

End of Unit Assessment Rubric

Unit 4 Prompt

1. How did Lewis Latimer's invention improve the light bulb?
Use at least two details from the text to support your response.
2. Do you think all first graders should learn about Lewis Latimer? Why or why not?
State your opinion and provide at least two reasons using details from the text.

Relevant Unit 4 Big Idea

- People innovate and invent to solve problems.

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard			
	1	2	3
Accurately answers questions about the text by connecting key ideas and details from the text. (R.6.1.a) (Q1 Boston)	Does not accurately answer questions about key details in the text.	Somewhat accurately answers the question, with some connections between key ideas and details from the text.	Accurately answers the question by connecting key ideas and details from the text.
Identifies the main topic and retells key details from the text. (R.5.1.b) (Q1, Q2 Boston)	Begins to retell key details, but response veers from the prompt or does not retell key details.	Retells key details, but does not demonstrate full understanding in response to the prompt.	Retells the text's key details and demonstrates understanding in response to the prompt.
Draws on information from a source to demonstrate conceptual understanding and knowledge about the topic. (W.1.1.b) (Q1, Q2 - Boston)	Does not draw on information from the text to create a response that aligns to the unit's Big Ideas.	Response draws somewhat on information from the text and aligns to the unit's Big Ideas.	Draws on information from the text to demonstrate conceptual understanding and knowledge about the unit's Big Ideas.
Clearly states an opinion supported by a reason, and the organization of the response is appropriate to the task and purpose of the prompt. (W.3.1.b, W.2) (Q2)	Does not clearly state an opinion and organization of the response is not appropriate to the task and purpose of the prompt.	States an opinion, but does not support a reason. The organization of the response is somewhat appropriate to the task and purpose of the prompt.	States an opinion with a supporting reason(s). The organization of the written response is appropriate to the task and purpose of the prompt.

End of Unit Assessment Rubric U4 W7

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard				
Conventions	1	2	3	4
Sentence Complexity L.1.1.i	Includes frequent errors in usage; sentences are often difficult to understand.	Writes in clear, simple sentences and phrases.	Writes in complete simple and compound sentences.	Uses a variety of simple and compound sentences.
Capitalization L.2.1.a	Uses upper case letters minimally or incorrectly.	Inconsistently capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates.	Capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates.	Makes no errors in capitalization.
Punctuation L.2.1.b	Includes frequent errors in end punctuation, making the piece difficult to read.	Inconsistently uses end punctuation.	Correctly uses end punctuation.	Correctly uses commas and/or apostrophes in addition to end punctuation.
Spelling L.2.1.d L.2.1.e	Includes severe errors in spelling that often obscure meaning.	Includes frequent errors in the spelling of grade-appropriate words.	Uses conventional spelling for words with common patterns and for frequently occurring irregular words; spells untaught words phonetically.	Generalizes learned spelling patterns and shows evidence of using reference materials (word walls, personal dictionaries, etc.) when writing words.

For children who are emerging writers and whose writing does not yet demonstrate their full understanding, also record oral responses.