

End of Unit Assessment Rubric: Unit 4

Text: "Powerful Pollinators"
(500-600 Lexile)

Child's name:

Date:

Prompt

Question 6. According to the article, how does a ring-tailed lemur's body help it pollinate? (R.4.2, R.6.2.b)

Unit 4 Big Ideas

- Organisms in an ecosystem are interdependent.
- Pollination is a result of animal behavior.

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard			
	1	2	3
Uses details from the text (R.4.2) (Question 6)	Does not use any details from the text.	Uses at least one detail that partially supports the inference.	Uses at least one detail that fully supports the inference.
Describes how a ring-tailed lemur's body helps it pollinate (R.6.2.b) (Question 6)	Does not describe how a ring-tailed lemur's body helps it pollinate.	Partially describes how a ring-tailed lemur's body helps it pollinate.	Fully describes how a ring-tailed lemur's body helps it pollinate.
Demonstrates conceptual understanding and knowledge about the topic. (overall)	Does not align response to the unit's Big Ideas.	Somewhat aligns response to the unit's Big Ideas.	Demonstrates conceptual understanding and knowledge about the unit's Big Ideas.

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Prompt

Question 7. What is the main way that animals help pollination? Provide at least 2 examples from the text to support your response. (R.5.2.b, W.3.2, W.1.2.b, L.2, L.6.2)

Unit 4 Big Ideas

- Organisms in an ecosystem are interdependent.
- Pollination is a result of animal behavior.
- Animals, including humans, benefit from and depend on pollination.

1 = Shows little evidence of meeting the standard; **2** = Shows some evidence of meeting the standard; **3** = Meets the standard

	1	2	3
Explains the main way animals help pollination. (R.5.2.b) (Question 7)	Does not explain the main way that animals help pollination.	Partially explains the main way that animals help pollination. Uses one example from the text.	Fully explains the main way that animals help pollination. Uses at least two examples from the text.
Uses examples from the text to support the main way that animals help pollination. (W.3.2) (Question 7)	Does not use examples from the text that support the main idea they identify.	Uses one example from the text that supports their inference.	Uses at least two examples from the text that support their inference.
Gathers information from provided sources to respond to a question (W.1.2.b) (Question 7)	Responds to the prompt without clear references to details from the text.	Responds to the prompt using one key detail from the text. The reference may be vague or unclear.	Includes at least two details from the text to respond to the prompt.
Demonstrates conceptual understanding and knowledge about the topic. (overall)	Does not align response to the unit's Big Ideas.	Somewhat aligns response to the unit's Big Ideas.	Demonstrates conceptual understanding and knowledge about the unit's Big Ideas.

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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.1.2.f	Errors in usage are frequent; sentences are often difficult to understand.	Writes in clear, simple sentences and phrases.	Writes in complete simple and compound sentences.	Produces, expands, and rearranges complete simple and compound sentences.
Capitalization L.2.2.a	Minimally or incorrectly uses uppercase letters.	Inconsistently capitalizes the first word in a sentence, holidays, product names, and geographic names.	Aside from one error, capitalizes the first word in a sentence, holidays, product names, and geographic names.	Consistently capitalizes the first word in a sentence, holidays, product names, and geographic names.
Punctuation L.2.2.b L.2.2.c	Makes frequent errors in end punctuation, making the piece difficult to read.	Inconsistently uses end punctuation, commas, and apostrophes.	Aside from one error, correctly uses end punctuation, commas, and apostrophes.	Correctly uses end punctuation, commas in the greetings and closings of letters, and apostrophes to form contractions and frequently-occurring possessives.
Spelling L.2.2.d L.2.2.e	Makes severe errors in spelling, often obscuring meaning.	Makes frequent errors in the spelling of learned spelling patterns and high-frequency words.	Aside from one or two exceptions, spelling reflects learned spelling patterns and evidence of using reference materials (word walls, personal dictionaries, etc.).	Generalizes learned spelling patterns and shows evidence of using reference materials (word walls, personal dictionaries, etc.) when writing words.
Language L.6.2	Uses minimal academic and domain-specific words or phrases.	Inconsistently uses academic and domain-specific words or phrases.	Aside from one or two exceptions, uses academic and domain-specific words and phrases with accuracy.	Correctly uses academic and domain-specific words and phrases consistently.

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