

## End of Unit Assessment Rubric: Unit 1

Text: *The Upside Down Boy*, Juan Felipe Herrera (Lexile 450)

Child's name:

Date:

### Prompt

**Question 4.** Communities can include and support all learners. How did Juanito's community support the ways he learns best? Use details from the excerpt to support your ideas. (R.4.2, R.6.2.a)

### Unit 1 Big Ideas

- We all learn. We can learn different things, in different ways, for different reasons.
- Communities can include and support all learners.

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

	1	2	3
Describes the ways characters respond to the main character (R.6.2.a) (Question 4)	Does not demonstrate understanding of characters' response to the main character.	Demonstrates understanding only one way a character responds to the main character.	Demonstrates understanding of two or more ways characters respond to the main character.
Gathers information from provided sources in order to respond to a question (W.1.2.b) (Question 4)	Responds to the prompt without clear references to details from the text.	Uses one key detail from the text to respond to the prompt. 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 unit big ideas.	Somewhat aligns response to unit big ideas.	Demonstrates conceptual understanding and knowledge about the unit's big ideas.

End of Unit Assessment Rubric U1 W8

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
<b>Sentence Complexity</b> L.1	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.
<b>Capitalization</b> 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, capitalize 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.
<b>Punctuation</b> 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.
<b>Spelling</b> 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.

End of Unit Assessment Rubric U1 W8