

Mid-Unit Assessment Rubric: Unit 3

Text: Excerpt from *Mama and Papa Have a Store*,
Amelia Lau Carling (800L*)

Child's name:

Date:

Prompt

Question 3. Why do Mama and Papa both have a Spanish and a Chinese name? What else do we learn about their identities? Use details from the excerpt to explain your thinking. (RL.2.3, 2.T3.4)

Unit 3 Big Ideas

- Every place has many stories.
- People and places around the world are linked.
- Individuals and communities shape each other.

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard			
	1	2	3
Explains details about Mama and Papa's identities. (R.6.2.a) (Question 3)	Does not explain Mama and Papa's identities.	Provides a partial explanation of Mama and Papa's identities, inferring either why they have a Spanish and Chinese name or another inference about their identities.	Provides an inference to explain why Mama and Papa have a Spanish and Chinese name and another inference about their identities.
Recalls information and gathers information from provided sources to respond to a question. (W.1.2.b) (Question 3)	Responds to the prompt without recalling information from previous or current text.	Uses one key detail from recalled information or information from the text. The reference may be vague or unclear.	Includes at least two details from recalled information or information from the text.
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.

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.2.3.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 (sound walls, personal dictionaries, etc.).	Generalizes learned spelling patterns and shows evidence of using reference materials (sound walls, personal dictionaries, etc.) when writing words.

***Note on lexile level:** Sentence length and some vocabulary (such as “abacus”) place this excerpt at an above-grade level lexile. Read the text aloud with children, and invite children to read the slides and listen to the recording in advance of responding to the questions independently.