

■ Assessment

Following is an example based on goals created by a group of upper-grade teachers.

	4	3	2	1
Oral rehearsal	I was able to defend my position to a partner including multiple pieces of evidence as well as a counterargument.	I was able to defend my position to a partner including multiples pieces of evidence.	I was able to defend my position to a partner including limited evidence.	I was unable to defend my position to a partner.
Arguments	I built my argument in multiple ways (personal story, research, survey, etc.) and was able to figure out which ways were best for my writing piece.	I built my argument in multiple ways.	I built my argument in a few ways.	I was unable to build my argument.
Writer's Notebook	I tried out many different planning strategies in my notebook and have a clear understanding of how each strategy improved my draft.	I tried out many different planning strategies and have some understanding about how those strategies improved my draft.	I tried out a few planning strategies in my notebook and have some understanding of how these improved my draft.	I did not try out any strategies in my notebook.
Using class resources	I always used classroom resources to help me complete classroom work as well as try out additional things independently.	I usually used classroom resources to help me complete classroom work as well as try out additional things independently.	I sometimes used classroom resources to fulfill classroom work.	I never used classroom resources to fulfill classroom work.

- At the end of this unit, students will be able to orally rehearse their evidence for their argument with a partner.
- At the end of this unit, students will understand multiple ways to build their argument (personal example, research, survey, etc.).
- At the end of this unit, students will understand how to use their writer's notebooks to plan their persuasive essays.
- At the end of this unit, students will understand how to use classroom resources independently to solve problems and get things accomplished.

■ Assessment, *Cont.*

The next assessment is an example based on goals created by a group of third-grade teachers.

	4	3	2	1
Organization	My entire draft is organized into categories that are easy to understand.	Most of my draft is organized into categories that are fairly easy to understand.	Some of my draft is organized into categories.	My draft is not organized into categories and is difficult to understand.
Facts that define	I included many facts that define, and the definitions are specific and clear.	I included many facts that define, and the definitions are usually specific and clear.	I included some facts that define, and the definitions are vague and unclear.	I did not include facts that define.
Facts that describe	I included many descriptive facts and composed these facts using a lot of sensory language.	I included some descriptive facts and composed these facts using some sensory language.	I included some descriptive facts and composed these facts using limited sensory language.	I did not include descriptive facts.
Literary language	I used a lot of literary language in my draft and ensured that I used it in appropriate ways.	I used some literary language in my draft and ensured that I used it in appropriate ways.	I used limited literary language and I am unsure if I used it in appropriate ways.	I did not include literary language.

The original goals of this unit:

- At the end of this unit, kids will understand how to organize their information into categories.
- At the end of this unit, kids will understand how to write facts that define.
- At the end of this unit, kids will understand how to write facts that describe.
- At the end of this unit, kids will understand how to include informational book language in their writing (e.g., *some, all, many, for example, another*).