*WHAT DOES MEETING THE STANDARD* ***LOOK*** *LIKE?*

 Skill 1 2 3 (target) 4

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| *Using Evidence*  | I can support my ideas with evidence that relates to my purpose from a provided source (teacher provides).  | I can select evidence that relates to my purpose. I am working on applying evidence that is specific enough to support my purpose. | **I can select and apply specific evidence from a variety of sources to clearly support my purpose.** | I can evaluate evidence from a variety of sources and choose the best specific evidence to support my purpose.  |

1. In your group, read over each of the four levels on the scale. (Each student read one aloud).
2. As a group, look at the scales for using Evidence. Discuss together:
* What words stand out to you as the most important? Is there anything that is unclear about the target? Write down your group’s ideas.
* In your own words, how would you describe the progression from a level 1 to a 4? What does work look like as it comes closer to meeting and even exceeding the target? Write down your group’s ideas.
1. As a group read the examples of evidence from our *Weslandia* activity and use the scale to evaluate the work. Discuss together your process of evaluation. How are the examples different from each other? Why would you assign a 1, 2, 3, or 4 to each piece of work? Is it easy or difficult to assign a number to the different examples?

 Skill 1 2 3 (target) 4

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| *Purpose:* *Writing Lead Sentences* | I am learning what lead sentences are, using models and templates that my teacher provides to help me develop and maintain a clear purpose in my writing.  | I can write a lead sentence that contains a topic for my paragraph. I am working on adding to my topic to say “what about… “ in order to develop and assertion that directs the purpose of my paragraph.  | **I can write a lead sentence that contains a distinct topic and an assertion to direct the purpose of my paragraph.**  | I can use clear and concise language to write a lead sentence that contains a distinct topic and a fully developed assertion to direct the purpose of my paragraph and drive the content that follows. |

1. In your group, read over each of the four levels on the scale. (Each student read one aloud).
2. As a group, look at the scales for Writing a Lead Sentence. Discuss together:
* What words stand out to you as the most important? Is there anything that is unclear about the target? Write down your group’s ideas.
* In your own words, how would you describe the progression from a level 1 to a 4? What does work look like as it comes closer to meeting and even exceeding the target? Write down your group’s ideas.
1. As a group, read the examples of lead sentences about *The Lorax* and use the scale to evaluate the work. Discuss together your process of evaluation. How are the examples different from each other? Why would you assign a 2, 3, or 4 to each piece of work? Is it easy or difficult to assign a number to the different examples?