

# 3RD GRADE SCORE FORM

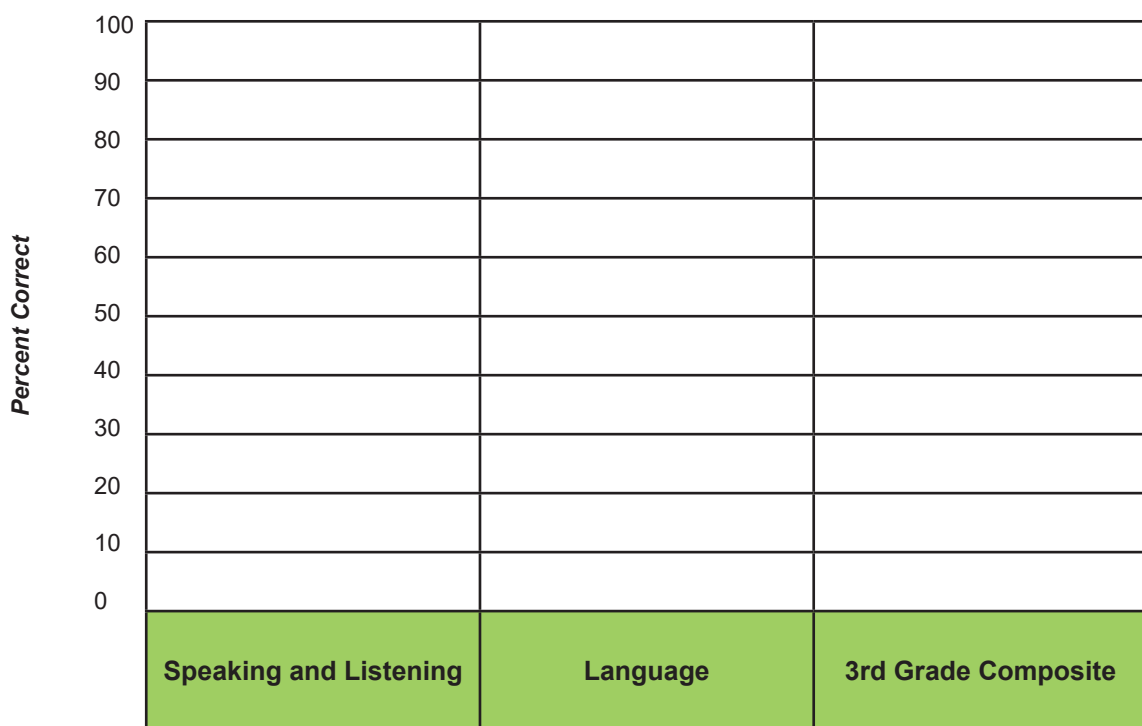




# Skill-Based Assessment of Core Communication Standards: 3-5

Name		Grade
Birth date	Date of Administration	Chronological Age
School	Examiner	
Primary Language Spoken by Child	Language(s) Spoken at Home	

## 3RD GRADE CORE COMMUNICATION SKILLS SUMMARY



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<b>3RD GRADE DETAILED SKILLS SUMMARY</b>					<i>Skills Raw Score</i>	<i>Standards Raw Score</i>	<i>% Correct</i>
Engage in Collaborative Discussions on Grade 3 Topics					16		
Determine the Main Ideas and Details of Text Read Aloud or Information Presented in Diverse Media		<i>classroom</i>		12			
		<i>passages</i>					
		2	10				
Ask and Answer Questions, Offering Appropriate Elaboration and Detail					4		
<b>COMPREHENSION AND COLLABORATION SUBTOTAL</b>						<b>32</b>	
Express Knowledge of Topics or Texts, Tell Stories, or Retell Experiences					7		
Speak in Complete Sentences to Provide Detail and Clarification					6		
<b>PRESENTATION OF KNOWLEDGE AND IDEAS SUBTOTAL</b>						<b>13</b>	
<b>SPEAKING AND LISTENING DOMAIN TOTAL</b>					<i>SL Total</i>		<i>% Correct</i>
					<b>45</b>		
Explain Function of Nouns, Pronouns, Verbs, Adjectives, and Adverbs					27		
Form and Use Regular and Irregular Plural Nouns					8		
Use Abstract Nouns					10		
Form and Use Regular and Irregular Verbs					7		
Form and Use Simple Verb Tenses					12		
Ensure Subject–Verb Agreement					10		
Ensure Pronoun–Antecedent Agreement					15		
Form and Use Comparative and Superlative Adjectives and Adverbs		<i>Form</i>		14			
		<i>ID</i>					
		4	10				
Use Coordinating and Subordinating Conjunctions		<i>Coord</i>		14			
		<i>Subord</i>					
		4	10				
Produce Simple, Compound, and Complex Sentences					6		
<b>CONVENTIONS OF STANDARD ENGLISH SUBTOTAL</b>						<b>123</b>	
Use Sentence–Level Context as a Clue					14		
Determine Meaning of Word Formed when Known Affix is Added to Known Word					5		
Use Known Root Word as Clue to Meaning of Unknown Word with Same Root					5		
Use Glossaries or Beginning Dictionaries to Determine or Clarify Meaning					5		
Distinguish Literal and Nonliteral Meanings of Words and Phrases					5		
Identify Real–Life Connections Between Words and their Use					5		
Distinguish Shades of Meaning Among Related Words Describing States of Mind					5		
Acquire and Use Grade–Appropriate Words, Including Spatial and Temporal Relations					10		
<b>VOCABULARY ACQUISITION AND USE SUBTOTAL</b>						<b>54</b>	
<b>LANGUAGE DOMAIN TOTAL</b>					<i>LAN Total</i>		<i>% Correct</i>
					<b>177</b>		

<b>3rd Grade Composite</b>		<b>222</b>	
	3rd Grade Raw Score		% Correct

## SPEAKING AND LISTENING DOMAIN

### Standard: COMPREHENSION AND COLLABORATION

**THE SKILLS ASSOCIATED WITH THIS STANDARD ARE ASSESSED VIA CLASSROOM OBSERVATION AND INDIVIDUALLY ADMINISTERED TASKS**

- Observe the student in peer and teacher interactions in the regular education classroom and other educational settings as appropriate
- Consult with student's teacher for additional information as needed
- Present paragraph comprehension tasks during administration of other individualized assessment tasks

#### Engage in Collaborative Discussions on Grade 3 topics

*Classroom Observation Scoring: 2 = most of the time 1 = sometimes 0 = almost never*

1. Comes to discussions prepared?	0	1	2
2. Gains the floor in respectful ways?	0	1	2
3. Listens to others with care?	0	1	2
4. Speaks one at a time?	0	1	2
5. Asks questions to check understanding?	0	1	2
6. Stays on topic?	0	1	2
7. Links his/her comments to remarks of others?	0	1	2
8. Explains his/her own ideas and understanding?	0	1	2
<b>Skill Subtotal (16)</b>			

### Observed and Reported Behaviors

<b>Standard: COMPREHENSION AND COLLABORATION</b>			
<b>Determine Main Ideas and Supporting Details of Text Read Aloud or Information Presented in Diverse Media</b>			
<i>Classroom Observation Scoring: 2 = most of the time 1 = sometimes 0 = almost never</i>			
Demonstrates understanding of the main idea of topics of discussion, video presentations and reading passages?	0	1	2
<b>Subskill Subtotal (2)</b>			
<b>Individually Administered Tasks</b>			
<i>Passage A: Score 1 point for each correct answer.</i>			
1. (A) There are different ways to make popcorn.	0	1	
2. (C) air popper	0	1	
3. (B) Unfold the popcorn bag.	0	1	
4. (A) kettle	0	1	
5. (D) Popcorn is better with butter and salt.	0	1	
<i>Passage B: Score 1 point for each correct answer.</i>			
1. (B) Puppies can be trained to learn commands.	0	1	
2. (C) Puppies who don't learn to obey might get into trouble or get hurt.	0	1	
3. (A) duty or job	0	1	
4. (C) Use the same word each time you give the command.	0	1	
<b>Subskill Subtotal (10)</b>			
<b>Skill Subtotal (12)</b>			
<b>Ask and Answer Questions About Information From a Speaker, Offering Appropriate Elaboration and Detail</b>			
<i>Classroom Observation Scoring: 2 = most of the time 1 = sometimes 0 = almost never</i>			
1. Asks appropriate questions during oral presentations	0	1	2
2. Provides relevant comments with appropriate details	0	1	2
<b>Skill Subtotal (4)</b>			

**Standard: PRESENTATION OF KNOWLEDGE AND IDEAS**

**THE SKILLS ASSOCIATED WITH THIS STANDARD ARE ASSESSED VIA SPONTANEOUS LANGUAGE/  
CONVERSATIONAL SPEECH SAMPLE**

**Express Knowledge of Topics or Texts, Tell Stories, or Retell Experiences**

Tells at least 3 things about the topic introduced (1 point per related fact or detail)

1.	0	1
2.	0	1
3.	0	1

Speech Intelligibility

Scoring: 2 = most of the time 1 = sometimes 0 = almost never

1. Speaks clearly, producing phonemes correctly	0	1	2
2. Rate of speech is appropriate	0	1	2
<b>Skill Subtotal (7)</b>			

**Speak in Complete Sentences to Provide Detail and Clarification**

Scoring 2 = Most of the time, 1 = Sometimes, 0 = Almost Never

1. Sentences provide requested details	0	1	2
2. Sentences contain noun and verb when required	0	1	2
3. Sentences are grammatically correct	0	1	2
<b>Skill Subtotal (6)</b>			

Review Language Sample from the *Express Knowledge of Topics and Texts, Tell Stories, or Retell Experience* task. Check boxes to indicate use of sentence types used in language sample for **Conventions of Standard English: Produce Simple Compound and Complex Sentences** task.

**Simple Sentences:**       No errors     1 grammar or content error/sentence     Not Used/2+ errors

**Compound Sentences:**     No errors     1 grammar or content error/sentence     Not Used/2+ errors

**Complex Sentences:**       No errors     1 grammar or content error/sentence     Not Used/2+ errors

## LANGUAGE DOMAIN

### Standard: CONVENTIONS OF STANDARD ENGLISH

Demonstrate Command of the Conventions of Standard English Grammar and Usage when Writing or Speaking

Explain Function of Nouns, Pronouns, Verbs, Adjectives, and Adverbs in General and their Function in Particular Sentences.

Score 1 point for each item correctly identified

<b>Nouns</b>					
1. names a person, place or thing	0	1			
2. nephew, Ohio, telephone	0	1	2	3	
3. Ohio	0	1			
4. nephew	0	1			
5. telephone	0	1			
<b>Pronouns</b>					
6. takes the place of a noun	0	1			
7. it, her	0	1	2		
8. scarf	0	1			
9. Jillian	0	1			
<b>Verbs</b>					
10. tell about the action/what is happening	0	1			
11. offered	0	1			
12. a piece of candy	0	1			
<b>Adjectives</b>					
13. describes a noun	0	1			
14. nervous, fake, dim	0	1	2	3	
15. sheriff	0	1			
16. office	0	1			
17. lizard	0	1			
<b>Adverb</b>					
18. describe a verb- <i>does not need to state that it may describe adjectives or other adverbs</i>	0	1			
19. accidentally, quickly	0	1	2		
20. cut	0	1			
21. repaired	0	1			
<b>Skill Subtotal (27)</b>					



## LANGUAGE DOMAIN

### Standard: CONVENTIONS OF STANDARD ENGLISH

Demonstrate Command of the Conventions of Standard English Grammar and Usage when Writing or Speaking (cont.)

#### Form and Use Regular and Irregular Plural Nouns

Score 1 point for each correctly identified plural

1. children	0	1
2. fish	0	1
3. feet	0	1
4. knives	0	1
5. mice	0	1
6. geese	0	1
7. men	0	1
8. teeth	0	1
<b>Skill Subtotal (8)</b>		

#### Use Abstract Nouns

Scoring: 2 = Word is used as a noun and the sentence shows precise knowledge of the meaning  
 1 = Word is used as a noun and the sentence shows general knowledge of the meaning  
 0 = Word is used as a different part of speech, or if used as a noun, sentence indicates incorrect meaning

1. caution	0	1	2
2. desire	0	1	2
3. honesty	0	1	2
4. hunger	0	1	2
5. opinion	0	1	2
<b>Skill Subtotal (10)</b>			

## LANGUAGE DOMAIN

<b>Standard: CONVENTIONS OF STANDARD ENGLISH</b> Demonstrate Command of the Conventions of Standard English Grammar and Usage when Writing or Speaking (cont.)			
<b>Form and Use Regular and Irregular Verbs</b>			
<i>Score 1 point each for correctly using the past tense form of the verb in a meaningful sentence</i>			
1. leave	0	1	
2. catch	0	1	
3. slide	0	1	
4. hang	0	1	
5. send	0	1	
6. shake	0	1	
7. build	0	1	
<b>Skill Subtotal (7)</b>			
<b>Form and Use Simple Verb Tenses</b>			
<i>Score 1 point for each correctly produced verb form</i>			
1. aimed, will aim	0	1	2
2. crash or are crashing, will crash	0	1	2
3. disturbed, disturbs or is disturbing	0	1	2
4. will giggle, giggled	0	1	2
5. pack or am packing, will pack	0	1	2
6. whistled, whistle or am whistling	0	1	2
<b>Skill Subtotal (12)</b>			

## LANGUAGE DOMAIN

### Standard: CONVENTIONS OF STANDARD ENGLISH

Demonstrate Command of the Conventions of Standard English Grammar and Usage when Writing or Speaking (cont.)

#### Ensure Subject–Verb Agreement

*Score 1 point for each correctly identified agreement*

1. need	0	1
2. lift	0	1
3. holds	0	1
4. walks	0	1
5. lower	0	1
6. touches	0	1
7. is	0	1
8. fall	0	1
9. are	0	1
10. wins	0	1
<b>Skill Subtotal (10)</b>		

#### Ensure Pronoun–Antecedent Agreement

*Score 1 point for each correctly identified agreement*

Correct Response	Type	Score	
1. it	3rd person singular objective case	0	1
2. our	1st person plural possessive case	0	1
3. we	1st personal plural subjective case	0	1
4. they	3rd personal plural subjective case	0	1
5. us	1st person plural subjective case	0	1
6. I	1st person singular subjective case	0	1
7. her	3rd personal singular objective case	0	1
8. their	3rd personal plural possessive case	0	1
9. him	3rd person singular objective case	0	1
10. his	3rd personal singular possessive	0	1
11. them	3rd person plural objective case	0	1
12. my	1st person singular possessive case	0	1
13. me	1st person singular objective case	0	1
14. you	2nd person singular subjective case	0	1
15. your	2nd person singular possessive case	0	1
<b>Skill Subtotal (15)</b>			

## LANGUAGE DOMAIN

<b>Standard: CONVENTIONS OF STANDARD ENGLISH</b> Demonstrate Command of the Conventions of Standard English Grammar and Usage when Writing or Speaking (cont.)			
Form and Use Comparative and Superlative Adjectives and Adverbs			
<b>A. Form Comparatives and Superlatives</b> Score 1 point for each correctly identified comparative/superlative			
1. neater, neatest	0	1	2
2. less smoothly, least smoothly	0	1	2
<b>Subskill Subtotal (4)</b>			
<b>B. Identify Comparatives and Superlatives</b> Score 1 point for each correctly identified adverb or adjective			
1. worst	0	1	
2. weaker	0	1	
3. faster	0	1	
4. anxiously	0	1	
5. dimly	0	1	
6. accidentally	0	1	
7. most shocking	0	1	
8. politely	0	1	
9. most excited	0	1	
10. crabbier	0	1	
<b>Subskill Subtotal (10)</b>			
<b>Skill Total (14)</b>			
Use Coordinating and Subordinating Conjunctions			
<b>A. Coordinating Conjunctions.</b> Scoring: 2 = conjunction is used correctly and the sentence has no errors, 1 = conjunction is used correctly and the sentence has 1 or more other errors 0 = conjunction is not used correctly.			
1. and	0	1	2
2. but	0	1	2
<b>Subskill Subtotal (4)</b>			

*Skill continued on next page*

## LANGUAGE DOMAIN

<b>Standard: CONVENTIONS OF STANDARD ENGLISH</b> Demonstrate Command of the Conventions of Standard English Grammar and Usage when Writing or Speaking (cont.)			
<b>B. Subordinating Conjunctions</b> Scoring: 2 = conjunction is used correctly and the sentence has no errors 1 = conjunction is used correctly and the sentence has 1 or more other errors 0 = conjunction is not used correctly			
1. although	0	1	2
2. since	0	1	2
3. unless	0	1	2
4. though	0	1	2
5. while	0	1	2
<b>Subskill Subtotal (10)</b>			
<b>Skill Subtotal (14)</b>			
Produce Simple, Compound, and Complex Sentences			
<b>Review Language Sample</b> Scoring: 2 = produced without grammar and content errors 1 = produced with less than 1 grammar or content error per sentence 0 = not produced or produced with 2 or more grammar or content errors per sentence			
1. Simple Sentences	0	1	2
2. Compound Sentences	0	1	2
3. Complex Sentences	0	1	2
<b>Skill Subtotal (6)</b>			

## LANGUAGE DOMAIN

### Standard: VOCABULARY ACQUISITION AND USE

**Determine or Clarify Meaning of Unknown and Multiple–Meaning Words and Phrases Based on Grade 3 Reading and Content, Choosing Flexibly from a Range of Strategies**

#### Use Sentence–Level Context as a Clue

*Score 1 point for providing correct word meaning and 1 point for identifying at least one clue word or phrase*

1. <b>Meaning:</b> soak up	0	1
<b>Clue:</b> sponge, water, spilled	0	1
2. <b>Meaning:</b> cost or worth	0	1
<b>Clue:</b> diamond ring, \$2,000	0	1
3. <b>Meaning:</b> giving a lot	0	1
<b>Clue:</b> 3 gifts	0	1
4. <b>Meaning:</b> a large container for liquids	0	1
<b>Clue:</b> poured juice into her glass	0	1
5. <b>Meaning:</b> person who throws the ball to the batter in baseball	0	1
<b>Clue:</b> threw, 3 strikes	0	1
6. <b>Meaning:</b> the middle part of the body, around the stomach	0	1
<b>Clue:</b> belt	0	1
7. <b>Meaning:</b> garbage or trash	0	1
<b>Clue:</b> wrappers, garbage can	0	1
<b>Skill Subtotal (14)</b>		

#### Determine Meaning of New Word Formed when a Known Affix is Added to Known Word

*Score 1 point for each correctly identified defined word*

1. <b>Meaning:</b> a trip or activity in which something goes wrong	0	1
2. <b>Meaning:</b> to agree to something before it happens	0	1
3. <b>Meaning:</b> in favor of exchanging items	0	1
4. <b>Meaning:</b> the worst behaved one	0	1
5. <b>Meaning:</b> done with thought or importance	0	1
<b>Skill Subtotal (5)</b>		

#### Use Known Root Word as a Clue to Meaning of Unknown Word with Same Root

*Score 1 point for each correctly identified defined word*

1. <b>Meaning:</b> making someone better	0	1
2. <b>Meaning:</b> not having good manners	0	1
3. <b>Meaning:</b> to suddenly not appear or go away	0	1
4. <b>Meaning:</b> put items in a case again	0	1
5. <b>Meaning:</b> make something again	0	1
<b>Skill Subtotal (5)</b>		

## LANGUAGE DOMAIN

### Standard: VOCABULARY ACQUISITION AND USE

**Determine or Clarify Meaning of Unknown and Multiple-Meaning Words and Phrases Based on Grade 3 Reading and Content, Choosing Flexibly from a Range of Strategies (cont.)**

Use Glossaries or Beginning Dictionaries to Determine or Clarify Meaning of Words or Phrases

*Score 1 point for each correctly located and identified defined word*

1. bundle	0	1
2. disturb	0	1
3. mention	0	1
4. roam	0	1
5. spare	0	1

**Skill Subtotal (5)**

### Standard: VOCABULARY ACQUISITION AND USE

**Demonstrate Understanding of Word Relationships and Nuances in Word Meanings**

Distinguish Literal and Nonliteral Meanings of Words and Phrases in Context

*Score 1 point for each correctly identified meaning*

1. Talk about something else before saying what you are really thinking.	0	1
2. Put the cards in a neat pile.	0	1
3. weak and wobbly	0	1
4. An animal that looks like a big mouse.	0	1
5. soft and fluffy	0	1

**Skill Subtotal (5)**

Identify Real-Life Connections Between Words and Their Use

*Score 1 point for answering at least one question correctly to demonstrate an understanding of the targeted word/concept. Example responses provided. Student answers may vary.*

1. club (a group of people, equipment use in sports; join a club or hit a ball with it)	0	1
2. eager (play a game, watch TV, go to a movie, concert or game) not eager (get a shot from the doctor, take a test, get punished)	0	1
3. drowsy (rest, take a nap, lie down)	0	1
4. flutter (insect or bird with wings, a piece of paper in the air, leaves)	0	1
5. restaurant (food, dishes, cooking equipment, waiters; diners, eat food)	0	1

**Skill Subtotal (5)**

## LANGUAGE DOMAIN

<b>Standard: VOCABULARY ACQUISITION AND USE</b>			
Demonstrate Understanding of Word Relationships and Nuances in Word Meanings (Cont.)			
Distinguish Shades of Meaning Among Related Words that Describe States of Mind or Degrees of Certainty			
Score 1 point for each correct answer			
1. <b>Mad:</b> glad, annoyed, grumpy, angered	0	1	
2. <b>Worried:</b> trusting, calm, cautious, anxious	0	1	
3. <b>Happy:</b> disturbed, content, satisfied, delighted	0	1	
4. <b>Anticipating:</b> dreading, nervous, prepared, eager,	0	1	
5. <b>Alertness:</b> weary, relaxed, ready, wild	0	1	
<b>Skill Subtotal (5)</b>			
<b>Standard: VOCABULARY ACQUISITION AND USE</b>			
Acquire and Use Accurately Grade–Appropriate Conversational, General Academic, and Domain–Specific Words and Phrases, Including Those That Signal Spatial and Temporal Relationships			
Scoring: 2 = target word is expressed correctly in a meaningful, grammatically correct sentence 1 = target word is expressed correctly in a meaningful sentence with grammatical errors 0 = target word is not expressed correctly or sentence is not meaningful			
1. apart:	0	1	2
2. before:	0	1	2
3. beneath:	0	1	2
4. distant:	0	1	2
5. while:	0	1	2
<b>Skill Subtotal (10)</b>			