

Western Heights Elementary
Action Team Partnership Agenda

September 26,2023

Title I School

Funding and One Year Action Plan

Family and Community Engagement throughout the Year

Parent Feedback

Canvas/Classkick

Student Progress Center

PTO

Parent Workshop:

Question Stems-Guidebook Text-Grade Progression

Writing Task

SPO Activity

Cold Read Task

Progression of Standards

Achievement Levels

Text Complexity

LEAP

Parent Involvement Activities-Reading Event

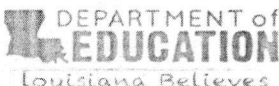
Q&A

Future Meeting Date:

November 28, 2023

WRITING TASK

A cumulative writing task is administered during each of the four ELA guidebook units. They are designed to measure a written response using the content knowledge that was gained during their unit of study. Here is a 3rd Grade writing prompt and the rubric in which students' knowledge would be measured. Some of the challenges that students face are dissecting the prompt, finding relevant examples from the text, and then being able to explain how their text supports their answer.




**DEPARTMENT of
EDUCATION**
Louisiana Believes

Culminating Writing Task Directions

What is a central message that is conveyed through Julian, Huey, and Father's actions in *The Stories Julian Tells*?

Write an essay in which you state your opinion in answer to the question and demonstrate an understanding of the text. Support your opinion with reasons and include an example from the text for Julian, Huey, and their father. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.

When looking at this rubric we focus on the goals to score three points. Each bullet's bold words are the indicators that a student falls into that category.



2025

Grade 3 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates full comprehension by providing an accurate explanation/description/comparison; • addresses the prompt and provides effective development of the topic that is consistently appropriate to the task, purpose, and audience; • uses clear reasoning supported by relevant text-based evidence in the development of the topic; • is effectively organized with clear and coherent writing; • uses language effectively to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates comprehension by providing a mostly accurate explanation/description/comparison; • addresses the prompt and provides some development of the topic that is generally appropriate to the task, purpose, and audience; • uses reasoning and relevant text-based evidence in the development of the topic; • is organized with mostly clear and coherent writing; • uses language in a way that is mostly effective to clarify ideas. 	<p>The student response</p> <ul style="list-style-type: none"> • demonstrates limited comprehension; • addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to the task, purpose, and audience; • uses limited reasoning and text-based evidence; • demonstrates limited organization and coherence; • uses language to express ideas with limited clarity. 	<p>The student response</p> <ul style="list-style-type: none"> • does not demonstrate comprehension; • is undeveloped and/or inappropriate to the task, purpose, and audience; • includes little to no text-based evidence; • lacks organization and coherence; • does not use language to express ideas with clarity.
Knowledge of Language and Conventions	<p>The student response demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding but the meaning is generally clear.</p>	<p>The student response demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>