Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Rubric for Using Student Assessment Data Project**

Task Description: Create an instructional tool based on the **STAAR® Student Report** and with the assistance of **Texas Essential Knowledge** **and Skills (TEKS) for Grade 3** and **STAAR® Third Grade Reading Assessment** handouts. The instructional tool should consist of three to fourstrategies/concepts related to the TEKS and reading categories. Your project should include:

* An analysis of the data on the Reading Reporting Categories o Understanding Across Genres

o Understanding/Analysis of Literary Texts

o Understanding/Analysis of Informational Texts

* Correlation of the Reading Reporting Categories to specific third grade TEKS
* Three to four strategies/concepts to increase student’s reading performance

Criteria

**Quality of**

**Analysis/Instructional**

**Tool**

**Correlation of TEKS**

**Strategies/Concepts**

**Grammar, Usage, Mechanics, Spelling**

|  |
| --- |
| weight |

25%

25%

25%

25%

|  |  |  |  |
| --- | --- | --- | --- |
| Exemplary | Accomplished | Developing | Beginning |
| 4 | 3 | 2 | 1 |
|  Directly relevant |  Somewhat relevant |  Remotely related |  Totally unrelated |
|  Supporting details |  Some details are non- |  Do not support |  Unable to find |
| specific to categories | supporting to the | categories | specific details |
|  | categories |  |  |
|  Good correlation; |  Correlation of TEKS |  Some correlation of |  Poorly correlation of |
| TEKS are logically | are somewhat | TEKS | TEKS; no logical |
| placed | inadequate |  | connection |
|  Strategies/concepts |  Some (2) |  One |  No strategy/concept |
| are aligned and varied | strategies/concepts | strategy/concept is | included in project |
| (3-4) | are aligned and varied | aligned and varied |  |
|  No errors |  Only one or two errors |  More than two errors |  Numerous errors |
|  |  |  | distract from |
|  |  |  | understanding |
|  |  |  |  |

Assignment Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **+** Beyonder/Bonus \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **=** Final Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Using Student Assessment Data

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