# Grade 3

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ROCHESTER CITY SCHOOL DISTRICT

Grades 3-5
Portfolio

Patricia Brockler    Director of Literacy PreK-5
Richard Stear        Director of English and Writing

Committee
Aracelis Ayala      School #9
Jane Beaver         School #28
Deanne Delehanty    School #15
Carolyn Estrella-Patterson School #33
Daria Hanushevsky   School #22
Lynne Kinsella      School #22
Barbara Lamendola   Reading Department
Debby Lazio         School #7
Doug Llewellyn      Science
Gina Menaguale      School #52
Donna Nash-Bayley   Reading Department
Wendy O’Rourke      School #52
Sandy Pawlak        Health
Chuck Smith         Social Studies
The Department of Curriculum Development and Support formed a committee to develop a District portfolio* that would support teachers in their efforts to help students meet the writing expectations of New York State and the Rochester City School District. These expectations have been defined in the NYS Learning Standards for English Language Arts (1996) and are assessed by the NYS Grade 4 and Grade 8 ELA examinations.

**Portfolio Development**

As the portfolio was developed, the following guidelines were consistently adhered to in both content and format.

The portfolio should:

- be instructional as students interact with text, write, draw and use new knowledge to solve problems.
- be consistent with classroom instruction.
- help prepare students to meet the expectations of the New York State Grade 4 and Grade 8 ELA examinations.
- be teacher-friendly, which to the Committee meant that all materials are either provided for or are readily accessible to teachers.

*This is not a writing program or curriculum, but rather a snapshot of a student’s performance level in certain areas of literacy.*
Portfolio Uses

- to reflect and demonstrate student progress and accomplishments toward a benchmark
- as an assessment tool to provide teachers with information about student achievement and needs in literacy learning
- to drive instruction
- as a basis for flexible skill groups
- as a resource for parent conferences and professional communication

Portfolio Components

- are aligned with the NYS Learning Standards (1996).
- are integrally connected to the RCSD literacy program; the RCSD ELA Aligned Curriculum (1999); the Rochester Integrated Science Education (RISE) Standards Grades 3-5 (1996); and the NYS Social Studies Core Curriculum (1999).
- are scaffolded throughout the grade levels.
- use materials accessible to all RCSD teachers.
- are teacher-friendly.

The NYS Learning Standards for English Language Arts state that students will read, write, listen and speak for:

- information and understanding
- literary response and expression
- critical analysis and evaluation
- social interaction
Portfolio Directions
Grades 3-5

- Share expectations with students for writing pieces using the rubric criteria.
- Introduce and model each form of writing before students write their own pieces.
- Correct each student’s writing piece and assign a rubric score using the grade level rubric included in the teacher materials. Student exemplars are included for portfolio pieces only.
- Record rubric score (3, 2, 1, 0) in Writing Performance box on student Cover Sheet for October, February and June.
- Place the dated writing piece for October, February and June in student portfolio.

The portfolio writing pieces should reflect a student’s independent work.

STUDENTS WITH DISABILITIES

Implementation of portfolios for students with disabilities is required for all students who have an I.E.P. and are using general education curriculum.
- Portfolios in conjunction with the I.E.P. and report card will be used for implementation of a student’s educational program and assessment of progress.
- Portfolio and I.E.P. conferences will be coordinated.
- Portfolios are to be used in the development of the I.E.P., long-term plans, thematic units and daily lesson plans.
- Portfolios, along with the I.E.P. and report card, are to be an integral part of any conferences/meetings with parents and CSE process.

Students who have an I.E.P. should have:
- the same outcomes as general education students.
- age-appropriate grade level expectations and materials.
- the same report card and grading system as general education students.
- instructional adaptation strategies as specified on the I.E.P.

Students who have an I.E.P. may:
- use instructional-level materials, if indicated on I.E.P.
- have instructional modifications as specified on the I.E.P.

Students who work in a functional curriculum will have an alternate assessment datafolio system.

*It is expected that writing will happen on a daily basis in the classroom.*
Disposition of Student Portfolio Components at End of School Year

**Grade 3**

Retain in portfolio (send to next teacher or school):
- Cover Sheet completed and stapled to writing pieces for October, February and June
- Recording Forms (Integrated Theme Test Records) stapled together

Send home:
- Completed graphic organizers
- Any remaining items not retained

**Grade 4**

Retain in portfolio (send to next teacher or school):
- Cover Sheet completed and stapled to writing pieces for October, February and June
- Recording Forms (Integrated Theme Test Records) stapled together

Send home:
- Completed graphic organizers
- Any remaining items not retained

**Grade 5**

Retain in portfolio (send to next teacher or school):
- Cover Sheet completed and stapled to writing pieces for October, February and June
- Recording Forms (Integrated Theme Test Records) stapled together

Send home:
- Completed graphic organizers
- Any remaining items not retained

*For students identified as limited English proficient/English language learners (LEP/ELL), check the appropriate box on the Cover Sheet. LEP/ELL students should have the option of completing mandated tasks in English or their native language.

**For students who have an Academic Intervention Services (AIS) Plan, check the appropriate box on the Cover Sheet.
**WRITING REQUIREMENTS**

*Grade 3*

*October*  **Reversed Tale/ Original Story**

You have read several traditional fairy tales this year. Write a “reversed tale” in which the roles of the characters are switched, as in *The Three Little Wolves and the Big Bad Pig* (see H. M. Grade 3, Theme 1 p. 60E). or write an original story based on a traditional fairy tale. (see H. M. Theme 1 p. 117A). You may use Graphic Organizer 13A or 13B for planning.

Based on the graphic organizer, write your story.

Be sure to include:
- main characters and a setting.
- a beginning, middle and an end that focus on a problem and how the characters work it out.
- details that make your story interesting

☑️ Check your writing for correct spelling, grammar, capitalization and punctuation.

**December**  **Process Writing/ Directions**

Use a graphic organizer (see Graphic Organizer 13C or 13D) to show the process of making something such as an ice cream sundae or a sandwich. (for example, see H.M. Theme 3 p. 280-281).

Based on the graphic organizer, write a composition telling someone else how to make it.

Be sure to include:
- what you are making.
- what you will need (materials or ingredients).
- the steps you will take.
- a conclusion.

☑️ Check your writing for correct spelling, grammar, capitalization and punctuation.
February Expository - Social Studies

Write a report on a Native American Group in the Southwest or Northwest United States.

In your report about the Native American Group you chose, tell about:
- its history and geography.
- the economics of the group.
- its civics/citizenship.
- its government.

☐ Check your writing for correct spelling, grammar, capitalization and punctuation.

Use rubrics attached to score portfolio writing pieces.

*Place in student portfolio.

April Expository - Science

All living things grow and change. We can see this when we observe the life cycles of different animals.

1. Use a graphic organizer (for example, graphic organizer 13E) to compare and contrast the life cycles of a frog and a butterfly.

2. Using the completed graphic organizer, choose either the life cycle of a frog or a butterfly and write about it.

☐ Check your writing for correct spelling, grammar, capitalization and punctuation.

June Compare and Contrast Two Characters

Complete a graphic organizer (see Graphic Organizer 13F or 13G) to compare/contrast two characters you read about this year. Based on the graphic organizer, write a composition comparing and contrasting the two characters. (see H.M. Theme 5, p. 187 E).

Be sure to include:
- the names of the characters.
- some ways in which the characters are alike; explain.
- some ways in which the characters are different; explain.
- a conclusion.

☐ Check your writing for correct spelling, grammar, capitalization and punctuation.

Use rubrics attached to score portfolio writing pieces.

*Place in student portfolio.
Independent Writing
Generic Rubric

3
The response

- fulfills the requirements of the task.
- develops ideas fully with thorough elaboration and gives examples to support ideas.
- establishes and maintains a clear focus.
- shows an organizational pattern.
- is fluent and easy to read, with vivid language and a sense of engagement or voice.
- uses varied sentence structure and challenging vocabulary.
- contains few, if any, errors in mechanics but none that interfere with readability or comprehension.

2
The response

- fulfills some requirements of the task.
- may be brief, with little elaboration, but provides some examples and details.
- is generally focused, though may contain some irrelevant details.
- shows a clear attempt at organization.
- is readable, with some sense of engagement or voice.
- primarily uses simple sentences and grade-level vocabulary.
- contains some errors but they do not substantially interfere with readability or comprehension.

1
The response

- fulfills few requirements of the task.
- contains few examples or details.
- lacks a focus or may focus on minor details.
- shows little or no organization.
- is often repetitive, with little or no sense of engagement or voice.
- uses minimal vocabulary.
- contains fragments and run-ons.
- contains many errors that interfere with readability and comprehension.

0
The response

- is completely irrelevant or incoherent.
- contains errors that make the writing incomprehensible.
## GRADE 3 RUBRIC*
### October: Reversed Tale/Original Story

<table>
<thead>
<tr>
<th>STRONG - 3</th>
<th>DEVELOPING - 2</th>
<th>EMERGING - 1</th>
<th>NOT EVIDENT - 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>this response fulfills the requirements of the task</td>
<td>this response fulfills some requirements of the task</td>
<td>this response fulfills few requirements of the task</td>
<td></td>
</tr>
<tr>
<td>the writer develops the ideas fully with elaboration</td>
<td>provides some examples but not as well focused and developed as a 3 paper</td>
<td>brief with little elaboration</td>
<td>this response is completely irrelevant or incoherent</td>
</tr>
<tr>
<td>gives additional, interesting information</td>
<td>gives little additional information</td>
<td>information seems to be directly copied from source material</td>
<td></td>
</tr>
<tr>
<td>focused, fluent, easy to read</td>
<td>errors sometimes interfere with readability</td>
<td>errors interfere with readability and comprehension</td>
<td></td>
</tr>
<tr>
<td>few, if any, errors in mechanics but none that interfere with comprehension</td>
<td>some errors, but none that substantially interfere with comprehension</td>
<td>many errors that interfere with readability and comprehension</td>
<td>there seems to be no attempt to respond to the prompt</td>
</tr>
</tbody>
</table>

*Rubrics for other writing pieces may be developed with students.
October
Reversed Tale/ Original Story

There are presently no student exemplars for this writing task.

Please consider sending student exemplars to the Curriculum Development and Support Department.
<table>
<thead>
<tr>
<th>STRONG - 3</th>
<th>DEVELOPING - 2</th>
<th>EMERGING - 1</th>
<th>NOT EVIDENT - 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>fulfills all or most requirements of the task including information about history/geography, economics, civics/citizenship, government</td>
<td>fulfills many requirements of the task</td>
<td>fills few requirements of the task</td>
<td>little or no response to task</td>
</tr>
<tr>
<td>well-developed; makes effective use of relevant and accurate examples</td>
<td>may be brief with little elaboration and few examples</td>
<td>brief with no elaboration</td>
<td></td>
</tr>
<tr>
<td>shows a logical, coherent organization</td>
<td>shows a clear attempt at organization</td>
<td>shows little or no organization</td>
<td></td>
</tr>
<tr>
<td>information is accurate</td>
<td>may include some minor inaccuracies</td>
<td>contains many inaccuracies</td>
<td></td>
</tr>
<tr>
<td>some errors in mechanics but is fluent and easy to read</td>
<td>is readable</td>
<td>readability impacted by mechanics</td>
<td>mistakes make it impossible to read</td>
</tr>
</tbody>
</table>

*Rubrics for other writing pieces may be developed with students.*
February: Social Studies

There are presently no student exemplars for this writing task.

Please consider sending student exemplars to the Curriculum Development and Support Department.
## SPECIFIC GRADE 3 RUBRIC

**Compare and Contrast Two Characters**
*(June)*

<table>
<thead>
<tr>
<th>STRONG - 3</th>
<th>DEVELOPING - 2</th>
<th>EMERGING - 1</th>
<th>NOT EVIDENT - 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>contains an appropriate introduction where characters are introduced</td>
<td>contains an introduction with little elaboration</td>
<td>contains minimal attempt at an introduction</td>
<td></td>
</tr>
<tr>
<td>uses grade level or above vocabulary</td>
<td>uses a satisfactory but basic vocabulary</td>
<td>uses weak vocabulary</td>
<td></td>
</tr>
<tr>
<td>fulfills all or most requirements of the task</td>
<td>fulfills many requirements of the task</td>
<td>fulfills few requirements</td>
<td>little or no response to task</td>
</tr>
<tr>
<td>compares/contrasts two characters fully and accurately</td>
<td>compares/contrasts two characters but may not focus on important points, or may contain some inaccuracies</td>
<td>contains minimal comparing/contrasting of characters; many inaccuracies</td>
<td></td>
</tr>
<tr>
<td>develops ideas fully</td>
<td>develops ideas sufficiently but may be brief</td>
<td>may attempt to develop ideas, but are not sufficiently developed</td>
<td></td>
</tr>
<tr>
<td>organizes in a logical fluent way that is easy to read</td>
<td>is generally focused and shows a clear plan but may contain irrelevant details</td>
<td>shows an attempt to focus but deviates</td>
<td></td>
</tr>
<tr>
<td>few, if any, errors in mechanics but none that interfere with comprehension</td>
<td>some errors but none that substantially interfere with comprehension</td>
<td>many errors that interfere with readability and comprehension</td>
<td>errors make the writing incomprehensible</td>
</tr>
</tbody>
</table>

*Rubrics for other writing pieces may be developed with students.*
June: Compare and Contrast Two Characters

There are presently no student exemplars for this writing task.

Please consider sending student exemplars to the Curriculum Development and Support Department.
PORTFOLIO COVER SHEET
Grade 3

Student: ___________________________ Teacher: _________________________
School: ___________________________ Date: ____________________________

NYS Learning Standards for English Language Arts:

Students will read, write, listen and speak for information and understanding; literary response and expression; critical analysis and evaluation, and social interaction.

Aligned with these standards, the required portfolio components at the Grade 3 level are:

➢ Write date activity is completed.                              Date Completed
  • Writing Response (October)                                ________________
  • Writing Response (February)                              ________________
  • Writing Response (June)                                 ________________

  Beg.          Midyear          End of Year
  Date/Total Score Date/Total Score Date/Total Score
  • HM Integrated Theme 1 Test ______|_______
  • HM Integrated Theme 3 Test ______|_______
  • HM Integrated Theme 5 Test ______|_______

Writing Performance

(Record rubric score for months listed.)

<table>
<thead>
<tr>
<th>Rubric Score</th>
<th>Oct.</th>
<th>Feb.</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CHECK BELOW IF APPROPRIATE

□ Material attached reflects the work of a limited English proficient/English language learner (LEP/ELL).
□ Material attached reflects instructional modifications as specified on the Individual Education Plan (IEP).
□ Student has an Academic Intervention Services (AIS) Plan.
Teacher Descriptors
Grade 3
Portfolio Requirements

- **Integrated Theme Test Records for:**
  - Theme 1 - p. 1 (Test Booklet 3.1) or see Recording Forms
  - Theme 3 - p. 39 (Test Booklet 3.1) or see Recording Forms
  - Theme 5 - p. 21 (Test Booklet 3.2) or see Recording Forms

  **Students take Theme Tests 1, 3 and 5 independently.**

- **Writing**
  The portfolio writing pieces should reflect a student’s independent work without teacher or peer editing.

  **October Reversed Tale/Original Story**

  You have read several traditional fairy tales this year. Write a “reversed tale” in which the roles of the characters are switched, as in *The Three Little Wolves and the Big Bad Pig* (see H. M. Grade 3, Theme 1 p. 60E). or write an original story based on a traditional fairy tale. (see H. M. Theme 1 p. 117A). You may use Graphic Organizer 13A or 13B for planning.

  Based on the graphic organizer, write your story. Be sure to include:
  - main characters and a setting.
  - a beginning, middle and an end that focus on a problem and how the characters work it out.
  - details that make your story interesting

- Check your writing for correct spelling, grammar, capitalization and punctuation.
**February**  **Expository - Social Studies**

Write a report on a Native American Group in the Southwest or Northwest United States.

In your report about the Native American Group you chose, tell about:
- its history and geography.
- the economics of the group.
- its civics/citizenship.
- its government.

☑ Check your writing for correct spelling, grammar, capitalization and punctuation.

**June**  **Compare and Contrast Two Characters**

Complete a graphic organizer (see Graphic Organizer 13F or 13G) to compare/contrast two characters you read about this year. Based on the graphic organizer, write a composition comparing and contrasting the two characters. (see H.M. Theme 5, p. 187 E).

Be sure to include:
- the names of characters.
- at least three ways in which the characters are alike; explain.
- at least three ways in which the characters are different; explain.
- a conclusion.

☑ Check your writing for correct spelling, grammar, capitalization and punctuation.

**Use rubrics attached to score portfolio writing pieces.**
GRAPHIC ORGANIZERS
FOR
GRADE 3
STORY MAP

Story Map for

Who? | Where?

**Beginning**
What is the problem?

Middle
What happens?

**Ending**
How is the problem solved?
STORY MAP

Where the Story Takes Place:

Characters:

Story beginning:

Event:  
Event:  
Event:  

Story Ending:
Step by Step

My topic is ______________________________________________________________

What materials are needed? ________________________________________________

What are the steps?

Step 1

Step 2

Step 3

Step 4

Step 5
## PROCESS: HOW TO MAKE SOMETHING

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>What am I going to teach you how to do?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What materials do you need?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you do first?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you do next?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you do after that?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you do last?</td>
<td></td>
<td></td>
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</tbody>
</table>
Venn Diagram

Life Cycles of a Frog and a Butterfly

Frog

Butterfly

BOTH
## COMPARE AND CONTRAST

<table>
<thead>
<tr>
<th>Character:</th>
<th>Character:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**HOW ALIKE?**

|           |           |

**HOW DIFFERENT?**

|           |           |

**Conclusion**
# Integrated Theme Test Record

**Student** ____________________________   **Date** ______________

## STUDENT PROFILE

<table>
<thead>
<tr>
<th>Part 1: Reading Strategies</th>
<th>Part Scores:</th>
<th>Excellent Progress</th>
<th>Good Progress</th>
<th>Satisfactory Progress</th>
<th>Needs Improvement</th>
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</thead>
<tbody>
<tr>
<td>predict/infer</td>
<td>Items 1-2</td>
<td>7-8</td>
<td>5-6</td>
<td>3-4</td>
<td>0-2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 2: Comprehension</th>
<th>Part Scores:</th>
<th>Excellent Progress</th>
<th>Good Progress</th>
<th>Satisfactory Progress</th>
<th>Needs Improvement</th>
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</thead>
<tbody>
<tr>
<td>summarizing: story structure</td>
<td>Items 3-6</td>
<td>14-16</td>
<td>11-13</td>
<td>7-10</td>
<td>0-6</td>
</tr>
<tr>
<td>compare and contrast</td>
<td>Items 7-11</td>
<td>20</td>
<td>16</td>
<td>8-12</td>
<td>0-4</td>
</tr>
<tr>
<td>fantasy/realism</td>
<td>(written)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(multiple-choice)</td>
<td>Items 12-17</td>
<td>24</td>
<td>20</td>
<td>12-16</td>
<td>0-8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 3: Word Skills</th>
<th>Part Scores:</th>
<th>Excellent Progress</th>
<th>Good Progress</th>
<th>Satisfactory Progress</th>
<th>Needs Improvement</th>
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<tbody>
<tr>
<td>base words</td>
<td>Items 12-17</td>
<td>24</td>
<td>20</td>
<td>12-16</td>
<td>0-8</td>
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<td>inflected forms</td>
<td>Items 12-17</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>using context</td>
<td>Items 12-17</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 4: Writing and Language</th>
<th>Part Scores:</th>
<th>Excellent Progress</th>
<th>Good Progress</th>
<th>Satisfactory Progress</th>
<th>Needs Improvement</th>
</tr>
</thead>
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<tr>
<td>Writing Fluency</td>
<td>Item 18</td>
<td>20</td>
<td>15</td>
<td>10</td>
<td>0-5</td>
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<tr>
<td>Proofreading</td>
<td>Item 19</td>
<td>6</td>
<td>5</td>
<td>3-4</td>
<td>0-2</td>
</tr>
<tr>
<td>short vowels, vowel-</td>
<td>Item 20-21</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>consonant-e, long a and long e</td>
<td>Writing Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>subjects and predicates,</td>
<td>writing a sentence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>correcting run-on sentences,</td>
<td>combining sentences:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>kinds of sentences</td>
<td>compound sentences</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5: Self-Assessment (optional)</th>
<th>Part Scores:</th>
<th>Excellent (90-100)</th>
<th>Good (80-89)</th>
<th>Satisfactory (70-79)</th>
<th>Needs Improvement (0-69)</th>
</tr>
</thead>
<tbody>
<tr>
<td>self-assessment</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>developing preferences</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Scoring of Self-Assessment is not recommended. Evaluate answers for evidence of metacognitive growth.

### Total Score

- **□** Excellent (90-100)
- **□** Good (80-89)
- **□** Satisfactory (70-79)
- **□** Needs Improvement (0-69)

**Additional Comments** ______________________________________

- **Test taken independently** □

---

**BL-61 (8/14/09)**
### STUDENT PROFILE

<table>
<thead>
<tr>
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Scoring of Self-Assessment is not recommended. Evaluate answers for evidence of metacognitive growth.

| Total Score                  | □ Excellent (90-100) | □ Good (80-89) | □ Satisfactory (70-79) | □ Needs Improvement (0-69) |

Additional Comments

Test taken independently □
WEATHER WATCH  
LEVEL 3, THEME 5  
Integrated Theme Test Record

Student ____________________________   Date ______________

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Bibliography


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