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| |  | | --- | | **Constructed Response 3-Step Model**  **Teachers’ Names: Ms. Hendricks**   Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student #\_\_\_\_\_\_\_\_ | |

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| CATEGORY | **4: 100%** | **3: 75%** | **2: 50%** | **1: 25%** |
| **Step # 1: Restate the question** | The student restates all questions using the language of the question to form a statement that answers the question with relevant details. | The student restates at least 2 questions using the language of the question to form a statement that answers the question with relevant details. | The student restates at least 1 question using the language of the question to form a statement that answers the question with relevant details. | Although answers to the questions are provided, the student does not restate any questions to form a statement that answers the questions using relevant details. |
| **Step #2: Cite Textual Evidence** | For each question, the student uses one of the sentence stems from the citing textual evidence anchor chart to cite textual evidence using relevant details. | For at least 2 questions, the student uses one of the sentence stems from the citing textual evidence anchor chart to cite textual evidence using relevant details. | For at least 1 question, the student uses one of the sentence stems from the citing textual evidence anchor chart to cite textual evidence using relevant details. | Although the student cites textual evidence the student does not use any of the sentence stems from the citing textual evidence anchor chart or cite any relevant textual evidence. |
| **Step#3: Explanation of evidence** | For each question, the student uses one of the sentence stems from the evidence explanation anchor chart to describe what the textual evidence shows. | For at least 2 questions, the student uses one of the sentence stems from the evidence explanation anchor chart to describe what the textual evidence shows. | For at least 1 question, the student uses one of the sentence stems from the evidence explanation anchor chart to describe what the textual evidence shows. | Although the student attempts to explain what the textual evidence shows, the student does not use any of the sentence stems from the evidence explanation anchor chart to describe what the textual evidence shows. |

Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_