



Grade 3

Assessing Growth Over Time with Writing Portfolios

Day 2

1. Return responses and rubric to students. Explain that you will walk them through the text and task with a sample prewriting plan and exemplar response using the slides below. Follow the Assessment Process Guide (see reference materials section) and the ***Let's Explain - Tips for Actionable Feedback*** section below to point out the necessary skills and thinking required for this particular task.

 Slides - Assessment 1 - Grade 3

Presentation



Let's Explain - Tips for Actionable Feedback

Analyze task/academic language:

write a paragraph - main idea sentence + details + concluding sentence

passage - source text

your response - your answer

Skills:

Prewriting plan

Main idea sentence - restate the task

Detail #1 (spray) - citing sentence starter, detail generating questions, word referent, flip the sentence

Detail #2 (distance) - transition, citing sentence starter, detail generating questions, word referent

Concluding sentence - definitive word, restate the task

2. Once again, provide time for students to make further revisions, applying any skills for improvement. Response, revisions, rubric, and self reflection should be added to the portfolio for comparison to other responses collected throughout the year.

Name: _____

Task:

After reading "Skunks", write a paragraph to explain how skunks protect themselves. Be sure to use details from the passage to support your response.

Printable Student Pages

Grade 3 Assessing Growth Over Time
Expires on Oct 6, 2026



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Introduction to Assessing Growth Over Time with Writing Portfolios

***Disclaimer:** This resource was developed to provide ongoing assessment of student writing. It is not intended to provide the initial instruction of skills, but rather a way to reveal where learning needs to be reviewed and reinforced. All direct instruction takes place in the foundational lessons within the Hub Guide. Assessment should not disrupt the continued instruction of discreet writing skills as provided in the pacing guide.*

Benefits of Portfolio Assessment:

Portfolio assessment promotes deeper engagement, supports differentiated instruction, and provides educators with rich insights into individual student growth over time. Without a doubt, reviewing a carefully curated selection of writing samples from students over time offers an authentic and powerful way to assess the full scope and breadth of what young authors have learned, applied, and mastered. Unlike one-time tests or isolated assignments, portfolios provide a comprehensive picture of a student's progress, strengths, and areas for growth.

Portfolio assessment transforms writing from a one-time task into a meaningful process. Students learn to see writing as a tool for communication, reflection, and growth. By collecting and reviewing their work over time, they take ownership of their learning, track progress, and showcase their best efforts.

Teachers benefit, too. Portfolios offer a fuller picture of student development, allowing for more personalized feedback and targeted instruction. They also promote reflective teaching by helping educators see what's working—and what's not—across time and context.

Challenges and Pitfalls of Portfolio Assessment

While portfolio assessment can be a valuable tool for measuring growth, it should never replace consistent, high-quality instruction in both reading and writing. **No single task can address all the components of strong writing.** A combination of both formative and summative assessments provide a clearer picture of student abilities.

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Introduction to Assessing Growth Over Time

Assessments

Assessment #1

Assessment #2

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Assessment #4

Assessment #5

Reference Materials

Support to Constructed Response

Graphic Organizers

Student Self-Reflection Checklist

Rubrics for Constructed Response

Assessment Process Guide

Lessons Correlation Chart

Assessment #2

Objective

Students will:

- demonstrate writing skill growth over time when constructing a response to text
- analyze strengths, weaknesses and areas of improvement
- revise work based on feedback and self-reflection

Teachers will:

- guide students through reviewing the task, analyzing a prewriting plan, and examining an exemplar response so students can reflect on their own work, identify areas for improvement, and make targeted revisions
- recognize strengths, weaknesses and areas of improvement in determining next steps for focused instruction

Procedure

Day 1:

1. Explain to students that they will be adding to their portfolios by writing a response to the provided text and task. Review the skills recently learned and reference any modeled drafts, student practice pages, or reference pages. Allow time to write.

Text - Assessment 2 - Grade 3

Task - Assessment 2 - Grade 3

2. Provide the Student Self Reflection Checklist for students to complete and make revisions before submitting their work. (see reference materials section)

*Use the corresponding rubric to score the response. (see reference materials section)

Day 2

1. Return responses and rubric to students. Explain that you will walk them through the text and task with a sample prewriting plan and exemplar response using the slides below. Follow the Assessment Process Guide (see reference materials section) and the Let's Explain - Tips for Actionable Feedback section below to point out the necessary skills and thinking required for this particular task.

Slides - Assessment 2 - Grade 3

Let's Explain - Tips for Actionable Feedback

Analyze task/academic language:

write a paragraph • main idea sentence • details • concluding sentence

Click on Assessment 2, details are displayed on the right.

2 day procedure is provided. Pdfs and Google Slides are downloadable or can be assigned to a google classroom.

Mr. Bud's New House

The wind howled through the clearing and shook the timbers of old Mr. Bud's cottage. He huddled under the covers in his bed, hoping for the storm to pass.

CRACK! What was that, he wondered. The old man jumped from his bed and peered out the window. To his horror, the giant oak tree that stood beside his house swayed and toppled. "Oh no!" he shouted. He covered his head and threw himself to the ground as the huge tree crashed through the roof of his house.

After a moment or two he got up and looked around. There was a giant hole in the roof. He could see the black night sky through the hole. The trunk and branches of the tree covered everything on one side of the room. Leaves fluttered to the floor. It was as though the room had become a forest! All of his furniture was smashed and broken. "Oh dear!" he cried. "My cottage is ruined!" He shook his head and said, "Tomorrow I will have to repair my house. But I cannot do it alone." Mr. Bud sat down on a tree limb and made a plan. He would gather his neighbors. Together they would chop the tree into pieces and drag it outside. Then they would slice it into boards. The tree that destroyed his cottage could provide the wood to repair it!

He shivered when he thought about how close he'd come to being crushed by the tree. And he was thankful that he had a plan. He decided to get up at the crack of dawn and begin the work he needed to do. "Tomorrow I will have a brand new cottage!" he exclaimed as he curled up on a strong branch of the oak and went to sleep.

Name: _____

Task:

Read the story “Mr. Bud’s New House”. Write a paragraph to explain the main problem in the story and how it is solved. Be sure to use evidence from the story to support your answer.

[illegible]